Florida A&M University  
College of Education  

Policy on Academic Advisement  

The need for high quality academic advising is acknowledged by students, faculty, staff, and administrators alike to be a key component to student success and progress to degree. The mission of academic advising in the College of Education is to facilitate student success, development, retention and graduation by supporting the design and implementation of personal, educational and career plans.  

I. Philosophy  
Academic advising is inextricably linked with student learning. In partnership, classroom instruction and academic advising assist students in weaving together the strands of personal and intellectual learning which are the hallmarks of postsecondary education. Through skillful academic advising, students are guided toward the timely completion of their studies, as well as the identification and fulfillment of their academic and career goals.  

II. Goals of Academic Advisement  

Academic advisement goals are essential for academic success and include the following:  

1. to identify activities that support retention, progression, and graduation;  
2. to increase advisor involvement with students;  
3. to aid in the prediction of past and present enrollment trends;  
4. to create happier students;  
5. to help students acquire or maintain mentally and physically healthy condition with referral to the FAMU Counseling Center which provides several free sessions;  
6. to create and foster a climate of caring; and,  
7. to build a culture of student retention.  

III. Advisement Program Objectives  

The components of the academic advisement system work together to achieve objectives that include, but are not limited to:  

1. helping students develop an educational plan and choose an appropriate course of studies to meet their academic and life objectives;  
2. ensuring that students are aware of opportunities and resources that can assist in achieving their educational goals;
3. assisting students in interpreting university policies and procedures, and applying general rules to their specific cases;
4. facilitating resolution of academic problems, conflicts and concerns, as appropriate
5. referring students as necessary to other resource units; and,
6. collecting and disseminating information on student needs, wants, perceptions, and trends in order to enhance institutional effectiveness and adaptability.

IV. Advisee’s Roles

The advisee’s roles in the academic advising process are to:

1. acquire the information needed to assume final responsibility for course scheduling, program planning, and completing successfully of all graduation requirements;
2. seek the academic objectives, personal development, and career information needed to develop and meet educational and personal goals;
3. become knowledgeable about the relevant policies, procedures, and rules of the university, college, and academic program;
4. be prepared with accurate information and relevant materials when contacting the advisor;
5. consult with the advisor at least twice per semester to decide on courses, review the accuracy of the audit, check progress towards graduation, share problems and needs, and discuss the suitability of other educational opportunities provided by the university; and,
6. take personal responsibility for his or her actions and behavior.

V. The Center for Academic Success

The Center for Academic Success in the College of Education (CAS) is an “essential service and support area” for students. The major goal is to assist in the preparation of undergraduate teacher education majors’ entry into the teaching profession. Academic advisement serves as the nucleus of the activities for (CAS) and has been characterized as an exchange of information among faculty, advisors, and students. This process enables students to acquire information about the institution and plan educational programs consistent with identified goals, interests, and abilities.

Specifically, academic advisement is a process which includes the collection, interpretation, and delivery of academic information regarding both university goals and capabilities and the students’ goals and potential. The focus is on students’ progress in gaining admission into their professional teacher education programs, internship placement, fulfilling graduation requirements, teacher certification, and insuring that teacher education graduates are prepared to meet the challenges confronting today’s educators.

All students admitted to the University who indicated an interest in education as a major are sent letters welcoming them to the College of Education and encouraging them to contact the Center for Academic Success upon their arrival. Upon initial contact, an
advisor is assigned to the student who meets with the student at least once each semester and reviews the student’s compliance to the criteria for admission into teacher education programs.

VI. Each Department is responsible for the following:

Preparing and implementing a written plan for advising students in their majors. The plan should include the following elements:

1. A clear delineation of who in the department is responsible for academic advising to include a list of advisees for each faculty.
2. Identification of mechanisms which ensure the accessibility of advising (e.g., faculty office hours which accommodate a variety of student schedules; periodic department orientation sessions, peer advising program, and written advising materials).
3. Materials which will be used in the advising process, (e.g., an orientation to the major brochure, handbook, and graduation progress checklist).
4. An information program for the major/minor (e.g., advising day, major/minor overviews; and new majors/orientation meeting);

**Special note:** Each department within the College of Education may require additional criteria, information or procedures, as indicated in their respective Student Handbooks, and other printed materials relating to academic advisement.

VII. Essential Points for Advising

Academic advising does not take place in a vacuum; rather, it occurs within a framework of a student's academic progress. Ideally, students should seek and obtain academic advising on a regular basis and throughout their academic careers. Minimally, advising revolves around the following five key pivotal points:

1. when the student enters the university, either as a first-year or transfer student;
2. when the student enters the major, minor, or program;
3. if and when the student experiences academic difficulty, including probation and possibility of disqualification;
4. when the student moves into upper division standing and closer to graduation, and;
5. as the student prepares to graduate and continue or move beyond his or her studies at Florida A&M University.

It is within the scope of these five essential points that the College of Education Policy on Advising is grounded.