Advisor: __________
Location: __________
Phone: __________
E-Mail: __________

Advising Criterion

Days Available: __________________________________________
Meeting Types: Scheduled and Walk-in Appointments
Length of Meetings: 30 minutes (or adaptable to situation)
Schedule Appointment: contacting __________________________

In my absence, _______________ at (email ____________) can direct you to another advisor.

Methods of Communication: Advising information is generally communicated during individual appointments. It may also be disseminated through email, telephone and written communications. Because email is an official form of Institute communication, advisors use the RIT email address as the primary means of contacting students. Please check your email daily. For more information on email, please see the Information Technology Services (ITS) website at https://www.rit.edu/its/services/email/general

Academic Advising Definition and Philosophy

Academic advising engages students beyond their own world-views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising). (NACADA 2006)

Academic advising provides you the opportunity to build a relationship with your academic advisor for the purpose of gaining assistance in planning your educational career, in learning the skills needed for academic success, and in learning how to access the resources and services available to you on the RIT campus.

Academic advising is a collaborative educational process whereby you and your advisor are partners in meeting essential learning outcomes, promoting your academic success, and outlining the steps for achievement of your personal, academic, and career goals. This advisor/student partnership requires proactive participation and involvement by you and your advisor. Both you and your advisor have clear responsibilities for ensuring that this partnership is successful.

Confidentiality

Family Educational Rights and Privacy Act (FERPA): FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to the release of and access to student educational records. Specific information regarding FERPA can be found at: http://www.rit.edu/fa/grms/compliance/statutes/Family_Educational_Rights.html

As a student at RIT, your education records are confidential, and details about your records will not be released to your parents and other third parties without your permission. The FERPA permission form can be found at: http://www.rit.edu/fa/legalaffairs/sites/rit.edu.fa.legalaffairs/files/docs/ferpaconsentform.pdf

-RIT Policy D15.0 II. - Confidentiality: RIT will not initiate the release of any information or records to parents and expects students to keep their parents informed to whatever degree the individual students and parents deem appropriate

Email: Due to security issues related to email, your academic advisor may not be able to respond to certain questions via email, if doing so may inadvertently release confidential information. If you have questions related to your personal academic status or records, schedule an appointment to meet with your academic advisor in person.
Advisor Responsibilities – What You Can Expect of Me

You can expect me as your advisor to:

- Treat you with respect and as an adult.
- Understand and effectively communicate the curriculum, requirements and academic policies and procedures. If I do not know the answer to a question, I will find the answer or the resource that will answer your question and reply in a timely manner.
  
  NOTE: Timely manner is defined as within 24 hours, however during peak times it is defined as within 48 hours. Please plan accordingly.
- To take a coordinated approach to help you utilize campus resources and develop an action plan, if you receive an academic alert(s).
- Encourage and guide you to define and develop clear and realistic educational goals.
- Provide you with information and strategies for using campus resources and services. Encourage and guide you in gaining the skills to access the resources and services that are available to you.
- Monitor and accurately document your progress toward meeting your educational goals.
- Be accessible for meetings during office hours, by appointment, telephone, or email. Planned appointments need to be made through Starfish online calendaring: https://wiki.rit.edu/display/earlyalert/Student+e.+Make+An+Appointment
- Listen to your concerns and respect your individual values and choices
- Assist you in gaining decision-making skills and in assuming responsibility for your educational plans, decisions, and achievements.
- Maintain confidentiality.
- Assist you in working with, and developing relationships with faculty and instructors.

Advisee Responsibilities - What You Are Expected To Do

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular appointments or make regular contacts with me during each semester. Planned appointments need to be made through Starfish online calendaring: https://wiki.rit.edu/display/earlyalert/Student+e.+Make+An+Appointment
- Come prepared to each appointment or walk-in with questions or material for discussion.

