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Created by: University Advisors & Counselors
Sponsored by: Associate Provost for Undergraduate Studies
1. UAC Information
University Advisors and Counselors (UAC)

History

From its inception in 1989, Texas A&M University Advisors and Counselors (UAC) has developed into a professional group of academic advisors, counselors and faculty advisors of approximately 400 supported and encouraged by the Associate Provost for Undergraduate Studies. UAC provides monthly informational programs, an annual Spring Symposium and Advisor Briefing Days at the beginning of each Fall term. Their influence extends from over 57,000 students at Texas A&M as well as through the academic advisor association for the State of Texas (TEXXAN) and nationally and internationally through the National Academic Advisors Association (NACADA).

Mission & Purpose

In the spirit of the university’s commitment to excellence, the organization strives to provide support for advising and counseling at the university. The quality of advising and counseling at certain critical stages can impact the students’ educational experience, retention and ultimately the student’s entire life. In providing support for advising and counseling, the University Advisors and Counselors seek to provide the optimum atmosphere for the student’s academic development through increased professional communication.

UAC-BULL listserv

The UAC community uses the UAC-BULL listserv to distribute important information, send program and activity announcements, ask for input and assistance and to share their knowledge, resources, experience and advice. Subscription, posting, and un-subscription instructions can be found at http://uac.tamu.edu/bulletin/.

My UAC College Representative is:

Paste Business Card Here
2. What is Academic Advising?
Statement on Academic Advising

From the Texas A&M University Undergraduate Catalog

Academic advising is a collaboration between a student and an academic advisor. Through teaching and learning experiences, the student sets goals, acquires information and services, and makes decisions consistent with interests, goals, abilities and degree requirements.

Academic advising at Texas A&M University is an important component of student learning, contributing to the success of all students through:

- Supporting student achievement of the University Learning Outcomes and commitment to learning for a lifetime
- Being responsible to and respectful of the individual student
- Encouraging commitment to lifetime learning by directing students toward opportunities to interpret, reflect upon, and apply their classroom experiences in ways relevant to their careers and their lives
- Interpreting and conveying Texas A&M University’s mission to students
- Supporting the educational policies, procedures and values of the department, college and university; likewise, academic advising relies on the support and resources of the university, college and department
- Involving other university programs, services and individuals, when appropriate in the advising process
- Being responsible for professional academic advising, training, development and practices

The TAMU advising system includes professional staff advisors, faculty advisors and administrators working together to insure the total educational development of students by meeting intellectual, academic, personal and career needs.
INTRODUCTION

The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three “Pillar” documents are:

- Concept of Academic Advising
- Statement of Core Values
- Council for the Advancement of Standards in Higher Education: Standards and Guidelines for 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.
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).

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.

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.

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

The National Academic Advising Association (NACADA) 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.

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

INTRODUCTION
The National Academic Advising Association (NACADA) 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.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors’ diverse backgrounds and experience. NACADA provides a Statement of Core Values to
affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document’s richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors’ responsibilities to their many constituents form the foundation upon which the Core Values rest.

DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors’ work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.
Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students’ expectations of academic advising and its importance in their lives.

2) **Advisors are responsible for involving others, when appropriate, in the advising process.**

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students’ lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) **Advisors are responsible to their institutions.**

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) **Advisors are responsible to higher education.**

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) **Advisors are responsible to their educational community.**

Academic advisors interpret their institution’s mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) **Advisors are responsible for their professional practices and for themselves personally.**

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical,
emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students’ diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students’ diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
  - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
  - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
  - Advisors respect students’ rights to their individual beliefs and opinions.
  - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
  - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
  - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
  - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.

Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.

Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution’s interpretation of applicable laws such as the Family Educational Rights and Privacy Act (FERPA).

Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students’ records only with appropriate institutional authorization to do so.

Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar’s office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.

- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
  - Advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
  - Advisors can help the institution’s administrators gain a greater understanding of students’ needs.

- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students’ learning and development, advisors advocate for change on the advisees’ behalf with the institution’s administration, faculty, and staff.
• Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students’ lives. They articulate the need for administrative support of advising and related activities.
• Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
• Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
• Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
• Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

**Core Value 4: Advisors are responsible to higher education in general.**

• Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
• Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
• One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
• Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
• Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

**Core Value 5: Advisors are responsible to their educational community.**

• Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
• Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
• Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.
Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors’ research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain a ‘listening ear’ and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

Other Recourses on NACADA’s website:

https://www.nacada.ksu.edu/

-NACADA webinars
-Power Points on Advising
-Handouts
-Recourses

Role of an Advisor vs. Role of the student

Why we advise…

“Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-on-one interactions with a concerned representative of the institution” (Habley, 1981).

“It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent force in a campus” (Noel, 1985).

What is the ROLE of the student in the advising relationship?

The student’s first obligation is to keep in contact his his/her advisor. Students should feel free to share with their advisor any issue that may impact their ability to succeed in college. When students have an appointment with an advisor, they should come prepared with questions, concerns, ideas for course selection, ideas about major selection, etc. Students are encouraged to take notes during advising appointments so that they can accurately recall the information they received.

To create an interactive advising relationship, students need to learn to advocate for themselves and to see their role as an active participant in their education. It will be the student’s responsibility to take the first step and contact his/her advisor.

When students should meet with their advisor?

Students are strongly encouraged to meet with their advisor before preregistration each semester; students are also encouraged to meet with their advisor when they want to:

- discuss their academic progress
- begin to experience academic difficulty
- discuss problems which affect their academic performance
- Are considering changing their major or career goals
- Want to discuss career options that relate to their academic preparation
- Don’t know where to go for help

(Arizona State University Academic Services)
Theory and Practice of Advising

Please refer to http://nacada.ksu.edu for these and other topics:

Advising Standards and Values
http://nacada.ksu.edu/Resources/Standards.htm

Advising First Generation Students
http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/1st_Generation.htm

Advising Undecided Students
http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/adv_undeclared.htm

Communication and Listening Skills
http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/Communication.htm

Prescriptive and Developmental Advising Approaches
http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/dev_adv.htm
http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/Theory.htm

Ethics in Advising
http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/Ethical-Decisions.htm
Student Responsibilities vs. Advisor Responsibilities

Working With Your Advisor

The relationship between advisor and advisee is one of shared responsibility. Though you as a student are ultimately responsible for the choices you make in college, the University realizes that in order to make informed decisions, students need the mentoring and advice of academic advisors and others in the University community. Your academic advisor is your primary resource regarding academic issues, opportunities, and programs and could perhaps be thought of as the coordinator of your educational experiences.

STUDENT Responsibilities:

Advisors can help you understand fully all of your options and avoid needless mistakes, but only if you take the initiative to seek their advice. Your responsibilities in the advising relationship are:

- To take the initiative to contact your advisor. Be mindful to work with advisers during posted office hours or take the initiative to make other arrangements when necessary.
- To prepare a list of questions or concerns before each meeting with your advisor. Have a tentative written schedule prepared if you are registering.
- To gather all relevant decision-making information.
- To seek sources of information which will assist you in making academic/career decisions.
- To ask questions! If you don’t understand a policy or a procedure, ask questions until you do understand. Be knowledgeable about policies, procedures and requirements.
- To be familiar with the requirements of the major(s) which you are pursuing, and to schedule courses each semester in accordance with those requirements.
- To be aware of the prerequisites for each course that you include in your semester schedule and to discuss with your advisor how prerequisites will affect the sequencing of your courses.
- To follow university procedures for registering courses and for making adjustments to your class schedule.
- To observe academic deadlines. Don’t miss deadlines. Know when to register and when to drop or add classes. Set up appointments with your advisor well in advance of these deadlines.
- To keep your advisor informed about changes in your academic progress, course selection, and academic/career goals.
- To keep a personal record of your progress towards your degree. Organize official university documents (Undergraduate Catalog, Schedule of Classes, Program Curriculum, etc.) in a way that enables you to access them when needed.
• To participate fully in the courses for which you are registered by completing assignments on time and attending class.

• To understand academic performance standards, academic probation, academic dismissal, and to know GPA requirements.

• To notify the university if your address or phone changes and to read your university mail, including e-mail.

• To inform your advisor or the Dean’s Office immediately whenever a serious problem (medical, financial, personal) disrupts your ability to attend classes or interferes with your ability to focus on your education and to perform your best work.

**ADVISOR Responsibilities:**

• To clarify university policies, regulations, programs, and procedures about which you may have questions.

• To be available to meet with you each semester.

• To keep regular office hours and be adequately available to meet with you.

• To offer advice on selecting courses and to assist you in developing an academic plan that satisfies degree requirements.

• To be a responsive listener and to refer you to appropriate support services within the university when needed.

• To discuss with you your academic performance and the implications of your performance for the undergraduate programs, graduate programs and professional programs you desire to pursue.

• To help you to explore your interests, abilities, and goals and to relate them to academic majors.

• To be knowledgeable about career opportunities and to refer you to Career Services as needed.

• To offer you the opportunity to participate in a mentoring relationship which will help you to become more independent and self-directed.

3. Legal Issues in Advising – FERPA Information
WHAT IS FERPA?

FERPA stands for Family Educational Rights and Privacy Act of 1974, as Amended. It is commonly known as FERPA, the Privacy Act or the Buckley Amendment. It is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

FERPA allows release of specified items but does not require it. Items that may be released are called directory information. Texas A&M University has classified these items as directory information: student's name, university identification number (UIN), local address, permanent address, e-mail address, local telephone number, permanent telephone number, program of study, classification, dates of attendance, previous educational agencies/institutions attended, degree(s), academic honors and awards received, participation in officially recognized activities and sports.

Current students may place a directory hold on any or all of this information via the My Record tab in Howdy. After this information is entered into the Compass Student Information System, a warning message which indicates the student has blocked his/her information will display when a student's ID number is entered on any Compass form. A "Confidential" notation will also appear in the upper left-hand corner of any Compass form containing student information when a student has restricted the release of any directory item. Check the Compass SWAINFO form for the specific directory items that have been restricted and may not be released without prior written consent from the student.

*Items which cannot be identified as directory information are a student's social security number, race, religion, national origin, gender, grades, or GPA.*

WHAT IS A STUDENT EDUCATIONAL RECORD?

Any record, with certain exceptions, maintained by an institution that is directly related to a student or students is an educational record. This record can contain a student's name, or several students' names, or information from which an individual student or students can be personally (individually) identified. Educational records include files, documents and materials in whatever medium (handwriting, print, monitor screen, tapes, disks, film, microfilm, microfiche or notes) that contain information directly related to students and from which students can be personally identified.

If ever in doubt whether information may be released, please call the Office of the Registrar at 458-4175 or 845-1145. They will help you determine if the information is an educational record and/or whether it may be disclosed without prior written consent. You may also send your questions to ferpa@tamu.edu.

WHAT IS LEGITIMATE EDUCATIONAL INTEREST?

A legitimate educational interest shall mean any authorized interest or activity undertaken in the name of the University for which access to an educational record is necessary or appropriate to the proper performance of the undertaking.
This means if a student is assigned to you for advising, you have a legitimate educational interest and may access his/her records. If a good friend asks you to tell him the grades his daughter has made, **DON’T**. This situation poses two problems. **First**, unless this student is your advisee, you do not have a legitimate educational interest. **Second**, if the parent has not filed the Certification of Dependency form with the Office of the Registrar, the parent may not be eligible to receive this information.

In post-secondary institutions, the student "owns" his/her educational record from the first enrollment, regardless of the age of the student.

**LETTERS OF RECOMMENDATION**

Statements made by a person making a recommendation that are made from that person’s personal observation or knowledge do not require a written release from the student who is the subject of the recommendation. However, if personally identifiable information obtained from a student's educational record is included (GPA, grades, etc.), the writer is required to obtain a signed release from the student. This letter would become a part of the student's educational record and the student has the right to read it unless he/she has waived that right.

**POSTING OF GRADES BY FACULTY**

The public posting of grades either by the student's name, institutional student identification number, social security number, or any portion of these numbers without the student’s prior written consent is a violation of **FERPA**. This includes posting grades to a class/institutional website and applies to any public posting of grades for students taking distance education courses.

Even with names obscured, numeric student identifiers are considered personally identifiable information. The practice of posting grades by social security number, student identification number, or any portion of these numbers violates FERPA.

Notification of grades via a postcard violates a student's privacy.

There is no guarantee of confidentiality when sending grades via email or the Internet. The institution would be held responsible if an unauthorized third party gained access, in any manner, to a student's education record through any electronic transmission method. A third party in this definition could be parents or guardians, boyfriend or girlfriend, roommate, etc. **Only secure web sites which require authentication (howdy.tamu.edu) should be used for accessing grade information.**

**PENALTIES FOR VIOLATING FERPA**

The Family Policy Compliance Office reviews and investigates complaints of violations of **FERPA**. The penalty for violating FERPA is loss of all federal funding, including grants and financial aid.

If you witness or commit what you believe to be a possible FERPA violation, please notify the Office of the Registrar immediately at 979-845-1145, ferpa@tamu.edu or Help Desk Central at 979-845-8300 (24 hours). The Office of the Registrar will investigate the matter and determine what action, if any, should be
taken. If you have any questions about FERPA compliance or the release of student information, please contact Venesa Heidick, Registrar at vheidick@tamu.edu or 979-845-1145.

SPECIAL DON’TS FOR FACULTY

- At any time use the social security number, institutional identification number, or any portion of these numbers in a public posting of grades
- Link the name of a student with that student’s social security number or institutional identification number in any public manner
- Leave graded tests or papers in a stack for students to pick up by sorting through the tests or papers of all students
- Circulate a printed class list with student name and social security number/institutional identification number or grades as an attendance roster
- Discuss the progress of any student with anyone other than the student (including parents/guardians) without the consent of the student
- Provide anyone with lists of students enrolled in your classes for any commercial purpose
- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus

Information retrieved from: http://registrar.tamu.edu/Catalogs-Policies-Procedures/FERPA/FERPA-for-Faculty-Staff

For COMPASS forms regarding directory and certification of dependency information, please refer to the Howdy and COMPASS section of the handbook.
4. State and Institutional Advising Policies

- General Admissions Information
  - Freshman
  - Transfer
  - Readmission
  - Non-Degree Seeking
  - Post Baccalaureate
- Learning Communities
- State and University Degree Requirements
  - Core Curriculum
  - Baccalaureate requirements
  - Graduating with Honors
  - Excess Credit Hour
  - Three-peat Charge
  - Enrollment Status and Exceptions
- Aggie Honor Code
- Probation and University Dismissal
- University Grading System
- Withdrawing from the University
- How to Calculate GPA
- Grade Reports
- Change of Curriculum Requirements
Applicants may be admitted one of three ways:

- **Top 10% Admits**

  Freshman applicants qualify for automatic top 10% admission (but not necessarily to the major of choice) if they:

  - attend a recognized public or private high school in Texas, and
  - rank in the top 10% of their graduating class on or before the application deadline, and
  - satisfy the [State of Texas Uniform Admission Policy](#), and
  - successfully complete the recommended or distinguished graduation plan*, and
  - ensure all [required documents](#) are received by the application deadline.

  Texas residents attending out-of-state schools are also eligible for top 10% admission at Texas A&M University. A [residency questionnaire](#) must be submitted to determine eligibility.

