INTRODUCTION TO ACADEMIC ADVISING
SECTION OVERVIEW

Academic Advising at Clemson University
   Purpose and Mission of Academic Advising
   Advisor Responsibilities
   Student Responsibilities
   Frequently Asked Questions from New Advisors
   Faculty/Staff Guide for Assisting Disruptive/Distressed/Aggressive Students

Technology in Academic Advising
   iROAR
   iROAR Report Generator
   CU Navigate
   Degree Works
   iROAR Student Profile
   CUAdvising Canvas Community

Professional Organizations in Academic Advising
   The Global Community for Academic Advising (NACADA)
   Association for Orientation, Transition, and Retention in Higher Education (NODA)
   College Student Educators International (ACPA)
   National Resource Center for the First Year Experience and Students in Transition
   Southern Association for College Student Affairs (SACSA)
   Student Affairs Administrators in Higher Education (NASPA)
ACADEMIC ADVISING AT CLEMSON UNIVERSITY

http://www.clemson.edu/academics/advising

PURPOSE AND MISSION
The purpose and mission of academic advising are noted under the Advising Policy section in the Undergraduate Announcements:

Academic advising is an on-going educational process that connects the student to the University. Academic advising supports the University’s mission of preparing the student for learning beyond the confines of the academic. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

To ensure that student receive both personal and professional assistance in navigating through curricular and University requirements toward degree completion and graduation, each student is assigned to an academic advisor (either professional or faculty advisor). Advisors are available to assist students with issues related to degree planning, course selection, withdrawals, degree requirements, academic policies, academic difficulty, campus resources, internships/practicum opportunities, and career/graduate school planning.

Students are responsible for adhering to academic policies, preparing for advising meetings and taking ownership for the educational experience. Student receive academic advising materials from their advisors during pre-registration advising meetings. Students uncertain of the assigned advisor are encouraged to seek advising from the departmental office/advising center for their major.

If you are interested in learning more about academic advising as a profession, including links to scholarly articles, we recommend you connect with the CUAdvising Canvas Community as outlined in the section on Technology in Advising.
ADVISOR RESPONSIBILITIES *(modified from NACADA Advising Guidelines)*

- Provide assistance to students wishing to declare/change their major.
- Assist students in exploring career and educational opportunities.
- Become familiar with university academic policies and answer any questions students may have regarding these policies, regulations, programs, and procedures. Stay alert to any changes to better inform students.
- Inform students of available administrative, academic, and personal services and resources.
- Maintain regular office hours in order to meet with students.
- Approve all designated educational transactions (e.g., schedule, change of major, waivers, graduation requirements).
- Clear students for registration once they have met and discussed scheduling for the following semester.
- Monitor progress toward educational and career goals and help select courses at each registration period based on curriculum and University requirements.
- Make available times to meet with your advisees before registration.
- Maintain an advising file on each advisee.
- Refer students when academic or personal problems require intervention by other professionals. For non-emergency reports of student issues, visit the CARE network: https://www.clemson.edu/studentaffairs/advocacy-success/care-network/

STUDENT RESPONSIBILITIES

- Seek assistance from his/her advisor if the student wishes to change/declare his/her major.
- Seek guidance from his/her advisor for curriculum and career planning.
- Make an appointment with the assigned advisor prior to registration.
- Come to the advising session well-prepared and bring appropriate resources or materials.
- Engage in an active dialogue with the advisor.
- Follow through on next steps identified during each advising session.
- Be aware of his/her academic standing at all times.
- Knowledge of important dates and deadlines on the academic calendar such as drop/add days.
- Accept final responsibility for all decisions.
FREQUENTLY ASKED QUESTIONS FROM NEW ADVISORS

Advising procedures and policies vary college-by-college and department-by-department. This page is an attempt to provide general information for faculty and professional advisors in order to improve the registration process. For more specific information, check the departmental web pages or the Registration portal at http://www.registrar.clemson.edu/portal/

PREREGISTRATION ADVISING

Q: How do I know who is assigned to me as an advisor?
A: There are several options to identify your assigned academic advisees: (a) Log into CU Navigate; (b) Log into iROAR (Faculty Services > Student Information Menu > Advisee Listing); or (c) Pull a report via iROAR Report Generator (“Your Advisees”).

