“Advising can be the single most significant component of a student’s successful college experience.” (Light, 2001)

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PURPOSE OF TRAINING MANUAL
This manual is intended to help faculty advisors effectively serve students who are enrolled at Durham Tech. Please read the manual carefully to learn about advising procedures and recent changes. Suggestions or comments about the contents of the manual may be conveyed to Abraham Dones, Assistant Dean, Admissions, Advising and Enrollment Support, at 919-536-7200 x.1107 or email donesa@durhamtech.edu.

Supplemental Resources
Most of the information contained herein is also available online in the Faculty/Staff Advising Information section of the Durham Tech website. Online resources have been hyperlinked from this document for easy access. An index of helpful advising links is located in Appendix A. If you are accessing this manual in paper format, please direct your browser to www.durhamtech.edu and select the following:

Resources (top of page beside Quicklinks) → Faculty and Staff → Advising (located at the top of the green sidebar).

The Using Advising Technologies: WebAdvisor and Colleague manual is also located on the Faculty/Staff Advising Information web page. Advisors are expected to be familiar with the information contained in this guide.

INTRODUCTION
Advising Overview
The procedures contained in this manual provide guidelines to be used by all faculty whose duties include academic advising. Advising services are delivered to various student populations at key intervals during enrollment.

New Students:
Durham Tech has established Enrollment Steps with Priority Enrollment information to guide new students who are interested in taking college-level, credit-bearing courses (see Appendix B). Advising is an integral part of the enrollment process.
New students must participate in a pre-advising workshop at a ConnectSession, Durham Tech’s new student orientation. Students with 12 hours of transferrable college-level credit qualify for a ConnectSession exemption (see website for details) and may receive advising services in the Admissions and Enrollment Services Center during walk-in hours.

After completing a ConnectSession, new students must meet with a professional advisor in Admissions and Enrollment Services, located in the Phail Wynn, Jr. Student Services Center, 1200. During their first semester, new students who are admitted to a program will be assigned a faculty advisor in their academic area.

Visiting Students:
Visiting students take only a few courses (no more than 18 credit hours total) and are not pursuing a college degree, diploma, or certificate program at Durham Tech. Visiting students often transfer credits to another college or enroll in courses for personal enrichment.

Visiting students who have completed 12 or more hours of college-level coursework receive advising services in the Admissions and Enrollment Services Center during walk-in hours, or they can choose to
participate in online advising. New visiting students with fewer than 12 hours of college-level credit must attend a ConnectSession.

Returning Students:
Returning students are individuals who have been admitted to a program during a previous semester and have enrolled in courses at least once during the previous three semesters. Returning students are advised by an assigned faculty member in their program area.

Faculty advisors must approve coursework for both summer and fall semesters during the spring advising session (and release PERC restrictions accordingly) in order to reduce returning student traffic in the advising center over the summer when faculty advisors are off-contract. In the event that a student has a program change or does not successfully complete a course during the summer, returning students may receive advising services in the Admissions and Enrollment Services Center during walk-in hours or they can choose to participate in online advising.

College Mission and Advising
Durham Technical Community College champions learning and success, delivers outstanding teaching and service, and develops career skills for today and tomorrow. The process of academic advising promotes the overall college mission by partnering faculty and staff with students as they work to attain academic and personal goals. This partnership can be strengthened through a collaborative, advising-as-teaching model where advisors support students as they become proactive in making thoughtful, informed decisions about their own education.

Advising Philosophy
Academic advising can be an integral part of the learning process. The desired outcome is that students learn to make increasingly independent choices as they move toward realizing their full potential. Academic advisors can support students in this process by providing guidance in the exploration of academic programs and career pathways, by encouraging the practice of self-discovery, and by acting as agents of referral to campus resources.

Effective academic advising leads students to
- Assess interests, abilities, and career goals.
- Define their educational objectives.
- Understand the courses required to complete a degree and register for courses and appropriate to their skill levels and plans of study.
- Make full use of the resources and facilities at Durham Tech.
- Be knowledgeable about various policies and procedures.
- Develop strategies to be successful in the college environment and beyond.

The Durham Tech catalog describes academic advising as an interactive process that connects students with a knowledgeable faculty or staff advisor. To meet advising objectives, both the advisor and the student must be engaged participants.

Advisors should actively promote the Core Values of the college by helping to build a welcoming, engaging, unifying, and constantly improving learning environment. Advisors should also adhere to the

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1 A comprehensive list of support services is contained in the New Student Orientation Handbook, which is distributed at ConnectSessions. The Student Services web page is also a great place to get referral information.
principles and guidelines outlined by The Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA), which include the following:

- Academic advisors work to strengthen the importance, dignity within the academic setting, potential, and unique nature of each individual.
- 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.

Advising Ethics

Advisors' work should be grounded in the knowledge that students:

- Have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; genders and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs.
- Are 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.

_Students bring unique experience, expectations, and knowledge to the advising process – each advising partnership will be different._

All professionals who engage in academic advising must ensure that students are provided access to services on a fair, equitable basis. Advisors must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside of the institution. Academic advisors must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment.

All academic advisors must recognize the limits of their training, expertise, and competence and perform only those functions for which they are qualified. Advisors should refer students in need of further expertise to persons possessing appropriate qualifications. Advisors must ensure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Advisors must not provide counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obliged to address the issue and to refer students to the appropriate person or program.

The Family Educational Rights and Privacy Act

Unless the student has completed the FERPA form and given written consent, information contained in student records or disclosed in individual advising sessions must remain confidential. In addition, advisors must comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. More about FERPA may be found at [http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

Advising in Practice

Key components of a collaborative, advising-as-teaching model are listed below:
• Dialogue.
• Two-way flow of ideas and information (recognizing that the advisor may have specialized knowledge that the student does not).
• Question-and-answer approach.
• Cross-training, in-depth knowledge of resources, partnerships between academic and student services units occurs within and beyond registration period formally and informally.
• Advising faculty and staff adopt an attitude of learning.

What might this look like in practice?
• Discuss options, both supporting and challenging plans to encourage rigorous critical thinking, self-assessment, and reflection.
• Help students connect with the campus community and a broad array of resources.
• Work closely with student leaders and learn from their perspectives.
• Be open to imagining new goals and possibilities.

“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.” (Kuh, 1997)²

Professional Development
Academic advisors are expected to participate in professional development activities. These activities may include departmental or seasonal training sessions, advisor development workshops offered through the Admissions and Enrollment Services Center or the Teaching-Learning Center, or professional webinars and conferences. Many resources — including journals, presentations, and upcoming event information are available on the NACADA website. Communications regarding on-campus professional development opportunities and information updates are distributed via email.

ADVISING PROCESS
Educational Planning and Goals
During the ConnectSession and in the first-semester ACA course, students begin to explore whether the program they selected during the enrollment process is a good fit in terms of their educational and career goals. It is important that advisors check in with each student and ask questions about their long-term educational and career goals.

Students will be developing an educational plan that outlines their pathway to degree or goal completion. They should bring this plan with them to share with you. You will also be able to access PERC notes outlining details previous advising sessions. (See the Using Advising Technologies – WebAdvisor and Colleague Manual on the Durham Tech website for more details.)

Placement
Appropriate course placement is based on test scores or previous college credit.

Durham Tech administers the North Carolina Diagnostic Assessment and Placement (NCDAP) test for math; and the reading, writing, and essay. Students are allowed to take this test free of charge.

• We also accept ASSET, COMPASS, ACCUPLACER, SAT, and ACT scores for college placement. Test scores are recorded in the student educational planning module in WebAdvisor and on the

TSUM and XDNS screens in Colleague. (See the __ on the Durham Tech website for more details.) COMPASS, NCDAP, ASSET, ACCUPLACER, SAT, and ACT scores can be used for placement within five years from the date taken. If test scores are older than five years, students must take the NCDAP unless continuously enrolled in courses. After being out of courses three consecutive semesters, students must reapply to the college. Students are required to retake if their scores are older than five years.

- Students with SAT, and ACT scores that do not place them into college-level courses will be required to take the NCDAP for placement into appropriate courses.
- Students can take the placement test at Durham Tech one time. Students can take the NCDAP Math one time unless they score at least a 6 on a module. If a student scores a 6 then they can retake one time to try for a score of 7 or higher.
- COMPASS, NCDAP, ASSET, or ACCUPLACER scores from other schools can be used with Durham Tech’s placement levels if that test has been taken within five years. It is the student’s responsibility to request that other colleges send official copies of their placement test scores to Durham Tech’s Testing Center.
- **Credit by Exam, AP Credit, CLEP or IB Credit** – See Durham Tech’s website for details.
- All students pursuing admission to a Health Technologies program must have taken one of the following tests within the past five years regardless of previous educational experience: COMPASS, NCDAP, ACCUPLACER, ASSET, SAT, or ACT. If test scores are older than five years, students must retake unless they have been continuously enrolled. Future Health Tech students must also complete all developmental education courses indicated by placement test scores.
- Multiple Measures: Students who have graduated from high school within the past three years with at least a 2.6 unweighted GPA and four maths may be exempted from the placement test and begin with college-level courses.