  * Students who change from the recommended or distinguished curriculum to the [new foundation curriculum](#) must complete the Distinguished Level of Achievement to qualify.

- **Academic Admits**

  Applicants qualify for automatic academic admission (but not necessarily to the major of choice), if they:

  - successfully complete Texas A&M's [required coursework](#), and
  - rank in the top quarter of their graduating class on or before the application deadline, and
  - achieve SAT or ACT test score minimums (including Writing scores), and
    - combined SAT score of at least 1300 (Math and Critical Reading) with at least a 600 in each of these components, or
    - composite ACT score of at least 30 with at least a 27 in the Math and English components,
  - satisfy the [State of Texas Uniform Admission Policy](#), and
  - ensure all [required documents](#) are received by the application deadline.

- **Review Admits**

  If an applicant does not qualify for top 10% or academic admission, but satisfies the [State of Texas Uniform Admission Policy](#), the complete application will be reviewed.
Factors considered:

- **academic achievements** - class rank and SAT and/or ACT scores as well as completion of Texas A&M's [required coursework](#).
- **personal achievements** - involvement in extracurricular activities, community service, leadership, employment and summer activities as well as any talents, awards and honors.
- **information shared in essays** - Essays A and B are required. The optional essay is recommended for applicants who fall into the holistic review.
- **the complete ApplyTexas application including the optional “Additional Personal Information” shoebox question**

Applicants who are high achieving in all areas are most competitive for admission. Students admitted through the holistic review process are expected to be successful academically at Texas A&M, as well as bring qualities and insights that will enrich the student body of the university.

Once the Dwight Look College of Engineering reaches capacity, all applicants, including those who qualify for automatic admission, will be reviewed holistically for any remaining seats within the college.

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**Alternative Admission Decisions**

Each year, Texas A&M University receives over 35,000 applications for its freshman class, which means there are more academically prepared applicants than can be admitted.

If Texas A&M University is unable to offer an applicant full admission, they may be offered one of the following options (fall applicants only):

- **Aggie Gateway to Success** is a summer provisional admission program that gives students a unique chance to gain full admission to the university the following fall semester.

- **Texas A&M University Blinn Team Program** is a collaborative admission program between Texas A&M University and Blinn College. Students are co-enrolled at both institutions.

- **Engineering Academy at Blinn-Bryan** provides talented students an opportunity to pursue their engineering degree in a co-enrollment program between Texas A&M University and Blinn College-Bryan Campus.

- **Program for System Admission (PSA)** offers students who are denied freshman admission the opportunity to enroll in a Texas A&M system school for one year with the intention of achieving guaranteed transfer admission to Texas A&M College Station upon successful completion of the program. *Not every major participates in the PSA program.*
The Texas Success Initiative

- Is required by the Texas State Legislature for identifying and preparing academically those students whose basic skills in reading, writing and/or mathematics are less than what is required to succeed college level courses.

- Requires continuous student participation in developmental education classes if that student is deficient in the academic areas of reading, writing, and/or mathematics.

- Requires all NON-EXEMPT (TSI Exemptions) incoming students to complete the mandatory TSI Pre-Assessment Activity (PAA) and then to take the TSI Assessment test before registering for classes.

Transfer Admission

To be considered for transfer admission to Texas A&M, you must have at least a 2.5 GPA on a minimum of 24 hours of graded, transferable coursework.

**REQUIRED** documents must be received (not postmarked) by the deadline (see When to Apply). Emailed copies will NOT be accepted.

Students are transfer students if they:

- are a student who earned college credit after high school graduation (during fall/spring semester) and
- do not have a bachelor’s degree and
- do not qualify for readmission and
- are a U.S. citizen; have applied for permanent residency; or qualify for Texas residency based on Senate Bill 1528

Special consideration may be given to military veterans. Texas A&M University participates in the Texas College Credit for Heroes Program.

An international transfer applicant:

- is not a citizen or permanent resident of the United States (or applicant for permanent residency), and
- has not graduated from a Texas high school after three years of residence in Texas. (If this applies to you, please apply as a U.S. transfer applicant based on Senate Bill 1528.)
- is an applicant seeking the attainment of a bachelor’s degree
- has graduated from high-school or equivalent
- has enrolled in a post-secondary institution, and
- is not eligible for readmission (has never enrolled at Texas A&M University as an undergraduate degree-seeking student).
Admission Terms & Conditions

Grade Point Average (GPA)

- A minimum 2.5 GPA (on at least 24 hours of graded, transferable coursework) is required to qualify for review.
- Grades for all transferable courses are used to calculate GPA, including: failing grades, repeated courses, Withdraw/Fail, and Incomplete.
- Grades reported as Incomplete are computed as F’s.
- Plus or minus grade designations are not used (C+ is computed as a C).
- The GPA necessary to be competitive and the coursework required can vary by college and major. Transfer Course Sheets

Specifying a Major

- Applicants must apply to a specific major within an academic college. Colleges, Majors & Transfer Course Sheets
- Applicants are expected to have completed coursework specific to their major choice.
- Second choice majors are not considered by every college/major and admission to a second choice major is often more competitive.

Credit by Exam

- Coursework taken as credit by examination must be listed as a specific course on an official college transcript to be considered in the admissions process and for transfer of credit.
- Credit by examination courses transcripted by another college may transfer if sequential coursework with credit is also indicated.
- Credit by examination courses that are part of the applicant’s program of study at their previous institution will be awarded, provided they meet transfer guidelines.

Program for Transfer Admission (PTA)

The Program for Transfer Admission (PTA) offers prospective transfer students a unique opportunity to be automatically admitted to Texas A&M University. PTA is designed for students attending Texas community colleges and offers more than 65 degree plans. Upon successful completion of the coursework outlined by the degree plan and additional requirements of the program, participants are eligible for automatic admission to Texas A&M. Not every major participates in the PTA program.

TAMU-Galveston to TAMU Changes of Campus

Students on either campus can change campuses with a process that is very similar to a change of major. Freshmen who begin at TAMUG usually are required to complete the freshman year there before they change campuses. TAMUG students cannot change directly to the GEST major.
Readmission

Readmission Applicant - A former degree-seeking Texas A&M undergraduate student, who does not have a bachelor’s degree and who did not officially register for the previous semester (excluding summer sessions) at Texas A&M University.

Admissions Criteria

Admission decisions for Undergraduate Readmission are based on the following:

- GPR on Texas A&M coursework;
- GPR on coursework since leaving Texas A&M;
- desired major; and
- information presented in the application.

If you were previously admitted but did not attend class through the official census date, you must apply as either a freshman or transfer student.

Review Admits by College Major

Admission decisions are made by each college and major and are competitive. Preference is given to the applicant with the highest grade point ratio (GPR) and the most courses completed in the Degree Track for the major designated on the application.

Non-Degree Seeking Admissions

Non-Degree Seeking Applicant - An applicant with a high school diploma (with the exception of a high school concurrent enrollment participant) who wishes to take specific undergraduate coursework and does not wish to pursue a degree at Texas A&M University.

Post-Baccalaureate Admissions

Post-baccalaureate Undergraduate Applicant - An applicant who has a degree and wishes to apply for further study at the undergraduate level to pursue a second bachelor’s degree.

Information retrieved from http://admissions.tamu.edu
LEARNING COMMUNITIES

FOCUS Learning Communities

- FOCUS offers a multidisciplinary learning community experience for first-year Regents Scholars in the following degree plans: GEST, College of Liberal Arts, College of Agriculture and Life Sciences, and the College of Veterinary Medicine.
- FOCUS investigates four learning outcome areas during the year: Discovery, Responsibility, Diversity, and Community. The learning community experience includes cohorts of 24-25 students in one class each semester in core-curriculum subjects, the FOCUS seminar, Community Time, peer mentors, small groups, full group events, an optional living-learning community and optional spring break travel. Sophomore to Senior students participate in the learning communities as mentors to first-year students.
- FOCUS makes this large campus smaller for first-year students by establishing a cohort base in classes and directing student attention to specific areas in college student development and the transition from high school to the University.

Regent Scholars

The Regents’ Scholarship is designed to assist first-generation college students in achieving their educational goals at Texas A&M University. Six hundred recipients will receive up to $5,000 per year for up to four years – with the ability to add other scholarship.

Century Scholars Program

The Century Scholars Program (CSP) is a partnership between Texas A&M University and 108 high schools throughout the state of Texas. Established during the 1999-2000 academic year, the Century Scholars Program is an academic scholarship and retention program seeking to increase the number of enrolled and retained students from under-represented Texas high schools. The program serves as a four-year learning community in which its students are developed holistically and prepared for the rigors of the academic and professional arenas.

Living Learning Communities

A Living Learning Community (LLC) is a residential clustering of students who share academic or social and cultural interests. LLCs vary in organization, goals and curriculums, but they share the following characteristics: 1) provide a small college setting with large university resources; 2) facilitate personal relationships among students, faculty and staff; 3) focus primarily on first-year students; 4) build nurturing, welcoming atmospheres to increase learning and student retention; 5) located in specific residence halls; and 6) encourage student participation in a variety of activities that foster a learning environment.

Cornerstone Program

The Cornerstone Program is an invitation-only freshman learning community that fosters an appreciation and understanding of our ever-shrinking world and America’s role in it. Housed in Hullabaloo Hall.
Corps of Cadets

Approximately 2,600 cadets comprise the Texas A&M University Corps of Cadets, the largest uniformed corps of cadets in the country (outside of the Service Academics). This elite leadership organization is the oldest student organization at Texas A&M. Housed on the "quad" in Corps Housing.

Engineering (ELLC)

The ELLC is specifically designed to create a community of academically successful students to help in the transition to college and the commitment to academic excellence in engineering. Students must be admitted to a major in the Dwight Look College of Engineering to be eligible for participation. Housed in Mosher Hall

Project FOCUS

Project FOCUS offers first-year Regents’ Scholars an opportunity to build Foundations Of Continued Undergraduate Success through exploration of identity, personal development, respect, self with others, and responsibility in University life. Housed in Keathley Hall

Honors Housing

Lechner and McFadden Halls make up the living-learning experience for freshman students who are honors-eligible and/or have an academic scholarship. All students in the Honors Housing Community will benefit from the attention to academic excellence, a vibrant social life, and the fun traditions that have been inherent in this community for more than 20 years. Housed in Lechner and McFadden Halls

Leadership (L3C)

L3C is an award-winning freshman academic interest group centered on exposing students to theoretically based concepts of leadership, including a relational leadership model centered on social justice; challenging freshmen to have increasingly global perspectives; stretching students in their development of self and others; and supporting Texas A&M University’s core purpose of developing leaders of character dedicated to serving the greater good. Housed in Krueger Hall

Spanish Immersion LLC (SÍ)

Spanish Immersion Living Learning Community, or "SÍ" for Spanish Immersion, is intended for students majoring or minoring in Spanish and for students with a general interest in Spanish language or Hispanic culture. The focus of this experience is to provide you an opportunity to live and learn together in a residence hall community that commits to using only Spanish as the language of communication. Housed in Moses Hall

Startup LLC

Startup Aggieland is all about exploring entrepreneurship early in your academic career. If you want to live and learn with fellow students who will improve our world through innovation and
creativity, then Startup Aggieland may be for you. Housed in **Hullabaloo Hall**

**Terry Scholars**

First year Terry Scholar recipients will live within the Terry Scholar Living-Learning Community. The community is devoted to the Terry Foundation’s goal of developing scholars and assisting them with their educational goals. All first year recipients will also participate in ASPIRE, Aggie Scholars Promoting Incentive, Resources, and Encouragement. Housed in **Hobby Hall**

**Wellness**

The Wellness Living Community creates an environment that encourages students to develop and maintain a healthy body, mind, and spirit. Students participating in this program agree with Residence Life not to use or possess any illegal drugs, alcohol or tobacco products while on the floor or return to the floor under the influence of such substances. The community will focus on academic success, learning, and leadership potential through creating an environment of optimal health. Participants in this community are encouraged to register for HLTH 222 during the fall or spring semester. Housed in **Krueger Hall**

Information retrieved from [http://admissions.tamu.edu](http://admissions.tamu.edu)
STATE & UNIVERSITY DEGREE REQUIREMENTS

CORE CURRICULUM

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Foundational Component Areas

- **Communication** - Courses in this category help in understanding, and building the skills needed to communicate persuasively. Course involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
- **Mathematics** – Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.
- **Life and Physical Sciences** – Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
- **Language, Philosophy and Culture** – Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures
- **Creative Arts** – Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

- **American History** – Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, and nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

- **Government/Political Science** – Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

- **Social and Behavioral Sciences** – Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

### Foundational component areas and required credit hours

The table below contains information about the number of credit hours for each foundational component area students are required to complete in order to meet the university's core curriculum requirements.

<table>
<thead>
<tr>
<th>Foundation Component Area</th>
<th>SCH (Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Language, Philosophy, &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>6</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Information retrieved from [http://catalog.tamu.edu/undergraduate/general-information/university-core-curriculum/](http://catalog.tamu.edu/undergraduate/general-information/university-core-curriculum/)
UNIVERSITY DEGREE REQUIREMENTS

Requirements for a Baccalaureate Degree

To be a candidate for a degree at the end of the semester, a student must:

- Be registered for or have completed all degree requirements by the 60th class day of the fall or spring semester, or the 15th class day of the second summer term either in residence or at another college or university. Proof of enrollment in any courses taken at another college or university must be provided to the Office of the Registrar, Degree Audit, by the above deadlines. A student must be enrolled in his or her degree-granting college(s) at the beginning of the student’s last semester at Texas A&M to be a candidate for a degree from that college.
- Complete a minimum of 120 credit hours.
- Complete, with at least a 2.0 grade point average, all undergraduate coursework attempted at Texas A&M University.
- Complete, with a 2.0 grade point average, all courses included in the major field of study.
- Meet the Residence Requirement. A minimum of 36 semester hours of 300- and/or 400-level coursework must be successfully completed in residence at Texas A&M to obtain a baccalaureate degree. A minimum of 12 of these 36 semester hours must be in the major. A student participating in Texas A&M University off-campus study programs approved by the student’s college may apply upper division credits earned in the programs toward the residence requirement up to a maximum of 18 semester hours, including hours transferred from another institution as part of one of these programs. These Texas A&M University off-campus study programs may involve domestic or international institutions and may be taught by Texas A&M University faculty or faculty from other institutions. Students choosing to participate in such programs and wishing to apply credits earned from the programs toward the residence requirement must receive college approval prior to the student’s participation in the off-campus study program. Students participating in international programs must contact the Study Abroad Programs Office for details on how to obtain approval for courses taken outside the United States. Students participating in domestic off-campus programs must contact the dean’s office of their college for approval procedures.
- Complete the University Core Curriculum. Core Curriculum courses are listed on the University Core Curriculum page. For additional information, please reference core.tamu.edu.
- Complete the citizenship requirement, which includes at least 6 credit hours in government/political science and at least 6 credit hours in American history. American National Government (POLS 206) and State and Local Government (POLS 207) fulfill the government/political science requirement. Both the government/political science and American history requirements may be met, in whole or in part, by equivalent coursework satisfactorily completed at another accredited college or university. State law permits the substitution of 3 hours of history and 3 hours of government/political science for a student in the program of an approved senior ROTC unit. With the approval of the dean of the appropriate college, students successfully completing the required 12 hours of upper-level ROTC courses will be deemed to have completed the equivalent of POLS 206 or POLS 207 plus HIST 105 or HIST 106 (or another appropriate course) for a total of 6 hours. Students pursuing teacher certification are not allowed to substitute ROTC credits for this requirement.
- Complete the Foreign Language requirement. A minimum of one year of foreign language is required in many degree programs at Texas A&M. This degree requirement can
be satisfied by the satisfactory completion in high school of two units of the same foreign language or one year of the same language at the college level.

