2024
ACADEMIC ADVISING
MANUAL

TENNESSEE
STATE UNIVERSITY

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VISION

Tennessee State University aspires to be the premier public urban, comprehensive institution achieving prominence through innovation and instruction, research, creativity, and service with the dissemination of knowledge and information.

MISSION

Tennessee State University, through its legacy as an HBCU and land grant institution, transforms lives, prepares a diverse population of leaders, and contributes to economic and community development by providing affordable and accessible educational programs at various degree levels promoting academic excellence through scholarly inquiry, teaching, research, lifelong learning, and public service.

CORE VALUES

Tennessee State University maintains the following core values:

- Learning Everyday
- Making excellence a habit
- Thinking beyond the obvious
- Working relentlessly
- Serving everyone we encounter

ACADEMIC ADVISING AT TSU

Advising at TSU is a collaborative partnership between students and advisors. Grounded in teaching and learning, academic advising is student-centered and goal-driven with established outcomes and expectations to help students apply program requirements, institutional policies, and their individual path to success. Interactions are dynamic, inclusive, and holistic—considering students' academic, career, social, and life interests and goals.

Academic Advisor Assignments

Advising assignments for TSU students are divided among primary role advisors from the Office of Student Success and departmental specific and faculty advisors to include faculty/program, athletics, and Honors). For more information, https://www.tnstate.edu/studentsuccess/advisors.aspx

NACADA: The Global Community for Academic Advising is the premier Association for student success through academic advising in higher education.

Formally chartered on May 2, 1979, NACADA serves its members through a variety of professional development and networking opportunities. In addition, the Association supports student success at the institution level through its comprehensive consulting services, Outcomes of Advising Surveys, and NACADA Excellence in Academic Advising program.

NACADA's elected and appointed leadership works in cooperation with the NACADA Executive Office to lead the 15,000-member not-for-profit Association.

NACADA's history, bylaws, and leaders will continue to shape the Association's future.

VISION
NACADA: The Global Community for Academic Advising is the leading association globally for the advancement of student success through excellence in academic advising in higher education.

MISSION
NACADA: The Global Community for Academic Advising provides its members with exemplary and innovative opportunities for professional development and personal growth. As a global community promoting student success through academic advising, our mission revolves around four interconnected key principles:

- We are inclusive, committed to offering all our members equitable opportunities for professional development and to fostering belongingness in the association.

- We are global, expanding our horizons by bringing together perspectives from around the world and collaborating with other organizations in the field of higher education.

- We promote a scholarly approach to academic advising, by stimulating research and enabling our members to connect theory to practice.

- We constitute a veritable community, based on mutual respect, encouragement, and support, thus providing an inviting and stimulating environment for professional development.

COMMITMENT TO DEI STATEMENT

NACADA: The Global Community for Academic Advising supports the diversity, equity, and inclusion of its membership. The goals of the Association are to foster inclusive communities, to cultivate a sense of belonging for its members, and to acknowledge and eliminate barriers to engagement and professional growth. This work, in turn, supports our diverse student and campus constituencies. As members of NACADA, we all share the responsibility for creating an inclusive and accessible global community of advisors that inspires all members to have a voice.

NACADA STRATEGIC GOALS 2021-2026

1. Identify and remove barriers to accessibility of all opportunities for engagement and professional growth in the association to foster equity and inclusion for all members.
2. Develop innovative and expanded opportunities for professional development that are relevant across the global contexts of academic advising.
3. Expand and strengthen the network of external partnerships globally to advance the vision, mission, and strategic goals of the association.
4. Optimize the globalization of the association, including the community of members, network of partnerships, engagement with scholarship, and relevance of professional development opportunities.
5. Provide practices that allow members to identify and cultivate their long-term professional development and engagement with the association.
6. Foster communities of practice that empower members to advance the scholarship of academic advising.
7. Examine and align the structure and infrastructure of the association to best support advancement of the vision, mission, and strategic goals.
8. Assess association practices to ensure relevance with the evolving landscape of higher education across the globe.

NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

NACADA'S
PILLARS OF
ADVISING

The NACADA Board of Directors endorses four documents that champion the educational rose of academic advising in a diverse world.
The Four "Pillar" documents of academic advising are.

Pillars of Academic Advising

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members.
These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

NACADA'S
CONCEPT OF
ACADEMIC ADVISING

NACADA: The Global Community for Academic Advising is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

In 2005, NACADA President Jo Anne Huber charged a Task Force chaired by past NACADA Presidents Ruth Darling and Eric White to develop an association's statement on academic advising. The work of the Task Force was presented at all 10 NACADA Region Conferences in Spring 2006 and the comments, recommendations, and input from all members were incorporated into the Concept of Academic Advising Statement approved by the Board of Directors in October 2006.

Therefore, the association statement is a result of extensive grassroots member input and involvement. It is the intention of the association to provide a useful document to its constituents, reflecting as many of the current views and philosophies of our members as possible.

The Concept of Advising is produced "for the good of the profession." When reproducing the Concept [or any part of it] for campus use please include the statement "Reprinted [or Excerpted] with permission from NACADA: The Global Community for Academic Advising www.nacada.ksu.edu."

NACADA'S CONCEPT OF ADVISING (CONTINUE)

PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

NACADA'S CONCEPT OF ADVISING (CONTINUE)

THE CURRICULUM OF ACADEMIC ADVISING

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

NACADA'S CONCEPT OF ADVISING (CONTINUE)

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum, and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values.
- use complex information from various sources to set goals, reach decisions, and achieve those goals.
- assume responsibility for meeting academic program requirements.
- articulate the meaning of higher education and the intent of the institution's curriculum.
- cultivate the intellectual habits that lead to a lifetime of learning.
- behave as citizens who engage in the wider world around them.

SUMMARY

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from
https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx

NACADA STATEMENT OF CORE VALUES

The NACADA Statement of Core Values reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, the following represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.

The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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CORE VALUES

Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

CARING

Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

COMMITMENT

Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

EMPOWERMENT

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

INCLUSIVITY

Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

INTEGRITY

Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

PROFESSIONALISM

Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

**RESPECT**

ACADEMIC ADVISING
CORE COMPETENCIES MODEL

At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors with the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.
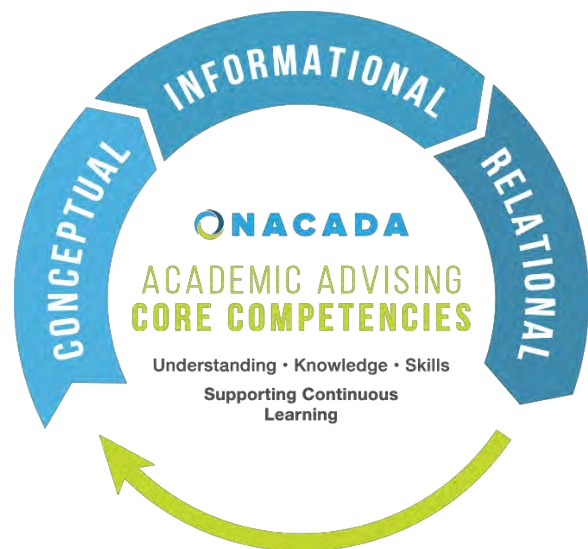
To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.

CORE COMPETENCY AREAS
FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

1. The history and role of academic advising in higher education.
2. **NACADA's** Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

INFORMATIONAL

Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

RELATIONAL

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the NACADA Academic Advising Core Competencies Model, please visit
nacada.ksu.edu/resources/pillars/corecompetencies.aspx

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FOR ACADEMIC ADVISING

NATIONAL ASSOCIATION OF COLLEGES & EMPLOYERS (NACE)

CAREER READINESS

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

For new college graduates, career readiness is key to ensuring successful entrance into the workforce. Career readiness is the foundation upon which a successful career is launched. Career readiness is, quite simply, the new career currency.

For higher education, career readiness provides a framework for addressing career-related goals and outcomes of curricular and extracurricular activities, regardless of the student's field of study.

For employers, career readiness plays an important role in sourcing talent, providing a means of identifying key skills and abilities across all job functions; similarly, career readiness offers employers a framework for developing talent through internship and other experiential education programs.

There are eight career readiness competencies, each of which can be demonstrated in a variety of ways. Review a definition of each competency below as well as download supplemental materials to support and incorporate into your initiatives.

Career Readiness Competencies Resources:
- **Career Readiness: Competencies for a Career-Ready Workforce**
- **NACE Career Readiness Competency Icon Set**
- **PowerPoint Template**

CAREER READINESS (continue)

Connecting Academic and Career Advising

Given that career readiness is an institutional outcome and the responsibility of university faculty and staff serving students, and the intention is to increase student confidence for successful post-graduation transitions, we must address the issue of synthesizing efforts for academic and career advising. A college student survey conducted by the Strada Educational Network and Gallup (2017) offered a couple of key findings related to this question. One was that students who receive career-specific support from faculty or staff members feel most confident in their preparation for the workforce. The second is that students receive helpful advice from academic advisors about courses and programs but less information about career and postgraduate options. Yet academic advisors are a valuable resource to help students make academic decisions leading to better career readiness and successful transitions to the workforce.