Placement test score ranges appear in Appendices C-E. **Under no circumstance should an advisor waive a developmental course. Students who refuse to register for their developmental courses should be directed to a discipline chair, a program director, or the deans, who are the only people authorized to make an exception.**

**Foreign Language Placement Guidelines**

While advising any student about foreign language courses, please begin your conversation by asking if s/he has any background in that language. The Foreign Language Placement Flowchart (See Appendix F) should help you direct the student based on his/her answers to specific questions. In PERC notes, include specific details regarding each student’s placement. Students who disagree with their placement by this method or students who place higher than the 111 level should be directed to FL Discipline Chair Shannon Hahn, Phillips 313-A, 919-536-7223 x8019, hahns@durhamtech.edu. With prerequisite check enabled, students will not be able to register for upper-level foreign language courses until Hahn applies a TSUM code.

- All curriculum foreign languages now have prerequisites of ENG 090 and RED 090 or DRE 098.
- Students in the AA and AS program only need to show proficiency at the 112 level to meet the FL requirement for graduation. This means that a student who starts at 112 or higher at Durham Tech would not need to take two semesters of a foreign language to graduate. S/he would have the option of taking different humanities/fine arts courses to get the needed credit hours to satisfy the plan of study. Most students affected by this change would have taken a placement test with the department and been advised at that time concerning their options.
- Native speakers of other languages have options for fulfilling this requirement:
  - Take courses in another language offered at the college.
B. Request a waiver of the FL requirement through the associate dean of the Arts, Sciences, and University Transfer department. If approved, the student will be required to take other courses chosen from the humanities/fine arts core to complete the required credit hours (ART, DRA, ENG Lit, HUM, MUS, PHI, REL).
   1. Submit a request, in writing, to Kara Battle at battlek@durhamtech.edu.
   2. Students must validate their knowledge of two languages.

C. Where 200-level courses are offered (currently SPA, GER, and FRE,) it may be possible for a native speaker to complete one or two of the required courses in his/her native language. It will depend on the student’s skill level and the courses being offered. If a student wants to pursue credit courses in his/her native language, s/he would need to take a placement test and will be advised accordingly by the FL department.

NOTE: Native speakers cannot get credit for 100-level courses in their native language. This policy reflects the university policies as well. Any native speakers attending 100-level courses will not be allowed to remain in the course.

• For 111 and 112 levels, students must enroll in the lab section that corresponds to the class section (SPA111-101 and SPA181-101.) The class and lab work as one unit and have the same instructor.

• Students interested in the Community and Medical Spanish Certificates should be directed to Sara Juarez, White 58D, 536-7200 x3232, juaress@durhamtech.edu. Students must attend a mandatory information session, which includes placement testing, before enrolling in the program. More information can be found at Community and Medical Spanish Facilitator Information.

• Students in AA and AS programs who place beyond the SPA 212 level and want to continue in upper-level Spanish courses (SPA221 and SPA231) may ask for a course substitution to allow those courses to meet the requirement for humanities/fine arts core foreign language credits. The official substitution must be requested through the Arts, Sciences, and University Transfer department. For more information, students should contact FL Discipline Chair Shannon Hahn, Phillips 313-A, 536-7223 x8019, hahns@durhamtech.edu.

College Transcripts and Prior Coursework
All students entering with prior college credit are required to submit official transcripts from previously attended higher education institutions to verify course prerequisites have been met. Incoming course credit is recorded on the View Student Transcript screen in WebAdvisor, as well as in STAC and TRAN in Colleague. Detailed information regarding transcript credit evaluation is located on the Durham Tech website. Students with questions regarding transfer credit may contact Student Information and Records at 919-536-7214 or visit the office located in the Phail Wynn, Jr. Student Services Center 1203 on the Main Campus.

Information related to Foreign University Transfer Credit is located on the Durham Tech website.

Although it is not ideal, advisors may verify that course prerequisites have been met by reviewing official transcripts that have not yet been evaluated. Prior coursework must have been completed with a C or better. Developmental education courses (with the exception of MAT 070/080) must have been completed with a B or better.

When reviewing transcripts, it is critical that advisors 1) document what they have seen in PERC, 2) write “opened by: Your Name,” sign and date on the face of the document and 3) forward the transcript to
Student Information and Records. **Opened, faxed, emailed from the student and/or unofficial transcripts will not be accepted.** Additionally, if a prerequisite override is required, students should be referred to Admissions and Enrollment Services for registration assistance. Prerequisite check does not recognize prior coursework documented in PERC.

If you have questions related to course equivalency, you may find it helpful to visit the Transfer Student Navigator tool on the CFNC website. You will be required to create an account to use this program. You may also wish to consult a transcript evaluator in Durham Tech’s Office of Student Information and Records.

Additionally, advisors should note that not all schools or even NC community colleges have standard course prerequisites. Just because a course at Durham Tech has prereqs of ENG 90/RED 90, we cannot assume that a student who has had the same course at a different college has met those prereqs. For example:

- **“Tiffany” has transfer credit for MED 110, which has ENG 111 as a prerequisite at Durham Tech; however, at Alamance CC, MED 110 has no prerequisites. Completion of MED 110 is not adequate proof that Tiffany meets prereqs for courses that require RED 090/ENG 090.**
- **“Ed” has transfer credit for ACC 120 (prereqs: MAT 070 and RED/ENG 090 at Durham Tech). Alamance and Coastal Carolina CC have only MAT 060 and RED 080 as the prerequisite for ACC 120. We cannot assume Ed is ready for ENG 111.**

### Course Selection

ACA 122 is required for most students (see Plans of Study). The following students are waived from the ACA requirement but may still need to fulfill the one-credit hour on their plan of study:

- Those who produce evidence of holding a college-level diploma or higher from a regionally accredited institution.
- Those who receive at least 12 hours college-level transfer credit for academic work completed in the past 10 years.
- Those who have completed at least 12 hours of college-level academic work at Durham Tech in the past 10 years.
- Those who have completed an ACA course at the 100-level or higher from Durham Tech or another North Carolina community college.

ACA 122 is now a required corequisite for all developmental education courses or for ENG-111.

### Programs/Plans of Study

Students should follow a plan within their Program of Study to make course selections. A student admitted to a degree, diploma, or certificate program must meet the requirements listed on the curriculum’s plan of study for the academic year during which the student was accepted. Before any course may be taken, prerequisite courses must be completed with a grade of C or better (a grade of B or better is required in most Developmental Studies courses).

Plans of Study will be provided to each student at the ConnectSession and are always available online. Once you access the electronic version, you can click on information links for specific course requirements and prerequisite information.

Approved course substitutions may be used to meet requirements on the plan of study.
Due to their specialized nature, the following programs have specific program entry requirements: Associate Degree Nursing, Clinical Trials Research Associate, Occupational Therapy Assistant, Pharmacy Technology, Practical Nursing, Respiratory Therapy, and Surgical Technology. Program entry requirements are clearly outlined on each Program of Study webpage. For detailed information about Health Technology programs, please refer to the Advising for Health Technologies Manual.

The Durham Tech Virtual Transfer Center is an excellent resource for students who wish to pursue an Associate in Arts degree, Associate in Science degree, Associate in Fine Arts degree, Associate in Engineering degree, or University Transfer (ASUT). They can also visit the Transfer Center in the Phillips Building 303 for personal assistance. Students can contact a Transfer Center advisor at transfercenter@durhamtech.edu. Additionally, the ASUT Advising Information Sheet and the CFNC Course Transfer List are great resources designed to assist advisors working with this specific student population.

A reference guide to general education prerequisites with new DMS/DRE requirements is located on the faculty/staff advising page and in Appendix D - E.

**Course Registration**

Students should be instructed that the advising process is related to, but separate from, registration. They will use WebAdvisor to enroll in courses. The ConnectMail and WebAdvisor Help booklet is a great guide for students who need help registering. Students may wish to create a Practice Schedule using the worksheet on the Durham Tech website.

Current course schedules and Course Descriptions are located on the Durham Tech website.

**Early registration.** Continuing students may be eligible to participate in priority registration. Details are located on the Durham Tech Advising and Registration Details website.

