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Article

ChatGPT as an Academic Advisor: Its Current State and Future Potential toward Student Empowerment

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Abstract: ChatGPT, a freely-accessible AI language model designed to generate human-like text responses to users, has been utilized in several areas, such as healthcare industry, to facilitate interactive dissemination of information. Academic advising has been an important factor in promoting success among university students, particularly those from disadvantaged backgrounds. Unfortunately, however, student advising has been marred with problems, with the availability and accessibility of advisors being among the hurdles. The current study explores how ChatGPT might serve to make academic advising more accessible, efficient, and even effective. Researchers compiled a list of questions frequently asked by current and prospective students in a teacher education Bachelor's degree program in the United States. Then, the questions were typed into the free version of ChatGPT and the answers generated were evaluated for their content and delivery. ChatGPT generated surprisingly high-quality answers, written in an authoritative yet supportive tone, and it was particularly adept at addressing general career-related questions comprehensively, such as career outlook. We argue that ChatGPT may complement, but not replace, human academic advisors and it may very well promote educational equity through empowering students from a wide range of backgrounds with the means to access effective advising.

Keywords: academic advising; advising; AI; artificial intelligence; ChatGPT; educational equity; higher education; student empowerment; student success

1. Introduction

The advent of artificial intelligence (AI) has transfigured the ways in which humans obtain information, solve problems, and interact with “others”—humans or machines, transcending conventional boundaries to promote seamless and dynamic exchanges of information. Amidst this revolutionary progress, ChatGPT (*ChatGPT*, n.d.) has emerged as a remarkable large language model. Developed by OpenAI, ChatGPT represents a leading-edge application of deep learning, leveraging the advanced GPT-3.5—or 4.0, currently depending on the version in use at the time—architecture to produce human-like conversational responses. Given its potential for teaching and learning, scholars and practitioners in the field of Education have been showing much interest—perhaps not favorably—in ChatGPT and its application in Education (Anders, 2023). This article examines the multifaceted world of ChatGPT, exploring its roles in student advising. By analyzing the potential impact and challenges of integrating ChatGPT into academic advising, this exploratory research endeavors to shed light on the profound implications of this language model, signaling great opportunities for a transformative shift in the landscape of student-centered support services.

The healthcare industry, including the mental health care community, has particularly been proactive about the idea of integrating AI technology, most notably ChatGPT, into its practice, and AI technology has been gaining much attention for its potential, among others, for: (a) diagnostic utilities; (b) improved efficacy and efficiency in therapy; and (c) providing patients and general public with advice and counseling (Xie et al., 2023). Results from the 2023 Tebra Survey (Shryock, 2023) shows, for example, that more than one in 10 healthcare professionals in the United States already utilize AI technology into their practice, with another 50% responding that they intend to adopt AI technology in the future. In addition, the same survey revealed that eight out of 10 Americans

surveyed believe AI will improve the quality of healthcare, increase healthcare access, and contribute to reduced cost of obtaining healthcare. Perhaps most notably (and, for some, even disturbingly), one in four Americans surveyed reported that they would be more likely to “talk to” AI than seek in-person consultation. This is particularly ironic because healthcare providers surveyed, in the same report, voiced their profound concern about the use of AI tools, such as ChatGPT, noting that it would deprive patients of the human interaction they need. In other words, while the providers consider human interaction to be an essential part of providing healthcare consultations—and it may very well be the case that in-person consultations are more effective than those provided through AI, it is an important consideration that the general public does not seem to value human interactions as much as healthcare providers perhaps believe.

Research has also emerged on the effectiveness of AI-based medical consultations in healthcare. Xie and colleagues (Xie et al., 2023), for instance, examined the efficacy of the advice provided by ChatGPT on rhinoplasty. In their study, they asked nine critical questions about rhinoplasty, as published by the American Society of Plastic Surgeons, on ChatGPT, and they evaluated the quality of the responses obtained. Overall, the researchers characterized the ChatGPT-provided advice to be easy to understand, coherent, and generally accurate—including information on the risks and outcomes, which, according to the authors, should promote realistic expectations for the procedure. At the same time, ChatGPT cannot provide individualized advice (e.g., how a specific patient’s nose might look after the procedure), which would signal that, on the present version of ChatGPT, human-provided counseling would still have a critical role. Similar efforts have been made in mental healthcare, as well, exploring the opportunities and challenges ChatGPT may bring to psychological counseling and other aspects of mental health (Meissner & Garza, 2023). The legal community also been actively probing into the appropriate and ethical integration of ChatGPT and other AI-powered tools, into teaching and practice of law (Ajevski et al., 2023). However, the legal community has been more cautious, and ChatGPT integration is far from being widely accepted in the legal field (Weiser & Schweber, 2023).

