ACADEMIC ADVISING

The purpose of academic advising is to enable students in the successful completion of their educational goals. Quality academic advising places students in the appropriate courses, those courses which meet individual degree requirements. Effective academic advising is central to the timely completion of a student’s academic degree program. Whether a student has chosen a major field of study or not, their success may hinge upon the quality of service and counseling provided by their initial academic advising. This handbook has been compiled to assist faculty in their role as academic mentor, advisor, and counselor, a role which assists students in their efforts to establish and pursue personal and professional goals.

Advising, then, is expanded beyond the traditional “registration advising,” where students must complete registration in a short time frame, sometimes with merely a signature of approval from their faculty advisor. This approach to advising assumes that students know the academic major that best fits their interests, abilities, and career objectives. It also assumes that students know which courses will best fit their schedule, and moreover, that they know which courses will count toward their degree requirements. Often this is not the case, and the results of this traditional “registration advising” are that students make a series of false starts, experience lower than expected satisfaction and achievement, and hence drop-out at a higher rate than those students whose advising experience is successful. The time frame in which students are able to pre-register and register has increased and they now have the option of on-line registration.

Research indicates that a strong factor in student success is a strong relationship between faculty and students. When this bond is strong, the potential for student retention and achievement is increased.

Goals and Objectives of Advising

1. To enable students to select academic and career paths through self-assessment of interests, abilities and goals.
2. To provide students with the guidance to make informed choices of appropriate academic programs.
3. To ensure frequent and close communication with the faculty advisor.
4. To improve retention by assisting students in making the transition to college and in achieving academic success.
5. To help students benefit from their TECH experience, both academically and socially, through the selection of a major field of study and participation in related student societies.
6. To provide timely intervention to students who are at risk.

Note: Certain academic descriptions contained within this handbook are in the Arkansas Tech University Undergraduate Catalog 2004 – 2005 publication. Both the Undergraduate and Graduate Catalog contain policies and procedures governing student admission, enrollment and graduation at Arkansas Tech University (TECH). This Handbook does not supersede the Catalog, but is designed to supplement this information and to provide guidance to both faculty and students.
SERVICES FOR STUDENTS

Academic Advising Center
Bryan Hall, Room 101
Phone: 479-964-0843
Email: linda.clarke@mail.atu.edu

The Academic Advising Center provides the following services to assist students and faculty:

1. Academic Advising is available for all incoming freshman, students who are undeclared majors, or students who seek information about selecting a major.
2. The Advising Center maintains a library of books which provide information about job opportunities within every program of study offered at Arkansas Tech University, to include job qualifications, salaries, and projected demand.
3. The Early Warning Program provides faculty the opportunity to report students who are in jeopardy of failing courses due to excessive absences or poor performance. Academic Advisors contact and counsel these students, in order to increase the student’s potential for academic success.
4. The Learning Styles Inventory assists students in determining what style of learning they possess and in providing strategies for more efficient learning and study skills.
5. Tutor Referral Services are provided to students. Contact the Advising Center to locate a tutor in any subject area. Tutors typically charge $8.00 to $10.00 per hour which is paid by the student, not by Arkansas Tech University.

Registrar’s Office
Doc Bryan, Suite 153
Phone: 479-968-0272

The TECH registrar’s office assists with a variety of faculty and student needs from coordinating the schedule of courses, registration, and class enrollment to providing official copies of academic transcripts and coordinating commencement ceremonies. Several staff contacts are listed below:

Academic Probation and Suspension: Jessica Lambert
Phone: 968-0445
Email: jessica.lambert@mail.atu.edu

Graduation and Degree Audits: Peggy Hall
Phone: 968-0444
Email: peggy.hall@mail.atu.edu

Registration, Course Scheduling and Student Information System (SIS): Diana Evans
Phone: 964-0800
Email: diana.evans@mail.atu.edu

Transfer of Courses: Karin Kilby
Phone: 968-0204
Email: karin.kilby@mail.atu.edu
The Financial Aid office provides assistance to students who, without aid, would be unable to attend college. Types of Financial Aid include: Federal Pell Grants, Athletic grants-in-aid assistance, Student Loan Programs, Student Employment.

The Bridge to Excellence retention program is designed to help freshmen successfully make the transition from high school to college. Participating freshmen complete a questionnaire called the College Student Inventory (CSI). Freshmen are then assigned to a mentor -- a faculty or staff member who has volunteered to work with new students; subsequently, the mentor meets with each of his or her students to discuss the student's needs as identified in the CSI Student Report.

For additional information about the Bridge to Excellence retention program, call 968-0239 or visit the Bridge to Excellence website at http://stuserv.atu.edu/bridgetoexc/.