**Tuition payments** are due according to the schedule on the calendar of important dates.

**Course audit.** A student who wishes to enroll in and regularly attend a course on a noncredit basis may audit the course. Enrollment is subject to space availability and the program director’s prior approval. The audit student, like the credit student, is subject to Durham Tech’s attendance policy. The student may not change from credit-to-audit or audit-to-credit status after the first 10 calendar days of the semester. Students may not audit Developmental Education courses.

**Course labs.** Many Durham Tech courses require concurrent enrollment in lab sections. A list of Courses with Separate Labs is located on the Durham Tech website.

**Readmission**

Students who previously applied to or were enrolled in Durham Tech and are returning after an extended absence of three or more semesters must reapply by completing a new online CFNC application.

**Quarter System Crosswalk.** Advisors should become familiar with Crosswalk information and Quarter System Placement Information so that they are prepared to provide preliminary guidance to students who completed coursework when Durham Tech operated on a quarter system. When in doubt, advisors should refrain from guessing about how transfer credits will count toward plans of study.
**Graduation Requirements**

To be eligible for graduation, students must complete all courses and credit hours required in the plan of study under which they were admitted with a minimum grade point average of 2.0 (C). In addition, specific programs may require a grade of no less than C in some courses as designated in the appropriate plan of study.

Every academic year, each curriculum program produces a plan of study for students admitted in that specific year. A student who applies for readmission is accepted under the plan of study in effect at the time of readmission, not under the plan of study in effect at the time of the original admission. Students who change their curriculum program are also admitted to the new program under the current year’s plan of study.

Students should complete a **Graduation Application form** for their degree, diploma, or certificate one semester before their anticipated date of graduation. For example, students should apply for graduation when they register for fall semester if they plan to graduate at the end of spring semester. Students must apply for graduation to have degree, diploma, or certificate completion information officially recorded on their transcripts.

**Additional graduation requirements** are located on the Durham Tech website.

**International Students**

**Frequently Asked Questions for Advisors of International Students Holding the F-1 Student Visa**

1. **How do I know if my advisee holds the F-1 student visa?**
   - It is the student’s responsibility to tell you, but sometimes students need a reminder.
   - If you think it is a possibility, ask the student if s/he has any immigration requirements for registration.

2. **What are the major requirements?**
   - For fall and spring semesters, the student must enroll in at least 12 credit hours of curriculum courses.
   - Only three hours of online course hours are permitted as part of the 12 hour requirement. Any additional online hours cannot be counted.
   - A hybrid course does not count as an online course, since the student’s physical presence is required at least part of the time.

3. **Is the summer term required?**
   - No, if the student has completed two previous consecutive semesters (fall and spring).
   - Probably not, if the student has completed the previous spring semester. (The law is not clear on this issue!)
   - Yes, if this is the first semester of enrollment for the student. The full-time requirement is prorated to eight or nine credit hours because of the shortened semester.

4. **Are there exceptions?**
   - Exceptions can be made only according to federal regulations.
   - Only a Designated School Official (DSO) can authorize a reduced course load (RCL), and it must be reported to the Department of Homeland Security.
   - An academic advisor **cannot** authorize a reduced course load. The student must consult with a DSO.

5. **Who are the DSOs?**
   - The Principal DSO (PDSO) is Heidi White, director of International Student Services, who should be the first one consulted in matters pertaining to international students, since she is the one
keeping the records. In her absence, the other DSO who can be consulted is Constanza Gomez-Joines.

6. What are some possible exceptions?
   - There are exceptions for academic problem or improper course placement. (Only one of these exceptions is permitted for only one semester throughout the entire program of study.)
   - Medical problem. (A physician’s recommendation is required. This exception is permitted for a maximum of two semesters.)
   - It is the final semester before graduation (must be verified).

7. What are common student requests that are not allowed under federal regulations?
   - Financial difficulty.
   - Academic problem for more than one semester.
   - Illness of a family member.
   - Tired of studying or need a vacation.
   - No course available in my program of study. (Student must find another course outside of the program of study!)

8. Will the student qualify for in-state tuition after one year of residency?
   - No. The F-1 visa student never has the ability to establish residency for tuition purposes according to North Carolina state regulations.
   - If a church or nonprofit organization is sponsoring the student, the student needs to consult with the PDSO for specific information about how the organization pays the tuition.

9. My student is employed. Is that permitted?
   - Students are permitted to work up to 20 hours per week on campus only. However, it is difficult to find a job on Durham Tech’s campus.
   - Employment off campus is only permitted after the student has applied to the Department of Homeland Security and has received authorization. This application requires a substantial fee and several months to be processed. For more information, contact a DSO.

Durham Tech’s Center for the Global Learner maintains a website that lists Helpful Resources for International Students. Questions? Call 919-536-7200 x4052

Non-native English Speaking Students
JoAnn Molnar (molnarj@durhamtech.edu) is available to consult with non-native English speaking students to help them improve their English language skills. If you believe an advisee is having difficulty understanding spoken English and/or you are having difficulty understanding the advisee’s spoken English, please consider making a referral to Molnar.

Academic English as a Foreign Language (EFL)
When students go to the testing center they are asked whether they speak US English as their first language and if they have graduated from a US high school. If students answer “No” to one or both of these questions, they are given the Compass ESL test.
   - If students do not pass this test, they meet with the EFL coordinator who places them into the appropriate level EFL class in reading and/or composition.
   - If students do pass the test, they meet with the EFL coordinator who will direct them to take the developmental test in reading and writing.
   - If students pass the developmental test, they will place into ENG 111
   - If students do not pass the developmental test, then they would be directed to the EFL coordinator who would place them into the appropriate EFL course(s) based on an interview and the test scores on the developmental test (typically Level 3 or Level 4 EFL)
Paula Wilder (wilderp@durhamtech.edu) is available to consult with non-native US English speaking students to help them improve their Standard Academic US English.

**High School Students**

Durham Tech is supportive of concurrent enrollment for high school students. The college encourages interested high school students who have progressed beyond the normal high school curriculum to take college-level credit courses at Durham Tech. Career and College Promise, Gateway to College, Middle College High School (MCHS), and City of Medicine Academy (CMA) programs allow high school students to take community college courses. For policies guiding high school course enrollment, please see the Durham Tech website or contact Patricia Gould, x1417.

**Veterans**

Ask your advisees if they have veteran status. If you are working with a veteran student who is not receiving educational benefits, please refer the student to Debbie Maloney, veterans affairs officer in the Financial Aid office, Wynn 1209, 919-536-7200 x1507, maloneyd@durhamtech.edu. If the student is not a veteran, but states that a parent or spouse is in the military, please refer the student to Maloney for more information. Parents and spouses can transfer educational benefits to their children and/or spouse.

**Important Reminders when Advising Veteran Students**

- Every veteran has to be admitted to a plan of study to be eligible for veteran benefits.
- Every course a veteran takes has to be on the plan of study they are admitted to or be a prerequisite course for a course that is on the plan of study. Elective courses must be reviewed and planned carefully.
- **Veteran affairs will not pay for a course that the student did not place into, that the student has already completed, or is not on the plan of study.**
- If enrolled in fewer than 12 hours, the student will be paid a percentage of his or her BAH. Students must be enrolled in a minimum of seven hours. If enrolled in fewer than seven hours, the student will receive no BAH funds.
- Post-9/11 veterans must enroll in at least 12 credit hours in fall and spring semesters to receive the full BAH for which they are eligible.
- Chapter 30 veterans’ benefits will be prorated on amount of credits the student is registered for in fall and spring semesters. Twelve hours is considered full time. For summer term, seven hours is considered full time.
- Veterans may take online courses, but post-9/11 veterans must take at least one on-campus course to keep housing benefits. If the courses are online, post-9/11 veterans will receive 50 percent of their BAH benefit.
- Additional information is available on the VA Information Sheet.

**IMPORTANT GUIDELINES**

**Advising Guidelines**

**Advising Forms**

Advisors should complete an Advising form when approving courses for upcoming semesters. The form should be signed and given to the student. The advisor should document the conversation and approved courses in PERC (see guidelines below).

**PERC Restrictions and Comments**

Advising restrictions are set and released by advisors to regulate student access to registration via WebAdvisor. Advising restrictions are controlled through the Person Restrictions (PERC) screen in Colleague. Please see the Using Advising Technologies manual for detailed instructions.
After you are finished meeting with your advisee, you must set an end date to allow the student registration access. The student will then be able to register using WebAdvisor at the designated registration time. The end date must be backdated one day from the day you meet with your advisee. For example, if you meet with your advisee on 10/02/13, you will enter 10/01/13 in the end date field.

While setting the end date allows the student to register for the current semester, another advising restriction and start date should be set to ensure the student will see an academic advisor prior to registration for the next semester. Set the start date for 04/01/xx (to restrict summer/fall registration) or 11/01/xx (to restrict spring registration).