- International students are not permitted to enroll in courses to satisfy this degree requirement.
- Bachelor of Arts degrees from the College of Liberal Arts require an additional 6 semester hours at the 200-level.
- Students who wish to demonstrate foreign language proficiency without taking acceptable high school or college courses may do so through the existing credit by examination process. In cases where students wish to demonstrate proficiency in a language not taught at Texas A&M, the following procedures shall apply. The student shall request an examination from the Head of the Department of Hispanic Studies or the Head of the Department of International Studies. This department will coordinate the administration of special examinations to demonstrate foreign language proficiency. This will include finding an appropriate examination to test the student’s proficiency, informing the student how to arrange to take the examination and certifying the results to the student’s advisor. All arrangements shall be made and fees paid by the student.
- American Sign Language (ASL) may be used to fulfill the foreign language degree requirement unless otherwise specified by the student’s college or department. Students may either transfer ASL credits or arrange to be tested at another institution. (Texas A&M does not offer courses in ASL.)

**Complete the Writing requirement.** The requirement may be met by passing two writing (W) courses or one writing (W) course and one oral communication (C) course. The requirement may not be met by any course listed as a University Core Curriculum communication requirement, nor may it be met through credit by examination. It may be met by a course transferred from another institution of higher learning, with the approval of the dean of the student’s college and the Associate Provost for Undergraduate Studies. Upon request, students will provide their dean with a course description, syllabus or writing sample from the course being transferred.

**Complete the International and Cultural Diversity requirement (6 credit hours).** As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally-aware populace. Two courses from the list available on the International and Cultural Diversity Requirements page are to be taken by the student. For additional information, please reference icd.tamu.edu. If a course listed also satisfies a Core Curriculum requirement, it can be used to satisfy both requirements if the student wishes to do so.

- Be formally recommended for graduation by the Faculty Senate after consideration of his or her complete record.
- Fulfill any other requirements stipulated by Student Rule 14 (student-rules.tamu.edu/rule14).

Information retrieved from http://catalog.tamu.edu/undergraduate/general-information/degree-information/
Graduation with Honors

Undergraduate Students

To be eligible for graduation with Latin honors, a student seeking a baccalaureate degree must enroll in and complete a minimum of 60 semester hours at Texas A&M University, Texas A&M University at Galveston, or Texas A&M University at Qatar preceding graduation and have an institutional grade point average equal to or greater than that required for the appropriate category of honors. Course credit received by examination, and courses reserved for graduate credit only, are excluded from the calculation of the number of hours and the grade point average for graduation with Latin honors.

Categories for Latin honors shall be designated as follows:

- **Summa Cum Laude**: A student may be graduated Summa Cum Laude with a grade point average of 3.90 or above.
- **Magna Cum Laude**: A student may be graduated Magna Cum Laude with a grade point average range of 3.70 through 3.899.
- **Cum Laude**: A student may be graduated Cum Laude with a grade point average range of 3.50 through 3.699.

Grade point averages used to determine Latin honors designations are calculated during the final degree audit the day before the ceremonies and include hours and final grades in courses taken during the graduation semester. Latin honors designations will not be changed after the final graduation clearance deadline.

Information regarding other honors designations may be found on the Honors and Undergraduate Research page.

Please note:

- Students are not required to enroll in honors courses to graduate with Latin honors.
- Taking designated honors courses does not mean students will graduate with Latin honors.

**No Upper Division student found guilty of academic misconduct may receive Cum Laude, Magna Cum Laude, or Summa Cum Laude honors at graduation.** Upper Division status is defined as having earned 60 or more credit hours, including transfer hours, prior to the date of the violation. This sanction is automatic upon a finding of academic misconduct, and is imposed without regard to the severity of other sanctions imposed by the instructor or Honor Council.

Tuition Charged for Excess Credit Hours

The State of Texas will not provide funds to state institutions of higher education for excess semester credit hours earned by a resident student. Because funding will not be provided by the State, and as permitted by State law, Texas A&M University will charge tuition at the non-resident rate to all students who exceed the semester credit hour limit for their program. Excess semester credit hours are those which accrue after the student attempts more than 30 hours beyond the number of semester credit hours required for the completion of the degree program in which the student is enrolled. Thus, the student may accumulate up to 30 hours beyond those
required for the chosen degree program and not exceed the limitation. The limitation on excess credit hours applies only to those undergraduate students who first enter higher education in the fall 1999 and thereafter. The semester credit hours counted toward the limitation include all hours attempted by the student except:

- Semester credit hours earned by the student before receiving a baccalaureate degree that has been previously awarded.
- Semester credit hours earned by the student by examination or other procedure by which credit is earned without registering for a course for which tuition is charged.
- Credit for remedial education courses, technical courses, workforce education courses funded according to contact hours, or other courses that would not generate academic credit that could be applied toward a degree program at Texas A&M University.
- Semester credit hours earned by the student at a private or an out-of-state institution.
- Semester credit hours earned by the student before graduating from high school and used to satisfy high school graduation requirements (Effective June 2009).

Supplementary Fee for Courses Attempted More than Twice

Certain courses that are attempted by a student more than twice at a public institution of higher education in Texas may not be reported for state funding. As a result, the institution must either pass the non-funded portion to all students, or charge a supplementary fee to the student who is repeating the course. Texas A&M has chosen to assess a supplementary fee to those students attempting a course more than twice.

A student attempting certain courses more than twice at Texas A&M University will be subject to a supplementary fee of $125 per semester credit hour ($375 for a 3 hour course) for the repeated course, in addition to tuition and required fees associated with the course. The general criteria for determining which courses are subject to the supplementary fee are:

- Courses a student has completed twice at Texas A&M University with a grade of A, B, C, D, F, F* (academic dishonesty), S (satisfactory), U (unsatisfactory), I (incomplete), Q (authorized drop after the add/drop period) or X (no grade submitted) are subject to the fee.
- Courses identified by the University as repeatable for credit are not subject to the fee. The "3peat Exclusion" attribute is displayed under course attributes in the Schedule of Classes for each course identified as repeatable for credit.
- Courses dropped with no record (NR), no grade (NG) and withdrawals (W) are not subject to the fee.

Students will be notified at the time they register for a course that it has been taken twice at Texas A&M University and is subject to the supplementary fee.

http://catalog.tamu.edu/undergraduate/general-information/degree-information/#text

Enrollment Status Definitions

Please note the following information relative to enrollment verification:

- Required credit hours to be certified as a full-time or half-time undergraduate or graduate student for fall and spring semesters and for the summer terms:
Undergraduate Students

Fall/Spring Semesters

<table>
<thead>
<tr>
<th>Status</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
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<tr>
<td>Three Quarter Time</td>
<td>9 hours</td>
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<tr>
<td>Half-time</td>
<td>6 hours</td>
</tr>
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</table>

Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>8 hours</td>
</tr>
<tr>
<td>Three Quarter Time</td>
<td>6 hours</td>
</tr>
<tr>
<td>Half-time</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

- Enrollment status for financial aid purposes may or may not match enrollment status as defined by the Office of the Registrar.
  - Undergraduate students for more information, please visit https://financialaid.tamu.edu/Undergraduate/Maintaining-Eligibility#2-EnrollmentStatus.
- **Once a student drops a course, those hours cannot be used for verification of enrollment purposes.** Information updates are supplied to the National Student Clearinghouse periodically, and a student's enrollment status may change if he/she drops a course or withdraws from the university.
- A student who is enrolled in less than a full-time course of study at Texas A&M may be in jeopardy of:
  - losing insurance coverage under his or her parent/guardian’s insurance policy;
  - being out of compliance with the Bureau of Citizenship and Immigration Services (formerly INS) if enrolled at Texas A&M on a student visa;
  - being placed on a loan repayment schedule by a lender or guarantor if the student is the recipient of Federal financial aid; and/or
  - losing a scholarship if the guidelines for receiving the scholarship require full-time enrollment, etc.
- If a student is co-enrolled at another collegiate institution during the same semester he or she is enrolled at Texas A&M University, **only the enrolled hours** at Texas A&M can be used for enrollment certification purposes. **Hours for which the student is enrolled at another collegiate institution cannot be included for enrollment certification at Texas A&M.**

* - Students participating in the Blinn TEAM program or the TAMU Engineering Academy at Blinn program may have unique enrollment certification specifications based on the program agreements. Enrollment status for students in these programs is reported to the National Student Clearinghouse by Texas A&M University and includes enrolled hours from both institutions. Students can obtain enrollment verification which will reflect this enrollment status from the National Student Clearinghouse through Howdy. Students alternatively requesting
enrollment verification directly from the Texas A&M University Registrar’s Office on TAMU letterhead are provided enrollment verification of Texas A&M University enrolled hours ONLY. Students may also consider obtaining a verification of their enrollment from Blinn College that will reflect their Blinn enrollment.

Exceptions to Full Time Enrollment Minimums

Students may be certified as full time with fewer than the required hours under the following circumstances:

- Participation in an authorized cooperative education (co-op) experience;
- Fewer than 12 hours remain for an undergraduate student to complete degree requirements in the final semester before graduation;
- Participation in an approved internship that is equivalent to a full time course load;
- Enrollment in student teaching course sections;
- Presence of a documented disability that mandates a reduced course load; and
- Enrollment in required English Language Institute (ELI) hours that, in combination with the student's regular A&M hours, constitute a full time course load.

NOTE: These exceptions may not apply to a student's eligibility for certain types of financial aid. Enrollment reporting for student loan repayment purposes will be reported as actual hours enrolled. Cooperative education students are reported at full time for student loan repayment purposes. Students who have questions about how exceptions to full time enrollment requirements will affect their scholarships, loans, grants, etc., should confer with their financial aid counselor.

In most cases, international students are eligible for the same exceptions to full time requirements; however, all international students requesting an exception to full time requirements must have their request approved by International Student Services. Students who are not U.S. citizens, but who are permanent U.S. residents (VISA TYPE = IM) are not required to clear with ISS on enrollment exceptions.
AGGIE HONOR CODE

"An Aggie does not lie, cheat or steal, or tolerate those who do."

Aggie Honor System Office: http://aggiehonor.tamu.edu

All Texas A&M students, graduate and undergraduate, part-time or full-time, in residence or in distance education, are expected to follow the guiding rule of the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Aggie Honor System Office (see http://aggiehonor.tamu.edu). Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from the requirements or the processes of the Aggie Honor System Office. For additional information regarding Honor System Rules, see Part I, Section 20 of the Texas A&M University Student Rules.
PROBATION AND UNIVERSITY DISMISSAL

Student Rule 12 Scholastic Deficiency/Probation

(Revised: 2014)

12.1 An undergraduate student is scholastically deficient when

12.1.1 His or her semester grade point ratio is less than 2.00; or

12.1.2 His or her cumulative grade point ratio is less than 2.00; or

12.1.3 The cumulative grade point ratio in his or her major field of study is below a 2.00; or

12.1.4 He or she is not meeting college and/or major course of study grade point requirements.

12.2 In the event an undergraduate student becomes scholastically deficient, he or she, may be:

12.2.1 Warned of scholastic deficiency after review by his or her academic Dean or designee; or

12.2.2 Permitted to continue in school on scholastic probation after review by his or her academic Dean or designee; or

12.2.3 Dismissed from continued enrollment in his or her college or major after review by his or her academic Dean or designee; or

12.2.4 Suspended from the university for deficient scholarship; a scholastically-deficient undergraduate student may, after review by the Associate Provost for Undergraduate Studies or designee, be suspended from the university because of scholastic deficiency by the following action:

- Suspension: Separation of the student from the university for a definite period of time. The student is not guaranteed readmission at the end of this period of time. The student is guaranteed a review of the case and a decision regarding eligibility for readmission.

The decision to suspend a student takes effect when the Undergraduate Academic Appeals Panel (See Student Rule 57) does not support the student’s appeal, or when the appeal is waived, or when the time limit for appealing has passed. A recommendation by the Associate Provost for Undergraduate Studies or designee to suspend the student from the university because of scholastic deficiency must be made with concurrence of the student’s academic Dean or designee.

Please see Section 6: General Procedures and Questions to Ask Your Supervisor for departmental probation/dismissal policy
UNIVERSITY GRADING SYSTEM

Because students attend a college or university to extend their education, grades are usually given as an indication of the proficiency of their endeavors. The student’s semester grade in a course shall be based upon performance and/or participation in class, exercises and tests, laboratory work and final examination as applicable to the course. The proportionate weight assigned to each of the factors shall be determined by the department administering the course.

The basis upon which the final grade will be determined shall be distributed in written form to the class during the first class meeting.

There are five passing grades at the undergraduate level, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows:

A Excellent, 4 grade points per semester hour
B Good, 3 grade points per semester hour
C Satisfactory, 2 grade points per semester hour
D Passing, 1 grade point per semester hour
F Failing, no grade points, hours included in GPA calculation
I Incomplete, no grade points, hours not included in GPA calculation
NG No grade, grade removed from record, no grade points, hours not included in GPA calculation
Q Course dropped with no penalty, no grade points, hours not included in GPA calculation
S Satisfactory (C or above), no grade points, hours not included in GPA calculation
U Unsatisfactory (D or F), no grade points, hours included in GPA calculation
X No grade submitted, no grade points, hours not included in GPA calculation
W Withdrew, no grade points, hours not included in GPA calculation (effective Spring 1996)
F* Aggie Honor Code violation, no grade points, hours included in GPA calculation

There are two failing grades, F and U, indicating work of unsatisfactory quality.

Repetition of a Course to Improve Grade

Any undergraduate student who wishes to repeat a course must do so before he or she completes a more advanced course in the same subject. What constitutes a more advanced course will be determined by the head of the department offering the course.
Credit for a course failed may be obtained only by registering for and repeating the course. The original grade will remain on the student’s permanent record, and both grades will be used in computing the GPA. An F or U previously earned is not removed once the course is passed. Credit for each repeated course may only be used once toward degree requirements.

A student repeating a course completed at Texas A&M University in which a grade of B or better has been earned will not receive grade points for the repeated course, unless the catalog states the course may be repeated for credit.

I and X Grades

A temporary grade of I (incomplete) at the end of a semester or summer term indicates that the student has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student. When an instructor reports an incomplete grade to the Office of the Registrar, he or she will fill out an “Incomplete Grade Report,” which is filed with the department head. Copies are sent to the student and to the student’s academic dean. This report includes:

- a statement of the instructor’s reason for awarding the incomplete grade and
- a statement concerning the remaining work to be completed before the last day of scheduled classes of the next fall or spring semester in which the student enrolls in the University unless the student’s academic dean, with the consent of the instructor (in the absence of the instructor, the department head), grants an extension of time for good reason.