Although meeting scholarship retention requirements is the responsibility of the student, it is of great benefit for Academic Advisors to be aware of these requirements when scheduling courses.

Academic (ACT) Scholarships offered by Arkansas Tech University include the following: University Honors, Board of Trustees, Presidential, University, Dean’s Academic, Valedictorian/Salutatorian, Transfer, Phi Theta Kappa. For further information, see page 35 of the 2004-05 TECH catalog.

Arkansas Academic Challenge Scholarship:
Financial Aid Office
Doc Bryan, Suite 117
Phone: 479-968-0399
Email: niki.spencer@mail.atu.edu
Further information about the Arkansas Academic Challenge scholarship may also be obtained by contacting the Department of Higher Education at 1-800-54-STUDY.

_Endowment or Privately Funded Scholarships:
Development Services
Administration Building 212
Phone: 479-964-0531
Email: beverly.shively@mail.atu.edu

Note: For further information, see page 38 of the 2004-05 TECH catalog.

**Testing Center**
Bryan Hall, Room 103
Phone: 479-968-0302
Email: karen.pittman@mail.atu.edu

The Testing administrator serves as the coordinator for the administration of local and national examinations. Exams include:

1. Examinations administered by TECH, such as the Rising Junior Exam
2. Exams administered on behalf of professors for students requiring special accommodations
3. Exams designed by TECH for credit purposes, such as the examinations in Health Information Management
4. Correspondence exams administered for other universities and organizations
5. COMPASS admission exams administered to prospective TECH students who have been out of an educational setting for five or more years.
6. National examinations, including AAMA, ACT, ACT-Residual, CLEP, GRE, LSAT, MAT, MCAT, NLN and the PRAXIS Series (NTE, PPST).

**Center for Students with Disabilities**
Bryan Hall, Room 103
Phone: 479-968-0302
Email: carolyn.crawford@mail.atu.edu

The Center is responsible for coordinating the modification of campus facilities and procedures to accommodate the needs of students with disabilities. Students must provide medical documentation of disability in order to receive accommodations. Advance notification must be provided at least two weeks prior to registration if special accommodations are required.
Health and Wellness Center

Counseling Services:
Dean Hall, Room 126
Phone: 479-968-0329
Email: danette.heckathorn@mail.atu.edu

A professional counselor provides personal counseling in areas such as relationships, adjustment to college, decision making, finances, stress management, depression, test anxiety, identity development, grief, addictions, and disabilities.

Medical Care:
Health and Wellness Center
Dean Hall, Room 126
Phone: 479-968-0329
Email: rita.woolf@mail.atu.edu

A registered nurse provides a wide range of medical services, including treatment for minor illnesses and injuries, management of ongoing medical problems (under the direction of a health care provider), and routine allergy services, including injections -- some immunizations and flu shots. The nurse may provide health related educational resources and care and advice for many health concerns. Students should be referred to the Health and Wellness Center for evaluation before missing classes. There is not a physician in the Center; therefore, major illnesses will be referred to a physician off campus.

Athletic Compliance
Office of the Athletic Director
Hull Building
Phone: 479-964-3205
Email: mark.taylor@mail.atu.edu

Students who participate in Tech athletics contribute greatly to the University. In order to participate, athletes must comply with NCAA Division II enrollment and course completion regulations. Although it is the responsibility of the student to know and meet with NCAA requirements, Academic Advisors may assist these students by being aware of these requirements and making appropriate referrals, as needed.
Extracurricular Activities and Organizations
Student Services Office
Doc Bryan, Suite 233
Phone: 479-968-023

For information about the extracurricular activities and student organizations at Arkansas Tech University, see the Office of Student Services.

Norman Career Services
Career Counseling/Career Fairs/Employment Listings
Doc Bryan, Suite 211
Phone: 479-968-0278
Email: career.services@mail.atu.edu

Norman Career Services (NCS) offers a wide variety of services including a Career Interest Inventory (Discover Program). This program allows the user to decide on a college major, to see lists of graduate schools, and much more. Campus interviews, career fairs, and employer job matches are also provided for seniors and alumni. Part-time and summer job listings both on and off campus as well as applications for on-campus Work-Study are also available through the NCS.

Norman Career Services provides services which assist the student in determining and implementing career and educational plans. Some of the services offered are: an extensive career library; interest inventory tests; career counseling; and presentations to classes, student groups, and organizations. The office also provides individual and group counseling services to help ensure that graduates are prepared for the job search process.

Norman Career Services provides Placement Services to assist students with full-time and part-time employment. NCS maintains contact with recruiters from many different employment organizations who conduct on and off campus interviews each semester. Current contacts include local, national, and international employers in business, industry, education, and government.