PERC comments are a summary of your discussion with each student. **Advisors should NEVER release a PERC restriction without including comments.** Comments should be as detailed as possible and include:

- A timestamp including the date and advisor’s name.
- A list of advisor-approved courses for the upcoming semester.
- How prerequisites for approved courses were met (advisor verified placement scores, viewed unofficial transcript, etc.).
- Any additional information that might be useful for upcoming advising sessions (e.g., student is veteran, student is not meeting SAP requirements for financial aid, student referred to a specific on- or off-campus resource).
- Remember PERC comments are a part of the students’ records, make sure that any information you include in the comments pertains to the discussion and academic benefit of the student.

Each academic unit has specific guidelines related to PERC restrictions. These guidelines can be viewed on the Faculty/Staff Advising Information webpage under ASUT PERC Guidelines, Career and Technical PERC Guidelines, and Health Technologies PERC Guidelines.

**Communications**

During the ConnectSession, students are told that all official college communication will be delivered via their Durham Tech email account or WebAdvisor. Each student admitted to a program will receive a faculty advisor during the first semester. The Admissions and Enrollment Services Center will send an email following advisor assignments, and students can view advisor information in WebAdvisor.

**Registration Guidelines**

**Schedule Changes and Adjustments**

Students who have met with an advisor may add or drop courses by accessing WebAdvisor through the last day of registration. Students do not need to meet with an advisor again unless they are registering for courses not previously approved or if they require additional assistance. **Students who do not plan to attend courses must drop them through WebAdvisor. Simply not showing up does not equate to dropping or withdrawing from a course, and the student will be charged.**

Students may not use WebAdvisor to add courses to their class schedules or change sections after the last day of registration. If there are extenuating circumstances that require a student to request a schedule adjustment, the student should report to the Admissions and Enrollment Services office on the first day of classes. The college reserves the right to reassign students to different sections or courses if it is determined that such reassignments are in the best interests of the student and/or of the teaching and learning process.

**Student-initiated Drops and Withdrawals**
Beginning the first day of classes, students who wish to drop courses may do so via WebAdvisor prior to the 75 percent tuition refund date (see Important Dates) without the enrollment showing on the transcript. Students who drop a course may be eligible for a refund and must complete the necessary refund request process. The college refund policy is described herein.

After the 75 percent tuition refund date and prior to the advertised “Last day to receive a W,” students may officially withdraw from one or all courses with a grade of W. Students may earn a grade of F due to lack of attendance. Failure on the part of the student to withdraw officially from a course could result in a grade of F. Therefore, all students should refer to the attendance policy included on the course syllabus, and students with questions or concerns should consult with the instructor.

To initiate a withdrawal, a student should visit the Student Services E-Forms website to complete appropriate paperwork.

Students with medical situations that necessitate requesting withdrawal from all credit courses past the normal deadlines should complete the Request for Medical Withdrawal form, attach appropriate documentation, and submit the form and documentation to Durham Tech’s Counseling office. Withdrawal requests past the normal deadline will be recommended for approval only if the student provides appropriate medical documentation as specified in the procedure. The Counseling and Student Development office is located on Durham Tech’s Main Campus in the Phail Wynn, Jr. Student Services Center 1209. For more information, call 919-536-7207 x1413.

Faculty-initiated Withdrawals

Consecutive Absences. Any student with consecutive absences equaling or exceeding 15 percent of the instructional hours for the course prior to the official withdrawal date for the course will be withdrawn from the course by the instructor with a grade of W.

If a student misses 15 percent of the class meetings consecutively so that the student’s last absence occurs after the first 60 percent of the instructional hours for that course, the instructor will submit a withdrawal form assigning the grade of F. Students enrolled in Developmental Education courses in this situation will be withdrawn with a grade of W. Excused absences are not counted when calculating the 15 percent absence threshold.

Intermittent Absences. If a student misses 15 percent of the class meetings intermittently within the first 60 percent of the instructional hours for that course, the instructor may withdraw the student from the course assigning the grade of W. If a student misses 15 percent of the class meetings intermittently so that the student’s last absence occurs after the first 60 percent of the instructional hours for that course, the instructor may assign the student the grade of F. Students enrolled in Developmental Education courses in this situation may be withdrawn with a grade of W. Excused absences are not counted when calculating the 15 percent absence threshold.

Students should refer to the instructor’s attendance policy included on the course syllabus, and students with questions or concerns should consult with their instructor.

A student who has withdrawn from a course or been withdrawn from a course may request reinstatement subject to the approval of and conditions set by the instructor. To be reinstated, the student must have been in good academic standing in the course at the time of withdrawal and must provide the instructor with evidence that the extenuating circumstances that necessitated the withdrawal will no longer be a problem.
In certain Health Technologies programs, if the student exceeds the 15 percent absence limit after the 60 percent date, penalty points may be imposed when the student is required to fulfill licensure certification or program accreditation requirements.

**Courseload Overrides**

Students wishing to register for more than 18 hours must seek approval from the program director (or associate dean for ASUT students) and obtain an override form. The override form should then be brought to the Admissions and Enrollment Services Center for processing.

**Request for Waiver of the Course Repeat Policy**

Students may not enroll in the same course more than three times without departmental approval. Students requesting a waiver of the course repeat policy must meet with the departmental dean for the course in question.

**Grading**

For an explanation of the grading scale used at Durham Tech, please see the Academic Information website.

**Academic Honesty**

Advisors should become familiar with the college’s Academic Honesty Policy, located on the Durham Tech website.

**Counseling Services**

If a student is experiencing personal difficulties, please see the Counseling Services Referral Process on the Durham Tech website. You may also want to become familiar with the Procedures for Violation of the Student Code of Conduct.

**Financial Aid**

General information related to financial aid is available on the Durham Tech website.

**Satisfactory Academic Progress**

Federal regulations require students receiving Title IV financial assistance to maintain satisfactory academic progress (SAP). In general, satisfactory academic progress includes maintaining a 67 percent completion rate and a 2.0 cumulative grade point average. Failure to maintain satisfactory academic progress will result in the suspension of aid. Students must maintain satisfactory academic progress regardless of enrollment status (full time, part time) or admitted program status.

Consult the Financial Aid Satisfactory Academic Progress document to review the methods of assessment, time limitations, various statuses, consequences, grades, program requirements, and appeals procedure for satisfactory academic progress. Students who wish to appeal suspension of financial aid due to failure to meet satisfactory academic progress must complete the Satisfactory Academic Progress Appeal form and submit it to the Financial Aid office.

Students who are on SAP warning status receive the following communication, “It is recommended that you make an appointment with your advisor, who can provide referrals and resources to support you as you work to improve your academic performance.”
Online Advising
Returning admitted students who have earned more than 17 college credit hours (more than 12 hours for visiting students) are eligible for online advising. Returning admitted students should submit their Request for Online Advising directly to their assigned advisor.

Online Advising Process
1) Students should complete the Request for Online Advising form (see Appendix G) and email it to their assigned advisor.
2) Advisors should check that the student has fulfilled all prerequisites for planned courses.
3) Advisor should respond to the student within five business days.
4) All responses should be personalized to include the student’s name and, if applicable, courses that have been approved.
5) Release PERC holds and include comments for students with approved courses.

DEPARTMENT UPDATES

Student Engagement and Transitions
Customized Developmental Math Instruction
In Fall 2013, the college began offering developmental math using technology-enhanced instruction. Such courses are taught in a module format in a computer lab with an instructor and an assistant. Students enroll in a DMS shell course for one to three credit hours and work during the semester to complete one module (DMA 1-8) per registered credit hour.

If students finish those modules and the course project and then pass the final exam before the end of the semester, they can begin additional required modules without having to register OR pay for them.

Students receive course credit instead of a grade for additional modules. If the student does not complete a number of modules equal to the number of credits for the DMS shell, they will not pass the DMS course, and will receive a grade of R (repeat). R maps to a grade of F for financial aid purposes.

For all DMS courses, students must attend class for all the scheduled hours until they complete all the course requirements.

Appendix E displays the crosswalk between DMA modules and previously offered developmental math courses.

General Redesign Notes
a. Students who earn a WP in MAT 060 must take DMA 010 (as if they placed directly into 070 and did not pass 060).

b. WP does not exist under the math redesign. Students must complete the number of modules in the shell. Examples:
   i. If the student enrolled in DMS 003 needs 020, 050, 070, 080 and retests out of 020 on the second day of class, s/he would have to complete 050, 070, and 080 to pass the shell.
   ii. If the student enrolled in DMS 003 needs 020, 050, 070 and retests out of 020 on the second day of class, s/he would still have to complete 020, along with 050 and 070 to pass the shell.
c. Returning advisors should note that several prereqs have changed with the redesign. For college-level math courses, many prereqs have been lowered. For science courses, many have been raised. Specifically:
   i. MAT 152 requires DMAs 010 - 050 and DRE 098. DMAs 010-050 will satisfy the prereq requirement.
   ii. Same with MAT 110. This course previously required MAT 070, but now only requires DMA 010-030.
   iii. CHM 130/130A, BIO 140, BIO 168 require DMA 010-060 even though the old prereq was MAT 070.