If the incomplete work is not completed within this time or if the student registers for the same course again, the “I” will be changed to an “F” by the Office of the Registrar.

The X notation is assigned to a course by the Office of the Registrar at the end of a semester or summer term only when a grade is not submitted by the instructor. The Office of the Registrar will notify the dean of the college in which the course is taught that an X notation has been made. The dean of the college offering the course will request, through the department head, that the instructor submit a Grade Change Report Form removing the X notation and assigning a letter grade. The instructor will have 30 days from the beginning of the succeeding semester or summer term to report a change of grade to the Office of the Registrar. If a Grade Change Report Form is not received during this time period, the Office of the Registrar will automatically remove the X notation and assign a grade of F.

Q-Drop and Add and Drop

- A student may enroll in a class during the first five class days of a fall or spring semester or during the first four class days of a summer term. A student requesting to add a course after these deadlines must have the approval of the student’s dean or designee and department.
- A student may drop a course with no record during the first 12 class days of a fall or spring semester and during the first four class days of a summer term. Following this period, if approved by the dean of the college or his or her designee, a student may drop a course without penalty through the 60th class day of a fall or spring semester, the 15th class day of a summer term or the 35th class day of a 10-week summer semester. The
symbol Q shall be given to indicate a drop without penalty. Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a Texas public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.” Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause.

Undergraduate students at Texas A&M University will normally be permitted four Q-drops during their undergraduate studies. However, in order to comply with this statute a student who has dropped courses at other Texas public institutions may not be permitted four Q-drops if the student’s total number of dropped courses would exceed the State limit of six.

- Any course taught on a shortened format or between regularly scheduled terms will have add/drop, Q-drop and withdrawal dates proportionally the same as if the course were offered in a regular term. These dates will be determined by the Office of the Registrar.
- A student who drops a course after the Q-drop period has elapsed will receive a grade of F unless unusual circumstances exist as determined by the student’s dean. A grade of W may be recorded by the dean of the student’s college if it is determined such circumstances do exist.

Processed Q-drop forms should be placed in the box in the front office to be sent to the Registrar’s Office. The front desk will keep a copy of approved Q-drop forms on file in case of errors.

If a student will drop below full-time status (12 hours), advisors should talk with the student about possible consequences for financial aid, health insurance, international student status, and/or athletic eligibility.

Direct students to contact the Financial Aid office at (979) 845-3236. Direct students to contact their health insurance provider to ask if dropping below full-time status will affect coverage.

If coverage will be affected, tell the students about the University-endorsed student health insurance policy that is available on a short or long term basis through Associated Insurance Plans International, Inc. The cost is $110/month for $50,000 coverage or $147/month for $500,000 coverage. Students must be enrolled in 6 or more hours at TAMU to qualify or be a graduating senior if enrolled in fewer than 6. To activate a policy, students may either:

Go online: www.TAMUINSURANCE.com, Call: 800-452-5772
Visit: Dunlap Financial Services
111 East University Drive, Suite 110 (in the Bank of America),
College Station, TX 77841
Phone: 979-260-9629

Please refer to Section 5: Howdy and COMPASS Access and Procedures for how to Q-drop
Add/Drop Procedure

- Students may add/drop classes on their own through the Howdy portal as many times as they want during the first 5 days of classes without penalty.
- **ADDING**: Students often come into the office for assistance with adjusting their schedule and/or finding open classes. Advisors can add/drop classes from student schedules as many times as a student requests during the first 5 days of classes without penalty. It is up to an advisor’s discretion if/how much he/she wants to help students change their schedules. Advisors can make a list of possible courses for a student to add on his/her own without making any changes for the student.
- Even though Compass allows it, adds should not be done by departmental advisors after the first week (day 6-12th). These should only be done by the Executive Director or Directors who may require the student to provide a note/email from the new professor.
- **DROPPING**: Students get 100% refund when dropping individual courses before the 12th class day. If a student drops to zero hours, he/she must withdraw. See instructions regarding Withdrawals.

No Record Drops

After the first 5 class days through the 12th class day, students can see an academic advisor to process a No Record drop. No Record drops after the 12th class day will only be approved for two reasons. This is because a NR drop generates a full refund. If a student has attended one or more days of classes, the state guidelines on percentage refunds must be followed. The first justification for a NR is that the student was physically/mentally unable to return to campus or to drop the classes online during the week prior to the beginning of the first semester. The second is to correct a clerical error made by an advisor or another university office.

After the 12th class day, any student asking to drop a class will have to use a Q-drop unless a ‘W’ is justified. See the following page for more information.

Drops for Non-payment

The Registrar’s Office will drop students’ schedules if they do not meet the payment deadline. These students will no longer appear on class rosters after they are dropped. To re-enroll, the student must procure signatures from each of his/her instructors on the Add form, an advisor’s signature, and the Executive Director or designee’s signature. The form must be sent to the Record’s department upon completion in the General Services Complex (GSC) for processing. Currently, there is a re-enrollment fee. (See the following page regarding late fees).

No Grade (NG) Requests

Students must contact the College of their major during the semester for which they are seeking a No Grade request. Advise students that they must have substantial documentation (legal, medical, etc.) of an extenuating circumstance in order to be a good candidate. This is a very rare exception because it results in a professor’s grade on a university transcript being removed.

Ask your College Rep for any specific procedures regarding No Grade requests within your College
Information about ‘W’

A single ‘W’ is used before grades are posted. Since a NG removes a grade, there may be a tougher burden of justification and documentation than that required for a ‘W.’

1.18 A ‘W’ may be approved by the Dean of the College or his or her designee if a student is allowed to drop a course anytime during the semester due to unusual or extenuating circumstances. These circumstances include:

- a severe illness or other debilitating condition that affects the student’s ability to satisfactorily complete the course;
- the student’s responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student’s ability to satisfactorily complete the course;
- the death of a person who is considered to be a member of the student’s family
- active duty service as a member of the Texas National Guard or the armed forces of the United States
- other good cause as determined by the Dean of the College or his or her designee.

Students who no longer participate in the University’s ROTC program may drop military, naval or air science courses with a designation of ‘W.’

A student seeking to drop a course due to unusual or extenuating circumstances should initiate this request with the Dean of the College or his or her designee. Requests should include appropriate documentation of the student’s unusual or extenuating circumstances. The Dean of the College or his or her designee may determine whether a student has demonstrated such good cause as to warrant a drop with a grade of ‘W.’ Requests for ‘W’ drops must be made on or before the last class day, as defined by the academic calendar, of the semester in which the course is being taken.
Withdrawal From the University

A student who drops all in progress courses and courses not yet started in a particular term will be required to withdraw from the university. An official withdrawal is initiated by the student, online in Howdy, and routed to the student’s Dean or designee for approval. A student may not initiate a withdrawal after the Q-drop period ends (see Q-drop periods). However, the student’s Dean or designee may, in certain circumstances, initiate a request to the registrar to withdraw a student after the deadline.

- **Student-Athletes** (including practice players, managers, and trainers) **MUST** receive approval from Athletic Compliance before withdrawing.
- After the deadline, deans may permit students to withdraw under non-academic extenuating circumstances.
- Withdrawals cannot be granted once final exams have begun.

For additional information about withdrawing from the University, see **Part I, Section 17** of the Texas A&M University Student Rules.

Students are reminded that withdrawing from the University **does not** dismiss the repayment of student loans borrowed and may impact payment and grace periods. To learn more about repaying your student loans, please visit [http://studentaid.ed.gov/repay-loans](http://studentaid.ed.gov/repay-loans) and to find your current loan history, see [http://nslds.ed.gov](http://nslds.ed.gov). For questions, contact Scholarships & Financial Aid at (979) 845-3236.

**Special Note Withdrawal Due to Call-Up to Active Military Duty:** Withdrawal due to active military duty is not processed through the online withdrawal system. A special procedure has been established for students who must withdraw from the University because they have been called to active military duty. Click [here](http://studentaid.ed.gov/repay-loans) for information specific to students who withdraw under these circumstances.

*Please note:* When a student withdraws after the 12th class day, they **can** return in the following semester; they register as normal during their scheduled preregistration time. If a student withdraws with a GPA below 2.0, he/she must still submit an academic appeal. If a student sits out another full semester, he/she must meet readmission terms in order to return. Please see the information regarding the readmission process.

If a student withdraws during the 1st through 12th class day, the student will be required to apply for readmission for the subsequent semester. To see the refund schedule for withdrawals, check the Student Business Services website.

*Please note:* Students have 48 hours to move out of residence halls after withdrawing.
Withdrawals – Dropping to Zero Hours for the Semester

Withdrawing is different from requesting a single W. If a student drops to zero hours early in the semester, the withdrawal may generate a pro-rated refund.

If a freshman withdraws during the first twelve days of the first semester, they either have to apply for readmission for the next semester or they have to appeal with Admissions for their admission to be deferred one semester. If a freshman withdraws after the twelfth day of the first semester, the student can simply pre-register for classes for the subsequent term and continue.

If a student who is on probation withdraws, the student will not have met probation terms and will be blocked. If there were extenuating circumstances, the student can appeal. If the block is upheld, the student will have to meet the hour and GPA requirements for readmission.

If a student has a pattern of dropping classes and/or withdrawing in subsequent semesters, the student may be blocked for not making progress toward completion of the degree. There is no term or process at TAMU for a student who plans to leave the university permanently. Some students believe they need to tell us something officially, but they don’t have to do so. Some change their minds a year later.

Late withdrawal requests – If a student requests to withdraw after the deadline and prior to finals, the explanation and documentation required is the same level required for No Grades and single W’s.

Medical Withdrawals – Some people use the MW terminology. However, if you look at Student Rules, there is no such thing as a medical withdrawal. Withdrawals happen for many reasons, and the same rules apply unless there are serious extenuating circumstances.

Satisfactory/Unsatisfactory

Undergraduate students may be permitted to take courses in their degree programs at Texas A&M University on a satisfactory/unsatisfactory (S/U) basis consistent with the requirements of the student’s college. The hours for which a student receives a grade of satisfactory shall not be included in the computation of the student’s semester or cumulative GPA; a grade of unsatisfactory shall be included in the computation of the student’s grade points per credit hour as an F. A grade of satisfactory (S) will be given only for grades of C and above; a grade of unsatisfactory (U) will be given for grades D and F. The hours earned on a satisfactory/unsatisfactory basis shall not be included in the designation of distinguished student or dean’s honor roll.

Students on probationary standing may be required to take KINE 199 or electives on an S/U basis as determined by published college policies. Students entering Texas A&M University in the fall 2001 semester and later must enroll in their first KINE 199 on an S/U basis. Effective fall 2003, Health and Kinesiology majors must enroll in KINE 199 as a graded course. Students registered for KINE 198 or additional classes of KINE 199 who wish to change the grade type from a graded course to S/U or from S/U to a graded course, may do so at howdy.tamu.edu. All requests for KINE 198 and KINE 199 changes must be completed on or before the Q-drop deadline for the fall, spring or summer semester.

Students must register for courses on an S/U basis during the official registration periods and shall not be permitted to change the basis on which their grades will be recorded on their official
transcripts, except for unusual circumstances and with the approval of the student's academic dean.

**Semester Credit Hour**

A lecture course which meets one hour per week for 15 weeks is worth 1 semester credit hour. Thus, a course worth 3 semester credit hours, meets three hours per week. Credit hours for laboratory courses are determined to be some fraction of the number of hours spent in class.

The State of Texas defines a semester credit hour in Rule 4.6 of the Texas Administrative Code, “Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period”. For more information on Rule 4.6, please visit the State of Texas webpage.

**Grade Point Average (GPA)**

Only the grade earned in coursework for which the student was registered in this institution shall be used in determining his or her grade point average. Students anticipating graduating with honors should refer to that section of this catalog for information concerning the computation of grade point averages for that purpose.

A student’s grade point average for any period shall be computed by dividing the total number of semester hours for which he or she received grades into the total number of grade points earned in that period. Semester credit hours to which grades of F or U are assigned shall be included; those involving grades of W, Q, S, X, NG and I shall be excluded.
How to Calculate GPA

The Grade Point Average (GPA) is determined by dividing the number of grade points earned by the number of hours attempted. Courses for which a grade of S, W, Q, or NG was given are excluded from the GPA calculation. Grades of U are included in the GPA calculation for undergraduate students; grades of U are excluded from the GPA calculation for graduate students. Each letter grade carries the following grade point value per credit hour: A=4; B=3; C=2; D=1; F or U=0. The following example illustrates how to calculate a Grade Point Average (GPA) for an undergraduate student when the student's registration includes a course for which the grade of S was earned.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 106</td>
<td>3</td>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>3</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>PSYC 107</td>
<td>3</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>4</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>KINE 199</td>
<td>(1)*</td>
<td>S</td>
<td>*</td>
</tr>
</tbody>
</table>

**TOTAL:** 13 26

Dividing 26 grade points by 13 ATTEMPTED hours yields a GPA of 2.000.

*The one hour of credit earned for KINE 199 is not used in calculating the GPA. That hour will, however, be included in the student's PASSED hours for the semester.

-There is a link to the Honors GPA calculator at [http://gest.tamu.edu](http://gest.tamu.edu).

The same student's GPA calculation would differ if he/she had earned a grade of U in KINE 199.

<table>
<thead>
<tr>
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<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 106</td>
<td>3</td>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>3</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>PSYC 107</td>
<td>3</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>4</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>KINE 199</td>
<td>1</td>
<td>U**</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL:** 14 26
Dividing 26 grade points by 14 ATTEMPTED hours yields a GPA of 1.857. Because the GPA is now below 2.0, the student is considered scholastically deficient and may be placed on scholastic probation or blocked from further registration by his/her academic dean. Students should contact their academic dean's office for details on their college's probation policy.

*Please note: A grade of U affects the Grade Point Average in the same manner as a grade of F for undergraduate students. Attempted hours for which the student earned a grade of U are included in the GPA calculation; no grade points are earned, and the student does not receive credit for the course.

To calculate a cumulative undergraduate Grade Point Average for all course work completed at Texas A&M University, you must divide the total GRADE POINTS earned for all semesters enrolled by the total number of ATTEMPTED hours for all semesters enrolled. Do not add the semester GPAs for each term then divide by the number of terms.

**How to Calculate Grade Point Deficit**

Advisors often talk about grade point deficits rather than GPA's when they talk about students who are on probation are blocked. This is because the deficit is a constant number with a specific meaning, whereas a GPA can mean different things. For example, a 1.0 on 12 hours (a deficit of -12) generates a much smaller deficit than a 1.0 on 24 hours (a deficit of -24). The other reason it is useful to refer to grade points is because you can tell a student exactly what grades must be made to regain good standing, regardless of whether the student takes 13 hours or 16 hours. The student with a 1.0 on 12 hours must make 12 hours of B’s (an additional point for each hour above a C) and at least C’s in additional hours above 12 to eliminate the deficit. A student with a deficit of -24 would have to make A’s on 12 hours and at least C’s in any additional hours to eliminate the deficit. Since it is very unlikely the student would make all A’s, and since two semesters of 1.0 GPA’s represent some significant problems, students who have very large deficits or often blocked from enrollment in the subsequent semester. They may be able to gain readmission by making some high grades at a community college, but they may also be permanently blocked from GEST (and from all other majors at TAMU).