Additional information concerning career planning and services may be obtained by visiting the NCS office at Doc Bryan or at the TECH website: http://careers.atu.edu
Computer Services  
Corley Building, Room 253  
1811 N. Boulder Ave. 
Phone: 479-968-0646  
Email: tech.support@atu.edu

All technology access is operated through the Computer Services Department. For help in accessing the SIS, email, or Blackboard, if applicable, contact Computer Services, Angela Linden, Help Desk Administrator, in the Corley Building, or Ken Wester and Steve Milligan who are located in the Ross Pendergraft Library and Technology Center (RPL).

Assistant Director of Computer Services, Networking  
Ken Wester  
RPL, Room 306  
Phone: 479-964-0567  
Email: ken.wester@atu.edu

Network Analyst  
Steve Milligan  
RPL, Room 113  
Phone: 479-964-0564  
Email: steve.milligan@atu.edu
The Advising Process

Advising Appointments:

Students should make appointments with their faculty advisor to discuss information pertaining to their enrollment, degree requirements, and career counseling.

During the pre-registration and registration periods, faculty will post on their office door a grid of office hours, during which they will be available to advise students. Students may make appointments by writing their names in the grids to meet with the faculty member at a designated time. By scheduling these appointments ahead of time, faculty can better utilize this individual advising time, avoiding a press of students who might typically “drop by” for faculty advising.

Advising Folders:

First-Time Entering Freshmen: Upon admission to Arkansas Tech University, an academic advising folder containing ACT/SAT or COMPASS scores, high school transcripts, AP/CLEP credit information, and prior college work is created for each student by the Office of Admissions and forwarded to the Academic Advising Center (AAC) for use in scheduling and registration of courses. After freshman registration, if the student has declared a major, the student’s advising folder is forwarded to the applicable department, where an academic advisor will be assigned. Students who have not declared a major (undecided) will continue to be advised in the AAC until a major is declared. University policy requires that students must declare a major prior to or during the semester the student completes 45 credit hours. Upon notification from the Registrar’s office that a major has been declared, the advising folder is forwarded by the AAC to the applicable department.

Transfer Students: Upon admission to Arkansas Tech University, an academic advising folder containing evaluated transfer transcripts, ACT/SAT or COMPASS scores and high school transcript information, if required, is created by the Registrar’s Office. This folder may be either picked up at the Registrar’s Office by the student prior to his or her advising appointment, or forwarded to the student’s department by the Registrar’s Office at the request of a faculty advisor. Undecided transfer students with less than 45 earned hours will be advised by the AAC.

Transfer Credit: Normally, a maximum of 68 semester hours of acceptable credit may be transferred from community colleges. For full acceptance, transfer credit must average “C” or better. No more than a total of 30 semester hours of correspondence, extension and credit by examination work may be applied as credit toward a degree. The last 30 semester hours of work toward a degree must be done in residence at TECH.

Request for Substitution of Transfer Courses: This form must be completed as soon as the student transfers to Arkansas Tech University. Students should provide, whenever possible, a copy of the catalog(s) of the institutions from which they have earned credit so that the advisor can clearly determine the content of the courses that they have completed. This form must be signed by the student and approved by the advisor, department head, dean, and registrar. Completing this form as soon as possible prevents students from repeating courses or taking courses that are not required by their curriculum.
Transfer students who have been suspended or dismissed by another college or university, in general, are not eligible to enroll at TECH until they are eligible to return to the college or university that suspended or dismissed the student.

Returning Students: Dependent upon departmental policy, academic advising folders for students who stop attending the University are usually kept available for a period of one to two years. Students returning to the University after an extended period of time may need to contact the Registrar’s Office to obtain a new advising folder. This folder should be delivered to the department of the student’s major (AAC for undecided) prior to scheduling an appointment for academic advising and registration in classes.

Undecided Students: Students who have not decided upon a major field of study may enroll in general education courses which are required of all candidates for the baccalaureate degree. Students enrolled as “undecided” majors will be assigned to the Academic Advising Center located in Room 101 of Bryan Hall. Students enrolled as “undecided” may select a major at any time; however, a student must select a major during the semester in which the student earns 45 credit hours.

Change of Major: Students who wish to change their major should go to the Registrar’s Office or to the department of their current major and complete a Change of Major/Minor form. As a result of this change of major, the student’s former department will be notified to forward advising records to the department of the student’s new major. It is the student’s responsibility to contact their new department of study so that an academic advisor can be assigned.

Change of Advisor: A student may change advisors. If a student wishes to be assigned to a different advisor, then he or she should speak to the head of their department. If an undecided student wishes to change advisors, he or she should see the Registrar’s Office.