Developmental Reading/English
Students placing into developmental reading and English courses have a new option for completing required coursework: DRE courses. The DRE courses are integrated reading and writing courses. They are three-credit hour courses (seven contact hours/week) that meet for eight weeks. The full slate of courses includes DRE 096, DRE 097, and DRE 098. After completing DRE 098, students can enroll in ENG 111. Consider enrolling students who only need DRE 098 into second Mini-Session college-level courses. These new courses will eventually replace our current ENG 070, 080, 090 and RED 070, 080, and 090 offerings.

Health Technologies
See the Advising for Health Technologies Programs handbook. Information appearing in italics is new and important.

- HIT has a new checklist eliminating CIS 110 as an admission requirement.
- RT has a new application packet and will only accept applications from qualified students between Nov 1 and Feb 1 for fall admission.

Arts, Sciences, and University Transfer
BIO 168 Prerequisites
a. When checking prereqs for BIO 168 by looking at high school transcripts, students must have a minimum score of 77 in both chemistry and biology (C or better). These courses are valid for 10 years.

b. If a student has a college transcript with developmental biology and chemistry equivalent to BIO 092 (BIO 09X with three hours of lecture and two hours of lab) and CHM 094 (CHM 092 or 094 or 081 and 082; 090 and 097 are not acceptable), he or she meets the prereq for BIO 168. These courses are considered high school equivalencies and are valid for 10 years.

c. If a student has a college transcript with a general biology and chemistry course with labs, he or she meets the prereqs for BIO 168. There is no time limit on college-level courses.

Post-Bac Program
Durham Tech has a post-bac code for visiting students with a baccalaureate degree.
Eligibility
- The student must have a BA or BS degree.
- The student only wishes to enroll for a few courses.

(NOTE: Students who are not pursuing a degree at Durham Tech are not eligible for financial aid.)
Purpose

• Many students come to Durham Tech after completing an undergraduate degree. Typically, they need a few courses to prepare for admission to graduate or professional school.
• The most commonly needed courses are anatomy and physiology (I and II), microbiology, statistics, pathophysiology, psychology, and sociology.
• We want to facilitate the process for students who have a degree and need only a few courses. Therefore, we created an admission code (**T90990PB**) so that students will be assigned an advisor and will be able to enroll in the courses they need in a timely manner.

Visiting students with a baccalaureate degree who wish to take courses at Durham Tech without pursuing another degree should follow these steps:

1. Complete the **Enrollment Application** (necessary to be assigned a student number). Mark the box for post-baccalaureate student with the code **T90990PB**
2. Submit official transcripts from degree-granting college(s) by the following dates:
   - March 15 for Summer courses.
   - June 15 for Fall courses.
   - October 15 for Spring courses.

Post-baccalaureate students who have submitted their official transcripts by the above dates will be eligible to add courses to their schedule during the second round of early registration (at the same time as Durham Tech program students with more than 17 college credit hours).

Students who are unable to submit official transcripts by the above dates will miss early registration. These students may still enroll (although not on a priority basis) if they bring an official, sealed transcript after the above dates to either:

- Jairo McMican, Wynn Center 1200; mcmicanj@durhamtech.edu
- Kara Battle, Collins Building 293; battlek@durhamtech.edu
- Dr. Dorothy Wood, Orange County Campus, room 210; woodd@durhamtech.edu
- Dr. Kathy Zarilla, Collins Building 281; zarillak@durhamtech.edu

Jairo McMican (mcmicanj@durhamtech.edu) is the official advisor for post-baccalaureate students who wish to take some courses but not pursue a degree.

Students who are coded **T90990PB** are not eligible for financial aid.

Be aware that post-baccalaureate students often request the following courses for graduate or professional school applications:

- **BIO-168 Anatomy and Physiology I**
- **BIO-169 Anatomy and Physiology II**
- **BIO-271 Pathophysiology**
- **BIO-275 Microbiology**
- **MAT-152 Statistical Methods I**
- **PSY-150 General Psychology**
- **SOC-210 Introduction to Sociology**

Students must meet prerequisites to register for any courses.

**AS Capstone Changes**
Students starting in Fall 2014 no longer need a capstone course. All AS students beginning before Fall 2014 are required to complete a capstone course to fulfill their graduate requirement. It can be substituted by another course as we no longer offer certain capstone courses.

**ENG 112 or ENG 113**
All of the NC senior four-year colleges and universities accept ENG 112 as transferable credit for a second English course requirement. Any student considering attending a four-year college or university in the future should check with the prospective college to find out if either ENG 112 or ENG 113 is transferrable to that institution. Students who are unsure of where they may transfer may want to take ENG 112 (merely a suggestion; it is not mandatory). While students may appreciate the information, they may prefer to take ENG 113. (Sharing this information with students allows them to make an informed decision and may prevent them from feeling that they were not advised properly.) Either course satisfies the AAS degree.

**MAT 143**
Many four-year colleges and universities accept MAT 143 as transferable credit for college math course requirement. Any student considering attending a four-year college or university in the future should check with the prospective college to find out if either MAT 143 is transferrable to that institution. Students who are unsure of where they may transfer may want to take MAT 143 (merely a suggestion; it is not mandatory). While students may appreciate the information, they may prefer to take MAT 143. (Sharing this information with students allows them to make an informed decision and may prevent them from feeling that they were not advised properly.) Either course satisfies the AAS degree.

**Career and Technical Programs**

**Early Childhood Education**
- Many Early Childhood Education AAS degree courses are only offered once a year. Students who do not register for these courses in the fall semester may not be able to take them until next fall. Refer students to the ECE Plan of Study to follow the offering of courses.
- Students who have developmental requirements must complete those courses first.
- EDU 284 is the ECE Practicum. **Do not register students for this course; refer them to Ilene Britt, x8057, or Vanessa Spence, x8070.**
- The Early Childhood certificate options are only offered during the fall and spring semesters. To complete and graduate from a certificate option, a student must complete all developmental English and reading courses as required from the placement test results.
- Changes were made Fall 2005, 2008, and 2009. Make note of the following course transition/crosswalk plan.

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Previous Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119</td>
<td>EDU 111 and EDU 112</td>
</tr>
<tr>
<td>EDU 151</td>
<td>EDU 251</td>
</tr>
<tr>
<td>EDU 151A</td>
<td>EDU 251A</td>
</tr>
<tr>
<td>EDU 280</td>
<td>EDU 282</td>
</tr>
<tr>
<td>EDU 284</td>
<td>EDU 162 and COE111</td>
</tr>
<tr>
<td>COM 231</td>
<td>SOC 220</td>
</tr>
</tbody>
</table>

**Business Administration**

**Plans of Study Prior to 2009-2010**
BUS 210 (listed in the fall semester of the second year) is no longer offered. Students should take another business major elective course in its place. (The most current listing of major electives courses may be found on the back of the most current Plan of Study.)

**Business Administration Course Availability**

BUS 110 is the only business course offered both fall and spring semesters. The following courses are offered only in the listed semesters:

**Fall Semester**
- BUS 137 – Usually three sections: one day, one evening, one online
- BUS 139 – One section, usually evening
- BUS 225 – One section, usually evening
- BUS 235 – One online section
- INT 110 – One online section
- MKT 120 – Usually three sections: one day, one evening, one online

**Spring Semester**
- BUS 115 – Usually three sections: one day, one evening, one online
- BUS 153 – Usually two sections: one evening, one online
- BUS 234 – One online section
- BUS 239 – One section, usually evening
- BUS 240 – One online section
- BUS 245 – One section, usually evening
- BUS 255 – Usually two sections: one online, one day/evening

**Summer Term**
- BUS 116 – One section, usually evening
- MKT 123 – One online section

**Effectively Planning for BUS 239 (Capstone Course)**

Students who are planning to graduate in a specific calendar year need to take BUS 239 in the spring of that year; all its prerequisites will need to be completed no later than the fall semester prior to that spring semester. This scheduling becomes important when students are deciding which courses to take (and when), especially BUS 115, which is only available spring semesters.

**Information Technology**

**Changes to Plans of Study for Computer Programming, Web Technologies, Computer Information Technology from 2011-2012 to 2012-2013**

**CIS 110 Intro to Computers**
- Book bundle is approximately $160, which is dramatically cheaper than current $270.
- Microsoft Office 2010 or 2013 required for online courses and encouraged for seated courses.
- $100 from the bookstore or from [www.theultimatesteal.com](http://www.theultimatesteal.com).

