

Advising Basics at TCNJ

Fall 2025



TCNJ

The Center for
Student Success

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Center for Student Success Overview

Team of 6 professional academic advisors



- Serve as primary academic advisors for Pathway Students, Undeclared General Students, and students in the First Year Advising Program (Accounting, Criminology, Finance, Management, and Marketing)
- Provide supplemental academic advising for any/all students (often change of major advising)
- Offer academic coaching for all students (geared towards new students): time management, navigating PAWs, understanding academic advising/resources, navigating campus resources
 - Students on academic probation should meet with Mentoring, Retention, & Success Program (MRSP)
- Facilitate student success workshops
- Peer support via our Peer Academic Coaches (PACs): help navigating PAWS, preparing for advising appointments, academic coaching
- Support faculty/staff through advising training workshops

Academic Advising at TCNJ

Student Cohorts	Advisor
General Admits in a Specific Major	Faculty Advisor - or CSS (First Year Advising Program Students)
General Admits Undeclared in a School	Assistant Dean/Advising Coordinator
General Admits in Undeclared General	Center for Student Success
Pathway Students	Center for Student Success
Undesignated Transitional (dismissed from major)	Mentoring, Retention, & Success Programs

Supplemental Advising for Other Cohorts w/ Additional Assigned Advisors

Educational Opportunity Fund (EOF)

Student Athletes

Bonner Scholars

Undergraduate Advising Policy & Practices

Policy

TCNJ advising policy and practices align with the standard definition of Academic Advising, taken from *David S. Crockett, Ed. (1987). Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services. Iowa City, Iowa. ACT Corporation.*

"Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through courses and career planning and academic progress review, and an agent of referral to other campus agencies as necessary."

Undergraduate Advising Policy & Practices

Key Components:

- Academic Affairs Online Directory of campus advising and support services
- Advisor Training
- School/Departmental advising website
- Outreach to students
- Students are provided with (and sign) Advising Agreement
- Orientation courses for all First Year and Transfer Students (99 or equivalent)
- Students should meet with their advisors at least once a semester (could occur in group advising meeting, such as within a 99-type course).
- Assessment of the success of advising

Academic Advising Agreement for Undergraduate Students

Student Responsibilities	Advisor Responsibilities
Be knowledgeable about degree requirements and campus resources	Help students plan their programs of study, professional development and post-graduate plans.
Schedule an appointment to see your advisor prior to the registration period. You are required to meet with your advisor(s) at least once a semester.	Listen to students' academic concerns and needs.
Be available to meet with your advisor during the times set aside for advising.	Be available to students and take an active interest in their welfare.
Consult your advisor(s) before making major changes in your academic career (but understand that you are ultimately responsible for degree completion.	Be knowledgeable about degree and College Core requirements.
Be prepared for your advising appointment.	Be knowledgeable about resources and be able to make referrals—Center for Student Success, Counseling and Psychological Services, Career Center, Accessibility Resource Center, Tutoring Center, Center for Global Engagement, Bonner Institute for Civic and Community Engagement (e.g., CEL requirements), and Office of Records and Registration.
Consult PAWS and your TCNJ email account for important information from the College and your advisor(s). Review College policies, deadlines, and procedures and how to complete appropriate forms.	Consult PAWS and current College policies and procedures that affect advisees and be able to communicate the information to students (e.g., repeating a course, dropping or withdrawing from a class, etc.).
Visit the Career Center to explore career possibilities and goals.	Keep accurate records and maintain confidentiality.