Information Available to the Advisor

Faculty should review counseling reports and a list of majors available in departmental offices. Faculty may view and print their advisee list from the SIS system. Mid-term and final grades and unofficial student transcripts for advising purposes may be obtained from the SIS system. The Registrar’s Office will provide copies of transcripts for students who have attended other institutions. After transfer work has been posted to the students’ Tech transcript, faculty may view the work from the SIS system.

Pre-registration is normally held in November and April. Pre-registration for currently enrolled students is scheduled in November to pre-register for Spring semester classes, and in April to pre-register for Fall semester classes. These pre-registration opportunities are intended for students currently enrolled at TECH. Priority for registration is based on the number of hours earned. For more information, refer to the current TECH catalog and/or Schedule of Courses.

Pre-registration for entering freshmen is usually scheduled for mid-May through June. Entering freshmen are invited to campus to enroll through the Academic Advising Center.
Pre-registration for transfer students is usually scheduled for July and August. Transfer students contact the department where their major is housed to schedule an appointment.

Registration for Fall, Spring, and Summer terms is also scheduled immediately prior to the date classes begin. During this registration, students enroll on a first-come, first-served basis.

**Student Classification:**

**Class Standing:** Students with fewer than 30 semester hours are classified as freshmen, students with 30 through 59 semester hours as sophomores, students with 60 through 89 hours as juniors, and students with at least 90 hours as seniors.

**Freshman Placement Standards:** In accordance with Arkansas Code of 1987 Annotated, paragraph 6-61-110, first-time entering undergraduate student (includes students who entered college the summer of 1995 or thereafter and students who enter with advanced standing) who enrolled in baccalaureate degree programs or associate-degree transfer programs must meet the following placement standards prior to enrollment in college-level mathematics or English composition courses.

**Mathematics:** Students must score 19 or above on the mathematics section of the ACT, 460 or above on the quantitative portion of SAT-1, to enroll in college-level mathematics courses. For students who take the COMPASS, those scoring a 41 or above on the mathematics section may enroll in college-level mathematics courses. Students not meeting the standard must successfully complete a developmental (pre-college level) mathematics program, demonstrating achievement at least as sophisticated as intermediate algebra, in order to be placed in college-level mathematics courses.

**English Composition:** Students must score 19 or above on the English section of the ACT or 460 or above on the verbal section of SAT-1 to enroll in college level English courses. For students who take the COMPASS, those scoring 75 or above on the writing section may enroll in college-level English courses. Students not meeting the standard must successfully complete a developmental program.

**Reading:** Students must score 19 or above on the reading section of the ACT, 460 or above on the verbal section of SAT-1 in order to be considered to have met minimal reading skill requirements. For students who take the COMPASS, those scoring 82 or above on the reading section will be considered to have met minimal reading skill requirements. English composition may be taken concurrent with or subsequent to any required developmental reading program.

Note: Students, who are required to complete developmental programs in Mathematics, English, and/or Reading, must enroll in the appropriate course during their first semester at Tech and in each subsequent semester until the developmental program is completed. A grade of “C” or better is required in all developmental courses before the student may advance to higher level courses.
**Student Grading:**

**Grading and Incomplete Grades:** Final grades are reported to the Registrar’s Office at the end of the semester. Midterm grades are reported for freshmen only. A final grade of “I” may be recorded for a student who has not completed all the requirements of a course only in situations where the student has an illness or other circumstances beyond the student’s control, and has completed seventy-five percent of the course requirements provided work already completed is of passing quality. If a grade of “I” is assigned, the instructor will complete an Incomplete Grade Contract, setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and student. Beginning the first summer term, 1990, and thereafter, a grade of “I” will not be computed in the grade point average for the semester recorded; however, the “I” will be automatically changed to a grade of “F” for grade and grade point purposes at the end of the next regular semester (fall or spring) unless course requirements are completed and the final grade is reported before the end of the semester. A grade of “I” recorded prior to the first summer term, 1990, will be computed as an “F” for grade point purposes.

No grade other than an “I” may be changed after it is recorded except if an instructor finds that a grade has been erroneously recorded. The instructor may correct the grade by submitting a written request and explanation of the error to the Vice President for Academic Affairs.

Grade points are awarded on the basis of: A, 4 points; B, 3 points; C, 2 points, D, 1 point; F, 0 points.

