

## **The Academic Advising Plan East Georgia State College**

Approved by the Faculty Senate: September 8, 2017  
Approved by the President September 15, 2017

EGSC carries out the job of academic advising as a team, with each member of that team having a clear understanding of his or her role in advising students. The team members include students, who have a responsibility to define their academic goals; professional academic advisement staff, whose training and expertise will guide students through the variety of programs that are available to them; full-time faculty, whose experience in their disciplines is an invaluable resource to students; and Faculty Advising Champions, who will assist faculty in their advising duties. Each member of the team will work in harmony with others in order to assist students as they select from the courses and programs of study offered at EGSC.

In accordance with revised BOR policy (see Appendix A), EGSC adopts the following framework for academic advising on all campuses:

**1. EGSC academic advisement staff will advise learning support students in addition to developing graduation plans and guided academic pathways (GAPs).**

Students with learning support requirements are at a higher risk of failing to complete college, so they need additional assistance with advisement; therefore, students with learning support requirements will be advised by professional advisors.

**2. Dual Enrollment students will be advised by the Dual Enrollment Coordinator along with professional advisors in ACE.**

**3. Student athletes will be advised primarily by the Director of Athletic Advising, who will be assisted in this task by volunteer faculty from each school.**

Please refer to the Academic Advisement Plan for Athletes policy for details.

**4. Faculty Advisors will advise students without learning support requirements.**

Students should be strongly encouraged to choose a major during their first thirty credit hours and will be assigned to faculty advisors during their first term of attendance at EGSC. Students who declare a major supported by EGSC should request a transfer to a faculty advisor for that program. Students who do not declare a major supported by EGSC will be advised as General Studies majors. Students in the General Studies program who know what their major will be at another institution should be advised by a faculty member whose subject area most closely relates to the student's intended major.

**5. Advisor Holds will remain on for all students regardless of credit hours earned.**

All students are required to meet with an academic advisor prior to registering for classes. The benefits of this requirement are twofold: first, it will reduce the number of mistakes that result from student "self-advising"; and second, the college can use advisor holds to ensure that students comply with new federal student aid regulations that prevent federal aid from being used for courses that do not correspond to a student's degree program.

**6. Each academic year, should the need arise, EGSC will offer updated training for academic advisors.**

Section 2.7 of the USG Academic and Student Affairs Handbook, requires that each institution "... establish training sessions associated with academic advising such that advisors are aware of the rules and regulations associated with the core curriculum, academic transfer, student status, and grading policies."

Training sessions will be performed by those who can give the most up-to-date information regarding academic advising practices, implementation of USG academic advising initiatives (e.g. mathematics pathways), changes to advisement policies and procedures, and revisions to advising documents (e.g. GAPs). These updates will ensure that advisors provide students with accurate and helpful information.

Additional training sessions for special groups of students (such as Correll Scholars and student-athletes) will be scheduled as needed.

**7. Students will be assigned to full-time faculty advisors in a manner that ensures parity of distribution.**

It is important that no faculty member is overloaded with advisees while others have too few, so the Deans from each School will ensure parity in the distribution of advisees among faculty members.

**8. Faculty advisors have full discretion in the use of their weekly office hours for their advising duties.**

**9. Faculty Advising Champions, who will be assigned to individual majors or groups of related majors, will assist full-time faculty in advising and will advise students in their first fifteen hours.**

The job of Advising Champions will be to help their fellow faculty members with advising students in specific majors or groups of related majors. Faculty Advising Champions will receive training in EGSC's new degree programs so that they can answer questions that might arise as faculty advise students. In addition, Champions will hold some of their advising hours in the ACE and will advise students during their first fifteen hours.

Advising Champion positions will be filled on a volunteer basis. The VPAA will determine the number of positions needed, as well as the compensation that Advising Champions will receive.

**10. Refer to Advisement Handbook for more details.**

## **Appendix 1: Guiding Statements for Academic Advisement**

### **Board of Regents Policies on Academic Advising**

**Section 3.9 of the Regents' Policy Manual:** "Each institution shall have a framework for academic advising that supports students in the effective use of resources to identify and maintain a path toward educational, professional, and personal goals.

**Section 2.7 of the Academic and Student Affairs Handbook:** "Each institution shall follow these general guidelines in establishing their academic advising program:

- Each institution shall establish academic advising procedures within the academic units that comprise the college or university.
- These academic advising procedures shall have baseline minimal uniformity in application and simultaneously be tailored to the specific needs of individual students.
- Each institution shall establish training sessions associated with academic advising such that advisors are aware of the rules and regulations associated with the core curriculum, academic transfer, student status, and grading policies.
- Institutions that have advising units outside of academic units will be responsible for keeping abreast of changes in academic curricula and requirements as stipulated by the institution and individual academic units.
- Student appeals concerning academic advising will follow the institutional appeals process."

### **Faculty Handbook of East Georgia State College p. 11**

#### **Academic Policies, Procedures, and Resources – Advisement and Placement Program:**

"Advisors are assigned to each student to provide help and guidance in planning a college career; however, it is the responsibility of the student to know and to fulfill the graduation requirements of his/her major. The Academic Advising Centers in the Academic Centers for Excellence, provide academic assistance and advising to students."

### **Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)**

**Section 3.4.9:** The institution provides appropriate academic support services. (Academic support services)

Rationale and Notes Academic support services pertain to students at all levels as well as to faculty. The services are consistent with the institution's mission, enhance the educational experience, and contribute to the achievement of teaching and learning outcomes. Student and faculty success is affected by the learning environment. An institution provides appropriate academic support services to strengthen academic programs and ensure the success of students and faculty in meeting the goals of the educational programs. Academic support services may include, but are not limited to, academic teaching and resource centers, tutoring, academic advising, counseling, disability services, resource centers, laboratories, and information technology.

### **Council for Advancement (CAS) in Standards in Higher Education**

**From the CAS:** "Academic advising personnel may be full-time or part-time professionals for whom advising is a primary or secondary function; they also may be faculty members whose responsibilities include advising. Paraprofessionals (e.g., graduate students, interns, or assistants) and peer advisors may assist advisors."

### **National Academic Advising Association (NACADA)**

**From NACADA:** "The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions. NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic

advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society...The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another.”