FERPA/Confidentiality

FERPA: Family Educational Rights & Privacy Act

Records & Registration: Student Privacy Rights

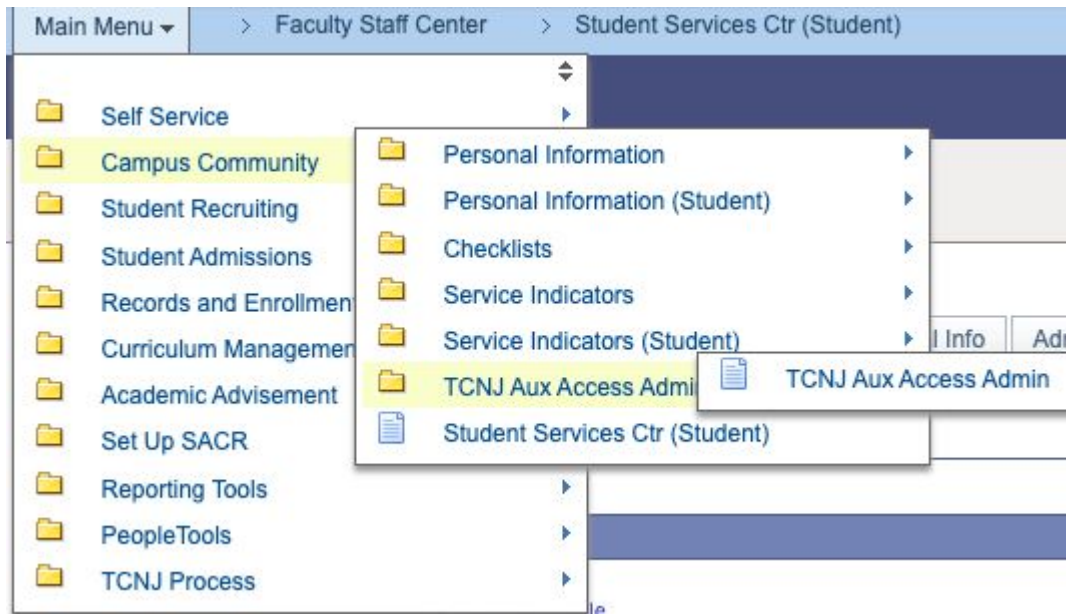
- Education Records (including grades, financial information, and disciplinary records) cannot be released to parents, guardians, or other interested parties without the specific written permission of the student.
- In order to discuss student progress with anyone other than the student, you must obtain written consent from the student or verify Authorized (Auxiliary) User Access through this link: authorizeduser.tcnj.edu.
- Never provide anyone with student schedules or assist anyone other than college employees in finding a student on campus. Any requests should be forwarded to Campus Police.
- If you are ever in doubt, do not release any information until you contact the Office of Records & Registration.



FERPA/Confidentiality

Auxiliary Account (How to Check for Access):

- PAWS → Main Menu → Campus Community → TCNJ Aux Access Admin → Plug in Student ID → Results will display Auxiliary Accounts for the student
 - User (Parent/Guardian) must provide 6-digit pin number associated with their account.
 - The below user has access to all four items; the advisor may discuss the student's education records with the parent (but they are not required to do so).



Aux Access Codes		Personalize Find  	First  1-4 of 4  Last
Description	Email Bill		
1 View and disclose education records.	☐		
2 To view Financial Aid award.	☐		
3 View the Student Bill and Account Activity	☒		
4 View the To Do List of outstanding documents.	☐		

PAWS Academic Requirement Report

Total Units and GPA

Tip: If a student is repeating a course for which they earned a “D” or higher, the prior course AND the in-progress course will appear in the “Total Units and In-Progress Coursework” until the GPA/Unit Total has been recalculated. Remember to REMOVE the repeat course from the Unit Total when advising. This information is noted in the AR Report but is sometimes overlooked.

 **TOTAL UNITS AND GPA (RG-0003)**

Satisfied: Total units and GPA requirements for graduation.

CUMULATIVE GPA AND TOTAL UNITS (R-0009)

Satisfied: All undergraduate students must meet both minimum course units and minimum cumulative GPA requirements in order to graduate.

 **Cumulative GPA**

 **Total Units and In-Progress Coursework**

 **Total Transfer Units**

 **Total Test Credit Units**

PAWS Academic Requirement Report

Free Electives: Courses not applied to specific Major Requirements.

FREE ELECTIVES (2006) (RG-0039)					
Courses not used in major, minor, or liberal learning. These courses count towards total units and cumulative GPA.					
FREE ELECTIVES (R-0080)					
Courses not used to meet specific requirements are free electives.					
Courses Used Toward Free Electives					
The following courses were used to satisfy this requirement:					
Course	Description	Units	When	Grade	Status
FYC 100	FY COMMUNITY ENGAGED LEARNING	0.00	2023 Fall	P	✓
MAT 120	PRECALCULUS	0.00	2023 Fall	T	✓
SPA 101	BASIC SPANISH SEQUENCE I	0.00	2023 Fall	T	✓
SPA 102	BASIC SPANISH SEQUENCE II	1.00	2024 Spring	A-	✓
SPA 103	BASIC SPANISH SEQUENCE III	1.00	2024 Fall	A-	✓
View All 1-5 of 5					