**Web Technologies, Computer Programming, and Computer Information Technology**
- NET 110 is now the required networking course, effective Fall Semester 2012,
- Current students in these programs who are following a plan of study that lists NET 125 and that want to take NET 110 in its place should request a course substitution from Tom Murphy.
• DBA 110-091 and DBA 120-090 are taught as back-to-back online Mini-Sessions and use free Oracle Academy instructional material and tools to teach database concepts, SQL, and PL/SQL.
• Visual Basic courses (CSC 139 and CSC 239) were offered in Spring Semester 2013 as back-to-back Mini-Session hybrid courses, as was the case in Spring Semester 2012 for Visual C# (CSC 153 and CSC 253).
• DBA 115 and DBA 220 were removed from the degree’s list of major electives.
• DBA 220 was removed from the Database Programming certificate.

Computer Information Technology
• There were major elective changes in the Operating Systems group:
  o NOS 231, NET 126, NET 225, and NET 226 were removed.
  o Two new courses were added:
    ▪ CTS 155 (no prereq, malware course).
    ▪ CTS 255 (prereq of CTS 155, helpdesk support).
• There changes to the major electives in the Software group (formerly called Software and Web group):
  ▪ CTS 125, DBA 115, and OST 236 were removed.
  ▪ CSC 151 and DBA 120 were added, which are existing, required courses on other plans of study
  ▪ Fall elective options for students following this track were added.
• Major electives are now structured in two groups of eight courses each.
• Linux+ and Microsoft certificates were removed.

Web Technologies
• Three new WEB courses were added:
  o WEB 111 Intro to Web Graphics
    ▪ No prerequisite.
    ▪ Required for new students.
    ▪ Tool: Adobe Photoshop CS 5, taste of Adobe Illustrator.
  o WEB 125 Mobile Web Design
    ▪ Prerequisite: WEB 110.
    ▪ Required for new students.
  o WEB 151 Mobile App Development I
    ▪ Prerequisite: CIS 115
    ▪ Major elective for new students
• Three WEB courses were removed:
  o WEB 230 Implementing Web Services
    ▪ Was a required course.
    ▪ Will no longer be offered.
    ▪ Current students who haven’t completed this course should take WEB 111, WEB 125, WEB 151 or an extra major elective in its place.
    ▪ Request course substitution from Tom Murphy.
  o SEC 110 Security Concepts
    ▪ Was a required course.
    ▪ Will continue to be offered since it is required on other IT plans of study.
    ▪ Current students should still take SEC 110.
  o DBA 115 Database Applications
    ▪ Was a major elective.
    ▪ Current students should choose another major elective in its place or take WEB 111, WEB 125, or WEB 151.
• Request course substitution from Tom Murphy.

• The following courses had prerequisite changes:
  o WEB 115 now has a prereq of WEB 110.
  o WEB 210 now has a prereq of WEB 110.

• All eight WEB courses are offered online or as hybrid courses meeting one evening each week.
  o Encourage current students to take the new WEB courses; remind them to request a course substitution from Tom Murphy.
APPENDICES

Appendix A – Helpful Advising Links

General Information and Resources

- Important Advising and Registration Dates
- Steps for Enrollment
- ConnectSession Information
- Advising Walk-in Hours
- Online Advising
- Student Services
- Transfer Credit Evaluation
- WebAdvisor
- WebAdvisor and ConnectMail Help
- Course Schedules
- Advisor Log
- Tuition and Fees
- Academic Policies and Grading
- Counseling Referrals
- Student Conduct
- Financial Aid and Satisfactory Academic Progress

Advising Manuals and Training

- Using Advising Technologies – WebAdvisor and Colleague
- Setting PERC Restrictions
- Testing Schedule
- Course Placement Chart
- Foreign Language Placement
- Crosswalk Information

http://www.durhamtech.edu/advising/index.htm
http://www.durhamtech.edu/future/newtodtcc.htm
http://www.durhamtech.edu/admissions/connectsession.htm
http://www.durhamtech.edu/advising/walkinadvising.htm
http://www.durhamtech.edu/advising/onlineadvising.htm
http://www.durhamtech.edu/studentservices/index.htm
http://www.durhamtech.edu/catalog/transcripts.htm
http://webadvisor.durhamtech.edu/
http://www.durhamtech.edu/faculty/advising/ConnectMailWebAdvisorHelp.pdf
http://www.durhamtech.edu/academics/schedules.htm
http://www.durhamtech.edu/faculty/advising/AdvisorLog.pdf
http://www.durhamtech.edu/tuition/index.htm
http://www.durhamtech.edu/faculty/employees/counselingreferral.htm
http://www.durhamtech.edu/faculty/employees/StudentConductProcedures.pdf
http://www.durhamtech.edu/financialaid/index.htm
http://www.durhamtech.edu/faculty/advising/UsingAdvisingTechnologies.pdf
http://www.durhamtech.edu/faculty/advising/HowtoReleaseandSetAdvisingRestrictions.pdf
http://www.durhamtech.edu/testing/
http://www.durhamtech.edu/faculty/advising/UpdatedCoursePlacement.pdf
http://www.durhamtech.edu/faculty/advising/FLPlacementGuidelines.pdf
http://www.durhamtech.edu/faculty/advising/Crosswalk.pdf
**External Links**

**FERPA Information**


**NACADA**

http://www.nacada.ksu.edu/
Appendix B – Enrollment Steps

Need help?
If you require assistance at any point in the enrollment process, you can connect with a student communication assistant. For help by phone during regular business hours, call 919-536-7200 and press zero. You can also email us at studentcommunications@durhamtech.edu or visit our website at www.durhamtech.edu and click on the ConnectCenter icon to participate in live chat.

Plan ahead!
Durham Tech has priority enrollment due dates each semester. After completing the online admission application and receiving your student ID#, you should attend a ConnectSession, submit your financial aid application, take the placement test, and submit all official transcripts before:

- June 15 for the fall semester.
- October 15 for the spring semester.
- March 15 for the summer term.

These deadlines exist because some processes, like transcript evaluation, can take up to two weeks (10 business days) after we’ve received your documents. If you have missed a deadline, complete the enrollment steps as soon as possible and be aware that your registration or financial aid disbursement could be delayed.

☐ Choose a program.
Durham Tech has a wide variety of programs to help you meet your educational and career goals. Review your options in the Future Students section of our website, and then complete the enrollment steps based on your chosen pathway. If you are undecided or need help to determine which program is the best fit, you can make an appointment to meet with a career counselor by calling 919-536-7202. We’re here to help you!

☐ Complete an application.
Durham Tech has an online application, which can be accessed through our website. Visit the Durham Tech homepage and click on Admissions to get started. Students interested in a Health Technologies program must complete additional admission requirements and forms. Visit the Future Students section of our website and follow the link to the list of credit programs to access an admissions checklist for your chosen plan of study.

☐ Attend a ConnectSession.
The ConnectSession is Durham Tech’s orientation, and attendance is required for all new students. At your ConnectSession, you will learn about program requirements, options for paying for your education, how to best balance academic and personal responsibilities and resources that will help you to be successful in college. You will also begin to plan for your first semester courses. You must register for your ConnectSession by visiting our website.

☐ Study for and complete the placement exam.
You must meet prerequisites for any courses you plan to take at Durham Tech. Most students take a placement exam, which is offered free of charge on Durham Tech’s campus, to determine which courses to take in their first semester. Preparing and practicing for your placement test is critical, not to mention it can help you save valuable time and money. Test preparation materials and the testing schedule are available on our website.

☐ Apply for financial aid or make other arrangements to pay for your courses.
Many admitted program students can receive financial aid. Start by completing the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov before the priority enrollment due date. Don’t forget to include Durham Tech’s school code (005448), so the college will receive your information. If you choose to pay for your courses out-of-pocket, or if you are sponsored by your employer or another agency, Durham Tech can accept payment by cash, check, or credit card. Payment will be due at the time of registration, so be sure to plan ahead.
☐ **Submit transcripts and test scores.**
Official copies of high school and college transcripts should be sent to Durham Tech’s Student Information and Records office by the priority due date. Copies of test scores taken in the last five years – SAT/ACT, AP, IB, CLEP, COMPASS, ACCUPLACER, and ASSET – should be submitted to Durham Tech’s Testing Center before the priority enrollment due date.

☐ **Check your enrollment status.**
All official Durham Tech communications and requests for additional documents will be emailed to you via ConnectMail or posted on your WebAdvisor profile. It is critical that you review your status regularly, especially if you are depending on financial aid. After you submit your application, you will receive an email with instructions for accessing your accounts.