Academic Advisors as Career Influencers

As we consider the importance of facilitating the development of students' career readiness in order that they may increase their probability of success in their professional lives after college, it is necessary to identify all possible career influencers who have both opportunity and capacity to be a compelling force in helping students attain these competencies. While there could potentially be an unlimited number of career influencers at any given institution, career advisors are typically viewed as principally responsible for guiding the career development experience of students. Career development involves the process of engaging students in self-exploration, establishing a work and career identity, and expanding their awareness of career path possibilities that align with their academic goals. Faculty and professional advisors who intentionally engage students in the career planning and development process are providing career advising which Gordon (2005) defines as "helping students understand how their academic and personal interests, abilities and values might relate to the career fields they are considering and how to form their academic and career goals accordingly."

Traditionally less recognized as career influencers but potentially equally impactful in the career development process are academic advisors. The National Academic Advising Association defines academic advising as a "series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the framework of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes" (NACADA, 2006). Therefore, academic advising facilitates the clarification of academic, personal, and career goals which combines each of these three dimensions into comprehensive educational plans for the realization of those goals.

Nutt (2008) highlighted the similarities between academic and career advising in terms of what advisors must do and know. The functional skills required of both include an ability to demonstrate counseling and listening skills, an ability to build relationships, effective communication skills, a recognition of advising as teaching, effective decision-making practices, the establishment of an environment of challenge and support, and a robust awareness of institutional resources and the ability to make appropriate referrals. Effective academic and career advisors must possess similar knowledge including student development theories, institutional policies and procedures, degree programs, and support services.

Despite the significant overlap in terms of what academic and career advisors must do and know, these two components of higher education often function in isolation of the other. For example, many colleges and universities have structured and intentional advising approaches established to ensure students engage in academic advising throughout their college career. However, it is less common for schools to have comparable strategies in place to get students engaged with the career development process prior to graduation. In fact, one out of three college seniors never visit the career center at any point in the college experience (Alvarez, 2018). Given the structured and intentional nature of academic advising, academic advisors stand in a prime position to serve as effective career influencers in an effort to better prepare students for life after college. The notion of academic advising taking a significant role in the efforts to support the development of career readiness competencies and narrow the skills awareness gap as a key part of a broader student success pathway merits consideration.

ACADEMIC ADVISING PROCESS

The General Education Core is a series of freshman and sophomore courses that prepare students for work in the major at the junior and senior level (the "upper division"). Upon completion of the General Education Core, students take the Rising Junior Examination, which tests their freshman and sophomore learning, and apply for admission to the upper division.

Students take a range of courses in the following areas:

- Communications (9 hours)

- Humanities and/or Fine Arts (9 hours)

- Natural Science (8 hours)

- History (6 hours)

- Social and Behavioral Sciences (6 hours)

- Mathematics (3 hours)

ACADEMIC ADVISING PROCESS

The process of academic advising includes the following dimensions: (1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses. TSU will provide students with a variety of experiences in each of these dimensions. The experiences will hopefully occur in a sequential order, as indicated. TSU is dedicated to helping students achieve their maximum potential and will provide students with primary role and faculty advisors who can help them focus on the question: "How do I want to live my life?" Few students have had opportunities to explore this question in an intensive and meaningful way; college should be an experience especially designed for such exploration. Without such an exploration, a student would not be able to decide how to use his skills and interests in a meaningful career.
Adapted from O'Banion (1994)

The Nine Conditions of Academic Excellence

The Nine Conditions of Excellence in Academic Advising outlines the aspirational standards for colleges and universities to evaluate and improve academic advising. These standards acknowledge the central role of advising in promoting student learning, success, and completion. They recognize the complex nature of higher education and compel institutions to examine academic advising through multiple lenses.
https://nacada.ksu.edu/Portals/0/Resources/Excellence%20in%20Academic%20Advising/documents/NineConditionsofExcellence.pdf

Best Practices for Advising
(Adapted from Missouri State)

Academic advising is an important aspect of student success. The following "best practices" are recommendations for successful advisement at the levels at TSU. Excellent advisement programs help provide a positive student educational experience.

1. Structure academic advising processes to meet student needs and best utilize faculty/staff talents.
Several models have proven to be successful at Tennessee State:
- Some units within the University may be best served by a Centralized Advisement Center staffed by qualified full-time primary-role advisors.
- Other units with greater diversity among available majors may be best served by decentralized departmental advisement where faculty members serve as advisors.
- In some cases, a hybrid structure may work best, where a Departmental Advisement Coordinator works with a small support team (i.e., Full- or part-time staff members, and/or graduate assistants) to manage Advisement Center services.
- A similar model would involve a Departmental Advisement Coordinator who works with departmental faculty to facilitate training updates, to match advisees with advisors based on interests, and to maintain equitable advising loads. In a few departments, one designated professional academic advisor serves as the advisor for all departmental majors.

2. Divide primary-role and faculty advising loads equitably so appropriate time can be spent with each advisee.
- Students should have the opportunity to benefit from the knowledge, experience, and accessibility of primary-role and faculty advisors who are invested in promoting student success through advising. These talents should be recognized in performance evaluations, and where possible, lighter expectations in other areas (i.e., teaching, research, service) may be appropriate.
- Some faculty members excel in academic areas outside of advising (i.e., teaching, research, committee work) and may not be well-suited to advising students. In these situations, departments should determine equitable workloads that account for the number and type of advisees assigned to each faculty member.

Best Practices for Advising (continue)

3. Designate individual(s) in each department/advisement center to receive specialized training and coordinate advisement of special populations of students.

- Academic advisors who work with specific populations of students should be specifically trained and keep current with training relevant to the needs of the groups of students. Because of these extra training requirements, it is wise to limit the number of students assigned to these advisors.
- The specialized needs of students should be considered when structuring advising duties. Individuals who are advising special populations should be prepared to meet the needs of those students.

4. Promote, encourage, and track the ongoing training and professional development of primary-role and faculty advisors at TSU.
Examples of training and development activities include:

- Encourage or require all advising staff/faculty providing advising services to obtain and maintain Master Advisor certification.
- Maintain and disseminate current information to advising staff/faculty related to general advisement, careers, graduate study, internships, and other opportunities for students to engage more fully in the process of achieving academic and professional goals. This information could be communicated, for example, through a departmental bulletin board or time devoted to advisement in department/staff meetings.
- Train all faculty/staff providing advising services on the specific requirements for the majors and minors served by the department/advisement center.

5. Develop effective methods within each department/advisement center to communicate with all student populations at TSU.
Examples of effective communication methods include:

- Develop and regularly update email distribution list(s) for rapid dissemination of pertinent information.
- Develop and regularly update an advising webpage with information (e.g., forms, documents, and links) of interest to advisees in the department or unit.
- Consider adopting more student-friendly and high-tech methods to communicate with advisees (e.g., Facebook, Twitter, blogs, a Brightspace "class" for advisees, and/or regular newsletters).
- Develop a procedure to communicate with students who will not regularly be on campus (e.g., campus email after an initial phone conversation).

Best Practices for Advising (continue)

6. Promote within each department/advisement center the best practices of individual advising as established by the "Best Practices for Academic Advisors at Tennessee State University" document.

7. Designate one person (i.e., Advisement Coordinator, Department Head, or Center Director) to manage provision of advisement services within the department/ advisement center, with charges based on the advising model adopted by that unit.
Responsibilities of this individual might include:
- Carry a significant advising load.
- Assign students to faculty advisors as equitably as possible, ideally matching student and faculty areas of academic and/or professional interest.
- Maintain consistent communication with faculty advisors (e.g., provide information regarding policy changes, helpful hints, and reminders of important dates).
- Be involved with recruitment at the departmental level (e.g., through Campus Visits and departmental tours).
- Provide advising assistance when faculty advisors are not available to students.
- Teach departmental or University courses when appropriate.

8. Ensure that quality advising is appropriately available to all TSU students.
Examples of ways to ensure appropriate accessibility of advising services:
- Make advising services available to students during evenings, summers, and academic intersessions, as well as during the traditional academic year.
- Ensure that another qualified advisor (e.g., Department Head, staff advisor or graduate assistant) is available to assist students when an academic advisor is unavailable during normally scheduled times (for example, at a conference).
- Encourage students to schedule advising appointments in advance so a department can schedule an advisor to be available.

9. Implement a consistent plan to assess advisement within the department/ advisement center and use results to facilitate process improvement.

Best Practices for Advising (continue)

10. Devise a method to follow up with graduates. Potential students may be interested, so availability of this information could boost departmental/college recruitment and retention efforts.
Examples of ways to follow up with graduates:
- Learn graduate and professional school plans.
- Survey employers that are hiring recent graduates.
- Maintain current contact information for university advancement purposes.

11. Develop a concrete system to recognize and reward faculty/staff who are dedicated to providing quality academic advising through the department/advisement center.
Examples of ways to recognize and reward advising:
- Consider the weight given to advising as teaching in promotion and tenure planning.
- Nominate outstanding advisors for Tennessee State's "Excellence in Advising" awards.

Best Practices in Group/Hybrid Advising

Excellent academic advising helps create positive experiences for students, shares information about academic rules, regulations, and programs, and helps students develop meaningful educational plans to help them pursue their life goals. As enrollment increases and numbers of faculty and staff advisors stay constant, many advisors find themselves looking for creative ways to provide advising information. Some departments are turning to group or hybrid advising models to help provide timely and effective advice to their declared majors. Information dissemination to groups of students may free up time, resulting in more meaningful conversations with individual students about their academic concerns and plans.

Departments who wish to consider group/hybrid advising should consider these best practices, as well as the mission of advising at Tennessee State University and the overall Best Practices for Academic Advisors and Best Practices for Advising in Departments/Advisement Centers.