Q: When should I meet with my assigned advisees?
A: Academic advisors are expected to meet with assigned advisees each fall and spring term prior to the opening of registration (see academic calendar for specific dates). Advisors are strongly encouraged to provide opportunities for advisees to schedule appointments throughout the academic year. Topics may include schedule adjustments, approvals to take coursework elsewhere, major/minor/concentration exploration, general check in, etc.

Q: Why do students need to meet with their assigned advisor prior to receiving registration PINs?
A: Self-advised students make mistakes. Required meetings with students prior to registration allows advisors to detect and/or prevent errors that could impede graduation, discuss and approve requested changes of academic program, etc. This is an opportunity to help advisees really consider their career paths and/or academic progress. Advisors should not provide their advisees with their registration PIN number without meeting with them each semester.

Q: How do I access information about students’ progress toward degree?
A: Log into CU Navigate. Navigate to the student’s profile. Select Degree Works under Links on the righthand side. You can also use this feature to create “What If” reports to explore how earned credits would apply under various change of academic program scenarios.

Q: Can I leave the degree audits from Degree Works outside my office for students to pick up?
A: This is illegal therefore, face-to-face meetings with students are necessary. (See previous Q&A). Advising is teaching. Advisors should provide opportunities for students to ask questions about degree audits, so they may learn to: (a) interpret the degree audit for themselves; (b) read and understand the catalog; and (c) make informed decisions moving forward in their academic careers.

Q: How do I find a student’s time ticket and registration PIN?
A: Log into CU Navigate. Navigate to the student’s profile. Select iROAR Student Profile under Links on the righthand side. Choose Registration Notices in the top, right-hand corner. You will see information regarding the student’s overall academic standing, student status, enrollment status, registration PIN, and time ticket.
REGISTRATION PROCESS

Q: How many credit hours can students register for during registration?
A: First semester freshman and transfer students are limited to 17 credit hours at registration. Students on academic probation (cumulative GPA less than 2.0) are limited to 16 credit hours. All other undergraduate students are limited to 19 credit hours. With the exception of students on academic probation, the credit limit for all other students is raised to 21 the day before classes begin.

Q: What if a student wants to register for more credit hours than the limit?
A: Students who wish to register for more than 21 credit hours must have approval of the academic advisor. Beginning the Monday after classes begin, academic advisors may email regserv@clemson.edu to have the limit raised. Please include the student’s CID number in the correspondence.

Q: What do I tell a student who says that there are no available sections of a course he/she wants?
A: The student has multiple options. If a waitlist exists for the course and has space available, students may add themselves to the waitlist. If seats become available in the course, students will receive an e-mail indicating they have 24 hours to add the course. Some departments choose not to use waitlists. In this case, students may contact the departmental registration coordinator for advice. A list of departmental registration coordinators can be found in the Academic Enrollment Policies and Procedures section of this manual.

COURSEWORK ELSEWHERE

Q: What if a student wishes to take a course somewhere other than Clemson?
A: Students may attend any regionally accredited community college, technical school, college or university. In order to earn credit for coursework completed:

- The course in question must be determined equivalent to a Clemson course through evaluation by faculty in the department in which it is taught.
- The student must complete a Request for Approval of Work Taken Elsewhere Form prior to enrolling in the course. This requires approval from the student’s assigned academic advisor.
- The student must earn a C or higher in the course.
- The student must submit an official transcript to the Office of Enrolled Student Services in 104 Sikes Hall.

Q: How do I know if a course completed at another institution is equivalent to a Clemson course?
A: Advisors and students may determine course equivalency by checking the on-line Transfer Course Equivalency List (TCEL) at https://www.clemson.edu/admissions/tcel/

Q: What if a course or institution is not on the Transfer Course Equivalency List (TCEL)?
A: There are designated course evaluators for every department at Clemson. For a list of evaluators, go to https://www.clemson.edu/admissions/tcel/documents/transfer-advisor-list.pdf Students may submit a course description or syllabus to the course evaluator for the Clemson department in which the course is taught for evaluation. For example, Clemson’s math faculty evaluates a math course.
CHANGE OF ACADEMIC PROGRAM