GPA Hours X 2 = 2.000 GPA

Example:
31 GPA Hours X 2 = 62 grade points. If a student only accumulated 55 points, the deficit is -7.

Each grade generates specific points which are multiplied by the hours credit for the course. (A=4.0, B=3.0, C=2.0, D=1.0, F=0). The total number of grade points divided by the total number of GPA hours equals a student’s cumulative GPA.

**Classification**

Classification for academic purposes shall be based solely on scholastic progress as shown by the official records in the Office of the Registrar. Sophomore, junior and senior classification will be granted students who have passed 30, 60 and 90 semester hours, respectively.
Grade Reports

Mid-semester Report

Near the middle of the fall and spring semesters, a preliminary report, showing the current progress of all undergraduate students who have completed less than 30 semester credit hours of coursework at Texas A&M, and of a selected group of other undergraduate students that the academic deans/departments are monitoring, will be made available. Preliminary grades are not recorded on the student’s permanent record. Grades are available at howdy.tamu.edu.

Final Grade Report

End of semester final grades are available at howdy.tamu.edu. No student grade may be posted in a manner that is personally identifiable unless the student has given written consent in advance.

Parent/Guardian Access to Grades

A parent or guardian may access midterm and final grades at howdy.tamu.edu after the student sets the parent access password. The Office of the Registrar cannot access the passwords created by students for parental access.

Transcripts

Students applying for admission to Texas A&M are required to submit transcripts of previous academic work and in some cases, results of standardized tests. The submission of altered documents or the failure to furnish complete and accurate information on admission forms will be grounds for disciplinary action.

Individuals who have attended the University may obtain an official transcript of their completed work, provided they have no financial obligations to the University. A fee, which, according to state law must be paid in advance, will be charged for each copy. During grading and degree posting, official transcripts may be produced for enrolled students only if all courses for that semester or term are shown as in progress (IP) or have all final grades posted. Students and former students may submit a Transcript Request Order form in person, by mail, by email, by fax or by completing the transcript request form in the Howdy portal. Transcript requests will not be accepted over the phone. A faxed or emailed request must be paid using a credit card from a United States bank. A transcript request ordered through the Howdy portal must be paid either by electronic check (ECH) or by credit card from a United States bank. Requests made in person or by mail may only be paid with check, money order or a credit card.

Change of Curriculum Requirements

*You can view student rules regarding change of curriculum at http://student-rules.tamu.edu/rule05.

Students in good academic standing may attempt to change majors 5 days after final grades are available, and may not change majors after the last day of preregistration. First semester freshmen may not change majors after the 20th class day. After the 20th class day, no curriculum change will be considered until after the end of the semester.
Five days after final grades are available, curriculum changes may once again be initiated. They may be allowed earlier if the window between semesters is short.

**Changing into GEST**
Students usually must have earned at least a 2.0 GPA in order to change into GEST. Students who change majors to GEST are only guaranteed one GEST semester. They may earn the option of a second semester if they meet or exceed the grades/hours that, if repeated, would qualify them for the desired major.

Students on probation may not attempt to change majors once pre-registration begins. The last day to process change of majors for the semester is the last day of pre-registration.

**Changing out of GEST**
Please refer to [http://gest.tamu.edu](http://gest.tamu.edu) under the link “Change of Major Requirements” in order to view a full list of requirements for other departments. If a major is not on the list, students may only need a 2.0 with no particular classes required. All Liberal Arts majors require completion of at least one course in the major at TAMU with a C or better. Please direct students to meet with departmental advisors in order to change their majors.
5. Howdy and COMPASS Access & Procedures
Howdy and COMPASS

Howdy and COMPASS are the two data tools used across campus to facilitate access to student academic records for advising.

The Howdy portal (http://howdy.tamu.edu) is the primary point for students, faculty, and staff to access information about records, courses, benefits, as well as news and campus information. The following sections provide an introduction to navigating in Howdy, using Howdy to look up student information and personalizing your Howdy experience:

- Getting Started
- Personalize Howdy
- Subscribing to Tabs
- Connecting Staff to ATM
- Instructor/Advisor Tab

Quick guides on these sections can be found on the Home tab of Howdy under the Learn About Howdy channel. Additional guides can be found on the Advisor tab under the Learn About the Advising Tab channel.

The COMPASS records system is linked out of Howdy. This tool provides more in-depth access to make changes on student records. The following sections provide an overview to navigating in COMPASS and an introduction to common terms. Quick guides can be found on the Employee tab under the Compass User Training channel. To get COMPASS access, have your supervisor contact your Primary Authorizing Agent.

- Personalizing “My Banner”
- Reference Navigation Guide
- Shortcut Keys
- Commonly Used Forms
- Group Descriptions, Recommended Users, and Related Training
- Lexicon of Terms Personalizing “My Banner”

In COMPASS, users have the opportunity to create a quick reference list of the forms they use most often. To add forms here, double-click the “My Banner” folder, then “Organize My Banner” (GUAPMNU). In the “Object” field, type the name of the form you want to add to the list. A default description will appear, but you can edit this description to something that is more useful if you like. Commit changes (F10). Links will appear in the order listed on this form. Changes will not appear until you re-start COMPASS.
Shortcut Keys
Enterprise Information Systems · http://eis.tamu.edu

- **Save** F10
- **Rollback** Shift F7
- **Select** Shift F3
- **Insert Record** F6
- **Remove Record** Shift F6
- **Previous Record** Up Arrow
- **Next Record** Down Arrow
- **Previous Block** Ctrl P Up
- **Next Block** Ctrl P Down
- **Enter Query** F7
- **Execute Query** F8
- **Cancel Query** Ctrl Q
- **Print** Shift F8
- **Exit** Ctrl Q
- **Online Help**
- **Go to another form** F5
- **Options** F2
- **LIST** (List of values) F9
This list indicates common functions currently performed in Compass. As additional modules go live and more information is converted such that additional forms become operative, we will continue to update this list in order to provide you additional assistance with new Compass functionality.

<table>
<thead>
<tr>
<th>General Student Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name Search</td>
<td>SPAIDEN</td>
</tr>
<tr>
<td>Student Detailed Search (major, address, etc.)</td>
<td>SOAIDNS</td>
</tr>
<tr>
<td>Student Biographical and Address Data</td>
<td>SPAIDEN</td>
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<tr>
<td>General Comments</td>
<td>SPACMNT</td>
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<tr>
<td></td>
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<tr>
<td>Student Registration</td>
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<tr>
<td>Blocks/Holds</td>
<td>WOAHOLD</td>
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<tr>
<td>Student Schedule</td>
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<tr>
<td>Student Registration</td>
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<tr>
<td>Curriculum Information</td>
<td>SZAREGS</td>
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<tr>
<td>Registration Overrides</td>
<td>SFASRPO</td>
</tr>
<tr>
<td>View Class Roster</td>
<td>SFASLST</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Schedule</td>
<td></td>
</tr>
<tr>
<td>Look Up Course Sections (with enrollments)</td>
<td>SSASECQ</td>
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<tr>
<td>Look Up Course Sections (with time and location)</td>
<td>SSAMATX</td>
</tr>
<tr>
<td>Course Section Details</td>
<td>SSASECT</td>
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<td>Raise Enrollment Limits</td>
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<td>Update Faculty Information</td>
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</tbody>
</table>
### Additional Commonly Used Compass Forms

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<tr>
<th><strong>STUDENT REGISTRATION</strong></th>
<th></th>
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<tbody>
<tr>
<td>Graduation Info.</td>
<td>SHADEGR (SEQ1)/SHAGAPP/SHADGMQ</td>
</tr>
<tr>
<td>Registration History (by term)</td>
<td>SFASTCA</td>
</tr>
<tr>
<td>Student Attributes</td>
<td>SGASADD</td>
</tr>
<tr>
<td><strong>Student Registration Time</strong></td>
<td>SFARGRP</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STUDENT INFORMATION</strong></th>
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</thead>
<tbody>
<tr>
<td>High School Info</td>
<td>SOAHSCH</td>
</tr>
<tr>
<td>GPA Cumulative</td>
<td>SHATERM</td>
</tr>
<tr>
<td>Grade Submissions/Registration History</td>
<td>SFARHST</td>
</tr>
<tr>
<td><strong>STATE LIMIT Q-Drops</strong></td>
<td>SZASDLMM</td>
</tr>
<tr>
<td>TAMU Q-Drops</td>
<td>SHACRSE</td>
</tr>
<tr>
<td>Student Info.</td>
<td>SGASTDN</td>
</tr>
<tr>
<td>Test Scores, Language Req.</td>
<td>SOATEST</td>
</tr>
<tr>
<td>Grades &amp; Courses By Term</td>
<td>SHACRSE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COURSE INFORMATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attribute</td>
<td>SHACRSE/SSADETL/SCADETL</td>
</tr>
<tr>
<td>Course Restrictions</td>
<td>SSARRES</td>
</tr>
<tr>
<td>View Class Roster</td>
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</tr>
<tr>
<td>Course Notes</td>
<td>SSATEXT</td>
</tr>
<tr>
<td>Course Pre-Requisites</td>
<td>SCAPREQ</td>
</tr>
<tr>
<td>Look Up Course Sections (with time &amp; location)</td>
<td>SSANATX</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>SCHEDULING</strong></th>
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<tbody>
<tr>
<td>Room Usage</td>
<td>SSAMATX</td>
</tr>
<tr>
<td>Instructor Course Load</td>
<td>SIAASGN</td>
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</table>

<table>
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<tr>
<th><strong>OTHER</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Degree Planner Compliance (F7, T#, F8)</td>
<td>SMACACT</td>
</tr>
<tr>
<td>Degree Plan Template</td>
<td>SWATMPL</td>
</tr>
</tbody>
</table>
Enterprise Information Systems Compass Lexicon of Terms

Academic History – Grade reports, transcripts and degree records for a student

AppWorx – Compass Scheduler – Product that allows scheduling of Compass jobs

AR = Accounts Receivable – A module in Compass used to maintain charge and payment information for individual accounts. Typical charges are registration (tuition and required fees), housing, meal plans and optional fees. Payment information includes personal payments, financial aid payments, third party sponsor contract payments and waivers/exemptions. The information in the AR module is used to create billing invoices and statements. The AR module forwards all transactions to the General Ledger (FAMIS). Also, Student Accounts Receivable or STAR.

Articulation – The process by which one institution matches its courses or requirements to course work completed at another institution

ARGOS – Compass Reports – Tool used to generate customized reports using Compass data

Attribute – A description or characteristic which can be attached to students and/or courses

Banner – The official product purchased from SunGard Higher Education. The university refers to it as Compass

Business profile – A grouping of users that perform the same business functions, and as a result share the same security access restrictions

CAPP – Curriculum Advising Program Planning – A Compass module which contains the degree evaluation (audit), adjustments and student curriculum

Channel – Content box in Howdy that contains links grouped by functional area

Common Matching – The name of the rules used to determine if a person is new to the system before being added to the database

Compass Reports – formerly ePrint – A repository of data used to generate reports

Compass Form – Contains sets of information similar to SIMS screens

Course Attribute – A description or characteristic associated with a course or section of a course. Course attributes are used to identify specific types of courses and/or sections (i.e. Distance Education, Study Abroad, etc.) or to determine what type of degree requirement(s) a course can satisfy (i.e. State Core Curriculum Math, University Writing Intensive, etc.)

CRN – Course Reference Number – A unique identifier associated with a specific course section in a specific term

FERPA – Family Educational Rights and Privacy Act – Federal regulation that protects the privacy of student education records
FGAC – Fine Grained Access Control – This determines which values can be entered by users in certain fields on a form

Functional Support – The personnel dedicated to Compass questions and problems. The support teams are Admissions, Registration and Records, Financial Aid and Student Accounts Receivable. These are responsible for implementations and ongoing support for Compass

Howdy – Portal through which users can access Compass and other programs

INB – Internet Native Banner – Student Information System interface for faculty and staff use. Not Howdy Self Service

LISTSERV – Email list that allows members to periodically receive important updates relating to Compass and Howdy. To join the EIS-Project-Information listserv, go to: https://listserv.tamu.edu/cgi-bin/wa?REPORT&z=3#SUBSSUBSCRIBE and follow the “Subscribe” instructions

Maintenance Access – Security level that allows you to modify information on a specific Compass form

ODS – Operational Data Store – Provides enterprise-wide operational and ad hoc reporting for a consistent view of institutional data

Oracle – The database on which Compass runs

PIDM – Person Identification Master – The internal identifier used to identify a person in the Compass database. Other IDs may be associated with a single PIDM (for examples, T-Number and UINs)

Query Access – Security level that allows you to view or query, but not modify, information on a specific Compass form

SQL – Standard Query Language – Used for accessing data in the database

SSB – Self Service Banner (Compass) – Access to Compass through the Howdy portal

STAR – (See AR)

Student Attribute – A description or characteristic associated with a student for a specific term or terms. Student attributes are used to enforce registration restrictions, facilitate registration time ticketing and correctly assess some types of tuition and fees

SunGard – The software provider of the Compass Student Information System

T-Number (or T#) – Used in conjunction with the UIN. The T# is a unique number that is assigned by Compass to each person. The T# is present on most every form. Also called Compass ID

Tab – Set of channels in Howdy grouped by role. Some examples are the Applicant, Employee, Instructor/Advisor and Faculty tabs
**Time Ticket** – Assigned days and times during which a student may register via self-service. Time tickets are assigned based on the student’s classification and/or eligibility for early preregistration privileges.

**What-If Analysis** – A compliance process in which a different major is selected to see the impact of the student changing majors will have on fulfilling graduation requirements.

Information retrieved from Howdy under the Compass User Training channel.
Howdy Tips

How to look at a blank degree evaluation in Howdy:

- Under the Advisor Self Service channel, click on the ID Selection
- In the ID field, enter DEGEVAL (all caps)
- After entering DEGEVAL, click the “submit” button
- Click on Degree Evaluation to begin a “What-If Analysis”
- Follow all the steps to generate a Degree Evaluation request and view using the Detail Requirements

Withdrawing from the University

A student who drops all in progress courses and courses not yet started in a particular term will be required to withdraw from the university. An official withdrawal is initiated by the student, online in Howdy, and routed to the student’s Dean or designee for approval. A student may not initiate a withdrawal after the Q-drop period ends (see Q-drop periods). However, the student’s Dean or designee may, in certain circumstances, initiate a request to the registrar to withdraw a student after the deadline.

- Student-Athletes (including practice players, managers, and trainers) MUST receive approval from Athletic Compliance before withdrawing.
- After the deadline, deans may permit students to withdraw under non-academic extenuating circumstances.
- Withdrawals cannot be granted once final exams have begun.

For additional information about withdrawing from the University, see Part I, Section 17 of the Texas A&M University Student Rules.

Students are reminded that withdrawing from the University does not dismiss the repayment of student loans borrowed and may impact payment and grace periods. To learn more about repaying your student loans, please visit http://studentaid.ed.gov/repay-loans and to find your current loan history, see http://nslds.ed.gov. For questions, contact Scholarships & Financial Aid at (979) 845-3236.