☐ **Meet with an academic advisor.**
After attending the ConnectSession, you should schedule an individual appointment with your first-year academic advisor. During your appointment, you will discuss your educational goals, select courses for your first semester, review registration requirements and learn about resources available to you as a Durham Tech student.

☐ **Register for courses.**
Once you’ve completed all of the enrollment steps, you will be ready to register for courses using our online WebAdvisor system. Registration dates are posted on our website, and we encourage you to sign up and pay for your courses early, as seats can fill quickly.
Appendix C – General Course Placement

New Course Placement

Updated June 2015

Durham Technical Community College will accept NCDAP, COMPASS, ASSET, ACCUPLACER, SAT, and ACT scores for college placement.

NCDAP, COMPASS, ASSET, ACCUPLACER, SAT, and ACT scores can be used for placement within five years from the date taken. If test scores are older than five years, students must retest unless they have been continuously enrolled in classes*. Students with ACCUPLACER, SAT, and ACT scores who do not place into college-level courses will be required to take the NCDAP for placement into appropriate courses.

### NCDAP - Math

**Module Name** | **Module Content** | **Score:**
--- | --- | ---
DMA 010 | Operations with Integers | _____
DMA 020 | Fractions and Decimals | _____
DMA 030 | Proportions, Ratios, Rates, Percent | _____
DMA 040 | Expressions, Linear Equations, Linear Inequalities | _____
DMA 050 | Graphs and Equations of Lines | _____
DMA 060 | Polynomials and Quadratic Applications | _____
DMA 070 | Rational Expressions and Equations | See DMA 060 score
DMA 080 | Radical Expressions and Equations | See DMA 060 score

Students must score a 7 or higher on a module to test out of that module.

All students who test out of DMA 060 are waived from DMA 070 and 080. Students who place into DMA 060 must take DMA 070 and 080 if their program courses have a pre-requisite of these modules.

Modules must be taken in sequence. For instance, if a student places out of DMA 020 and 030 but into all other modules, he may take DMS 003 to take three modules in a three-credit shell course. He would begin with DMA 010, 040, and then 050. If another student has the same placement but opts to take DMS 002 to take two modules in a two-credit shell course, she would begin with DMA 010 and then 040.

Students who score a 0 or 1 on DMA 010 and not out of any other module must take MAT 050 as a pre-requisite to the DMA modules. Students who score a 2-6 on DMA 010 place into DMA 010.

### NCDAP – Reading/English

**Date taken:**

To place a student in DRE courses, use this scale for placement:

<table>
<thead>
<tr>
<th>Score</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-103</td>
<td>Refer to Robbi Muckenfuss for Pre-DRE non-credit course</td>
</tr>
<tr>
<td>104-116</td>
<td>DRE 096</td>
</tr>
<tr>
<td>117-135</td>
<td>DRE 097</td>
</tr>
<tr>
<td>136-150</td>
<td>DRE 098</td>
</tr>
<tr>
<td>151+</td>
<td>ENG 111</td>
</tr>
</tbody>
</table>

*Continuously enrolled is defined as not missing more than three consecutive semesters of enrollment in classes. After being out of classes three consecutive semesters, students must reapply to the college and retest if scores are older than five years.*
To place a student in DRE courses, add the ACCUPLACER reading and sentence skills scores; use this scale for placement:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-71</td>
<td>Take the NCDAP – Reading/English</td>
</tr>
<tr>
<td>72-91</td>
<td>DRE 096</td>
</tr>
<tr>
<td>92-128</td>
<td>DRE 097</td>
</tr>
<tr>
<td>129-165</td>
<td>DRE 098</td>
</tr>
</tbody>
</table>

**Sentence Skills Score:** _____  **Reading Skills Score:** _____

86+ ENG 111, if Reading Score is 80+  80+ ENG 111, if Writing Score is 86+

**ACCUPLACER Advanced Math Placement**

Students who place out of all DMAs have the option to take the College Level Math exam to achieve placement in advanced math courses.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 60</td>
<td>Begin with MAT 171</td>
</tr>
<tr>
<td>60-89</td>
<td>Begin with MAT 172 or 263</td>
</tr>
<tr>
<td>90+</td>
<td>Begin with MAT 271</td>
</tr>
</tbody>
</table>

**College Math Score:** _____

**COMPASS**  
**Date taken:** ____________________

To place a student in DRE courses, add the COMPASS reading and writing scores; use this scale for placement:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-63</td>
<td>Take the NCDAP – Reading/English</td>
</tr>
<tr>
<td>64-84</td>
<td>DRE 096</td>
</tr>
<tr>
<td>85-111</td>
<td>DRE 097</td>
</tr>
<tr>
<td>112-150</td>
<td>DRE 098</td>
</tr>
</tbody>
</table>

**Writing Skills Score:** _____  **Reading Skills Score:** _____

70+ ENG 111, if Reading Score is 81+  81+ ENG 111, if Writing Score is 70+

**ASSET**  
**Date taken:** ____________________

To place a student in DRE courses, add the ASSET reading and writing scores; use this scale for placement:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-51</td>
<td>Take the NCDAP – Reading/English</td>
</tr>
<tr>
<td>52-61</td>
<td>DRE 096</td>
</tr>
<tr>
<td>62-71</td>
<td>DRE 097</td>
</tr>
<tr>
<td>72-81</td>
<td>DRE 098</td>
</tr>
</tbody>
</table>

**Writing Skills Score:** _____  **Reading Skills Score:** _____

41+ ENG 111, if Reading Score is 41+  41+ ENG 111, if Writing Score is 41+

**ACT and SAT**  
**Date taken:** ____________________

Students who do not place into the prescribed levels on SAT and ACT will be required to take the placement test.
ACT Scores

English Score: _____  Reading Score: _____  Mathematics Score: _____

Score of 20 and higher on Reading and English, begin with ENG 111
Score of 20 and higher on Mathematics, begin with MAT 143* MAT 152*, MAT 171

SAT Scores

Writing Score: _____  Critical Rdg. Score: _____  Mathematics Score: _____

Score of 500 and higher on both Writing and Critical Reading, begin with ENG 111
See table below for SAT Mathematics placement:

<table>
<thead>
<tr>
<th>Minimum SAT Math Score</th>
<th>Minimum ACT Math Score</th>
<th>Mathematics Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>16</td>
<td>DMA 010, 040, 050, 060, or take NCDAP</td>
</tr>
<tr>
<td>450</td>
<td>18</td>
<td>DMA 060, MAT 110, MAT 121, MAT 143*, MAT 152*, or take NCDAP</td>
</tr>
<tr>
<td>500</td>
<td>20</td>
<td>MAT 171 or take College Level Math Placement Test</td>
</tr>
<tr>
<td>580**</td>
<td>27**</td>
<td>MAT 271</td>
</tr>
</tbody>
</table>

*Must meet DRE 098 requirement as well

**must also have a grade of C or higher in the North Carolina K-12 Standard Course of Study Pre-Calculus course or an equivalent course from another state

AP Calculus

If a student has had AP Calculus in high school, the student may use the following guidelines for math placement:

- The student may place into MAT 271 with a grade of C or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- The student may place into MAT 271 with a score of 2 or higher on the AP Calculus AB Exam.
- The student may place into MAT 272 (and be awarded credit for MAT 271) with a score of 3 or higher on the AP Calculus AB Exam.
- The student may place into MAT 273 (and be awarded credit for MAT 271 and MAT 272) with a score of 3 or higher on the AP Calculus BC Exam.

SAT Subject Tests
Additional Course Placement Information

Please connect with one of the following resources to ask any questions before advising a student (919-536-7200):

- Admissions and Enrollment Services office ext. 1415
- Vernon Bridges, Developmental Math Chair ext. 8077
- Testing Center ext. 1109
- Chris Mansfield, Mathematics Chair ext. 8026
- Robbi Muckenfuss, Developmental Reading/English Chair ext. 8084

COMPASS, NCDAP, ASSET, or ACCUPLACER scores from other schools can be used with Durham Tech's placement levels if taken within five years. It is the student's responsibility to request that other colleges send official copies of their placement test scores to Durham Tech's Testing Center.

Retesting

- Students may retest if their scores are over five years old.
- Within the five-year limit, students may take the NCDAP if they previously tested with one of the other instruments.
- Students may retest once on the NCDAP-Math if they earn a score of 6 on a module.
- Students may retest once on the NCDAP-Reading/English within a 12-month period; however, priority is given to first-time testers.
Appendix D – DRE Course Placement

To enroll in **DRE 096**, a student must meet one of these conditions:
- Did not pass ENG 070 or RED 070 (earned an IP, W, or F).
- Earned a **combined score** on the COMPASS Writing and Reading Skills tests of 64-84*.
- Earned a **combined score** on the ACCUPLACER Writing and Reading Skills tests of 72-91*.