Q: How do enrolled students change their major?
A: Enrolled students who wish to change their academic program must submit the Undergraduate Change of Academic Program request in the Student Records tab in iROAR. The form must be reviewed by both the current and new academic departments. Students wishing to change academic programs should meet with an advisor in both departments. Many academic departments have established one or more conditions, such as a minimum GPA, an application process, etc. that must be satisfied before approving a student’s request to change academic programs. Students are usually assigned the curriculum year in effect at the time of the academic program change. *Students should gain the acceptance of the new academic program prior to disengaging from the current one.*

Q: What if a student wants to declare a minor?
A: The Undergraduate Announcements lists all available minors. A “what if” degree audit in iROAR may be run to determine courses needed and how courses already completed may count towards a minor. Some courses listed for a minor have prerequisites that are not shown in the minor list itself. Once a minor is selected, students should cross-reference course options or requirements in the minor with the prerequisites listed in the courses of instruction found in the Undergraduate Announcements. Enrolled students who wish to declare a minor must submit the Undergraduate Change of Academic Program request in the Student Records tab in iROAR. Students. The student’s assigned advisor, or designee, needs to approve the form. Minor code abbreviations for the form can be found online at [https://www.clemson.edu/registrar/major-minor-codes.html](https://www.clemson.edu/registrar/major-minor-codes.html)

OTHER TOPICS TO CONSIDER

Q: Can registration affect financial aid?
A: Yes, it can. However, there are too many types of financial aid to become an expert on all of them. Advisors should refer students with questions about financial aid directly to the Office of Financial Aid in G-01 Sikes Hall. The staff can check on the student’s aid package and advise them accordingly. Students and advisors can access financial aid information online at [http://www.clemson.edu/financial-aid/](http://www.clemson.edu/financial-aid/)

Q: What other things should I discuss with my advisees?
A: Advising sessions are a good time to not only assist students with registration, but also to discuss with students their academic progress, career options, and activities outside the classroom. This allows advisors to identify issues and resolve them before they become more difficult to address.
RESPONDING TO EMERGENCY SITUATIONS
These are situations in which a student poses a risk of harm to themselves or others in any way. In these cases, contact the Clemson University Police Department (CUPD) immediately by dialing 864-656-2222.

Below is a graphic outlining types of emergencies, examples and the appropriate response(s).

<table>
<thead>
<tr>
<th>TYPE OF EMERGENCY</th>
<th>EXAMPLES</th>
<th>APPROPRIATE RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>Assault, injury, illness, death, impairment, incoherent, attempt to harm to self or others</td>
<td>Dial 911 or visit Emergency Room, Call CUPD at 864-656-2222</td>
</tr>
<tr>
<td>Psychological</td>
<td>Suicide, self harm, loss of contact with reality, confused, disoriented, severe distress</td>
<td>Dial 911 or visit Emergency Room, call CAPS at 864-656-2451, call CUPD at 864-656-2222</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Aggressive, bizarre, highly disruptive, threatening, jeopardizes safety, presence of weapon</td>
<td>Call CUPD at 864-656-2222</td>
</tr>
</tbody>
</table>

1. Medical Emergencies
In a medical emergency, immediately seeking medical care is the essential first step. For consultation in assessing the situation and responding appropriately, call 911 or the Clemson University Police Department at 864-656-2222.

Examples of medical emergencies may include the following:
- Injury or illness
- Student death (In this event, contact the Clemson University Police Department (CUPD) at 864-656-2222 immediately)
- Any attempt to harm oneself or others
- Significant impairment of normal functioning
- Injuries resulting from a physical assault or any other violent behavior
- Sexual violence or relationship violence
- Unconsciousness or the inability to communicate clearly (incoherent, garbled, slurred speech)
2. Psychological Emergencies
If a psychological emergency occurs during regular business hours, call Counseling and Psychological Services (CAPS) at 864-656-2451 for a consultation in assessing the situation and responding appropriately. If the emergency occurs after business hours, call the Clemson University Police Department (CUPD) at 864-656-2222, and request to speak with the CAPS counselor on call. Psychological emergencies may include the following signs or symptoms:
- Any threat of harm to oneself or others (verbal, written, or otherwise)
- Confusion or disorientation
- Loss of contact with reality (seeing/hearing things that are not there, paranoia)