1. Group/hybrid advising sessions provide effective opportunities to share information that all majors in a particular program need.
- Invite student groups by hours earned or by milestones in the major that have been achieved.

- Advisors conducting group/hybrid advising sessions should use care to cover all necessary information with each group and all participants. Checklists for individual students with space for notes from advisors may be useful.
- Information covered in the advising session may be reinforced with advising handouts, information posted on departmental websites, or Brightspace pages.

2. All group/hybrid advising sessions must be conducted with utmost sensitivity to FERPA regulations and student privacy concerns.
- Students participating in group advising sessions should receive instruction about what confidential information may and may not be shared in these sessions. Students may need to sign releases or statements of understanding.
- Students in computer labs pulling up academic records should be seated so that others may not view their screens.

3. All students must be offered an opportunity to speak individually with an academic advisor in addition to participating in a group/hybrid advising session.

4. Two or more advisors are strongly recommended at each group/hybrid advising session in order to address individual concerns.

5. Students should have sufficient notice to arrange to attend a group/hybrid advising session and should be able to choose a session that fits into their academic schedule.

6. Follow up with student participants should include exit survey/evaluation opportunities. Advisors should also follow up with students who seemed troubled or confused as well as students who did not attend.

7. Notations of participation in group/hybrid advising sessions should be properly documented in Advising Notes.

Advising Checklists

Advisement Checklist: Guide to Conducting A TSU Advising Session

Below are sample checklists for academic advisors to use in an effort to effectively facilitate their advising sessions.

NEW STUDENT

Freshmen

1. **Understand Enrollment Checklist**
   Students will do the following:
   — Respond to their Admission Offer in the Future Tiger Portal (Admissions CRM)
   — Register for Orientation in the Future Tiger Portal
   — Submit Housing Application (if living on campus)
   — Review Advisement and Registration Information
     - Freshmen are advised in the Office of Student Success (OSS) and categorized as follows:
       a. First-time (recent high school graduates or adult learners who have not attended college)
          i. First-time students earned college credit through dual enrollment completion are assigned a primary-role advisor in the OSS. If they enter with 30+ credit hours, the OSS will serve as their advisement contact upon entry and collaborate with the academic department to confirm courses needed for the first term. The student will transition to their Chair or faculty advisor before registration opens for the next term.
       b. Continuing/readmitted (students who are returning to TSU after completing at least 1 semester and have earned 0-29 credit hours)
       c. Transfers (students who are transferring from another institution with 0-29 credit hours)
     - First Time Freshmen, visit: https://www.tnstate.edu/studentsuccess/ftf.aspx
     - Returning/Continuing and Readmits, visit https://www.tnstate.edu/studentsuccess/fysy.aspx
     - Transfers visit: https://www.tnstate.edu/studentsuccess/transfers.aspx
2. **Engage Students Before and at Orientation**
   Students and their families are excited to meet their advisor and learn next steps after thy are admitted. Welcome students and share the following:
   — OSS Advisor List and how/when to connect with advisor
   — General Education requirements and CPoS
   — Course placement and registration instructions
   — Major selection, pathways (i.e. Degree In Three), and previous coursework
   — Freshmen Advisement (A6) Hold process
   — Schedule review and adjustment process
   — Academic Catalog and Calendar

3. **Prepare Students for Day 1 and Beyond**
   Advising is mandatory for all freshmen, and occurs during the following timeframes:
   — Pre-Registration Advising
     ▪ Fall Term (September and October)
     ▪ Spring Term (February and March)
   When meeting with a student, assume they do not know academic language or much of the information you want to share.
   — Explain the advising process and structure at TSU.
   — What are the student's goals?
     ▪ Ask the student to share their PAW Plan. The PAW Plan will be uploaded by the advisor in EAB.
     ▪ Ask the student about their transition to college and course progression.
   — Discuss major student declared.
     ▪ Is it still valid? If not, the advisor will initiate a Change of Major Form using dynamic forms in myTSU and inform new advisor.
     ▪ Share experiential major maps
       a. https://www.tnstate.edu/qep/EMMs.aspx
   — Review student's academic program requirements using the academic catalog and Degree Works.
   — Define/explain the following when appropriate:
     ▪ Program requires 120 credit hours and minimum 2.0 GPA to graduate
     ▪ Some programs have additional admission requirements (i.e. pre-professional programs like Dental Hygiene)
     ▪ Courses with minimum grade requirements
     ▪ Course sequencing and concept of pre-requisites and co-requisites
       a. Review transcripts and previous course work completed
     ▪ Difference between electives and general education flexibility including major-specific requirements
       a. Show students the list and share any restrictions
     ▪ Courses recommended for the following term
       a. Determine Placement
            i. Review math placement flowchart
           ii. Review placement guidelines
                1. https://www.tnstate.edu/asc/placement_guidelines.aspx
          iii. Review test scores again in SOATEST and AdmissionPros to share if student is eligible for credit by examination and/or requires learning support for a specific course
       b. Mini-semester options
       c. Permission to take a course at another institution
       d. Participant-specific requirements (i.e. Honors, Band, etc.)
       e. Share advisement form and welcome student comments regarding agreement/disagreement/questions.
     ▪ Major change process and impact on Financial Aid
       a. Remind student about CPoS and academic standing
       b. Loss of financial aid when not meeting SAP or earning required course credits at the end of term

- Course withdrawal impact on Financial Aid
    a. The student is responsible for maintain aid and discounts, and advisors are responsible for understanding basic requirements. Yes—they should connect with Financial Aid and their scholarship/discount representative before withdrawing from a course.
    b. Merit Scholarships https://www.tnstate.edu/oims/index.aspx
    c. 250-Mile Radius Discount https://www.tnstate.edu/bursar/radius.aspx
    d. Scholar Rate and Scholar Rate+ https://www.tnstate.edu/bursar/Scholar%20Rates%20Updated%20October2023.pdf
- Important dates/deadlines
    a. Regular and late registration
    b. Course withdrawal and university withdrawal deadline
    c. Midterms/Final Exams and when grades post
— Make appropriate referral when necessary and share referral information on advisement form.
— Tell student to save (if digital) or keep in a folder (if printed).
— Document throughout the meeting and record final notes in EAB-Navigate. It is important to upload any documents shared or relevant to the meeting.

Transfers with 30+ Hours

1. **Understand Enrollment Checklist**
   Students will do the following:
   — Respond to their Admission Offer in the Future Tiger Portal (Admissions CRM)
   — Register for Orientation in the Future Tiger Portal
   — Submit Housing Application (if living on campus)
   — Review Advisement and Registration Information
   - Students are advised by the Chair and/or designated faculty in their academic program.
   - Transfers visit: https://www.tnstate.edu/studentsuccess/transfers.aspx
   - Departmental Contacts: https://www.tnstate.edu/studentsuccess/advisors.aspx

2. **Engage Students Before and at Orientation**
   Students are eager to connect with their advisor and register. Welcome students and share the following:
   — Faculty/Departmental Advisor and how/when to connect
   — Outstanding General Education requirements
   — Curriculum/Graduation Checklist with all course requirements
   — Transfer Department (A7) Hold process
   — Academic Catalog and Calendar
   — Previous Coursework

3. **Prepare Students for Day 1 and Beyond**

 Advising is not mandatory in all academic areas after a student starts the term. However, advising should be encouraged and occur during the following timeframes:

— Pre-Registration Advising
  - Fall Term (September and October)
  - Spring Term (February and March)

 When meeting with a student, meetings should focus on student goals and opportunities.

— Explain the advising process and structure at TSU.
— What are the student's goals?
  - Ask the student about their transition to college and course progression.
— Discuss major student declared.
  - Is it still valid? If not, the advisor will initiate a Change of Major Form using dynamic forms in myTSU and inform new advisor.
  - Share experiential major maps
    a. https://www.tnstate.edu/qep/EMMs.aspx
— Review student's academic program requirements using the academic catalog and Degree Works.
— Define/explain the following when appropriate:
  - Program requirements, including credits, admission standards, and GPA needed to graduate
  - Courses with minimum grade requirements
  - Course sequencing and determining electives
    a. Show students the list and share any restrictions
    b. Review transcripts and previous coursework completed
  - Courses recommended for the following term
    a. Determine Placement
        i. Review math placement flowchart
        ii. Review placement guidelines
            1. https://www.tnstate.edu/asc/placement_guidelines.aspx
        iii. Review test scores again in SOATEST to share if student is eligible for credit by examination (scores are listed in the academic catalog) and/or requires learning support for a specific course
    b. Mini-semester options
    c. Permission to take a course at another institution
    d. Participant-specific requirements (i.e. Honors, Band, etc.)
    e. Share advisement form/curriculum sheet/graduation checklist and welcome student comments regarding agreement/disagreement/questions.
  - Major change process and impact on Financial Aid
    a. Remind student about CPoS and academic standing
    b. Loss of financial aid when not meeting SAP or earning required course credits at the end of term
  - Course withdrawal impact on Financial Aid
    a. The student is responsible for maintain aid and discounts, and advisors are responsible for understanding basic requirements. Yes—they should connect with Financial Aid and their scholarship/discount representative before withdrawing from a course.
    b. Merit Scholarships https://www.tnstate.edu/oims/index.aspx
    c. 250-Mile Radius Discount https://www.tnstate.edu/bursar/radius.aspx

        d. Scholar Rate and Scholar Rate+
           https://www.tnstate.edu/bursar/Scholar%20Rates%20Updated%20October2023.pdf

- Important dates/deadlines
  a. Regular and late registration
  b. Course withdrawal and university withdrawal deadline
  c. Midterms/Final Exams and when grades post

— Make appropriate referral when necessary and share referral information on advisement form.
— Tell student to save (if digital) or keep in a folder (if printed).
— Document throughout the meeting and record final notes in EAB-Navigate. It is important to upload any documents shared or relevant to the meeting.