Please refer to following RIT Policies:
- RIT Policy D09.0 V: Students have the responsibility for communicating and meeting with their advisor(s), discussing anticipated or desired changes to their plan of study and consequences, and reviewing their academic plan and degree audit for accuracy.
- To keep your advisor informed about changes in your academic progress, course selection, and academic/career goals.
- Be an active learner by participating fully in the advising experience.
- Take a proactive approach by meeting with your course faculty and academic advisor in a timely fashion, if you receive an academic alert(s).
- To inform your academic advisor, faculty or the Dean's Office immediately whenever a serious problem (medical, financial, personal) disrupts your ability to attend classes or interferes with your ability to focus on your education and to perform your best work.
- To understand academic performance standards and consequences: academic probation, academic suspension, and aware of policy GPA requirements.
- To be familiar with the requirements of the major(s) you are pursuing, and to schedule courses each semester in accordance with those requirements.
- To participate fully in the courses that you are registered in by completing assignments on time, attending class and meeting with your faculty in times of difficulty.
- To be aware of the prerequisites for each course that you include in your semester schedule and to discuss with your advisor how prerequisites will affect the sequencing of your courses.
- Ask questions if you do not understand an issue or have a specific concern.
- Be open and willing to consider advice from faculty and advisors.
- Keep a personal record of your progress toward meeting your goals.
- Organize official documents in a way that enables you to access them when needed.
- Become knowledgeable about college programs, degree requirements, policies, and procedures.
- Complete all assignments or recommendations from me.
• Gather all relevant information before making decisions.
• Clarify personal values and goals and provide me with accurate information regarding your interests and abilities.
• Accept responsibility for your decisions and your actions (or inactions) that affect your educational progress and goals.
• To take the initiative to contact your advisor. Be mindful of the need to work with advisors during posted office hours or take the initiative to make other arrangements when necessary.
• To prepare a list of questions or concerns before each meeting with your advisor. Have a tentative written schedule prepared if you are registering.
• To seek sources of information which will assist you in making academic/career decisions.
• To follow college procedures for registering courses and for making adjustments to your class schedule.
• To observe academic deadlines. Know when to register and when to drop or add classes. Set up appointments with your advisor well in advance of these deadlines.
• To obtain, complete and process all necessary forms and signatures required for registration, course changes, or related affairs within specified deadlines.
• To keep a personal record of your progress towards your degree. Organize official university documents / web links (Undergraduate Bulletin, Schedule of Classes, Program Planner, etc.) in a way that enables you to access them when needed.
• To update any address or phone number changes online, and to read your college mail, including e-mail.
• Be actively responsible for your academic career.

Expected Student Learning Outcomes for the Academic Advising Experience
• Through the academic advising experiences at Rochester Institute of Technology, you will demonstrate the ability to make effective decisions concerning your degree and career goals.
• You will develop an educational plan for successfully achieving your goals and select courses each term to progress toward fulfilling those goals.
• You will be able to accurately read and effectively utilize the Student Information System.
• You will utilize the resources and services on campus to assist you in achieving your academic, personal and career goals.
• You will make use of referrals to campus resources as needed.
• You will be able to utilize all tools to effectively project degree certification accurately: using the AAR (Academic Advising Report) found on SIS as a guide, and as important, ongoing conversations with your advisor.
• You will graduate in a timely manner based on your educational plans. Federal regulations require financial aid recipients to maintain minimum standards of satisfactory academic progress (SAP) for continued aid. http://www.rit.edu/emcs/financialaid/ugrad_progress.html

Demonstrating Your Achievement of Learning Outcomes
In order to accurately measure and document that you have achieved the learning outcomes of your advising, you and I will develop an on-going file of your advising work.

Assistance with Issues Involving Disabilities
Rochester Institute of Technology is dedicated to providing equal opportunity and access for every student. It is important that if you feel you need accommodations for a learning or physical disability that you contact:
Susan Ackerman: smacst@rit.edu Disability Services Director 585-475-6988 or Shelley Zoek: slzdso@rit.edu Academic Accommodations Coordinator 585-475-5538. In some cases, I may refer you to the Disability Services Office, the Academic Support Center, or I’m FIRST Student Support Services. These offices provide a broad range of support services in an effort to ensure that the needs of each student are met. Through active involvement with all areas of the University, these offices are able to monitor conditions relevant to students with disabilities and to provide help with decisions affecting their quality of life.

Assistance with Access Services (NTID)
Department of Access Services provides interpreting, notetaking, and real-time captioning services to the RIT community. Whether services have been planned or not, each student must request the services they desire on this site for each course they enroll: https://myaccess.rit.edu/2/

Adapted from “Sample Academic Advising Syllabus,” by Charlie Nutt, Kansas State University, NACADA 2005 and RIT’s KGCOE, GCCIS, and SCB Syllabus for Academic Advising.