3. Behavioral Emergencies
In the event of a behavioral emergency, call the Clemson University Police Department (CUPD) at 864-656-2222 for a consultation in assessing the situation and responding appropriately. CUPD will refer you to Counseling and Psychological Services (CAPS) if CAPS is determined to be the best point of initial contact for consultation or intervention. Behavioral emergencies may include the following signs or symptoms:
- Any behavior that is out of the norm for the person, the situation or the circumstances could indicate an emergency or that intervention is needed
- Any behavior that seems irrational, abnormal, or out of control
- Highly disruptive behavior
- Aggression that may be verbal and/or physical
- Threatening behavior
- Unusual, odd or strange behavior
- Any behavior that jeopardizes the safety of any one person or group
- Presence of a weapon

RESPONDING TO NON-EMERGENCY SITUATIONS
These are situations that do NOT typically require immediate attention or assistance. The following are considerations to remember when responding to non-emergency situations and student needs:
1. Remember your role and responsibilities because you are not expected to step outside of either of those.
2. Listening is one of the most helpful and powerful things you can do in any situation. Show them you are listening by making eye contact and attentive non-verbal behaviors, like a nod of the head.
3. Be aware of your body language. Make the conscious effort to show your openness to the person by having relaxed posture while facing the person. Be aware of your facial expressions. Have a gentle tone of voice with normal volume.
4. Being honest builds trust and rapport. Admit when you don’t know something.
5. Let them draw from your strength. You remaining calm or at least externally presenting yourself as though you are calm will help everyone involved.
6. Let them know there are various kinds of resources on campus to help them and you will help connect them to those resources.
7. File a CARE report.
8. Follow up with the student. This shows how much you care and helps reinforce all the help you provided them.
FILING A CARE REPORT
The CARE Network is a program facilitated by the Office of Advocacy and Success and provides electronic and face-to-face care, support, and guidance for students experiencing issues of concern.

The CARE system is an electronic portal that houses this information (using a software system called Maxient), where approved staff and administrators can enter, read, and update. This system enables the Office of Advocacy and Success in an integrated approach, to track a student’s well-being, behavior, and University resource support.

The CARE Network, managed through the Office of Advocacy and Success, is an entry point for student services for issues including:

- Academic Concerns
- Adjustment Issues
- Behavioral Concerns
- Career or Graduation
- Death or Grief
- Financial
- Personal Health or Wellness
- Relationships or Student Engagement
- Other Concerns

A CARE report can be filed in one of the following ways
1. File a CARE Report online: www.clemson.edu/studentaffairs/advocacysuccess
   Use of the online form is the best method for submitting a CARE Report. If there are any issues, you can contact the Office of Advocacy and Success at 864-656-0935 during business hours.

   Staff will review and determine the appropriate next steps for all CARE reports within one (1) business day. However, CARE reports are not reviewed outside of business hours (Monday – Friday 8:00 a.m. – 4:30 p.m.) or during holiday breaks.

   Staff will follow up with persons who submit CARE reports only when additional information is needed. If you have questions about a report you filed, please call the Office of Advocacy and Success at 864-656-0935 during business hours.

REMEMBER
Emergency situations require immediate attention or assistance. If, in any manner, a student poses a risk of harm to themselves or others, it is an emergency. Filing a CARE report is NOT an appropriate first step. Instead, immediately call the Clemson University Police Department (CUPD) at 864-656-2222 or call 911.
TECHNOLOGY IN ACADEMIC ADVISING

In order to access the technologies that follow, you must first complete the following steps:

1. Set up DUO Mobile: [https://2fa.app.clemson.edu](https://2fa.app.clemson.edu).

2. Complete the FERPA Training Course in Tiger Training ([https://clemson.bridgeapp.com/learner/courses/60cb2f46/enroll](https://clemson.bridgeapp.com/learner/courses/60cb2f46/enroll)).

3. Read and sign the iROAR confidentiality statement ([https://www.clemson.edu/registrar/documents/confidentiality-form.pdf](https://www.clemson.edu/registrar/documents/confidentiality-form.pdf)) and email it to Cindy Cope (COPE).

