

POLICY ON UNDERGRADUATE STUDENT ACADEMIC ADVISING

I. Policy Statement

Academic advising ~~complements~~ is a collaborative and holistic process in which an advisors and advisees develop goals that are compatible with the student's academic instruction and is thus a faculty responsibility success, career aspirations, and lifelong learning. The advising relationship fosters both academic and personal development, referring advisees to other resources as needed. Students must share joint responsibility with professional and faculty advisors in collaboration with Academic Affairs and Student Affairs.

The California State University System recognizes ~~this responsibility~~ the importance of faculty involvement in academic advising by allocating 3 WTU for indirect instructional activity, which includes student advising, as part of the total 15 WTU faculty instructional workload of 15 WTU.

~~Further, for an academic advising program to meet students' educational needs effectively, students and the administration must share joint responsibility with faculty although faculty are considered to be the key element. The above statements, however, are not intended to reduce students' basic responsibility for initiating academic advising contacts with faculty~~ their academic advisor(s), and for knowing understanding and completing all degree requirements.

The primary purposes of ~~a n~~ an academic advising ~~are~~ program are to help ~~assist~~ students to ~~select appropriate~~ in the development of meaningful academic courses ~~plans and career goals and serve as a resource in locating programs, to establish effective mentor relationships, to use support and services effectively, and to plan for the future. Therefore, an effective~~ to achieve academic ~~success. Academic~~ advising programs will:

- 1) Assist students in designing an academic program for timely fulfillment of their degree goals, including selection of appropriate courses singly and in sequence;
- 2) Provide ~~faculty~~ advisors with adequate training, ~~and materials,~~ and support with which to advise students appropriately;
- 3) Assist students and ~~faculty~~ advisors in learning how to use the catalog and schedule of courses effectively in the advising process;
- 4) ~~Provide students with timely and accurate~~ Direct students toward information regarding uUniversity academic policies and procedures;
- 5) Assist students to select educational and professional career objectives commensurate with their interests and abilities. This may include the options and availability of relevant graduate degrees;
- 6) Inform students of the wide variety of student support services and ~~extra-curricular educational~~ opportunities that may help them reach their personal, academic, and career goals;
- 7) Assist students to explore and understand possible short- and long-range

implications and consequences of their choices.

II. The Advisement Program

- A. Each school, department or program will prepare and implement a written plan for advising students in their majors, double major, minor, or certificate. The plan should include the following elements:
- 1) How ~~faculty advisors will be~~ are selected, -assigned and trained to provide academic advising;
 - 2) How students will be notified of the advising policy and procedures;
 - 3) What materials will be used in the advising process;
 - 4) What students should do in case an advisor is not available;
 - 5) How students will be introduced to the major, double major, minor, or certificate;
 - 6) What is expected of students to help make the plan work; and
 - 7) How advising will be evaluated.
- B. The Division of Student Affairs will continue to provide orientation programs to inform new students of registration procedures and degree requirements, and direct them to academic departments/programs for initial advising on major requirements.
- C. The Office of the Vice President for Academic Affairs and college/school deans will provide the following services to ensure that ~~faculty~~ advisors are appropriately equipped to advise students:
- 1) On-going, in-service workshops for ~~faculty~~ academic advisors;
 - 2) Annual in-service ~~workshops~~ for school/department chairs on academic policies and procedures including recent changes and additions;
 - 3) A comprehensive orientation for newly appointed faculty ~~which would~~ that includes an overview of uUniversity academic policies, practices and student support services.

III. Statements of Responsibility

A. Student Responsibilities

Students should:

- 1) Attend a new student orientation program^z or ~~Advising Day~~ provided by Dog Days: New Student Orientation the Office of Advising and Orientation prior to their first semester of attendance;
- 2) ~~Purchase a~~ Review the catalog once upon entering admission to understand the University and a degree and general education requirements. Access the schedule of courses ~~every~~ each semester; ~~** to determine course availability.*~~
- 3) Meet at least once each semester with their ~~departmental academic advisers,~~ department, college, or school advisers beginning with the first semester. Undeclared majors should contact the Office of University Advising and Orientation Center for academic advising assistance until they declare a major. ***

~~*International students and students in the Educational Opportunity Program have their own required orientation programs.~~

~~**Transfer students should be aware that the catalog governing their graduation degree requirements may not be the current catalog.~~

~~***International students and students in the Educational Opportunity Program are also required to maintain regular contact with their respective advisers.~~

- 4) ~~Maintain their own personal academic advising folders and take them to every advising appointment. Documents placed in this folder should include prior college/university transcripts, semester grade reports, add/drop form receipts, official registration confirmation cards, transfer/90-unit evaluation sheet; and~~ Recognize the relevant mandatory advising requirements and schedule appointments with their advisors to clear holds in advance of registration for the upcoming semester.
- 5) Monitor their progress toward graduation by reviewing their academic record with their advisors each semester. This would include a review of transcripts, degree reports, and any petitions and transfer evaluation sheets (if applicable)
- 5)6) Realize that, ultimately, knowing and completing all degree requirements are is their responsibility.

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**International students and students in the Educational Opportunity Program are also required to maintain regular contact with their respective advisers.

B. ~~Faculty~~ Advisor Responsibilities

~~Faculty~~ Advisors are the key element in providing academic advising to students. Therefore, they are expected to participate in periodic in-service training sessions to improve their advising skills and to remain current on policies, procedures and degree requirements including general education. Further, they are expected to maintain regular and reasonable ~~office~~ advising hours ~~during which they will be available to meet~~ for the purposes of meeting with individual advisees.

C. Departmental/Program- Responsibilities

Academic departments/programs should ~~routinely provide majors~~ ensure that all students are provided with a description of their advising program. In addition, they are encouraged to regularly update the degree roadmap for all majors in the department and conduct ~~their own~~ an introduction/orientation to the major on a regular basis.

D. College/School Responsibilities

Each college/school should facilitate advising services based on the needs of the individual college/school. Services may include, but are not limited to, general education advising, petitions, and major selection.

~~D.~~ E. Administrative Responsibilities

The Office of the Vice President for Academic Affairs and college/school deans should ensure that academic advising of students is fully recognized, duly supported and periodically evaluated. In addition, the Division of Student Affairs should provide the following services in support of the advising process: ~~Office of~~ University Advising and Orientation Center, Student Counseling Center and Psychological Services, Career Planning and Placement Development Center, International Student Services and Programs, and the Educational Opportunity Program.

Approved by the Academic Senate
Approved by the President

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