

Session Track Key & Descriptions

Track	Track Name	Track Description
AA	Advising Administration	Legal and ethical concerns, supervision, support of advising practices, programs, and advising personnel.
AE	Assessment and Evaluation	Assessment and evaluation of advising practices, programs and advising personnel.
AMS	Academic Major Specific	Academic Major Specific: Advising tools and best practices specific to a particular major or career cluster.
ASP	Advising Special Populations	Advising tools and best practices specific to different student identities such as, but not limited to: high school to college transition, transfer related concerns, student-athletes, veterans, first-generation, adult learners, students with disabilities,
CA	Career Advising	Career planning methodology and practices, assisting the undecided and exploratory students.
DIS	Diversity, Inclusion, and Social Justice	Diversity within the advising field including multicultural concerns, LGBTQA, issues of equity and special populations. Also addresses the specific advising concerns specific to large and small universities, and two-year colleges.
FPA	Faculty and Peer Advising/Mentoring	Practices specific to faculty advisors, peer advisors, and peer mentors.
HW	Health and Well-being	Holistic health management for staff and students including stress, burnout, mental health, and balance as it relates to educational success and positive work environment.
IGA	International/Global Advising	Addresses advising concerns specific to international college and university and global engagement in the advising field.
PRS	Student Persistence, Retention, and Academic Skills	Probation, dismissal, suspension, reinstatement, and other issues relative to retention and persistence. Enhancement of student success through the enhancement of study skill, time management, motivation, note taking, test taking, and similar tools.
PS	Prospective Students and the First-Year Experience	Recruiting, pre-admissions, admissions, and first-year experience methodology, and approaches.
SD	Student Development, Theory, and Research	Foundations of Advising: Exploration of the theories, history, scholarship, and research that make up the foundation of academic advising. Included are advising definitions, models, delivery modes, approaches, and ethical issues.
TD	Training and Development	Theory, best practice and assessment of advising training and development at every level of advising and advising administration.
TSM	Technology and Social Media	Use of technology and social media to enhance advising practices and the students served in the educational setting.

Academic Advising Core Competencies Key

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the conceptual, informational, and relational.

Conceptual Component (concepts advisors must understand):

- C1** — The history and role of academic advising in higher education.
- C2** — NACADA's Core Values of Academic Advising.
- C3** — Theory relevant to academic advising.
- C4** — Academic advising approaches and strategies.
- C5** — Expected outcomes of academic advising.
- C6** — How equitable and inclusive environments are created and maintained.

Informational Component (knowledge advisors must master):

- I1** — Institution specific history, mission, vision, values, and culture.
- I2** — Curriculum, degree programs, and other academic requirements and options.
- I3** — Institution specific policies, procedures, rules, and regulations.
- I4** — Legal guidelines of advising practice, including privacy regulations and confidentiality.

- I5** — The characteristics, needs, and experiences of major and emerging student populations.
- I6** — Campus and community resources that support student success.
- I7** — Information technology applicable to relevant advising roles.

Relational Component (skills advisors must demonstrate):

- R1** — Articulate a personal philosophy of academic advising.
- R2** — Create rapport and build academic advising relationships.
- R3** — Communicate in an inclusive and respectful manner.
- R4** — Plan and conduct successful advising interactions.
- R5** — Promote student understanding of the logic and purpose of the curriculum.
- R6** — Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
- R7** — Engage in on-going assessment and development of the advising practice.