4. Submit the iROAR Security Request ([https://sisssb.clemson.edu/sisbnprd/pzwf_security_request.pz_display_form](https://sisssb.clemson.edu/sisbnprd/pzwf_security_request.pz_display_form)).
iROAR

CONTACT: Cindy Cope, COPE (For Access); Registration Services, REGSERV (For Questions), https://iroar.app.clemson.edu/dashboard/

As an academic advisor, you may utilize iROAR for the following:

1. Assign/modify academic advisor records.
2. Access student information such as:
   a. Student Overview (includes enrollment status, academic forgiveness, assigned academic advisor)
   b. Academic Transcript
   c. Degree Works
3. Create a plan ahead for Student Registration.
4. Support student actions such as:
   a. Change of Academic Program Request (student initiated only)
   b. Request for SubView Course Offerings (Section Overview)
5. Review course offerings each academic term (Section Overview).

Additional training materials for iROAR can be found here: https://www.clemson.edu/registrar/faculty/training-materials.html.
iROAR REPORT GENERATOR

CONTACT: Nikki Hood, STEELE6 (For Access)

1. Go to www.registrar.clemson.edu
2. Using the Registrar’s Index at the bottom of the page, Click R.

3. Click on the Registration Coordinator Portal.
4. Scroll down to ‘Links’ near the bottom of the page.

5. Click the iROAR Report Generator link. This will open a new page.

**IROAR Report Generator**

6. Click on iROAR Reports.
7. Select a form you wish to view. There are many forms that may be of interest to you as an advisor, however, the following may be the most helpful:
   a. Advisors by Major and Minor
   b. Class rolls
   c. Course restrictions
   d. Students enrolled, including Veteran information
   e. Student GPA by term
   f. Students enrolled for the first time
   g. Students graduating
   h. Students limited to 16 hours
   i. Students missing and advisor
   j. Students not cleared for registration.

8. Select from the term, major and level you wish to search. Then click view Report.

9. The report will populate below. You also have the option to download the file into an Excel Spreadsheet.
CU NAVIGATE

CONTACT: CUNAVHELP@clemson.edu,
https://www.clemson.edu/academics/advising/cunavigate/campus/

CU Navigate links college leaders, advisors, staff and students in an online platform designed to deliver coordinated guidance to students and provide them with a clear pathway to graduation. Within this platform, designated Clemson administrators have access to research and predictive analytics that can inform decision-making and planning within their units and colleges.

Utilize CU Navigate to:
- Access student information including:
  - Student Overview (includes status, assigned academic advisor, etc.)
  - Degree Works Audit
  - Advising Student Profile (includes time ticket, registration PIN, holds, etc.)
- Schedule and document appointments with your assigned advisees.
- Identify and prioritize students who are academically at-risk and require intervention.

Complete the online CU Navigate training by
- Logging into Tiger Training at https://clemson.bridgeapp.com/ for initial and advanced user training on the “My Learning” page. (Use the application switcher in the top right-hand corner to navigate to the “My Learning” page. Choose “Learning Library” and search for “CU Navigate Initial User Training” and “CU Navigate Advanced User Training”)
- Reviewing additional training materials at https://www.clemson.edu/academics/advising/cunavigate/campus/

Access the CU Navigate platforms:
- Training platform: https://clemson.campus-training.eab.com/ (Access granted after training is completed).
- Live platform: https://clemson.campus.eab.com/ (Access granted after training is completed).
DEGREE WORKS

CONTACT: https://www.clemson.edu/registrar/student-menu/degree-works.html

Degree Works is an online advising tool to help you and your advisor monitor your progress toward degree completion. The Degree Works audit matches your coursework (completed, currently enrolled, or registered for in the future) to your degree requirements in an easy-to-read worksheet that shows how the courses count toward degree requirements. The information in Degree Works is refreshed each night. Any changes made today (e.g., grade changes, classes added/dropped, or program changes) will be seen in Degree Works tomorrow.

As an academic advisor, you may utilize Degree Works for the following:
1. Review degree audits for assigned students.
2. Evaluate the impact of changes in curriculum year, academic program, minor, etc. through a What If Degree Works report.
3. Evaluate the impact of planned courses.
4. Review any approved exceptions processed through Enrolled Student Services.

You may access Degree Works through iROAR and CU Navigate.
1. Through iROAR: Click on the Faculty Services button, then click on the Student Information Menu and click Degree Works.