Special Note Withdrawal Due to Call-Up to Active Military Duty: Withdrawal due to active military duty is not processed through the online withdrawal system. A special procedure has been established for students who must withdraw from the University because they have been called to active military duty. Click here for information specific to students who withdraw under these circumstances.

Methods of Commonly Used COMPASS Forms

WOAHOLOD: How to add/expire HOLD

- Go to “WOAHOLOD”
- Enter the student’s UIN in the “ID” field
- Next block into the “Holds” block by pressing “CTRL” and then “Page down” or by going to the “Next Block” symbol
• Holds can only be expired by the Originator
• Double-click on the date in the “To” field
• Click on “today”
• Click on “ok”
• Save the change by pressing “F10”

**SOAIDEN:** How to look up a student by name (if you don’t know the UIN)

• Go to “SOAIDEN”
• Tab to the “Last Name” field and enter the student’s last name (if known)
• Tab to the “First Name” field and enter the student’s first name (if known)
• Hit “F8” to execute query or go to “Query” and then “Execute” in the menu
• Once you find the correct student, you can scroll down to highlight that student’s UIN or T-number
• If you open the SZAREGS or WOAHOLD forms (for example) after closing the SOAIDEN form, information for the student who was highlighted will appear

**Hint:** If you only know part or even just one letter of the student’s first and/or last name, you can enter the wildcard symbol. (Example: Jessica Ne%)

**SHATERM:** How to view transfer work

• Go to “SHATERM”
• Enter student’s ID number
• Enter “UG” for the Course Level Code
• Clear out the “Start Term” box (this is a must)
• Advance to Next Block
  o Institution and Transfer Hours data will populate in the blanks
• Click on the tab for “Term GPA and Course Detail Information”
  o The “Transfer Courses” block will be populated.
  o The Codes are as follows:
    ▪ TRNS = transfers by title
    ▪ NTRN = not transferable
    ▪ ENGL = equivalent to an English course here (etc.)
• Even though the information you want is in the “Transfer Courses” (bottom) block, remain in the “Term GPA” block and use the small scroll-down bar
  o This bar will allow you to more easily scroll through all transfer work for that institution.

**SHATRNS:** How to see the transfer credit.

You must fill in the “Transfer Institution” and “Attendance Period” Number and continue to press “Ctrl + Pg Down” or Next Block until you see the credit listed. If there is more than one Transfer Institution or Attendance Period number, you must plug each of them into the boxes in order to see all of the transfer credit available.
SZAREGS: How to drop a course from a student’s schedule and clear an unregistered (DD) course data

- Go to “SZAREGS” – When you first enter SZAREGS, another form SOADEST will appear but you can exit this form by hitting the “X” or “CTRL” and then “Q”
- Enter the registration term and the student’s UIN or T-number
- Next block twice into the Course Information section by going to the “Next Block” symbol or pressing “CTRL” and then “Page down” twice
- Enter the CRN or course name, number and section
- Once this information is entered, hit tab and “RE” will appear in the Status area
- Save the change by pressing “F10” twice

When dropping a student from a course, be sure “DD” is in the status area and save the change by pressing “F10” twice. In order to delete this course from the Course Information area, place the cursor in the appropriate line on the CRN field, and press “Shift + F6.” This action removes the data for the unregistered course. Another way is to have the cursor in the appropriate line on the CRN field, select the tab for “Record” then click “Remove” on the drop-down menu.

HOW TO PROCESS A Q-DROP:
- Before dropping a course, manually count Q-drops on SHACRSE or SHATERM.
- Go to SZAREGS
- Enter the correct semester code (201011 for example) and the students UIN.
- Next block twice in order to get into the “Course Information” block.
- Enter the correct Q-drop code for the correct course.
- Save by pressing F10 twice.

Codes for Q-drop:

Q1 is used for ANY 1 credit hour course.
QL is used for dropping a lab at the SAME time as the corresponding lecture.
QA is used for any course that is greater than 1 credit hour.

*Please note: Q1 and QL are counted in the student’s State limit of six drops. The QL will not be counted in the limit, as the State does not count a lab when it is dropped within the same semester as its companion lecture.

*Q1 and QA will display on the transcript as Q. QL will display on the transcript as W.

SHASUBJ: How to view the subject sequence history

- Go to “SHASUBJ”
- Enter student’s ID number
- Enter “UG” for the Course Level Code

Under the Subject GPA and Course Detail Info tab, you can see all of the course histories sorted by subject. It shows all attempts for all courses a student has taken, the grade, and if it was a repeat. The GPA is also shown and includes ALL of the grades.
SCADETL: How to view course information

You can put in a course name and number and it will tell you what the prerequisites are, if there is a fee assigned to the course, and what it can fulfill (if it is a core curriculum course).

SZASDLM: How to view the number of drops a student has used

Students who began higher education prior to fall 2007 are exempt from the state 6 drop limit. These students can be identified by an “E” in the state drop limit field on the left side of the form. This indicates that the student is exempt from the state 6 drop limit. For all other students who are not exempt, this form will show the number of drops used at A&M and other institutions. It will also list the institution(s) where the drop(s) occurred.

COMPASS forms pertaining to FERPA

SPAIDEN – If a student has requested that Directory information be withheld, the “Confidential” indicator will be checked on SPAIDEN on the “Biographical” tab.

SWAINFO – This form maintains detailed information about which directory items the student wishes to restrict. Students will update the information release restrictions via Self-Service in Howdy.

SOAFOLK – Guardian information will be entered on this form when a Certification of Dependency form is submitted to the Office of the Registrar. Non-directory and/or restricted information may be released only to the person(s) identified on the dependency form and recorded on SOAFOLK. If persons appear on SOAFOLK with a relationship code other than “F,” “M,” or “P,” refer to SPACMNT to see if the person has been granted FERPA access (step-parents “E” are not automatically granted FERPA access).
6. General Procedures and Questions to Ask Your Supervisor
Monthly Advising Events

August

- August graduation application deadline
- New and Transfer Student Conferences
- Final Exams
- Graduation for summer term
- Final Grade Reports (University Dismissal list)
- Graduation Application opens for all students planning to graduate in December
- Semester begins
- Add/Drop week begins (first five class days)

September

- UAC Advisor Briefing Day
- MSC Open House
- Fall Career Fair dates for your discipline
- Undergraduate Degree Planner deadline

October

- NACADA National Conference
- Mid-semester grades are due
- Mid-semester grade reports
- December graduation application deadline without a late fee

November

- Pre-registration for spring semester
- Q-drop, Withdrawal, and Change KINE 198/199 Grade Type deadline (60th class day)
- Degree Candidate Proof of Enrollment deadline (60th class day)

December

- December graduation application deadline
- Final Exams
- Graduation for fall term
- Final grades are due
- Final grade reports (University Dismissal list)

January

- Graduation Application opens for all students planning to graduate in May
- New and Transfer Student Conferences for students beginning in the spring
- Semester begins
- Add/Drop week begins (first five class days)
February

- Aggieland Saturday
- May graduation application deadline without a late fee
- UAC Advising Symposium
- TEXAAN Conference

March

- Mid-semester grades are due
- Mid-semester grade reports
- Spring Break

April

- Pre-registration for summer and fall semesters
- Parent’s Weekend
- Q-drop, Withdrawal, and Change KINE 198/199 Grade Type deadline (60th class day)
- Degree Candidate Proof of Enrollment deadline (60th class day)

May

- UAC Awards Breakfast
- May graduation application deadline
- Final Exams
- Graduation for spring term
- Final grade reports (University Dismissal list)
- Graduation Application opens for all students planning to graduate in August
- New and Transfer Student Conferences

June

- New and Transfer Student Conferences
- Summer Session I and 10-week courses begin
- Q-drop, Withdrawal, and Change KINE 198/199 Grade Type deadline for Summer Session I

July

- New and Transfer Student Conferences
- Summer Session II courses begin
- August graduation application deadline without a late fee
- Q-drop, Withdrawal, and Change KINE 198/199 Grade Type deadline for Summer Session II
- Q-drop and Withdrawal deadline for 10-week courses
- Degree Candidate Proof of Enrollment deadline (15th class day of summer session II)

*Please see your supervisor for specific departmental requirements
*Please note questions may vary depending on the department/college you are associated with.

- How do I initiate adjustments for specific degree requirements?

The University Adjustment System (UAS) allows advisors to submit adjustments for individual undergraduate and professional students online, and those adjustments are routed through electronic workflow for approval(s) and uploaded to Compass/Howdy. The UAS also allows advisors to track the routing of an adjustment and determine when it is complete. The University Adjustment System is available at [http://ugadjustments.tamu.edu/Public](http://ugadjustments.tamu.edu/Public). For more information: [http://registrar.tamu.edu/Graduation-Degree-Programs/University-Adjustment-System](http://registrar.tamu.edu/Graduation-Degree-Programs/University-Adjustment-System)

Curricular Exception Information

Requests for curricular exceptions may be submitted through the University Adjustment System (UAS).

A curricular exception must be submitted to request the following:

- Catalog Term Changes (exceptions to [Student Rule 14.5](http://ugadjustments.tamu.edu/Public))
- Core Curriculum Adjustments (exceptions to [Student Rule 14.11](http://ugadjustments.tamu.edu/Public))
- Foreign Languages (exceptions to the Foreign Language Core Curriculum Requirement for all degree programs)
- Residency (exceptions to [Student Rule 14.20](http://ugadjustments.tamu.edu/Public))

The following fields on the curricular exceptions request in the University Adjustment System (UAS) should be filled out accordingly:

<table>
<thead>
<tr>
<th>Form Field</th>
<th>Field Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Request</td>
<td>Select the type of curricular exception(s) being requested. If &quot;Other&quot; is selected, please explain in more detail.</td>
</tr>
<tr>
<td>Advisor Error</td>
<td>Indicate if this exception is due to an advisor error.</td>
</tr>
<tr>
<td>Description &amp; Rationale for Request</td>
<td>This field may be used to provide additional information and details regarding the requested exception.</td>
</tr>
<tr>
<td>Rationale for Denial</td>
<td>This field will be used to provide any reasons to the Degree Audit Office when a request has been denied.</td>
</tr>
</tbody>
</table>

After approval by the Associate Provost for Undergraduate Studies, the request will be routed to the Degree Audit Office for processing. The Degree Audit Office will not process any requests for curriculum exceptions unless they are sent through the UAS and the Associate Provost for Undergraduate Studies has approved the request.
• **How do I handle courses that are transferred in by title?**

Occasionally students will take courses which are not direct equivalents to courses at Texas A&M University. You may handle/use these courses any number of ways, but first ask a few questions:

- Do I want to use the course to fill a free elective requirement? If yes, then simply submit an adjustment using the University Adjustment System (UAS).
- Do I want to use this course to fulfill a core curriculum requirement? The answer to this question requires a few more steps:
  - Was the course taken at a Texas public institution?
    - If yes, then by Senate Bill (SB) 148, passed by the 75th Texas Legislature in January 1997, the successfully completed lower-division core curriculum course may be used to substitute for the similar group of requirements at another public college, university or health science center throughout the state, IF there is not a specific course(s) required in your degree plan. Check with your department for approved substitutions. Courses used to fulfill the core curriculum are usually found on the school’s website or undergraduate catalog.
    - If the course was not taken at another Texas public institution, then the course syllabus should be reviewed by the appropriate department at TAMU to determine equivalency.

Include this documentation when submitting the adjustment.

• **What is the Undergraduate Degree Planner (UGDP)?**

The Degree Planner is a tool to help students select courses which will meet their program requirements in a timely manner. As an advisor, the Degree Planner allows you to review and approve or decline a student’s plan. You will need to ask your supervisor what your role in reviewing the degree planners is and any department-specific instructions that your department may have. The link to the Undergraduate Degree Planner Advisor Guide is [https://howdy.tamu.edu/Inside/Guides/AdvDegPlan.pdf](https://howdy.tamu.edu/Inside/Guides/AdvDegPlan.pdf)

• **What should I do if a student notifies me that they are ill or someone in their family is ill and they are unable to attend class?**

You should contact the Department of Student Life, 979-845-3111 or [http://studentlife.tamu.edu/](http://studentlife.tamu.edu/). Student Life will prepare a Notification of Student Absence and forward it to the Academic Dean to forward the notification to course instructors about the absence and for what length of time it is expected that the student will miss classes. It remains the student’s responsibility to provide instructors with documentation about the absence.

• **What should I do if a student expresses that they have a disability?**

Refer the student to Disability Services (DS), 979-845-1637 or visit their website [http://disability.tamu.edu/](http://disability.tamu.edu/), to learn what information DS needs to determine eligibility for accommodation. A student must be registered with Disability Services before classroom accommodations or early registration privileges for the disability can be offered.
How do I advise students about W courses?

Complete information regarding the W course requirement is available from the Texas A&M University Writing Center’s website at http://writingcenter.tamu.edu. More specific details are found at http://writingcenter.tamu.edu/Advisors/Advisor-Resources. The following is a brief description of the site contents:

- All TAMU students must take 2 courses in the major or related to the major which fulfill the graduation requirement for writing (W courses). Students may opt to take one W and one C (communications) course or two W courses. One way this can be determined is whether the course is used to calculate the GPR in the major. All academic departments must notify the Office of the Registrar to designate that a section of an approved course should be listed as their W course.

Identifying W and C courses

Courses approved as W or C will use a 900-section number to designate which sections are W or C in any given semester. Once the new student records system is in place, a unique section number will be created for C courses. (For Honors courses, a 960-section number will be used.) W and C courses are listed in the Schedule of Courses. Approval is for the course, not the instructor, so departments will be expected to ensure that the course requirements as regards number of words, collaborative work, amount of feedback and instruction remain constant even when the instructor changes.

Transcripts

Sending to Texas A&M University

Students who have completed course work at another college or university and wish to have that credit evaluated for use on a degree plan at Texas A&M University, must provide an official transcript. Transcripts must be received directly from the issuing institution or in a sealed envelope. The Office of Admissions processes all transfer credit that students earn from any other college or university for current and prospective students.

The address for mailing a transcript to Texas A&M University is:

Office of Admissions
Texas A&M University
P. O. Box 30014
College Station, TX 77842-3014

However, if you are a degree candidate for the semester in which the transcript is being submitted, please request that your official transcript be sent to:

Degree Audit
Texas A&M University
P. O. Box 30018
College Station, TX 77842-3018

For complete transcript information, please refer to the Office of the Registrar’s website under Transcripts.
Requesting from Texas A&M University

Please read complete information on the following website (includes link to the Transcript Request Form):
http://registrar.tamu.edu/Registrar/media/REGI_Forms/Transcript_Request_Form.pdf

Students can either order through their Howdy (Grades and Transcripts box, then Official Transcript link, then clicking on "Order Official Transcript") or in person at the transcript office.

- **Who in the college or department has signature authority for?**
  - Grade changes:
  - Change of major:
  - Force request:
  - Other

- **Who is assigned authority to force register students into a closed section course?**

- **Who has authority to do Adjustments/Curricular Exceptions in our office?**

- **Who receives grade reports, graduating senior reports, etc.?**

- **Who maintains degree plans/curriculum outlines for the college or department, and where can I locate them within the department?**
• Does our degree plan require specific core curriculum courses?

• Does our college or department offer a minor? If so, what are the requirements and what are the procedures for a student to add a minor?