Transients

1. **Enrollment and Advisement Process**
   Students will do the following:
   — Respond to their Admission Offer in the Future Tiger Portal (Admissions CRM)
   — Review Advisement and Registration Information
   - https://www.tnstate.edu/studentsuccess/transfers.aspx
   - Transient students are non-degree seeking students who may have a freshman advisement (A6) hold when accepted to TSU.
     a. OSS lifts the A6 hold
        i. Students are not assigned an advisor by major. Instead, they email the Office of Student Success (OSS) to get the hold lifted.
     b. Chair/Faculty Advisor reviews and permits override or inform student if they are unable to take desired course
        i. Departmental Contacts: https://www.tnstate.edu/studentsuccess/advisors.aspx
     c. The student registers for the course discussed with the departmental advising contact (Chair or faculty).

Resources:

Academic Information (i.e. grade appeal, excessive absences) is listed in the Undergraduate Catalog in the University Academic Information section:
https://catalog.tnstate.edu/content.php?catoid=14&navoid=744

Information to support advisor reviews regarding placement (i.e. credit by examination) can also be found in the Undergraduate Catalog in the University Admission Policies & Regulations section:
https://catalog.tnstate.edu/content.php?catoid=14&navoid=758&hl=collegeboard&returnto=search

Advising for graduate students occurs in the in the program associated with the Graduate School, and the graduate calendar is accessible here: https://catalog.tnstate.edu/index.php?catoid=13

Advisement Checklist: Guide to Conducting A TSU Advising Session

Below are sample checklists for academic advisors to use in an effort to effectively facilitate their advising sessions.

RETURNING/CONTINUING STUDENT

Continuing/Returning Freshmen

1. **Understand Enrollment Checklist if Readmitted**
   Students will do the following:
   — Respond to their Admission Offer in the Future Tiger Portal (Admissions CRM)
   — Submit Housing Application (if living on campus)
   — Review Advisement and Registration Information
     - Returning/Continuing and Readmits, visit
       https://www.tnstate.edu/studentsuccess/fysy.aspx

2. **Day 1 and Beyond**
   Advising is mandatory for all freshmen, and occurs during the following timeframes:
   — Pre-Registration Advising
     - Fall Term (September and October)
     - Spring Term (February and March)
   When meeting with a student, identify if they are on track and /or need a major change.
   — Explain the advising process and structure at TSU.
   — What are the student's goals? If applicable, have their goals changed since they completed the PAW Plan?
   — Discuss major student declared.
     - Is it still valid?
     - Is it a pre-professional program and is the student on track? If not, the advisor will discuss options and initiate a Change of Major Form using dynamic forms in myTSU and inform new advisor.
     - Share experiential major maps and experiential learning opportunities
       a. https://www.tnstate.edu/qep/EMMs.aspx
   — How are they progressing in their program?
     - Review academic standing
       a. Students not in good academic standing should incorporate tutoring and other appropriate resources and support in their goals
       b. Review student's academic program requirements using the academic catalog and Degree Works.
   — Define/explain the following when appropriate:
     - SAP and Graduation requirements, including financial and academic suspension differences
     - Courses with minimum grade requirements
     - Course sequencing, including pre-requisite, and co-requisite requirements
       a. Review transcripts and previous course work completed
     - Difference between electives and general education flexibility including major-specific requirements
       a. Show students the list and share any restrictions

- Courses recommended for the following term
    a. Determine Placement
        i. Review math placement flowchart
        ii. Review placement guidelines
            1. https://www.tnstate.edu/asc/placement_guidelines.aspx
        iii. Review test scores again in SOATEST and AdmissionPros to share if student is eligible for credit by examination and/or requires learning support for a specific course
    b. Mini-semester options
    c. Permission to take a course at another institution
    d. Share advisement form and welcome student comments regarding their agreement/disagreement/questions.
- Major change process and impact on Financial Aid
    a. Remind student about CPoS and academic standing
    b. Loss of financial aid when not meeting SAP or earning required course credits at the end of term
- Course withdrawal impact on Financial Aid
    a. The student is responsible for maintain aid and discounts, and advisors are responsible for understanding basic requirements. Yes—they should connect with Financial Aid and their scholarship/discount representative before withdrawing from a course.
    b. Merit Scholarships https://www.tnstate.edu/oims/index.aspx
    c. 250-Mile Radius Discount https://www.tnstate.edu/bursar/radius.aspx
    d. Scholar Rate and Scholar Rate+ https://www.tnstate.edu/bursar/Scholar%20Rates%20Updated%20October2023.pdf
- Important dates/deadlines
    a. Regular and late registration
    b. Course withdrawal and university withdrawal deadline
    c. Midterms/Final Exams and when grades post

— Make appropriate referral when necessary and share information on advisement form.
— Tell student to save (if digital) or keep in a folder (if printed).
— Document throughout the meeting and record final notes in EAB-Navigate. It is important to upload any documents shared or relevant to the meeting.

Continuing Students with 30+ Hours

1. **Understand Enrollment Checklist if Readmitted**
   Students will do the following:
   — Respond to their Admission Offer in the Future Tiger Portal (Admissions CRM)
   — Register for Orientation in the Future Tiger Portal
   — Submit Housing Application (if living on campus)
   — Review Advisement and Registration Information
       - Students are advised by the Chair and/or designated faculty in their academic program.
       - Departmental Contacts: https://www.tnstate.edu/studentsuccess/advisors.aspx

2. **Engage Students Before and at Orientation**
   Students are eager to connect with their advisor and register. Welcome students and share the following:
   — Faculty/Departmental Advisor and how/when to connect
   — Outstanding General Education requirements
   — Curriculum/Graduation Checklist with all course requirements
   — Transfer Department (A7) Hold process
   — Academic Catalog and Calendar
   — Previous Coursework

3. **Prepare Students for Day 1 and Beyond**
   Advising is not mandatory in all academic areas after a student starts the term. However, advising should be encouraged and occur during the following timeframes:
   — Pre-Registration Advising
      ▪ Fall Term (September and October)
      ▪ Spring Term (February and March)
   When meeting with a student, meetings should focus on student goals and opportunities.
   — Explain the advising process and structure at TSU.
   — What are the student's goals?
      ▪ Ask the student about their transition to college and course progression.
   — Discuss major student declared.
      ▪ Is it still valid? If not, the advisor will initiate a Change of Major Form using dynamic forms in myTSU and inform new advisor.
      ▪ Share experiential major maps and experiential learning opportunities
      a. https://www.tnstate.edu/qep/EMMs.aspx
   — Review student's academic program requirements using the academic catalog and Degree Works.
   — Define/explain the following when appropriate:
      ▪ Program requirements, including credits, admission standards, and GPA needed to graduate
      ▪ Courses with minimum grade requirements
      ▪ Course sequencing and determining electives
         a. Show students the list and share any restrictions
         b. Review transcripts and previous coursework completed
      ▪ Courses recommended for the following term
         a. Determine Placement
            i. Review math placement flowchart
            ii. Review placement guidelines
               1. https://www.tnstate.edu/asc/placement_guidelines.aspx
            iii. Review test scores in SOATEST to share if student is eligible for credit by examination (scores are listed in the academic catalog) and/or requires learning support for a specific course
         b. Mini-semester options
         c. Permission to take a course at another institution
         d. Share advisement form/curriculum sheet/graduation checklist and welcome student comments regarding agreement/disagreement/questions.
      ▪ Major change process and impact on Financial Aid
         a. Remind student about CPoS and academic standing
         b. Loss of financial aid when not meeting SAP or earning required course credits at the end of term
      ▪ Course withdrawal impact on Financial Aid
         a. The student is responsible for maintain aid and discounts, and advisors are responsible for understanding basic requirements. Yes—they should connect

with Financial Aid and their scholarship/discount representative before withdrawing from a course.
   b. Merit Scholarships https://www.tnstate.edu/oims/index.aspx
   c. 250-Mile Radius Discount https://www.tnstate.edu/bursar/radius.aspx
   d. Scholar Rate and Scholar Rate+ https://www.tnstate.edu/bursar/Scholar%20Rates%20Updated%20October2023.pdf
   ▪ Important dates/deadlines
      a. Regular and late registration
      b. Course withdrawal and university withdrawal deadline
      c. Midterms/Final Exams and when grades post
— Make appropriate referral when necessary and share referral information on advisement form.
— Tell student to save (if digital) or keep in a folder (if printed).
— Document throughout the meeting and record final notes in EAB-Navigate. It is important to upload any documents shared or relevant to the meeting.