PAWS Academic Requirement Report

Major Requirements (will be different, based on major)

- Orientation Seminar/Advising Course(s)
- Correlate Coursework
- Core Courses
- Elective/Option Courses
- Senior Capstone

- Major GPA

College Core Requirements

(Breadth Option, for one major)

Intellectual & Scholarly Growth	
	IDS 102: Information Literacy
	FYS ____: First Year Seminar
	Second Language Proficiency (may or may not be required by major):
	Mid-Level Writing-Intensive Course:
	Writing-Intensive Senior Capstone/Third-level Course (within major):
Social Justice Requirements	
	First Year Community Engagement (FYC 100; 0 credit requirement)
	Gender & Sexuality:
	Global Perspectives:
	Race & Ethnicity:
Multidisciplinary Perspectives: Disciplines (6 units total) (Choose 1 unit from each Discipline)	
	Literary, Visual, or Performing Arts:
	Belief Systems:
	Behavioral, Social, or Cultural Perspectives:
	Historical Perspectives:
	Natural Science with Lab:
	Quantitative Reasoning:
TWO Additional Multidisciplinary Perspectives (2 units total) (Choose 1 unit from TWO of the three different broad areas of Multidisciplinary Perspectives below)	
	<u>Arts & Humanities</u> Literary, Visual, or Performing Arts OR Belief Systems:
	<u>Social Sciences & History</u> Behavioral, Social, or Cultural Perspectives OR Historical Perspectives:
	<u>Natural Science & Quantitative Reasoning</u> Natural Science (with or without lab) OR Quantitative Reasoning:

Quick tips:

- Per college policy, one course unit may satisfy up to one Multidisciplinary Perspective and up to two Social Justice requirements.
- Major/minor requirements may satisfy College Core requirements freely.
- Some Transfer Students and some Advanced Standing First Year Students may be waived from some/all College Core requirements (except for IDS 102). For more information, visit the [College Core website](#), and check out the [Transfer Book!](#)
- For complete information about the College Core, visit the [College Core website](#).

Advanced Standing First Year Students

First-year Advanced Standing: A first-year applicant is considered to have advanced standing if they have any of the following characteristics:

- a. a high school student who has earned college credit from a two-year or four-year institution,
- b. earned an associate's degree from a two-year institution, and/or
- c. earned Advanced Placement (AP) credit or IB credit.

First-year Advanced Standing students *who have earned an associate's (AA/AS) degree from a New Jersey community college* are WAIVED from the Multidisciplinary Perspectives and Second Language Proficiency requirements.

They must still complete FYS, IDS 102, and the Social Justice requirements.

- However, they may have transfer coursework that satisfies some/all of the Social Justice requirements.

Transfer Students entering in Fall 2025 or later...

FYS 16X waived IF:

- Student has transferred 7.25 units (28 credits) or more prior to attending TCNJ
- Student has completed an entire year at a four-year institution, even if they credits do not add up to 7.25 units (28 credits)
- Student has completed a content-based, full course (at least 3 credits) that serves as a first-year seminar course at a four-year institution. Please contact the College Core office to have such a course evaluated.

Social Justice Requirements waived IF:

- Student has transferred 7.25 units (28 credits) or more prior to attending TCNJ

Multidisciplinary Perspectives waived IF:

- Student has earned an associate's (AA/AS) degree from a NJ community college prior to attending TCNJ

Second Language Proficiency Requirement waived IF:

- Student has earned an associate's (AA/AS) degree from a NJ community college prior to attending TCNJ
- Visit the [College Core Placement website](#) to view which majors require proficiency in a second language

Preparing for Peak Advising Season (Registration Window)



- Timing: Registration Windows take place in early-mid November and early-mid April (This fall: November 4th - 14th)
- A few weeks prior to the Registration Window, R&R will email students notifying them that the schedule has been posted and to begin preparing for registration ([Link to email](#))
- Review Academic Requirements Report (or What-If Report) in PAWs. Plan next semester's courses (taking into account prerequisites/corequisites for future courses).
- Check for Advising/Registration Holds.
- Build/Validate Shopping Cart.