• Do we provide any College/Department Study Abroad opportunities?

• Do we provide any College/Department Scholarship opportunities for incoming freshman? Transfer Students? Current Students?

• When meeting with prospective students, what specific information about the college or department am I to provide them and is there information to be given to them (handouts, webpage, business card, etc.)? Who updates and maintains this?

• What are the requirements for a prospective student to transfer into our college or department externally (not yet enrolled at A&M)?

• What are the requirements for a student already enrolled at A&M to change curriculum into our major?
• While preparing for a new semester, are there any procedures that are similar to each semester (Fall/Spring/Summer)? (Example: making schedules, adjustments, etc.)

• What is the pre-registration process like in our department or major?

• Do our students have mandatory advising each semester, or do they set up an appointment when they need to ask questions?

• Do we have our own “in house” notes system?

• What is our probation and dismissal policy?

• Do we allow students to change their catalog assignment? If yes, what is the process?

• When reviewing a student’s degree evaluation or transcript, what should I do if a course is listed as TRNS XXX (transferrable)?
- Are students allowed to late add/drop a course, and if so, for what reasons/what is our process and procedures when Q-dropping/Withdrawing (tip: students withdraw through their Howdy portal)? What are the deadlines during the Fall/Spring/Summer semesters?

- What tasks am I responsible for pertaining to the degree planner?

- Are there any student organizations associated with our office?

- Should I become familiar with student organizations/volunteer opportunities in order to be prepared for student’s questions? If so, what are some useful resources?

- Email is our primary way of communicating with students, but do we use any other social media or newsletter announcements for them to be aware of information?

- Do we offer a student handbook to our students? If yes, what are some common topics that I should look over in the student handbook in order to help students?
• What role, if any, do I have in New Student Conferences? How will this affect my vacation time?

• Does our college have a Career Services Coordinator? If yes, who is this person?

• How much time per year am I allowed for training and professional development? If yes, can I spend money to buy supplies/professional memberships/validate parking?

• What is Aggieland Saturday, and as an advisor, do I need to attend/bring material?

• Can students use our copy/fax/phone?
7. Frequently Used Forms & Acronyms
Frequently Used Forms

Includes the following:

Graduation & Degree Audit
- Double Degree Request
- Double Major Request
- Undergraduate Graduation Cancellation

Records & Registration
- Application for Extension Enrollment
- Certification of Dependency
- Name Change Request
- Petition for Undergraduate Student to Enroll in Graduate Courses or Reserve Undergraduate Courses for Graduate Credit
- Q-Drop Request
- Request for Late Registration
- Request for Non-Funded Late Registration
- Student Employment Verification
- Transcript Request
- Undergraduate Change of Curriculum Request
- Add/Drop Form*
- Grade Change Form*

Course Scheduling
- Additional Courses/Sections Request
- Departmental Request: Special Topics
- Departmental Request: W or C Course Sections
- Study Abroad Course Request

Residency
- Core Residency Questions

MISC
- Authorization to Offer Off-Campus Residence Course Form
  http://registration.tamu.edu/forms/Authorization_to_Offer_Off.pdf
- Hold Directory Information Form
  http://registrar.tamu.edu/Registrar/media/REGI_Forms/Hold_Directory.pdf

*Please see department for these forms, if you should need additional copies of these forms you may obtain them from the Registrar’s Office – Records Department. These forms can only be obtained by a full-time faculty or staff member with TAMU ID.

Information retrieved from http://registrar.tamu.edu/Forms-Reports/List-of-All-Forms
# Frequently Used Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC</td>
<td>Academic Success Center</td>
</tr>
<tr>
<td>AOC</td>
<td>Academic Operations Committee</td>
</tr>
<tr>
<td>AOC Deans</td>
<td>The undergraduate dean who serves on the AOC</td>
</tr>
<tr>
<td>CCC</td>
<td>Core Curriculum Committee</td>
</tr>
<tr>
<td>NSC</td>
<td>New Student Conferences</td>
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<tr>
<td>OGAPS</td>
<td>Office of Graduate and Professional Studies</td>
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<tr>
<td>PAA</td>
<td>Primary Authorizing Agent</td>
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<tr>
<td>TAMUG</td>
<td>Texas A&amp;M University Galveston (branch campus)</td>
</tr>
<tr>
<td>TAMUQ</td>
<td>Texas A&amp;M University Qatar (branch campus)</td>
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<tr>
<td>TAPS</td>
<td>Transition Academic Programs</td>
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<tr>
<td>TEAM</td>
<td>Transfer Enrollment at A&amp;M, the Texas A&amp;M and Blinn Program</td>
</tr>
<tr>
<td>UAC</td>
<td>University Advisors and Counselors</td>
</tr>
<tr>
<td>UCC</td>
<td>Undergraduate Curriculum Committee</td>
</tr>
<tr>
<td>UPC</td>
<td>Undergraduate Programs Committee</td>
</tr>
</tbody>
</table>
8. Helpful Resources, Contacts & Websites
Campus Resources

**Academic Success Center:** [http://successcenter.tamu.edu/](http://successcenter.tamu.edu/)
Located in Rudder Tower Floors 9 & 10, the ASC provides Academic Coaching, Supplemental Instruction, Texas Success Initiative information, Transfer Student Program, Tutoring, and Workshops & Courses ([http://successcenter.tamu.edu/Programs](http://successcenter.tamu.edu/Programs)). The Scholastic Skills Specialists can guide students through individual and group presentations and online materials. Many lower-level students on probation will be required to complete activities through the ASC as probation requirements.

**Alcohol and Drug Education Programs (ADEP):** promotes responsible decision making regarding alcohol and other drugs to the Texas A&M University community through educational programming, outreach and support. [http://studentlife.tamu.edu/adep](http://studentlife.tamu.edu/adep)

**ATMentors:**
This is a volunteer organization composed of faculty, staff, and administrators who have agreed to be available during some office hours listed to students who just want to talk to someone. Members listen to students, stay informed about services and programs that A&M offers students, and they advise students in their areas of experience and competence. Mentors do not provide tutoring. 979-845-6900, [http://mentors.tamu.edu](http://mentors.tamu.edu), ATMentors@tamu.edu

**Career Center:** [http://careercenter.tamu.edu/](http://careercenter.tamu.edu/)
Established in 1939, the Career Center is a comprehensive career planning and employment service for students of all majors and classifications, providing one point of contact to expedite the recruiting efforts of companies and organizations. In 2013-2014, more than 13,700 postings were made by more than 4,400 employers, representing in excess of 60,000 unique positions. In 2013-2014, staff had more than 13,500 advising contacts with students and facilitated more than 550 seminars and presentations with nearly 31,000 attendees. Visit the Career Center website for the dates and times of special events, workshops, career fairs, employer presentations, and a list of employers coming to campus to recruit. [http://HireAggies.com](http://HireAggies.com)

**Department of Multicultural Services:** [http://dms.tamu.edu/](http://dms.tamu.edu/)
Located in Suite 2200 in the MSC. Their mission is to provide multiple support services for current and prospective students from underrepresented populations and to offer diversity education programs that foster inclusive learning environments for all students. At Texas A&M University, we promote student success through academic support, diversity education, the enhancement of life and leadership skills, advocacy, and mentoring. They provide Peer Tutoring ([http://dms.tamu.edu/academics/peer-tutoring/](http://dms.tamu.edu/academics/peer-tutoring/)) as well as the program C.L.U.E.S. (Cultural Leadership Understanding and Exploration for Sophomores) [http://dms.tamu.edu/academics/clues/](http://dms.tamu.edu/academics/clues/).

**Disability Services:**
Located in Cain Hall, SDS offers accommodations counseling, evaluation referral, disability-related information, adaptive technology services, and sign language interpreting services for academically related purposes. Although Disability Services does not offer disability evaluation and/or testing, tutoring, personal expenses, attendants or scholarships, Disability Services will provide resources and referral information. Visit [http://disability.tamu.edu](http://disability.tamu.edu) for more information regarding services offered, submitting documentation and requesting accommodations.
**GLBT Resource Center:**
Located in Cain Hall, Gay, Lesbian, Bisexual, and Transgender Aggies (GLBTA) is a University-recognized student group that provides a supportive environment for LGBT people and their allies. For more information, visit their website at [http://glbta.tamu.edu](http://glbta.tamu.edu).

ALLIES, an independent committee working out of the Dept. of Student Life, is a network of staff, faculty and students at TAMU who are supportive of the LGBT community. Advisors can attend an educational workshop and receive an ALLY placard to display in their office. Participation is voluntary.

**Honors and Undergraduate Research:** [http://hur.tamu.edu/Home](http://hur.tamu.edu/Home)
Located in Henderson Hall 114, the Honors and Undergraduate Research provides high-impact educational experiences and challenges students in all academic disciplines to graduate from an enriched, intellectually-stimulating curriculum.

**Honors Programs:** Texas A&M offers Honors Programs at University, College, and Departmental levels. Students may participate in one or more programs that are applicable to their major(s).

Admission to some Honors Programs as an incoming Freshman requires a separate application. Admission to other Honors Programs requires only an indication of interest and the proper qualifications. In either case or to confirm choices made through ApplyTexas please click on the "Apply to any Honors Program" link after August 1.

Students not enrolled in an Honors Program may still register for Honors courses 1) one week before the start of classes as an incoming freshman if they graduated in the top 10% of their high school class and have an SAT of at least 1250 (verbal + math, with a minimum score of 570 on each) or a composite 28 on the ACT (minimum score of 27 each on verbal and math) OR 2) at their regularly scheduled registration time as a current student if they have earned a cumulative GPR of 3.5 or better.

**Undergraduate Research:** Campus-wide programs coordinated by Honors and Undergraduate Research include

- The [Undergraduate Research Scholars](http://hur.tamu.edu/Home) program, a two-semester research experience conducted under the supervision of a Texas A&M faculty mentor that culminates in a research thesis.
- The publication of *Explorations: the Texas A&M Undergraduate Journal*.
- [Workshops](http://hur.tamu.edu/Home) for students on finding summer research opportunities, starting out in research, and thesis writing.
- [Workshops](http://hur.tamu.edu/Home) for faculty and graduate students on mentoring undergraduate researchers and developing new models for undergraduate research.
- Honors & Undergraduate Research works with groups across campus to promote and facilitate events that support undergraduate research opportunities, such as the [Undergraduate Research Ambassadors](http://hur.tamu.edu/Home) Program.
- Our office provides assistance for developing externally-funded proposals and implementation of funded projects that have undergraduate research components, such as National Science Foundation [Research Experiences for Undergraduates](http://hur.tamu.edu/Home) (NSF-REU) and Howard Hughes Medical Institute Education grants.
International Student Services:  [http://iss.tamu.edu/Home](http://iss.tamu.edu/Home)
Located in 1st Floor Bizzell Hall East, ISS administers a wide variety of services to the international community of Texas A&M. The mission of ISS is to facilitate international students' admittance to the United States, to assist international students' transition to life in the United States and at Texas A&M, to promote interactions between the U.S. and international populations, and to provide services necessary to meet the special needs of international students.

To facilitate this mission, ISS serves as an information resource for all partners in the international education process, those both on campus and off. In addition to issuing documents for students to obtain non-immigrant visas to study at the University, the office works with other University departments concerning admissions and enrollment. International students are provided with counseling and information in the areas of immigration, employment, financial issues, medical insurance, adjustment to the U.S., and income taxes.

ISS strives to foster international awareness and an appreciation of all cultures by promoting cultural exchange between Texas A&M’s domestic and international populations through activities such as dinners, seminars, visiting lecturers, and country displays. ISS also provides support to the more than 65 international student organizations on campus. Those interested in joining an international student organization can contact ISS for more information.

New Student and Family Programs (NSFP): strives to facilitate the success of new students through their first year at Texas A&M University by providing the framework to adjust to the expectations, standards, academic rigors and social community at A&M. Additionally, we recognize the important role that family members play in a student’s college success and strive to equip families with resources to aid their student. For any questions about New Student Conferences, this is the office to contact: [http://newaggie.tamu.edu/](http://newaggie.tamu.edu/)

Office of Professional School Advising:  [http://opsa.tamu.edu/](http://opsa.tamu.edu/)
Located in Koldus, OPSA staff are poised to assist any Aggie in their pursuit of a professional education. We currently advise students and Former Students interested in Dentistry, Law, Medicine, Nursing, Physician Assistant, Physical Therapy, and Veterinary Medicine. They offer workshops (Freshman/Sophomore, file, application and interview workshops for dental, medical and veterinary schools), one on one advising, and information on student organizations for pre-professionals.

Scholarships and Financial Aid:  [http://financialaid.tamu.edu/Home.aspx](http://financialaid.tamu.edu/Home.aspx)
Located in the Pavilion on the 2nd floor, they help students with applying for financial aid, cost of attendance, types of aid, processing the aid and maintaining eligibility.

Student Assistance Services (SAS): seeks to connect Texas A&M University students with the appropriate guidance, resources, and support to address a variety of personal and academic matters. Some common issues that Student Assistance Services provides support for are:
- Referrals/resource connections – personal, academic, community
- Concerning behavior follow-up
- Student Welfare Checks
- Student Absence Notification
- Silver Taps/student death
- Sexual Violence Response
Consultation regarding withdrawal from school
• Assistance in coordinating family needs, in the event of an emergency
• Transition issues
• General consultation- University rules, process, faculty concerns

Faculty, staff, and students are encouraged to contact Student Assistance Services if they have questions, for additional information, or for general consultation. SAS is located in Cain Hall Room C323A or can be reached by telephone at 979.845.3113. [http://studentlife.tamu.edu/sas](http://studentlife.tamu.edu/sas)

**Student Conduct Office (SCO):** promotes concepts of fairness and due process in conduct settings throughout the university community, while striking a balance between community standards and individual behavior through the educational development of students. [http://studentlife.tamu.edu/sco](http://studentlife.tamu.edu/sco)

**Student Counseling Services:**
Located in Cain Hall, their goal is to help students achieve as much success as possible while at Texas A&M University. The SCS provides short-term counseling and crisis intervention services to the largest number of students possible within the limits of its resources. SCS staff incorporate into practice awareness, respect, and valuing of cultural differences. They offer a wide variety of services. Visit [http://scs.tamu.edu](http://scs.tamu.edu) for more information regarding crisis intervention, academic and career services, testing, and events. Register for appointments online.

**Student Legal Services (SLS):** advise and counsel students concerning their legal rights and responsibilities through confidential meetings, publications and seminars. Also provides Student Mediation Services. [http://studentlife.tamu.edu/sls](http://studentlife.tamu.edu/sls)

**Study Abroad Programs:** [https://studyabroad.tamu.edu/](https://studyabroad.tamu.edu/)
Located in 1st Floor Bizzell Hall West, Study Abroad Programs encompasses a variety of international experiences – study, research, internships, volunteer, and service learning programs. The offer such programs as Faculty-Led Programs, Reciprocal Educational Exchange Programs (REEPs), Transfer Credit Study Abroad Programs, and Experiential Learning: Research, Internships, Volunteer and Independent Travel. There is a link dedicated for academic advisors with resources and forms: [https://studyabroad.tamu.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=0&Link_ID=15AAAB5D-D845-83E6-D65A76CE359CE488](https://studyabroad.tamu.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=0&Link_ID=15AAAB5D-D845-83E6-D65A76CE359CE488)

**Transition Academic Programs:** [https://tap.tamu.edu/default.aspx](https://tap.tamu.edu/default.aspx)
Located in Hotard Hall 3rd floor, online forms for requesting to change to GEST or continue in the GEST or TEAM majors will be open on tap.tamu.edu on the day final grades and GPR’s are visible in Howdy.