Resources:

Academic Information (i.e. grade appeal, excessive absences) is listed in the Undergraduate Catalog in the University Academic Information section:
https://catalog.tnstate.edu/content.php?catoid=14&navoid=744

Information to support advisor reviews regarding placement (i.e. credit by examination) can also be found in the Undergraduate Catalog in the University Admission Policies & Regulations section:
https://catalog.tnstate.edu/content.php?catoid=14&navoid=758&hl=collegeboard&returnto=search

Advising for graduate students occurs in the in the program associated with the Graduate School, and the graduate calendar is accessible here: https://catalog.tnstate.edu/index.php?catoid=13

EXPERIENTIAL MAJOR MAPS

Major maps combine academic-planning and strategic career-planning to allow students to create individualized success plans so that they can achieve their professional and academic goals upon graduation. These maps identify key steps and transition points in onboarding, matriculation, and program completion. In addition to curricular information (e.g., registration, program admission, and application for graduation), the University's maps will also indicate dates for initial career assessment, resume completion, creation of online career profiles, and other career development milestones.

To access the TSU experiential major maps, please visit:
https://www.tnstate.edu/qep/EMMs.aspx

General Education Courses Approved Courses for General Education Requirements B.S. and /or B.A. Degrees Fall Semester 2004 and After

Communication - 9 Hours Required:

These three courses are required for all majors for the 120-hour curriculum.

- ENGL 1010 - Freshman English I (3)
- ENGL 1020 – Freshman English II (3)
- COMM 2200 - Public Speaking (3)

Humanities and/or Fine Arts - 9 Hours Required:

*Of nine required hours, three hours must be one of listed sophomore literature courses.

7. ART 1010 - Art Appreciation (3)
8. ENGL 2110 - American Literature (3)
9. ENGL 2310 - World Literature (3)
10. ENGL 2012 - Literary Genres (3)
11. ENGL 2013 - Black Arts and Literature (3)
12. ENGL 2210 - Survey of English Literature I (3)
13. ENGL 2120 - American Literature (3)
14. ENGL 2320 - World Literature (3)
15. ENGL 2022 - Literary Genres (3)
16. ENGL 2023 - Black Arts and Literature (3)
17. ENGL 2230 - Survey of English Literature II (3)
18. HIST 1000 - Global Culture in History (3)
19. MUSC 1010 - Music Appreciation (3)
20. PHIL 1030 - Introduction to Philosophy: Moral Issues (3)
21. RELS 2010 - Introduction to Religious Studies (3)
22. THTR 1020 - Appreciation of Drama (3)
23. AREN 2310 - Architectural History (3)

Social and Behavioral Sciences – 6 Hours Required:

- AFAS 2010 - Introduction to Africana Studies (3)
- ANTH 2300 - Introduction to Cultural Anthropology (3)
- ECON 2010 - Principles of Economics I (3)
- ECON 2020 - Principles of Economics II (3)
- GEOG 1010 - World Regional Geography I (3)
- EOG 1020 -   World Regional Geography II (3)
- HPSS 1510 - Health and Wellness (3)
- POLI 2010 -   American National Government (3)
- POLI 1010 -   Introduction to Political Sciences (3)
- PSYC 2010 - General Psychology (3)
- SOCI 2010 -   Introduction to Sociology (3)
- WMST 2000 - Introduction to Women's Studies (3)
- URBS 2010 - Introduction to Urban Studies (3)

History – 6 Hours Required:

- HIST 2010 -   American History I (3)
- HIST 2020 -   American History II (3)
- HIST 2030 -   History of Tennessee (3)
- HIST 2050 - World History I (3)
- HIST 2060 -   World History I (3)
- HIST 2700 -   The African American Experience (3)

Note:

*HIST 2030 may be taken as a substitute for either American history course.

Natural Sciences – 8 Hours Required

- ASTR 1010 – Astronomy I (4)
- ASTR 1020 – Astronomy I (4)
- BIOL 1010, 1011 - Introductory Biology I and Laboratory (4)
- BIOL 1020, 1021 - Introductory Biology II and Laboratory (4)
- BIOL 1110, 1111 - General Biology I and Laboratory (4)
- BIOL 1120, 1121 - General Biology II and Laboratory (4)
- BIOL 2210, 2211 - Human Anatomy and Laboratory (4)
- BIOL 2220, 2221 – Human Physiology and Laboratory (4)
- CHEM 1030, 1031 - General Chemistry for Non-Science Majors I and Laboratory (4)
- CHEM 1040, 1041 - General Chemistry for Non-Science Majors II and Laboratory (4)
- CHEM 1110, 1111 - General Chemistry I and Laboratory (4)
- CHEM 1120, 1121 - General Chemistry II and Laboratory (4)
- PHYS 1030 - Conceptual Physics (4)
- PHYS 2020 - College Physics (4)
- PHYS 2021 - College Physics II Laboratory (4)
- PHYS 2110 - Calculus Based Physics I (3)
- PHYS 2111 - Calculus Based Physics I Laboratory (1)
- PHYS 2120 - Calculus Based Physics II (3)
- PHYS 2121 - Calculus Based Physics II Laboratory (1)

Note:

*BIOL 2210/2211 and BIOL 2220/2221 are approved to meet General Education requirements only for students in Nursing and Health Sciences majors.
*BIOL 2010/2011 and BIOL 2020/2021 may be accepted for transfer students.

Mathematics – 3 Hours Required

- MATH 1013 - Contemporary Mathematics (3)
- MATH 1110 - College Algebra I (3)
- MATH 1120 - College Algebra II (3)
- MATH 1410 - Structure of the Number System I (3)
- MATH 1710 -Pre-Calculus Algebra (3)
- MATH 1720 - Precalculus Trigonometry (3)
- MATH 1730 - Precalculus Algebra and Trigonometry (3)
- MATH 1830 -Basic Calculus I (3)
- MATH 1910 - Calculus I (4)
- MATH 1920 - Calculus II (4)

Note:

*Honors sections of the above referenced courses may also be used to meet General Education requirements. No course substitutions will be allowed in the approved general education core.

*For transfer students, equivalencies will be reviewed and applied to meet general education requirements as approved by the department.

For more information on the General Education Core at TSU, see **Learning Outcomes and Courses**. Faculty can download forms relating to General Education at **Faculty Resources**.

Referral Skills

Deciding Whether to Refer:
- What is the problem?
- Am I qualified to offer the needed assistance?
- What office or person may be able to offer the needed assistance?

Making The Referral

Explain the reason for referral in a clear and open manner.

- What is the student's emotional reaction to the referral?
- Is there a problem with the referral in general or to a specific referral resource?
- What alternative referral resources might there be?

   a. Explain fully the services which can be obtained from the resource person or office you are recommending.
   b. Personalize the experience by giving the student the name of the contact person and give directions to the office if necessary.
   c. Discuss with the student any need for transfer of data or records and obtain the student's permission for the transfer.
   d. Assist the student in formulating questions to ask or approaches to take.

Provide the referral resource with all the information essential for helping the student.

Follow up
- Did the student request assistance of resource?
- What is the student's evaluation of the help received from the referral resource?
- Was the resource selected the appropriate one for the student?

Adapted from Advising Skills, Techniques, and Resources, ACT.

Barriers to Success

https://www.tnstate.edu/academic_affairs/documents/AAF-BarriersStudentSuccess.pdf

The Advising Interview
https://advisortraining.wayne.edu/handbook/interview

The Advising Interview

Serving as an effective advising tool, an interview is a serious conversation between an academic advisor and a student seeking guidance. It serves to gather information, establish rapport, assess the client's needs, set goals, provide support, and guide the client toward solutions or personal growth. Below are categories of sample questions to facilitate the advising interview with students at all levels.

Opening
Greet students by name. Be relaxed, warm.
Start with an open-ended question using "how" or "what."

- How can I help you?
- What do we need to discuss today?
- What will we be working on in our 30 minutes together?

Phrasing questions

Use closed-ended questions which require a "yes" or "no" response to gather specific information.

- Did you receive your early registration materials?
- Are you planning to enroll in classes this term?

Use open-ended questions to elicit broader responses for purposes of clarification and problem-solving.

- What are some things that interest you about business as a career?
- What have you thought about taking next term?
- What prevented you from earning the GPA you desired?

Effective listening

Listen for shades of meaning in what the student is saying.

- What do you think the student is trying to say?
- What do you think the student is feeling when he/she says that?
- What was running through your mind when he/she said that?

Maintain an open posture and use non-verbal cues to let students know they have your full attention.

Use such prompters as "I see," "okay," "um-hum," "go on."

Eliminate physical barriers between you and the student (e.g., move your chair from behind your desk and sit next to the student or across one corner of the desk).

Accept the student's attitudes and feelings.

The Advising interview (continue)

Positive regard for advisees is key to successful advising. Separate negative behavior from the person; focus on behaviors not the character of the person.

Convey acceptance of a student's feelings in a non-judgmental way. If the student thinks there is a problem, the advisor does too.

Admitting your ignorance

If a student asks a question for which you don't know the answer, admit it. Check your resources for the information immediately and call the student back or make a referral if appropriate.

Setting limits on the interview

The advisor should let the student know from the beginning that the interview will last for a fixed length of time.

- You have my undivided attention for the next 30 minutes; will that be enough time to discuss your concerns?

- What is the most important concern to cover in the next 30 minutes?

Ending the interview

End the advising interview at the agreed upon time. If the stated concerns have not been addressed to the student's satisfaction, plan to make another appointment to complete the process.

- Can you summarize for me your understanding of what we covered today?

- What do you need to do next or before our next meeting?