Now, how would these efforts on areas outside of the field of Education inform the realm of Education—as it pertains to academic advising, to be specific? ChatGPT has gained much attention in the world of higher education, but it has primarily revolved around two distinct areas of discussion: (a) the concerns of plagiarism (Anders, 2023; Gill et al., 2024); and (b) pedagogical methods to promote teaching and learning, particularly with writing (Barrot, 2023; Dashti et al., 2023). Academic advising has been identified as being critical to student success, particularly for those from disadvantaged backgrounds, and various aspects of AI-powered tools began to be incorporated into some high-cost academic advising platforms, such as EAB (*Embrace AI to Solve Campus Problems in New Ways*. EAB, 2021); however, provision of accessible and effective academic advising continues to pose challenge (Johnson et al., 2023). Among the numerous challenges university students face in seeking academic advising and the key concerns identified by researchers and practitioners are: (a) limited availability of advisors and difficulty scheduling appointments; and (b) inaccurate or insufficient information provided by advisors (Chan et al., 2019). Based on the database search on ERIC, PsycINFO, SocINDEX, and ScienceDirect, no published research to date appears to have examined the potential roles to be played in this context by ChatGPT—a free platform that is widely available to the public. How effective, if at all, would general AI tools, such as ChatGPT, be in addressing these concerns?

Why single out ChatGPT in discussing academic advising? First, ChatGPT is highly accessible for individuals with access to digital devices and the Internet, unlike other tools that typically require paid institutional subscription, such as EAB. Although a paid version of ChatGPT is available, the free version, which limits the number of questions one can ask each day, has been utilized and examined in the healthcare community with success (Xie et al., 2023). ChatGPT is available 24 hours a day, seven days a week. Given that most institutions of higher education do not offer human-based advising around the clock, this presents a profound advantage over human-provided advising. Given that the service is available, free of charge, active utilization of ChatGPT may also serve to promote

educational equity, particularly for prospective and current students with limited access to resources, including personal or professional networks, to address education- and career-related questions.

It also permits students to ask questions in their natural languages, and it provides answers, emulating the natural language. Given that some suggest that academic language presents a barrier to education, which functions to maintain educational inequity (Jensen & Thompson, 2020), this is a highly desirable feature. Similarly, since practically no technical expertise or knowledge of platform-specific user interface is required in using ChatGPT, taken together, incorporation of ChatGPT into academic advising has the potential to empower all students equitably through its exceptional accessibility. Before we can pursue this possibility further, though, it would be critical for us to ask the following: How would ChatGPT fare in terms of the quality of the advice it gives? In this report, we will examine the quality of the advice provided by ChatGPT's free version on: (a) general questions about the elementary teaching profession in a specific state in the United States; and (b) questions that are specific to a particular degree program in elementary education at an institution of higher education.

2. Materials and Methods

In the study being presented here, we aimed to probe into the quality—such as accuracy, comprehensiveness, timeliness, and the supportive tone—of the advice ChatGPT's free version (*ChatGPT*, n.d.), based on GPT-3.5, provides pertaining to: (1) a career in elementary school teaching in the State of New York in the United States; and (2) program-specific requirements and other information at the university where the authors teach, advice, and conduct research.

Research Design and Procedure. The authors serve as faculty advisors in a teacher education department at an institution of higher education, where elementary school teaching is the most popular of its offerings, in a large metropolitan city in the Mid-Atlantic region of the United States. Based on the advising record from the recent semesters, the authors compiled a list of seven questions, which represents the most frequently asked questions by prospective or current students. (Questions that are highly specific to each student's circumstances (e.g., *I got a "C-minus" in Introductory Biology. Should I repeat the course for a better grade?*) were not considered in the current study.). Of those, five pertained to a career in elementary school teaching in the State of New York, where the institution is located, in general terms and the remaining two were specific to our teacher education program.

1. What are the steps involved in earning certification as an elementary school teacher in New York State?
2. What are some of the disadvantages of being an elementary school teacher in New York State?
3. What can I expect from a career in elementary school teaching in a long run?
4. How is the career outlook for elementary school teaching in New York State?
5. Do you think I'd make a good candidate to become an elementary school teacher in the State of New York?
6. What are the requirements to enter the BA program in Elementary Education at [name of institution of higher education]?
7. What are the graduation requirements to complete the BA program in Elementary Education at [name of institution of higher education]?