**Student Grade Appeal:** If a student thinks that a grade received is inaccurate, an appeal may be made for the grade to be changed. The student should first discuss the disagreement with the instructor. If no resolution is reached, the student may take the issue to the head of the department in which the course is taught or to the dean of the school, if the department head should be the instructor involved. If the appeal is not resolved at that level, the student may appeal to the dean of the school (in which the course is taught) and ask for a hearing should the conference between student and dean not bring a resolution. At the time a student asks for a formal hearing, he or she must submit a written formal presentation of the case, with all related supporting documents. The hearing committee can then either reject the grievance on the basis of its content or proceed to investigate further. A complete description of this process is found in the Arkansas Tech University Student Handbook, “Student Academic Grievance Procedure,” page 17, and also in the Faculty Handbook, pages 72-74.

**Academic Clemency:** In accordance with ACT 1000 of 1991, a student who has not attended Arkansas Tech University for a period of at least three years may apply to have the grades and credits for one or more consecutive terms or semesters earned prior to the three year separation removed from his or her grade point average. Any undergraduate student who has previously attended Arkansas Tech University may qualify to request academic clemency providing the following criteria are met.

After re-entering Tech following a separation of at least three years, a student may request academic clemency at the Office of the Registrar for approval by the Vice President for Academic Affairs. The student must specify the term or consecutive terms for which academic clemency is desired. Any petition for academic clemency must be requested and granted prior to the beginning of the second semester of the student’s enrollment after returning to Tech. Academic clemency may be granted only one time and is irreversible. If the request is approved, Academic Clemency will cover all credits.
earned during the term or terms for which academic clemency is requested. The student’s complete record will remain on the transcript with the added notation of “academic clemency granted” and the effective date.

Course Information:

Adding and Dropping Courses: The deadline for adding courses, changing courses or course sections is given in the University calendar; thereafter, changing to audit or dropping a course are the only changes permissible. Courses officially dropped after the 11th class day and through the thirteenth week of a fall or spring semester will be recorded as “W.” Students may add, drop, or change sections of courses only by completing and returning the applicable form to the Registrar’s Office, after obtaining the formal approval from their academic advisor. Failure to complete this procedure can result in a grade of “F” being entered onto the student’s record. A fee of $10 will be charged except for changes made for the convenience of the University.

Note: A student accumulating an excessive number of absences in a course may be dropped from the course by the instructor with a grade of “F*.” (For procedural information, see page 66 of the Faculty Handbook.)

Repeating Courses: Students may repeat courses they have taken at Arkansas Tech University for the purpose of grade point adjustments only by re-enrolling in the same courses at Arkansas Tech University and subject to the following provisions:

For repeated 1000 and 2000-level courses, only the grade from the last attempt of the repeated course is calculated into a student’s cumulative grade point although all grades, and all attempts are recorded on the student’s academic record.

For repeated 3000 and 4000 level courses, all grades for repeated courses are calculated into the student’s cumulative grade point, and all attempts of the repeated course are recorded on the student’s academic record.

Adjustments to cumulative grade points are not made for courses transferred from other colleges or universities.

Class Load Policy: A student can expect to spend 2-3 hours outside of the classroom in preparation (studying, homework) for each hour actually spent in class. This means that a student can expect to spend 24-36 hours in studying for a 12 semester credit hour load. It is therefore recommended that a full-time student enroll in no more than 18 hours per semester (7 hours per summer session). Students working full-time are encouraged to take no more than 12 hours per semester (3 hours per summer session). Students on academic probation must obtain approval from their advisor to enroll in more than 15 hours per semester.

These totals include all courses in which students may enroll. Permission to take course loads above these maximums must be obtained in advance of registration from the dean of the school of the student’s major.
**Course Overload:** Students who enroll above the maximum loads without securing permission from the dean will be dropped from their classes. To be considered for a course overload, the student must submit a petition to the dean and should meet the following criteria:

1. Have a 3.25 minimum grade point average in the preceding two summer sessions (minimum: 12 semester hours) or in the preceding fall or spring semester (minimum: 12 semester hours) at the university, or
2. Be in good academic standing in the school in the last semester before graduation.

The maximum overload permitted in any school by an approved petition is a load totaling 24 hours for a fall or spring semester, nine hours in summer session I or II, and 15 hours for any combination of summer enrollments. Overloads over 21 hours will be subject to review by the Office of Academic Affairs.

**Special Problems Courses:** Special problems courses are provided so that students can independently study a topic, under the direction of a faculty member. The topic should be one that is not covered in the regular curriculum. After obtaining a faculty member’s agreement to direct and supervise a special problems course, the student may register. For registration, a Special Problems Topic Form should be completed and signed by the appropriate department head or dean. An official course title must then be selected. To provide an official course title, the faculty member and department head, fill out a Special Problems Topic Approval Form, which must be signed by the supervising faculty member, the department head, and the dean. This form should be filled out before the student enrolls in the Special Problems Course.