Advisor Prep

- Reach out to students to provide registration information, how they can schedule a meeting with you, etc.
- Provide advising resources: links to any departmental or schoolwide materials (advising newsletters, check sheets, planners, suggested sequences, etc.)
- Think about how you can maximize your advising appointments
 - Example: Ask students to review advising materials, PAWs, and come prepared with a list of potential courses and questions
- Consider opportunities that may benefit your students:
 - Study abroad
 - Major electives, special topics courses
 - Independent Study/Research
 - Internships
 - Events/workshops
 - Co-curricular engagement (clubs, organizations, honor societies, etc.)
 - External opportunities



Advising Records

- PAWS Advising Comments: “Student Viewable Comment”
 - Sends automated email to you, your student, and Department Chair
 - Great way to “debrief” to ensure you and your student are on the same page
 - Convenient to revisit to continue conversations and track progress
 - Supports communication and accountability
 - Collaboration with EOF Advisors (to release EOF hold)
- Separate documentation
 - Spreadsheet/doc: For your own notes, to protect sensitive information/confidentiality
 - For example: Student seemed to be stressed with --- course and is considering withdrawing.



Comments to Students Find | View All First 1 of 4 Last

Comment Category **Student Viewable Comm**

Comment DateTime 02/19/25 2:27:56PM By Mary Lehr-Furtado

Comment

Save

Prescriptive Advising vs. Developmental/Holistic Advising

Prescriptive Advising Examples

Course planning

Satisfying degree requirements

Transferring coursework

Credit overload request

Change of Major Process (strictly how-to)

Holistic/Proactive Advising Examples

Offering support/resources for student struggling in courses (referring to Tutoring Center, Center for Student Success, etc); encouraging them to speak with their professor; discussing the challenges and helping the student come up with strategies that will work for *them*

Providing information on research opportunities and/or studying abroad

Informing students on possible career paths, connecting them with alumni

Encouraging students to get involved on campus, promoting leadership opportunities

Emailing students about Mid Semester Progress Reports, reminders about making advising appointments, etc.

Prescriptive advising is a very important part of advising, but holistic/proactive advising promotes personal growth/development.

Prescriptive advising is focused on degree completion. Holistic advising is focused on the student as an individual.

Additional Advising Resources



- [Center for Student Success Advising Resources](#)
 - o [Change of Major Advising](#)
 - o [Course Sequencing Form](#)
 - o [First Year Advising Syllabus \(CSS Cohorts\) Records & Registration Forms](#)
- [Course Waitlists](#)
- [Bulletin](#)
 - o [Academic Rules & Procedures \(2025-2026\)](#)
- [Policy Manual](#)
- [NACADA \(The Global Community for Academic Advising\)](#)

Check out your school/department website for additional advising resources specific to your students!

Campus Resources



- [Center for Student Success](#): academic coaching (geared towards new students), Peer Academic Coaches (PACs) supplemental advising
- [Tutoring Center](#) (including writing assistance)
- [CARE Referral](#): Managed by the Dean of Students Office; you can submit a CARE Referral if you are concerned about a student (non-emergency)
- [CAPS \(Counseling & Prevention Services\)](#)
- [Mentoring, Retention, & Success Program](#)



**Peer Academic
Coaches
(PACs)**

Our PACs meet with students on a drop-in basis (no appointment necessary) to support students with:

- Using PAWS: searching for courses, preparing for registration
- Preparing for advising appointments
- Transitioning to college life/TCNJ
- Navigating campus resources



Fall 2025 Drop-in Hours

Roscoe West Lobby

(Tuesday, Aug. 26th - Thursday, Dec. 4th)

Monday

**10:30 am -
12:30 pm**

Tuesday

**11:30 am -
12:30 pm**

**2:30 -
4:30 pm**

Wednesday

**1:00 -
4:00 pm**

Thursday

**1:00 -
3:00 pm**

PAWS Pro Training

Launching next week!

[PAWS Pro Training](#) offers students the opportunity to test their PAWS knowledge, as it relates to advising and course registration. Though PAWS Pro Training is offered to all students, we strongly recommend that training is completed during a student's first semester at TCNJ.

Fall 2025 Training will be available October 13th (the week following fall break) through the end of the semester.

Student can complete the training and then pick up their PAWS Pro sticker from the PACs during their drop-in hours!





TCNJ The Center for
Student Success

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