Adapted from Advising Skills, Techniques, and Resources, ACT

TSU Academic Calendar 2024-2025

The TSU academic calendar serves as a blueprint for the institution and its stakeholders, outlining the schedule of events throughout the academic year. It acts as a centralized source of information, enabling students to plan their coursework, vacations, and extracurricular activities effectively. Additionally, academic calendars assist faculty and staff in organizing curriculum, allocating resources, and coordinating academic activities.

https://www.tnstate.edu/academic_programs/documents/2024-2025%20Academic%20Calendar%20121023.pdf

Confidentiality/FERPA

Confidentiality in the advising process creates a safe space for TSU students to talk about anything and everything and to get support without fear of judgment or penalty. Students discuss many experiences with advisors that may include substance use, sexual activity, and concerns about illegal or other behaviors that might violate the student conduct code. Advisors will not disclose this information unless the information shared falls under the category of one of the limits of confidentiality outlined by the institution. All students will be informed of these limits before speaking with an advisor, so that they can decide what information they wish to share.
https://www.tnstate.edu/records/ferpa_policy.aspx

The following resources are available for academic advisors to familiarize themselves with legal issues that may affect the practice of their profession.

NACADA resources:
FERPA overview, by Matthew Rust, J.D., *2014* Legal issues primer, by Stephen E. Robinson, *2004*

Other resources:
- K-State FERPA Self Assessment, *Kansas State University Qualtrics,* 2017
- Email advising: Doing it wrong, doing it right, via *Academic Impressions,* 2013
- FERPA Checklist: What Can never Be Shared, via *Academic Impressions,* 2016
- FERPA and social media, via *Higher Ed Teaching Strategies from Magna Publications,* 2011

Other resources (continue):
- Fuzzy understandings of FERPA, via *Inside Higher Education,* 2007
- The Family Rights and Privacy Act: 7 Myths — and the truth, via *The Chronicle** April 18, 2008 article
- Compliance Office, via *U.S. Department of Education Family Policy*
- FERPA Family Educational Rights and Privacy Act (FERPA), via *U.S. Department of Education*
- FERPA Checklist: What Can Never Be Shared, via *Academic Impressions,* 2016

Related topics:
FERPA for parents

Institutional Websites:
FERPA & college records, via Maricopa Community College
FERPA training, via University of North Texas

ADVISING APPROACHES AND THEORIES

Academic advising theories and approaches are based on the goals of the advisor- student interaction. Some of the main approaches include:

Prescriptive Advising

The traditional approach, where the advisor is an expert who tells students what to do and how to meet requirements.

Developmental Advising

A more holistic approach, where the advisor is a partner who helps students explore their interests, values, and goals, and develop problem-solving skills. This approach emphasizes the relationship between the advisor and student, and the integration of academic, personal, and professional domains.

Intrusive Advising

A model that combines elements of both prescriptive and developmental advising, such as structured programs, awareness of student needs, and a relationship with the student's needs.

Resource:

Demystifying Academic Advising Approaches: A Literature Review. Elson, Katherine. (Aug 2022).

https://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=2481&context=gs_rp

ADVISING APPROACHES AND THEORIES

Although there are no established theories of academic advising (Creamer, 2000), there are numerous theories from education and the social sciences which have provided a foundation for the changes which have occurred in the field since it became a "defined and examined activity" (Frost, 2000, p. 10) in the1960s and 1970s. As stated by Creamer (2000), "academic advising is an educational activity that depends on valid explanations of complex student behaviors and institutional conditions to assist college students in making and executing educational and life plans. These explanations are commonly found in sound theories ... [Therefore,] advisors may be required to understand many theories … in order to grasp sufficient knowledge to be useful in advising students" (p. 18).

Moreover, as a result of the increased interest and scholarly research associated with the field, as well as drastic changes within society, institutions of higher learning, and the student population, various approaches have been defined and proposed as effective models of academic advising.

Williams, S. (2007). *From Theory to Practice: The Application of Theories of Development to Academic Advising Philosophy and Practice.*

Retrieved from NACADA Clearinghouse of Academic Advising:
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Applying-Theory -to-Advising-Practice.aspx

Theories Related to Academic Advising

https://www.umsystem.edu/sites/default/files/images/UM%20Advise%20Onboarding%20Modules%20-%20Module%203.docx

Additional Resources
Transformational Theory in Academic Advising
Student Development and Counseling Psychology Theory resources
Reflections on Clark and Trow's Student Subcultures: 50 Years Later
Maslow, Meaning, and Me
Learning theory in academic advising

UNIVERSITY RESOURCES

A.   Academic Advising Units/Departmental Advisors
Undergraduate students are advised in one of the following advising units:
1) Office of Student Success
2) Departments (Faculty/Program, Athletics, Honors)
Undergraduate Advisors (tnstate.edu)

B.   Academic Coaching
i.   You First Project
This is a success care network for all of TSU's first-generation students. It is designed to support students as they discover and define what matters to them and determine their life purposes. This guidance will lead to improved graduation rates and career readiness for first-generation students, a belief backed by evidence-based practices and sound research.

There are four distinct programs within The You First Project to include:
- The Journey to 120 Hours
- Facilitating Access to Careers in which Blacks are Underrepresented
- Enhancing the Library's Holdings
https://www.tnstate.edu/youfirst/

ii.   Academic Achievement and Retention Center
The center is committed to empowering students with skills and knowledge to transition successfully through TSU by assisting students in six major areas.
https://www.tnstate.edu/asc/

iii. GRACIE-OTL (College of Education)
Tailored to meet students' individual and personalized learning needs, the lab offers streamlined services. It integrates career planning and career preparation, tutoring, and academic support to increase retention. The lab provides kiosk experiences, students can hold one-on-one meetings with Academic/Success Coaches and Career Coaches, and privacy stations where students can think, relax, and read.
https://www.tnstate.edu/gracie-otl/

UNIVERSITY RESOURCES (continue)

C.   Academic Learning and Tutoring Support

i.   Academic Learning Support
The purpose of Learning Support is to assist students in remediating academic deficiencies by providing additional support for college-level Mathematics, English, and Reading-intensive courses. Learning Support provides academic support through co-requisite workshops to help students enhance skills and achieve academic success.
https://www.tnstate.edu/asc/learning-support-centers.aspx

ii.   Tutoring Services
The mission of the TSU's Tutoring Program is to provide access to academic assistance and to motivate students to succeed by actively involving them in the course material outside of class. The program hires, trains, and certifies peer tutors from all different types of majors and backgrounds to assist students within the learning support centers.

The Tiger Tutoring program is designed to provide academic support in various subjects, utilizing students who may have a higher grasp on first- and second-year subject matter. Tiger Tutoring's foremost goal is to identify the source of its students' academic difficulty, and then subsequently direct them to tutors who specialize in the respective course, as well as advise the students of campus resources.
https://www.tnstate.edu/asc/tutoring.aspx

D.   Academic Recovery for Students on Probation and Suspension
The Academic Recovery Program is a program for all students on academic probation and students who are readmitted from suspension. Our goal is to assist students in returning to good academic standing.
https://www.tnstate.edu/asc/academicrecovery.aspx

E.   Academic Calendar
Academic calendar is a schedule of all of the events that occur in an academic year. These events may include examination dates, spring break or reading week and the last day of the semester.
https://www.tnstate.edu/academic_programs/academic_calendar.aspx

UNIVERSITY RESOURCES (continue)

F.   **Academic Catalog**
The catalog is the primary publication for general information about the university. The catalog includes information on degree programs, course listings, and regulations that are in effect at the time of publication. However, the catalog is not a contract between the student and the university, and TSU can change course offerings, curricula, academic policies, and other rules and regulations at any time. These changes will apply to both current and former students and will be published on the TSU website.
https://www.tnstate.edu/academic_programs/academic_resources.aspx

G.   **Comprehensive Student Services List**
TSU offer many student services designed to help students succeed academically, personally, and professionally. These include academic, campus services, emergency services, health and wellness, programs, resources, and systems.
https://www.tnstate.edu/campus_life/student_services.asp

H.   **Navigate/EAB One-Stop Resources**
https://www.tnstate.edu/qep/EABResources.aspx

I.   **Placement Guidelines**
Tennessee State University is dedicated to help ensure student success. All new students will undergo initial assessment to determine if minimum college-level requirements have been met. If minimum college-level criteria are not met, students are required to undergo secondary diagnostic testing to determine appropriate Learning Support requirements to foster student success in college-level courses.
https://www.tnstate.edu/asc/placement_guidelines.aspx

J.   **Success Initiatives**
TSU offers a number of academic programs to aid students in succeeding in their academic pursuits and in finishing their degree to completion.
https://www.tnstate.edu/asc/programs.aspx
i.   Mini-Semesters
Mini-semesters are composed of three different types of course structures that encourage students to accelerate and stay on track for graduation. Students can use these mini terms as an opportunity to gain up to 9 credits over the three mini-semester offerings.
minisemesters (tnstate.edu)

ii. Degree In Three
The Degree-In-3 program provides an opportunity for students to complete a college degree in three (3) years instead of the traditional four (4) years. Degree In 3 (tnstate.edu)

iii. Undecided/Undeclared Student Resources
This program encourages undeclared students to inquire about, explore, gather information, and declare an appropriate TSU degree program. https://www.tnstate.edu/asc/undecided.aspx

K. **Systems Access**
Systems Access (tnstate.edu)

UNIVERSITY RESOURCES
TSU CATALOG

The Tennessee State University (TSU) Catalog is the primary general information publication for the University. It is intended to provide information for students and other persons interested in the academic programs and organizations of TSU. In order to understand the activities and programs of the institution, it is important for students to know how to use this catalog effectively.