ChatGPT utilizes algorithms which generate varied responses through random sampling, whereby variability in the answers it provides to the same question may vary. As such, for the current purpose, the first answer provided to each question was analyzed for its quality. The authors typed these questions, sequentially, on a ChatGPT free account, which is powered by GPT 3.5. Then, the answers were recorded. Then, each answer obtained was analyzed for its quality—such as accuracy, comprehensiveness, timeliness, and the overall tone.

3. Findings

Generally, the quality of the responses provided by ChatGPT far exceeded our expectations, with carefully-crafted emphases periodically placed on encouraging the askers to consult other

specific resources. In fact, for some of the questions, the answers provided were of higher quality than what a human advisor might have been able to provide, as described in more detail below. In addition, the tone of the answers ChatGPT generated were decidedly professional and supportive. Figure 1 presents the responses obtained for the first question (What are the steps involved in earning certification as an elementary school teacher in New York State?).

Figure 1. ChatGPT's answer to "What are the steps involved in earning certification as an elementary school teacher in New York State?".

This answer is highly comprehensive, written with utmost clarity, and it is largely accurate and current. In regards to the accuracy, while it is factually accurate to state that being enrolled in a Teacher Preparation Program as outlined in *Step 2* in the answer is generally the most viable option toward teacher certification in elementary school teaching, it is not the only way—with several alternative pathways available. As for the timeliness of the information, Step 5 returned mixed information. Specifically, it appears to reflect the recent elimination of the edTPA examination (edTPA was suspended in 2020 during the COVID-19 pandemic and, in 2022, NYS officially eliminated edTPA from its teacher certification requirements). However, it erroneously includes Academic Skills Literacy Test (ALST), which was abolished in 2017—six years prior to this study. Nevertheless, the answer provides a comprehensive overview of the general set of steps teacher candidates may wish to know, and the final disclaimer—that specific requirements may vary and, thus, it is important to reach out to other resources for the most up-to-date information. In order for human academic advisors to generate answers of this caliber, it would have been necessary to have: (a) consulted with multiple resources; and, more importantly (b) outlines or guidelines to ensure proper coverage. The second question asked about the disadvantages of elementary school teaching as a profession. Figure 2 displays the answer generated by ChatGPT.

Figure 2. ChatGPT's answer for: What are some of the disadvantages of being an elementary school teacher in New York State?

The answer appears to be exemplary in both content and tone, as it emphasizes that many find the career in question immensely fulfilling while presenting some of the common concerns factually. It would be difficult for human academic advisors, during advising sessions, to provide an answer that would come close to the comprehensiveness presented in this particular answer. The ChatGPT-generated answer here, thus, is perhaps far superior to what we may be able to provide in person. This is perhaps counterintuitive, in that this question targets the "softer," more *human* aspects of elementary teaching as a profession rather than factual information. One would have perhaps presumed that an AI tool, such as ChatGPT, would perhaps find it difficult to generate nuanced, "human-centric" answered than fact-based answers. Clearly, based on the answer here, that is not the case.

The third question revolved around what one may be able to expect in a career in elementary school teaching. Figure 3 presents the ChatGPT-generated answer.

Figure 3. ChatGPT's answer for: What can I expect from a career in elementary school teaching in a long run?

As was the case with Question 2, ChatGPT generated a high-quality answer that is comprehensive, generally realistic, and clear. Human academic advisors would be hard-pressed to provide an answer of this caliber, perhaps, and this answer could easily serve as a model for human advisors to emulate in many ways. The fourth question asked about the general career outlook, and Figure 4 presents the answer ChatGPT generated.

Figure 4. ChatGPT's answer for: How is the career outlook for elementary school teaching in New York State?

Like the answers generated by ChatGPT for Questions 2 and 3, the answer here can be considered exemplary, in that it presents a balanced overview, prompting the asker to consider a wide range of factors with caution—providing tips on how to optimize the career outlook, as well. In particular, it is impressive that the answer contains the highly impactful and nuanced influence the COVID-19 pandemic has had on the teaching profession. As was the case with the second and third questions, it would perhaps be difficult for human academic advisors to provide answers that could match the quality of the information presented in this answer. The fifth question asks about a prospective student's aptitude in becoming a good teacher. Figure 5 presents the answer generated by ChatGPT.

Figure 5. ChatGPT's answer for: Do you think I'd make a good candidate to become an elementary school teacher in the State of New York?