* Advise students to enroll in **ENG 070** if they place **below** DRE 096 and score 0-14 on WS COMPASS. Advise students to enroll in **RED 070** if they place **below** DRE 096 and score 34-52 on RS COMPASS. Refer students who place below the floor (0-33) on RS COMPASS to Robbi Muckenfuss for advice. In the future, students placing below DRE096 will be referred to a basic skills program. More details coming Spring 2014.

To enroll in **DRE 097**, a student must meet one of these conditions:
- Did not pass ENG 080 or RED 080 (earned an IP, W, or F).
- Passed ENG 070 and RED 070 (earned an A, B, or WP in both courses).
- Earned a **combined score** on the COMPASS Writing and Reading Skills tests of 85-111.
- Earned a **combined score** on the ACCUPLACER Writing and Reading Skills tests of 92-128.

To enroll in **DRE 098**, a student must meet one of these conditions:
- Did not pass ENG 090/090A or RED 090 (earned an IP, W, or F).
- Passed ENG 080 and RED 080 (earned an A, B, or WP in both courses).
- Earned a **combined score** on the COMPASS Writing and Reading Skills test of 112-150.
- Earned a **combined score** on the ACCUPLACER Writing and Reading Skills test of 129-165.
- Earned a **combined score** on the COMPASS Writing and Reading Skills test of 151 or higher but did not test out of **both** English and Reading.
- Earned a **combined score** on the ACCUPLACER Writing and Reading Skills test of 166 or higher but did not test out of **both** English and Reading.

To enroll in **ENG 111**, a student must meet one of these conditions:
- Pass both ENG 090/090A and RED 090.
- Pass DRE 098 (earn an A, B, or WP).
- Test out of **both** ENG 090 and RED 090 on the placement test, independently.

**Additional notes:**

Students who do not meet the guidelines above should be referred to Robbi Muckenfuss, Wynn 1310E, or Gabrielle McCutchin, Wynn 1313I, for additional advising.
Appendix E – DMS Crosswalk
Developmental Math Shell (DMS) and Developmental Math Modules (DMA) Advising and Placement Guide – Fall 2013

<table>
<thead>
<tr>
<th>If a student needs:</th>
<th>And the student’s record shows that (s)he:</th>
<th>(S)He will need to take the following DMA modules within a shell course (DMS 001, 002, 003, or 004) to complete pre-requisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 060</td>
<td>Placed into MAT 050</td>
<td>- May take MAT 050 in summer; - Not eligible for DMA; - Refer to Basic Skills “Math Sense” course or to refer to the Testing Center to take the new math diagnostic test</td>
</tr>
<tr>
<td></td>
<td>*Has credit for MAT 050</td>
<td>DMA 010, 020, 030</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 060</td>
<td>DMA 010, 020, 030</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>No DMA needed if MAT 060 is the only pre-req for the program (e.g., Machining and some certificates)</td>
</tr>
<tr>
<td>MAT 070</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050</td>
</tr>
<tr>
<td></td>
<td>*Has credit for MAT 060</td>
<td>DMA 040, 050</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>DMA 010, 040, 050</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 080</td>
<td>No DMA needed; may take 115, 121, or 140</td>
</tr>
<tr>
<td>MAT 080</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050, 060, 070, 080</td>
</tr>
<tr>
<td></td>
<td>*Has credit for MAT 060</td>
<td>DMA 040, 050, 060, 070, 080</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>DMA 010, 040, 050, 060, 070, 080</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 080</td>
<td>DMA 060, 070, 080</td>
</tr>
<tr>
<td></td>
<td>Placed at college level</td>
<td>No DMA needed; may take 151, 161, or 171</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050</td>
</tr>
<tr>
<td>(MAT 070;</td>
<td>*Has credit for MAT 060</td>
<td>DMA 040, 050</td>
</tr>
<tr>
<td>DMA 010-050</td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>DMA 010, 040, 050</td>
</tr>
<tr>
<td>pre-req)</td>
<td>*Has credit for MAT 070</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 080</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed at college level</td>
<td>No DMA needed</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050</td>
</tr>
<tr>
<td>and</td>
<td>*Has credit for MAT 060</td>
<td>DMA 040, 050</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050</td>
</tr>
<tr>
<td>(MAT 070;</td>
<td>*Has credit for MAT 060</td>
<td>DMA 040, 050</td>
</tr>
<tr>
<td>DMA 010-050</td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>DMA 010, 040, 050</td>
</tr>
<tr>
<td>pre-req)</td>
<td>*Has credit for MAT 070</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 080</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed at college level</td>
<td>No DMA needed</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040</td>
</tr>
<tr>
<td>(MAT 070;</td>
<td>*Has credit for MAT 060</td>
<td>DMA 040</td>
</tr>
<tr>
<td>DMA 010-040</td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>DMA 010, 040</td>
</tr>
<tr>
<td>pre-req)</td>
<td>*Has credit for MAT 070</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 080</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed at college level</td>
<td>No DMA needed</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050, 060, 070, 080</td>
</tr>
<tr>
<td>and</td>
<td>*Has credit for MAT 060</td>
<td>DMA 040, 050, 060, 070, 080</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Placed into MAT 060</td>
<td>DMA 010, 020, 030, 040, 050, 060, 070, 080</td>
</tr>
<tr>
<td>(MAT 080;</td>
<td>*Has credit for MAT 070</td>
<td>DMA 060, 070, 080</td>
</tr>
<tr>
<td>DMA 010-080</td>
<td>Placed into, did not pass, or withdrew from MAT 070</td>
<td>DMA 060, 070, 080</td>
</tr>
<tr>
<td>pre-req)</td>
<td>*Has credit for MAT 070</td>
<td>No DMA needed</td>
</tr>
<tr>
<td></td>
<td>Placed into, did not pass, or withdrew from MAT 080</td>
<td>DMA 060, 070, 080</td>
</tr>
<tr>
<td></td>
<td>Placed at college level</td>
<td>No DMA needed</td>
</tr>
</tbody>
</table>

*“Has credit for . . .” also applies to a student who is currently enrolled in the course and expects to complete it successfully.
Appendix F – Foreign Language Placement Test

Has the student met the prerequisite courses?

Yes. - Ask what kind of background (study, use at home, native speaker)

“I studied it in high school or college.”

“ I speak [Language]. “

You can discuss the level of background in the language. However, all students claiming to speak the language should be referred for placement testing. Do not place them into 111.

No. - Student should begin with 111/181.

Do you have any background in the language?

ENGLISH SPEAKING STUDENTS who have studied the language

2 years or less in high school. - Begin with 111/181*.

3+ years in high school, within the past 3 years, with a grade of C or above. - Begin with 112/182*. Note: If the student does not feel comfortable beginning at 112/182 based on self-assessment, s/he can begin with 111/181. Students with many years and/or honors courses should be referred for placement testing.

Have transferable credit from another college/university within the past 3 years. - Begin with the next level. If the credit is more than 3 years old, s/he should consider retaking the course or take a placement test.

Have AP credit within the past 3 years. - See AP test credit list and begin with the next level. If the credit is more than 3 years old, s/he should consider retaking the course or take a placement test.

HERITAGE SPEAKERS: students who may have been raised speaking the language in the home but who have not completed formal education in it. May have been born abroad but have lived and attended school in the US.

See FL department for placement testing. These students are often placed into 211, but testing is required for documentation purposes. 111 is not an appropriate course.

NATIVE SPEAKERS: students who were born abroad and educated in the language abroad.

See FL department for placement testing, if s/he wants to study the native language. Native speakers cannot get credit for 100-level language courses in their mother tongue. True native speakers will most likely place beyond 211, but testing is required for documentation purposes.

Include in PERC notes specific details regarding every student’s placement. For those referred to placement testing, please note that as well.

*Any student with some previous language study who questions his/her placement based on these guidelines should be directed to the FL department.

Discipline Chair: Shannon Hahn, Phillips 313-D, 536-7223 ext. 8019, hahns@durhamtech.edu

Rev. 10/10
Appendix G – Request for Online Advising Instructions and Form

Who is eligible to request online advising?
As a continuing program student, all of the following criteria must be met for you to be eligible for online advising. You must:

- Be admitted to a program as of last semester.
- Have an assigned academic advisor.
- Have enrolled in courses at least once during the previous three semesters.
- Have completed at least 17 hours of college coursework.

Directions for Submitting the Request for Online Advising
Complete the request form at https://goo.gl/WIuzYn

Questions?
If you have any questions or do not meet the requirements for online advising, please contact the Admission and Enrollment Services office, located in the Wynn 1200 on Durham Tech’s Main Campus or call 919-536-7205.