Students should thoroughly familiarize themselves with the General Information section of the catalog. This section answers questions concerning location of buildings and other facilities on campus, requirements for admissions and graduation, financial aid information, student services and housing.

Student guides to the catalog are the index, the table of contents, and the glossary. Major events, holidays, and semester schedules are listed in the University Calendar.

Students who have already made decisions concerning the area of study in which they are interested, such as English, Mathematics, Engineering or some other field, should turn to the section of the Catalog dealing with their particular interests for information about courses and degree requirements. The colleges and schools are arranged in alphabetical order, with course listings by department and course number.

Students who have questions concerning their academic progress, curricula, or academic standing should consult their advisors or their department chairs. Those students with specific questions concerning specialized areas of study should consult with each specific department.

The Catalog can be viewed, by year, at:

https:/www.tnstate.edu/academic_programs/academic_resources.aspx

TENNESSEE
STATE UNIVERSITY

My TSU

How to Login to MyTSU

Step 1:
Open your web browser and go to http://mytsu.tnstate.edu.
Enter your TSU email address, click **Next**, enter your password, and click **Sign in**.

You can obtain your email address by going to http://www.tnstate.edu/tnumber. Once you see your username, your email address will be in the form of **username@tnstate.edu**.

If you don't know your password, your 1st-time login password will be full T Number + lower-case first letter of last name + DOB in MMDDYYYY format. Ex: **T12345678w01011999**. All passwords have a minimum length of 16 characters. If you need assistance with resetting your password, go to https://passwordreset.microsoftonline.com or contact the TSU IT Helpdesk at 615-963-7777.

Step 2:
After successfully entering your TSU email address and password, click **Yes** when asked to Stay Signed In, and then click **Next** when asked for more information.

Step 3:

ON YOUR PC, click **Next** on the Microsoft Authenticator setup. Click **Next** again to **Setup your account** until you arrive at the **Scan the QR code screen**. Have your phone in hand for the next steps**.**
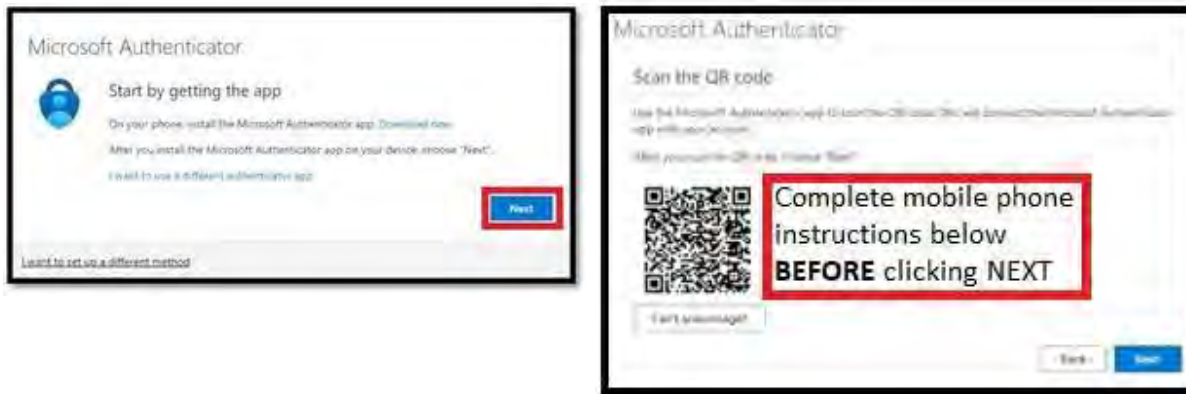

Step 4:

ON YOUR PHONE, download the **Microsoft Authenticator app**. Once installed, open the app and click "I Agree" regarding the privacy statement. On the next screen click "Skip" in the top right corner to arrive at the "ready to add your first account" screen.
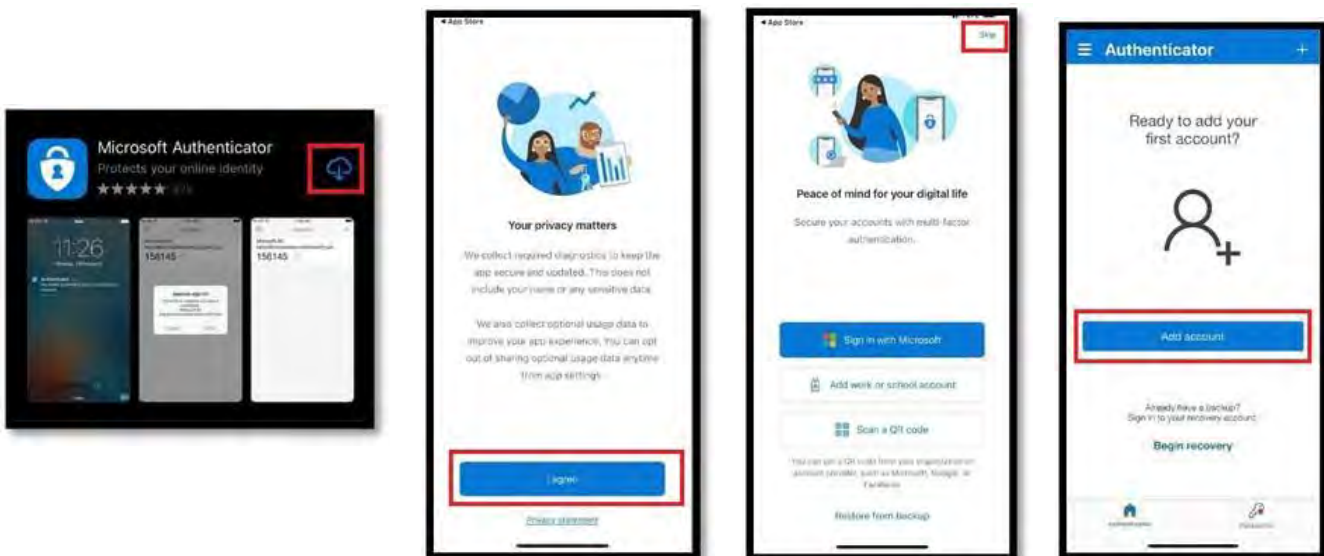
Step 5:

ON YOUR PHONE, open the **Microsoft Authenticator** app that you downloaded in Step 4, click **Add Account** and click **OK** allow camera access (Image 1 & 2), then select **Work or School Account** and select **Scan QR code** (Image 3).

The **Scan QR code with the blue box** will appear (Image 4). Align the QR code on your PC screen (QR code from Step 3) with the blue square on your phone (Image 4). When successful, the QR scan box will turn green (Image 5), and your TSU account will be added to your phone.
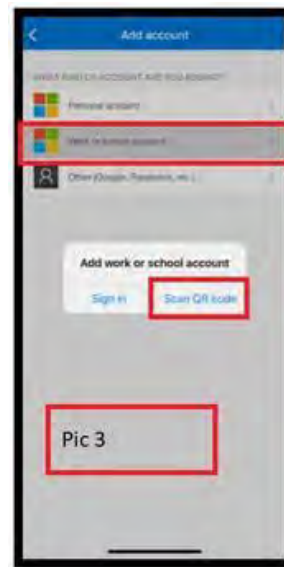
Step 6:
ON YOUR PHONE, make sure to **Allow** notifications for the MS Authenticator. Your phone should now display your TSU email address on your MS authenticator app. **On your PC**, click **Next** on **Scan QR Code** screen.