2. Through CU Navigate: Navigate to the Student’s Profile and Select Degree Works on the right-hand side.

Additional training materials for Degree Works can be found here: https://www.clemson.edu/registrar/faculty/training-materials.html

INTRODUCTION TO ACADEMIC ADVISING 15
DEGREE AUDIT
DegreeWorks will populate all course information and re-organize each course categorically to produce a student audit. Course information includes all courses completed at Clemson, courses transferred from other institutions, and/or registered courses in current and future terms.

To view a degree audit for one student, enter the student’s CUID number in the Student ID field and click Enter. If you access Degree Works from CU Navigate, it will directly navigate to the student’s Degree Audit.

To search multiple students, click on the Find button and a search box will populate. Use this to limit your search, either by major, minor, concentration, program, degree, academic class, catalog year, attribute or graduation status. Once you have made your selections, click Search.

The search results will populate under the Student Search section. To see degree audits of all students in the search, click OK. Otherwise select either the Check All or Uncheck All button or individually select by checking the box at the left of the student’s ID and name. When you’re done, click OK. All checked students will populate in the Student ID tab.

Note: When searching for multiple students, there is a maximum limit of 300 students. To avoid receiving an error message, narrow your search further—by catalog year for example.

To view each student’s audit, click the directional arrows above the student’s name, or select the drop-down arrow inside the name box.
Note: In order to populate the most up-to-date information, you MUST click the round Refresh button and also click Process New.

WHAT IF REPORT
If a student wants to view hypothetical major, minor, concentration and/or catalog year changes based on current and/or projected coursework, perform a What If report. Click on the What If button.

Once you have entered the change, click Process What If to see how the degree audit would look with the projected changes. You may also download the report as a PDF.
LOOK AHEAD REPORT
If a student wants to see how future course selections will affect their degree audit, perform a Look Ahead report.

Simply enter the course subject and number and click Add Course. Continue until all future courses appear to the right.

Click Process New. This will generate a new audit, which includes the future planned courses that were added, highlighted in blue.

If you have additional questions about Degree Works or an inquiry about a specific student’s audit, click the Advisor or Staff link at the bottom of page: https://www.clemson.edu/registrar/student-menu/degree-works.html
Or call our office at 864-656-0494.
The iROAR Student Profile is an online advising tool to provide advisors with information about a student’s enrollment status, time ticket, and registration PIN.

You may access the iROAR Student Profile through iROAR and CU Navigate:
1. Through iROAR: Click on the Faculty Services button, then Select the Advising Student Profile
2. Through CU Navigate: Navigate to the Student’s Profile and Select iROAR Student Profile on the right-hand side.

See below for an example of the iROAR Student Profile.

You will utilize the Registration Notices tab on the right-hand side to access the student’s Overall Academic Standing, Student Status, Enrollment Status, Time Ticket, and Registration PIN.
CUADVISING CANVAS COMMUNITY

CONTACT: kristig@clemson.edu, https://www.clemson.edu/canvas/

The CU Advising Canvas Community is utilized to share important announcements, distribute professional development materials (articles and presentations as we have permission to share), and assist advisors with sharing advising resources with other campus partners without the dreaded email. The University maintains an advising email listserv, but that can take time to update and only includes advisors.

The CUAdvising canvas page can include administrators, graduate assistants and other advising categories as may be needed. This workgroup is maintained by the chair of the University Advising Committee.

For access to the CUAdvising canvas group, please email Kristin Goodenow at kristig@clemson.edu.
The Global Community for Academic Advising (NACADA) | Aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education (http://www.nacada.ksu.edu/).

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 authored the document. By virtue of this process, this document 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.

The Association for Orientation, Transition, and Retention in Higher Education (NODA) | Community of practice that defines and enriches the fields of orientation, transition, and retention (https://www.nodaweb.org/).
College Student Educators International (ACPA) | Leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery (http://www.myacpa.org).

National Resource Center for the First Year Experience and Students in Transition | Serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education (http://www.sc.edu/fye/).

Southern Association for College Student Affairs (SACSA) | Independent, regional, and generalist association designed for the professional development of practitioners, educators, and students engaged in the student affairs profession (https://www.sacsa.org).

Student Affairs Administrators in Higher Education (NASPA) | Leading association for the advancement, health, and sustainability of the student affairs profession. Our work provides high-quality professional development, advocacy, and research for 15,000 members in all 50 states, 25 countries, and 8 U.S. territories (https://www.naspa.org).