**Academic Status:**

**Academic Probation:** Students will be placed on academic probation whenever their semester grade point falls below 2.00 unless the cumulative grade point is 2.00 or higher. These criteria also apply to entering transfer students. Removal of probation will be accomplished by raising the cumulative grade point to 2.00 or higher.

Note: Freshmen students who in a probationary semester fail to remove themselves will continue on probation for the following semester. Sophomore, junior, and senior students who in a probationary semester fail to remove themselves but achieve a 1.75 semester grade point will continue on probation for the following semester unless the academic suspension policy applies.

**Academic Suspension:** Suspension will be automatic for sophomore, junior and senior students who in a probationary semester fail to achieve a 1.75 semester grade point; or who fail to remove themselves from probation within three successive full semesters. Students may combine summer term grades at Arkansas Tech with those of the spring semester immediately preceeding in order to establish eligibility for retention in college.

Suspension means that the student will not be allowed to attend Arkansas Tech the succeeding regular semester; after one regular semester the student may be eligible for readmission on academic probation. Students receiving a second academic suspension will be eligible to seek readmission one year from the date of suspension. Students who believe there are extenuating circumstances which would justify earlier readmission must appeal to the Vice President of Academic Affairs for a hearing.
with the Admissions Council. Students who meet the semester/year stipulation must file a request for readmission with the Registrar’s Office.

Students on academic suspension who wish to transfer to Arkansas Tech University must meet the eligibility standards for readmission to the last college/university attended before being considered for admission to Arkansas Tech University.

**Graduation Evaluation:**

**Choice of Catalog for Graduation:** Students have a choice of the catalog under which they may complete graduation requirements. Non-transfer students must complete graduation requirements under the provisions of the Arkansas Tech University catalog in force at the time they enter Tech or in any subsequent Arkansas Tech catalog provided they were enrolled at the University during the year the catalog was in effect.

Transfer students must choose to complete graduation requirements under the provisions of the Arkansas Tech catalog in force at the time they first enrolled in any college or any subsequent Arkansas Tech catalog, provided the Tech catalog was not over four years old at the time they entered Arkansas Tech, and they were enrolled in college either at Tech or elsewhere during the year in which the catalog was in effect.

Students pursuing a second baccalaureate degree must use the Tech catalog in effect at the time they first enrolled subsequent to receiving the first degree or any later Tech catalog provided they were enrolled at the University during the year the catalog was in effect.

**Requirements for Graduation:** In addition to meeting the requirements of the curriculum for the major, all students must meet the graduation requirement listed in the catalog under “Requirement for Baccalaureate Degrees,” “Requirements for Additional Baccalaureate Degrees, or “Requirements for Associate Degrees.”

**Degree Audit - Transcript Evaluation for Graduation:** Candidates for graduation must complete a degree audit and an application for graduation. Seniors completing graduation requirements at the end of the fall semester must submit to the Registrar’s Office an Application for Graduation and complete a Request for Degree Audit in consultation with their advisor on or before the end of the eighth week of the previous fall semester. Seniors completing graduation requirements at the end of the spring semester of either of the following summer sessions must submit and application for graduation and complete a degree audit in consultation with their advisor on or before the end of the eighth week of the previous spring semester.

**Note:** The transcript evaluation or degree audit should be accompanied by an up-to-date transcript; only one copy of everything should be submitted.
Advising Skills

ROLE OF THE ADVISOR

Academic advising is a joint responsibility of both advisors and advisees. In order to achieve this goal, advisors should:

1. Create an atmosphere of caring and concern in which meaningful communication and trust can exist. Listen constructively, attempting to hear and understand students’ problems.
2. Help students to clarify their values and goals.
3. Assist advisees when they are not achieving in accordance with their abilities, helping them plan activities to correct their difficulties.
4. Provide assistance to the academically under-prepared student. Help recognize possible causes of difficulty and suggest alternative courses of action.
5. Assist advisees to clearly identify career goals and objectives. Make students aware of the full range of educational opportunities that are appropriate to their plans.
6. Listen with empathy to student’s concerns. Attempt to understand from the student’s point of view.
7. Encourage superior students to take advantage of special educational opportunities, i.e. interdisciplinary courses, honors program, etc. Encourage them to explore double majors/minors, etc.
8. Encourage freshmen to become involved with departments clubs, organizations, and campus activities.
9. Schedule, post, and keep regular office hours for meetings with advisees.
10. Set aside enough regularly scheduled time to adequately meet the advising needs of assigned advisees.
11. Know University academic standards, policies and procedures in sufficient detail to provide students with accurate, usable information about general education requirements, academic programs, and graduation requirement, etc.
12. Refer students to other sources of information and assistance when referral would be in the student’s best interest.
13. Maintain good records of conferences with advisees.
14. Become familiar with the Buckley Amendment (FERPA) and the legal implications of academic advising and confidentiality of student records.
15. Share advising skills with new departmental faculty who may also be actively involved with advising.
16. Actively participate in departmental and university-wide in-service advisor development programs.
17. Encourage student feedback on the effectiveness of advising received.
18. Become knowledgeable about financial aid guidelines and the impact on academic progress.
19. Be aware of requirements for special program admissions.
20. Familiarize yourself with the Undergraduate Catalog.
GOOD ADVISOR/GOOD ADVISEE