**Students in good academic standing** - These students must submit a Request to Change to or Continue in GEST/TEAM Form. Students will be told that the future major (beyond GEST) they list on the form must be realistically within reach, given the limit of only one or two GEST semesters. This form takes less than five minutes to complete. If the major is not what is considered realistically within reach, the student will be required to discuss other options with an advisor. The student will only be allowed to move into the fall in GEST/TEAM once a realistic path is agreed upon in conjunction with an advisor.
To qualify for a second GEST semester, students must post official midterm grades that are on target for moving to the future major (beyond GEST) that is approved by an advisor. Every semester a student is in the GEST major, the student must submit, and an advisor must approve, the future major the student designates.

**Students whose cumulative TAMU GPA’s are less than 2.0** - These students must submit an Appeal to Continue Form before they can meet with an advisor. This form has more questions about what circumstances the student encountered that led to the difficulties, what activities or other responsibilities the student assumed, what the student did to try to solve the problems, what will be different next semester, what the student’s desired major is, and what the student will do if the appeal is not approved.

Students’ requests will not be approved if they list the current major (or a major similar to the current major) from which they have been dismissed as the future desired major. GEST’s role is to move students toward majors that are a better match so they will graduate on time.

**Summer school** – Students on probation who are approved to continue in GEST/TEAM are not approved for summer classes at TAMU. If they need to complete summer hours for their financial aid, they can do so at a community college.

**Grade point deficits** - Some senior staff in TAP review the requests and appeals. If a student identifies a major that is realistically within reach in the appeal, and the student’s grade point deficiency is in the single digits, the appeal may be approved. There are no guarantees. The larger the deficiency, the more an advisor likely will expect to hear about circumstances beyond the student’s control that contributed to the difficulties. If a student’s grade point deficiency is double digits, it won’t be approved unless there were serious extenuating circumstances that are significant enough that ‘no grades’ may be justified.

**High hours** - It is unusual for any student to be approved to move into GEST if the student has more than 70 hours. When there are very unusual circumstances, the student may be allowed one, and only one, GEST semester.

**University Writing Center:**
Located in Evans Library, students can call 979-845-2160 if they need tips or have a quick question. They can register for appointments at http://writingcenter.tamu.edu. Sessions usually last for 45 minutes.

**Veteran Resource and Support Center:** http://aggieveterans.tamu.edu/
Located in Koldus 112, the Veteran Resource and Support Center opened in September 2012 to better serve a rapidly growing population of military-affiliated Aggies. With a mission to “identify, develop and provide uniquely tailored resources & programs,” the VRSC serves the needs of all student veterans, military families, service members (Active Duty, Reserve, and National Guard), and dependents on campus with the resources needed to enrich their holistic development and obtain overall academic success. They provide student veteran organizations, educational benefits, academic support, community resources, referrals, and Aggie adaptive sports.
Women’s Resource Center: [http://studentlife.tamu.edu/wrc](http://studentlife.tamu.edu/wrc)
Located in Cain Hall, the WRC strives to enhance the campus climate for women through visibility, advocacy, support and programming. The Center advocates by educating campus and community constituencies on women’s issues and functions as a resource and referral center. They have Bystander Intervention Training, Gender Violence Prevention Awareness & Training, Parenting Women, and Women’s Equity & Leadership programs.
## University Contact Information

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Admissions</td>
<td>(979) 845-1060</td>
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<tr>
<td>Admissions Counseling</td>
<td>(979) 845-3741</td>
</tr>
<tr>
<td>Campus Information</td>
<td>(979) 845-3211</td>
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<tr>
<td>Campus Security</td>
<td>(979) 845-2345</td>
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<tr>
<td>Career Center</td>
<td>(979) 845-5139</td>
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<tr>
<td>Corps Housing</td>
<td>(979) 845-3443</td>
</tr>
<tr>
<td>Crime Prevention</td>
<td>(979) 862-8125</td>
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<tr>
<td>Data and Research Services (formerly MARS)</td>
<td>(979) 845-0532</td>
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<tr>
<td>Financial Aid</td>
<td>(979) 845-3236</td>
</tr>
<tr>
<td>GLBT Resource Center</td>
<td>(979) 862-8920</td>
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<tr>
<td>Health Center</td>
<td>(979) 458-8316</td>
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<tr>
<td>HelpLine</td>
<td>(979) 845-2700</td>
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<tr>
<td>International Student Services</td>
<td>(979) 845-1824</td>
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<tr>
<td>Multicultural Services</td>
<td>(979) 862-6200</td>
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<tr>
<td>Office of Honors Programs and Academic Scholarships</td>
<td>(979) 845-1957</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>(979) 845-1031</td>
</tr>
<tr>
<td>Degree Audit</td>
<td>(979) 845-1089</td>
</tr>
<tr>
<td>Records</td>
<td>(979) 845-1003</td>
</tr>
<tr>
<td>Scheduling</td>
<td>(979) 458-4950</td>
</tr>
<tr>
<td>Transcripts</td>
<td>(979) 845-1066</td>
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<tr>
<td>OPSA (Office of Professional School Advising)</td>
<td>(979) 847-8938</td>
</tr>
<tr>
<td>Peer Academic Services (formerly Student Learning Center)</td>
<td>(979) 845-2724</td>
</tr>
<tr>
<td>Residence Life, Housing</td>
<td>(979) 845-4744</td>
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<tr>
<td>Student Business Services</td>
<td>(979) 845-8127</td>
</tr>
<tr>
<td>Student Counseling Center</td>
<td>(979) 845-4427</td>
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<tr>
<td>Student Disability Services</td>
<td>(979) 845-1637</td>
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<tr>
<td>Student Employment Office</td>
<td>(979) 845-0686</td>
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<tr>
<td>Study Abroad Office</td>
<td>(979) 845-0544</td>
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<tr>
<td>Veteran Services Office</td>
<td>(979) 845-8075</td>
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<tr>
<td>Visitor Center (campus tours)</td>
<td>(979) 845-5851</td>
</tr>
</tbody>
</table>
Helpful Websites

- **Academic Calendar**: [http://registrar.tamu.edu/General/Calendar.aspx](http://registrar.tamu.edu/General/Calendar.aspx)
- **Career Center**: [http://careercenter.tamu.edu/](http://careercenter.tamu.edu/)
  - For information on what jobs students can get with majors: [http://careercenter.tamu.edu/guides/reports](http://careercenter.tamu.edu/guides/reports)
- **Catalogs**: [http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog](http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog)
- **Code Maroon (TAMU Emergency Contact Information)**: [http://codemaroon.tamu.edu](http://codemaroon.tamu.edu)
- **Core Course List**: [http://core.tamu.edu/](http://core.tamu.edu/)
- **Distance Education Forms**: [http://sbs.tamu.edu/accounts-billing/forms/](http://sbs.tamu.edu/accounts-billing/forms/)
- **Final Exam Schedule**: [http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule](http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Exam-Schedule)
- **Howdy**: [https://howdy.tamu.edu](https://howdy.tamu.edu)
  - Includes Information On:
    - Degree Planner
    - Unofficial TAMU Transcript
    - E-Campus link
    - View Holds
    - Finance Tab
- **Office of Graduate Studies**: [http://ogaps.tamu.edu/](http://ogaps.tamu.edu/)
- **Office of Institutional Studies**: [http://dars.tamu.edu/](http://dars.tamu.edu/)
- **Office of Professional and Graduate School Advising (OPSA)**: [http://opsa.tamu.edu](http://opsa.tamu.edu)
  - Includes Information On:
    - Application Process to Professional and Graduate Schools
    - Newsletters and Current Events for Applicants
    - Listserv for Pre-Professional Programs
    - Statistics, Requirements, and Courses for Professional Schools in Texas
  - Includes Information On:
    - Supplemental Instruction (SI) Schedules
    - Tutoring Information and Resources
    - Texas Success Initiative Requirements
- **Procedures & Forms**: [http://registrar.tamu.edu/](http://registrar.tamu.edu/)
  - Includes Information On:
- **Procedure Information:**
  - Registration, Add/Drop, & Withdrawal
  - Course Requests, Study Abroad 489 Courses and University Core Curriculum

- **Forms:**
  - Adjustment Form for Undergraduate/Graduate
  - Catalog Requests
  - Application for Extension Enrollment
  - Authorization to Offer Off-Campus Residence Courses
  - Authorization to Offer Extension Credit Course
  - Departmental Request for a "Special Topics in..." Course - for 289, 489, & 689 courses to
    - To be included in the Schedule of Classes
  - Request for Late Registration
  - Request for Non-Funded Late Registration
  - Student Request for Official Withdrawal
  - Change of Curriculum Request
  - Petition for Undergraduate Student to Enroll in Graduate Courses or Reserve Undergraduate Courses for Graduate Credit
  - Additional forms are also available but not listed above

- Registrar’s Home Page/Staff: http://admissions.tamu.edu/Registrar/
- Scholarship Accounts: https://financialaid.tamu.edu/staff
- Student Business Services: http://sbs.tamu.edu
  - Includes Information On:
    - How and Where to Pay
    - Instructional video for the NEW TAMU Bill Payment Suite
    - SFS Listserv- Sign up to receive direct SFS updates and reminders.
    - Tuition and Fee Payment Information - everything you need to know and do to avoid late penalties and/or cancellation.
    - View and Print Your Student Account Statement
    - View and Pay Your Student Account Statement Online Using AggiE-Pay
    - Tuition & Fees Information
    - NEW! Refund Preference Site
    - Introducing the NEW Aggie Buck Unlimited Gold debit card
    - Howdy Portal - View Tuition and Fee Charges for Past Terms
    - Texas Tomorrow Fund/Guaranteed Tuition Plan
    - Mays Business School Differential Tuition

- Student Counseling Services: http://scs.tamu.edu
  - Includes Information On:
    - Counseling Services
    - Workshops and Upcoming Events
    - Making Counseling Appointments
• Student Financial Aid: http://financialaid.tamu.edu
  o **Includes Information On:**
    • Loans
    • Short-term Loans
    • Satisfactory Academic Progress Policy (How Q-drop and FYGE affect students)
    • Grants

• Texas A&M Course Catalog: http://catalog.tamu.edu/

• Texas A&M Student Rules: http://student-rules.tamu.edu/

• Texas A&M Webpage: http://www.tamu.edu/

• Texas Common Course Numbering System (TCCNS): http://www.tccns.org/

• Travel Information: http://tamhsc.edu/finance-admin/accts-payable/travel/

• Tuition & Fee Information: http://sbs.tamu.edu/accounts-billing/tuition-fees/
  o **Includes Information On:**
    • About Us
    • Contact List
    • Forms
    • FAQ's
    • Cost of Attendance Rates / Descriptions
    • Late After Dates / Payments Info
    • Tuition Rebate
    • Tax Information
    • Excess Credit Hours
    • Withdrawal Process
    • Waivers / Exemptions

• University Writing Center (W Course Advising Support): http://writingcenter.tamu.edu/
  or call 458-1455 to speak with Dr. Valerie Balester
9. Professional Development

- Career Path
- Assessment of Academic Advising
- NACADA (Region 7 & National)
- TEXAAN
- UAC
Academic Advising Career Path

An advising career path has been established at Texas A&M University. At each level on the ladder, position titles carry a greater level of responsibility and expectation of experience. It is unlikely that an advisor will progress through all levels of this ladder in one department. For details, please see:

http://employees.tamu.edu/compensation/career-ladders/academic-advisor/

Assessment of Academic Advising

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 2006). At Texas A&M University, all three of these components are addressed in the development and assessment of advising programs.

The Office of the Associate Provost for Undergraduate Studies, working with representatives from each college’s advising programs, developed a process for the assessment of academic advising. The process follows the NACADA recommendation and is consistent with the recommendations issued by the Texas Higher Education Coordinating Board. The assessment process, along with resources that can be used for assessment, are available at

http://us.tamu.edu/Programs/Academic-Advising/Access-Academic-Advising.
National Academic Advising Association (NACADA)

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c) 3 non-profit educational association incorporated in Kansas.

NACADA Vision, Mission, and Strategic Goals

Vision

Recognizing that effective academic advising is at the core of student success, 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.

Mission

NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

Strategic Goals

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
• Promote the role of effective academic advising in student success to college and university decision makers
• Create an inclusive environment within the Association that promotes diversity
• Develop and sustain effective Association leadership
• Engage in ongoing assessment of all facets of the Association
• Pursue innovative technology tools and resources to support the Association

Information retrieved from http://www.nacada.ksu.edu/About-Us.aspx

NACADA Region 7

Texas A&M University is located in NACADA’s South Central Region 7, which includes Arkansas, Kansas, Louisiana, Missouri, Oklahoma and Texas. For more information about Region 7, please visit their website at: http://www.nacada.ksu.edu/Community/Regions/Region-7.aspx
Texas Academic Advising Network (TEXAAN)

TEXAAN views sound academic advising as a vital aspect in the education of students.

Academic advising is an interactive process in which advisors assist students in setting and achieving academic, social and personal goals consistent with the student’s interests, values, abilities and career expectations.

Advisors create a supportive environment in which they may challenge students to take responsibility for making appropriate academic and career decisions.

Through the relationship established between the advisor and the student the discussions they have about available resources, students will have the opportunity to learn about education and career options, academic policies and procedures, and degree requirements.

*Chartered: October 1993, NACADA National Convention, Detroit, MI*

Information retrieved from [http://www.texaan.org/](http://www.texaan.org/)
University Advisors and Counselors (UAC)

In 1989, several administrators, faculty, and professional staff advisors recognized the need for a coordinated advising network at Texas A&M University. Because of the diversity of advising systems (i.e., centralized, de-centralized & hybrid) already in place, the importance of establishing a communications network among advisors and counselors was of highest priority. Subsequently, a steering committee was formed to review similar organizational models at other universities. From these findings, an organization called the University Advisors and Counselors (UAC) was developed. Currently, over 200 faculty, administrators, professional counselors and staff are members.

Membership in the University Advisors and Counselors at Texas A&M provides the opportunity for involvement and networking with knowledgeable advisors. The organization's objectives are to:

- Enhance professional development
- Stay abreast of changes in university and college policies and procedures
- Promote job recognition, and
- Provide individual growth opportunities.

In addition, new advisors to A&M can benefit from participation in the newly created “Advisor Link” Program. The program is designed to pair veteran advisors who act as mentors with newly hired faculty and staff advisors. Veteran advisors provide:

- Support
- Training
- Guidance, and
- Orientation to faculty and staff involved in advising and counseling students.

The UAC community uses the UAC-BULL listserv to distribute important information, send program and activity announcements, ask for input and assistance and to share their knowledge, resources, experience and advice.

Further information on how to join UAC and the UAC-Bull listserv can be found at http://uac.tamu.edu/about/how-to-join/

Information retrieved from http://uac.tamu.edu/about/