Step 7:
ON YOUR PC, the Microsoft Authenticator will **display an approval number** (Image 1). **ON YOUR PHONE**, enter that same **approval number** and click **Yes** (Image 2). Click **Next** to confirm the completion of your MFA setup (Image 3).
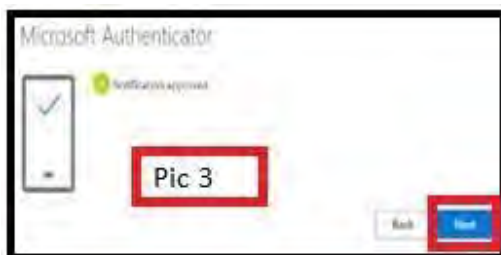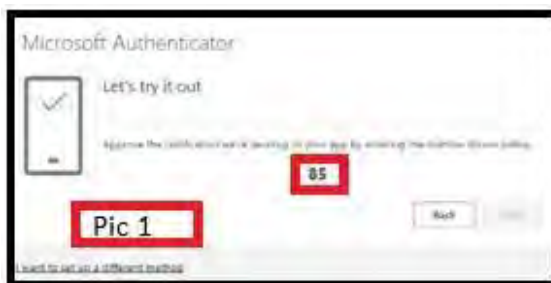
Success! You now have access to your MyTSU dashboard. The most essential components will be checking your email by clicking **Webmail Access** or registering for classes, checking financial aid, approving your leave time, or other resources located in **Banner Services**.
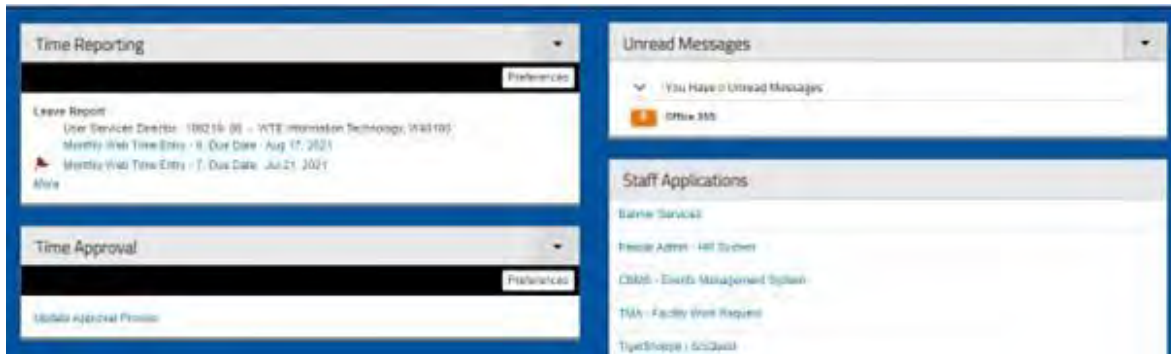
Approval Process: Now that your MFA is configured, every time you sign into your TSU resource, you will have to complete the approval process below. You'll be presented with an **approval** # and then on your phone you'll enter that same number and click **Yes.**
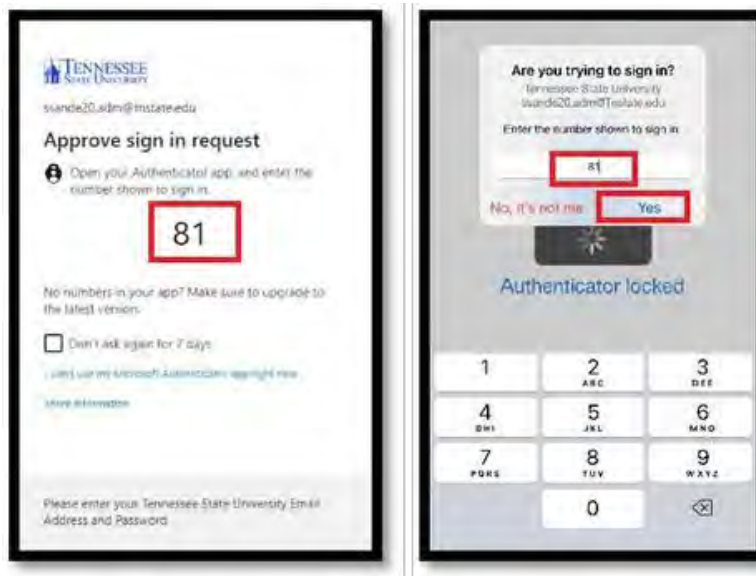
Navigate/EAB One-Stop Resources Banner

https://www.tnstate.edu/qep/EABResources.aspx

EAB Navigate One-Stop Shop is a comprehensive resource designed to support users in utilizing the various functions offered by the platform.

EAB Navigate One-Stop Shop has been developed to provide you with additional resources and tools to navigate through the platform successfully. Within the One-Stop Shop, you will find PDF documents that cover different topics to guide you in using EAB Navigate effectively. These documents can be easily downloaded, printed, and referred to as needed. Additionally, we have included instructional videos that offer step-by-step guidance on utilizing key features of the platform.

Whether you are new to EAB Navigate or seeking to enhance your understanding of its functionality, the One-Stop Shop is a valuable asset. By utilizing the PDFs and videos, you can leverage the resources available to maximize your experience with the platform.

Should you have any questions, concerns, or need further assistance, please do not hesitate to reach out to our support team. We are here to ensure that your journey with EAB Navigate is a smooth and successful one.

Additional EAB Resources:

PDFs

Advance Search Overview.pdf   How to Respond to Progress Report Requests Doc.pdf

EAB Taking Attendance.pdf   Sync Calendar and Availability.pdf

Email Overview.pdf   New Student Orientation Notes Overview.pdf

Scheduling an Appointment.pdf

Videos

Advance Search Video.mp4

Alert Video.mp4

Appointment Scheduling Video.mp4

Availability.mp4

Student Overview.mp4

Placement Guidelines: https://www.tnstate.edu/asc/placement_guidelines.aspx

Placement Guidelines
Minimum College-Level Criteria

Tennessee State University is dedicated to help ensure student success. All new students will undergo initial assessment to determine if minimum college-level requirements have been met. If minimum college-level criteria are not met, students are **required** to undergo secondary diagnostic testing to determine appropriate Learning Support requirements to foster student success in college-level courses.

Minimum college-level criteria are listed below:

Discipline	ACT	SAT (before 3/2016)	SAT – Evidence-based Scores	ACCUPLACER Classic	ACCUPLACER Next Gen
Writing	18	450	490	92	250
Reading	19	460	500	85	250
Mathematics	19	460	500	92	250

For Fall 2022, incoming first-year students with a high school cumulative GPA of 3.0 or higher may be exempt from Writing and Reading Learning Support.

Note: You have the option to take the ACCUPLACER at a community college near you for a fee. Find an ACCUPLACER test center near you.

Initial Assessment

Degree-seeking students under 21years
Must present valid (less than 5 years old) ACT or SAT scores.
If college-level criteria are not met, **secondary diagnostic testing** will determine Learning Support Requirements.

Degree-seeking students over 21 years:
May present valid ACT or SAT scores.
If there are no valid ACT or SAT scores, the student must undergo ACCUPLACER testing for initial assessment
If ACCUPLACER scores are not minimum college-level, **secondary diagnostic testing** will determine Learning Support Requirements.

Transfer Students:

Must be assessed in English if there is no transferable college-level English Composition.

Must be assessed in Math if there is no transferable college-level Math course

Must be assessed in Reading if there is no transferable college-level reading- intensive General Education course.

Valid ACT or SAT scores, if available, can be used for initial assessment in the area(s) with no transferable course.

If no valid scores are available, ACCUPLACER testing is required in the area(s) with no transferable course.

If initial assessment scores do not meet minimum criteria, **secondary diagnostic testing** will determine Learning Support Requirements.

Secondary Diagnostic Testing

Secondary Diagnostic Testing is held during the first week of class each semester. The student is tested in the classroom Support Workshop. Meeting the required college-level scores on the Diagnostic Test will show that the student has met the Learning Support competencies, and the Learning Support workshop can be removed from the semester schedule.
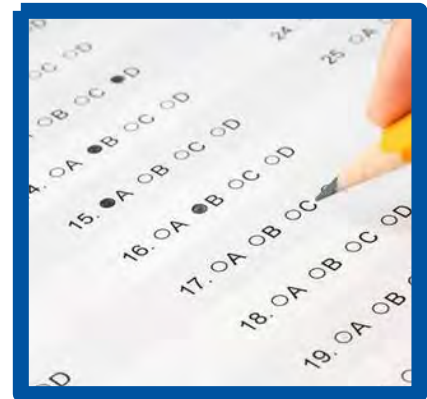
Diagnostic test scores relating to Learning Support are below:

Writing Diagnostic (WritePlacer)
Scores 1 - 5: English 1011 Workshop required
Scores 6 - 8: No Learning Support required

Reading Diagnostic (Nelson-Denny)
Scores 1 - 89:   UNIV 1011 required
Scores 90 - 156: No Learning Support required

Prior Learning Assessment

New Freshmen can be awarded Prior Learning Credit (PLC) for English 1010 or English 1010 and 1020 based on the standard score on the English section of ACT or the Writing section of the SAT. Official copies of the student's ACT or SAT scores must be submitted to the TSU Office of Admissions to verify PLC eligibility. For all credit by examination, visit the current academic catalog. Refer to the chart below to determine minimum scores and credit eligibility for ENGL 1010 and 1020:

University Course	Credit Hours	Test Section	Minimum Score
English 1010	3 Credit Hours	ACT English	27
English 1010 & 1020	6 Credit Hours	ACT English	31
English 1010	3 Credit Hours	SAT Writing	610
English 1010 & 1020	6 Credit Hours	SAT Writing	690

TUTORING
Academic Achievement and Retention Center (AARC) Tutoring

Our Mission

The mission of the TSU's Tutoring Program is to provide access to academic assistance and to motivate students to succeed by actively involving them in the course material outside of class. The program hires, trains, and certifies peer tutors from all different types of majors and backgrounds to assist students within the learning support centers.

The Tiger Tutoring program is designed to provide academic support in various subjects, utilizing students who may have a higher grasp on first- and second-year subject matter. Tiger Tutoring's foremost goal is to identify the source of its students' academic difficulty, and then subsequently direct them to tutors who specialize in the respective course, as well as advise the students of campus resources.

P.A.S.S. Tutoring

P.A.S.S. Tutoring Program is dedicated to providing excellent customer service to our students! Our program aims to support academic achievement by offering virtual and in-person tutoring to currently enrolled undergraduate students. The goal of our program is not only to assist our students in getting "good grades," but also to help students to create a deep conceptual understanding of their academic materials!

P.A.S.S. Faculty Tutoring is primarily offered in General Education core courses. Generally, our Faculty P.A.S.S. Tutoring operates Monday-Friday, from 4:30pm - 8:00pm. Limited tutoring is also available on Saturdays in some subjects from 9:00am - 2:00pm. Hours vary for all courses, depending on the tutor's schedule.

TutorMe

Utilizing our virtual TutorMe software, students can connect with a live tutor and get private, one-on-one tutoring in real time, 24/7. TutorMe is accessible through the home page in **eLearn**.
Free for TSU undergrad students

- 24/7 Live Virtual Tutoring Support
- 24/7 Writing Lab support
- High-Leverage Course Offerings
- General Math Courses
- General English Courses
- General Science Courses
- And Many More Subjects!