Outlines below contain characteristics which most individuals agree pertain to being a good advisor and conversely a good advisee. The good advisor characteristics are reprinted with permission by the author from the book, “Help! My Kid Wants To Go To College.” It would be beneficial if all advisors would distribute this sheet to their advisees during their first meeting, either in the summer or in the fall.

The Good Advisor

1. Is student-oriented i.e., tries very hard to be available to students and sets up a schedule that allows students to come and meet with the advisor.
2. Does not hurry through the advising session, but listens and hears what the student is saying.
3. Makes the student feel comfortable by the arrangement of the office, the use of sincere eye contact, and the attempt not to allow anything else to interrupt the meeting.
4. Conducts the session in private and does not allow colleagues or other students to be present until there is a need for others to be involved.
5. Always asks the student’s opinion or solicits suggestions about what student would do or want to do about the situation or matter at hand.
6. Is not afraid to say, “I don’t know,” and is willing to help the student find an answer to a question by being knowledgeable about the campus resources.
7. Is willing to share the fact that advisors are human beings with interests outside campus life.
8. Makes the student aware of how and when the advisor can be reached.

The Good Advisee

1. Understands own reasons for going to college. Thinks about where they are in the process of selecting a major.
2. Gets to know Arkansas Tech University and its academic majors, minors, and various curriculum materials. Also gets to know, through the student handbook, the various rules, policies or procedures that pertain to student life at Arkansas Tech.
3. Makes an appointment with advisor as soon as possible. Doesn’t wait until it is time to register for the following term. Gets to know advisor as an individual. Develops a relationship beyond simply getting approval to register.
4. Finds out advisor’s office hours and tries to make appointments during those times, or other times when the advisor is available.
5. Has an agenda when meeting with advisor. Jots down a list of items to go over, such as scheduling various courses, situations where information might be needed, or areas where help might be needed.
6. Becomes knowledgeable about all the various services available on campus. Such services include financial aid, career services, counseling center, intramurals, extracurricular activities, and any other services available at Arkansas Tech.
7. Thinks about the entire academic curriculum, not just the current schedule. The advisee should have an overall plan to fulfill the various degree requirements. Doesn’t just look at one semester, but at a four year total degree plan. An undecided student should ensure the completion of the general education requirements.
8. If the student has established a good relationship with an advisor and is experiencing problems, the student should contact their advisor immediately. The student should not depend on the advisor to solve the problem, but should have the advisor suggest an office or component of the university which can help solve the problem.
THE ADVISING INTERVIEW

1. **Opening** – Greet students by name, be relaxed, and warm. Open with a question e.g., “How are things going?” or “How can I help?”
2. **Phrasing questions** – Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about business as a career?”
3. **Out-talking the student** – Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
4. **Accepting the student’s attitudes and feelings** – A student may fear that the advisor won’t approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the advisor should too.
5. **Cross-examining** – Do not fire questions at the student like a machine gun.
6. **Silence in the interview** – Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
7. **Reflecting the student’s feelings** – Try to understand what the student is saying. For example, it is better to say, “You feel that professor is unfair to you” rather than “Everyone has trouble getting along with professors sometimes.”
8. **Admitting your ignorance** – If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.
9. **Setting limits on the interview** – Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can for today?” or “Let’s make another appointment so that we can go into this further.”

Source: Crockett, D. *Advising Skills, Techniques, and Resources*, pp. 770.
THE DO’S AND DON’TS OF ADVISING

THE DO’S

1. Appreciate the emotion behind your advisee’s words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do not interrupt your advisee’s sentences. Let him/her tell his/her story first.
4. Fight off external distractions.
5. Establish good eye contact.
6. Use affirmative head nods and appropriate facial expressions.
7. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they’re saying).
8. Recognize verbal behavior of advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.
9. Self-disclosure which can support the student’s experience. Example: “I remember how nervous I was the first time I went in to see an advisor.”
10. Asking questions. Using “what” or “how” can help the student give more than “yes”, “no”, “because”, or “I don’t know” answers. Example: “What do you like about this major and what don’t you like?”

THE DON’TS

1. Talking. You can’t listen while you are talking.
2. Not empathizing with the other person. Try to put yourself in his/her place so that you can see what he/she is trying to get at.
3. Not asking questions: When you don’t understand, when you need further clarification, when you want to show that you are listening. But don’t ask questions that will embarrass him/her or show him/her up.
4. Give up too soon. Don’t interrupt the other person; give him/her time to say what he/she has to say.
5. Not concentrating on what he or she is saying. Actively focus your attention on his/her words, ideas, and feelings related to the subject.
6. Not looking at the other person. His/her face, mouth, eyes, hands, will all help him/her communicate with you. They will help you concentrate, too. Make him/her feel that you are listening.
7. Smiling and grunting inappropriately. Don’t overdo it.
8. Showing your emotions. Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.
9. Not controlling your anger. Try not to get angry at what he/she is saying; this may distract your attention.
10. Using distractions. Put down any papers, pencils, etc. you may have in your hand; they may distract your attention.
11. Make hasty judgments. Wait until all the facts are in before making any judgments.
12. Don’t evaluate facts and evidence. As you listen, try to identify not only the significance of the facts and evidence, but also how they relate to the argument.

Source: Adapted from Crocket, D. Advising Skills, Techniques, and Resources. pp. 743-744.
HELPING SKILLS

Silence:

Passive listening with accompanying non-verbal behaviors (posture, eye contact, etc.) to communicate interest and concern.

Non-Committal Acknowledgement:

Brief expressions that communicate understanding, acceptance and empathy, such as:

- “Oh”
- “I see”
- “Mm-hmmmm”
- “How about that”
- “Really”
- “No fooling”
- “You did, huh”
- “Interesting”

Door Openers:

Invitations to expand or continue the expressions of thoughts and feelings. Again, the listener is showing interest and involvement. Examples:

- “Tell me about it”
- “I’d like to hear your thinking”
- “Would you like to talk about it”
- “Let’s discuss it”
- “Sounds like you’ve got some feelings about this”
- “I’d be interested in what you have to say”

Content Paraphrase:

Putting the factual portion of the message into your own words and sending it back to check your accuracy in understanding. Examples are:

- “So you really told your boss off”
- “You’re saying if your plan works, the problem will be solved”
- “She just keeps going on and on, huh?”

Active Listening:

Helping the sender to understand both the thoughts and feelings of his communication. The listener does this by reflecting or mirroring what he has heard. Examples are:

- “You sound upset when he uses your bike”
- “You are not pleased with the way your part of the report is coming”
- “You’re stumped about what to do next”
Non-verbal Observation:

A sensitive observation of an individual’s behavior to understand feelings that are not being expressed verbally. Examples:

“‘You look sad’
‘You seem anxious and upset’
‘I think you’re getting nervous about the late hour’ (after noting clock gazing)

Responding to Legitimate Dependency:

Providing information or actions to meet straightforward needs that are not coded or masked expressions of deeper need. Example:

“What is today’s meeting schedule?”
Answer: “We will be starting at 8:00 a.m….”

Source: Crockett, D. *Advising Skills, Techniques, and Resources*, pp. 750-751.
“ACTIVE” LISTENING SKILLS

1. Appreciate the emotion behind your advisee’s words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do not interrupt your advisees’ sentences.
4. Fight off external distractions.
5. Take notes (do not trust your memory where certain facts and dates are important).
6. Let your advisees tell their story first.
7. Constantly check to see if your advisees want to comment or respond to what you have previously said to them.
8. RELAX – try not to give the advisee the impression you want to immediately talk.
9. Establish good eye contact.
10. Use affirmative head nods.
11. Use appropriate facial expressions.
12. Avoid nervous or bored gestures.
13. Intermittently respond to your advisee with “uh huh,” “yes-s-s,” “I see.”
14. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they’re saying).
IDENTIFYING AT-RISK STUDENTS

Many academically capable students are at risk because of factors, such as a lack of family emotional support, low levels of motivation, poor social skills, or low levels of self-reliance.

Some Risk Factors:

1. Weak educational values
2. Low desire to finish college
3. Negative attitude toward educators
4. Low sense of financial security
5. Poor initial impression of the institution
6. Few intellectual interests
7. Lack of openness to new experiences
8. Lack of interest in campus activities
9. Extremely high or extremely low levels of sociability
10. Poor study habits
11. Little interest in career planning assistance
12. High level of academic confidence
13. Low level of family emotional support
14. Low level of perceived leadership ability
15. High need and desire for personal counseling
16. Low level of self-reliance

Students identified as at-risk should be targeted for intervention as early as possible.

Interventions can include:

1. Student-faculty conferences
2. Student-counselor conferences
3. Referral to campus resources and services