While one could characterize that ChatGPT fails to consider individual qualifications and features, it is impressive that this answer was prefaced by a disclaimer that ChatGPT does not have access to the asker's "...personal information or real-time data, so [it] can't assess [the asker's] individual qualifications or suitability for becoming an early childhood or elementary teacher..." This emulates what human academic advisors must do routinely to remind each student that, to answer this question, we must have an entire profile of each prospective student and, thus, there are no unequivocal answers we can give. More importantly, ChatGPT does an admirable job, prompting the asker to consider a range of options in generating one's own answer. While human academic advisors, especially with access to academic transcripts and other relevant records, may be able to provide more individualized answers, ultimately, it is up to prospective applicants to determine how suitable elementary school teaching may be for them. The considerations introduced by ChatGPT range from concrete (e.g., whether one meets the certification requirements) to abstract (e.g., how passionate one is about the profession). Given this nuanced context, the answer provided here provides an effective means to comprehensively scaffold each teacher candidate's self-evaluation of whether elementary teaching is a suitable career.

While the six questions thus far involved elementary school teaching as a profession, the last two questions dealt with program-specific questions at the institution of higher education where this study took place. Specifically, Questions 6 and 7 asked about entry requirements into the Bachelor's Degree in elementary school teaching and the program requirements, and the answers provided are shown in Figures 6 and 7 below, respectively.

Figure 6. ChatGPT-generated answer for: What are the requirements to enter the teacher education BA major in Elementary Education at [name of institution of higher education]?

Figure 7. The answer generated by ChatGPT for: What are the graduation requirements to complete the BA program in Elementary Education at [name of institution of higher education]?

Unlike the largely exemplary answers ChatGPT has produced for Questions 1 through 5 surrounding elementary school teaching as a profession in the State of New York, on institution- and program-specific questions, ChatGPT avoid providing too many details and, instead, focused on giving typical scenarios. As such, specific program requirements, such as the minimum GPA to enter the program or the number of credits required toward program completion, were not included. Instead, it presented a typical set of requirements for admissions as well as graduation—with repeated reminders that the asker should consult with the institution's website or the appropriate departments at the institution, essentially prompting the asker to seek help directly from the institution. This advice has its disadvantages and advantages. Namely, while it technically "failed" to present the program-specific requirements in a concrete manner, one may argue that it empowered the asker by providing: (a) the general overview of what one might expect as such requirements, which may serve to promote the general understanding of the common admissions and program completion requirements; and (b) a prompt for the asker to seek information from other resources, including the institution or (human) academic advisors in question, which may serve to alert the

asker that the answer being sought would not be provided using this AI-powered platform. In some ways, this approach may be consistent with the philosophy, “Give a [person] a fish, and you feed [the person] for a day; teach a [person] to fish, and you feed [the person] for a lifetime,” as the focus is on showing the “ropes” rather than merely giving the concrete facts (Engelbutzeder et al., 2023).

Overall, ChatGPT provided high-quality, reasonable, and sensible answers in a supportive and friendly natural language, although: (a) there were a few specific factual errors in providing academic advising; (b) it was only able to give general “pointers” in addressing individualized questions; and (c) program-specific information was not provided in detail. Instead, however, ChatGPT was meticulous in pointing out its own shortcomings, such as not always having access to complete or up-to-date information and not being equipped to handle individual-level guidance. In so doing, ChatGPT presents general information and emphasizes that the askers should refer to additional specific resources. In summary, the current exploratory study has clearly demonstrated that ChatGPT is highly adept at providing general professional advice around elementary school teaching and it can serve to point students to the right directions to secure further information.

4. Discussion

The current exploratory study has been able to demonstrate the potential utility of ChatGPT in providing academic advising in the context of higher education. It provides high-quality answers in reference to general career-related matters, and it appears to be perfectly suitable for academic advising around “big-picture” career-related concerns, which many current and prospective students ask. While questions specific to individuals or program-specific requirements, at this time, were not answered with much precision, ChatGPT still provided the larger landscape in a clear and friendly language, complemented with guidance on how to obtain more individualized and specific information. Thus, ChatGPT provides meaningful *dialogue* on issues students frequently ask their advisors, perhaps serving as an advising triage to steer the prospective or current student’s efforts to shape his or her own academic and career trajectories. Of course, with the world of AI rapidly evolving, shortcomings, such as some of the accuracy-related concerns and the lack of access to the current or the program-specific information, may very well be fixed in time. Thus, these concerns may not apply when the same set of questions are fed into ChatGPT.

Given that university students from socioeconomically disadvantaged groups frequently cite access to academic advisors—or lack thereof—to be among the most notable challenges as they navigate the unfamiliar world of higher education (Johnson et al., 2023), such students may particularly find ChatGPT to be a useful tool—not only to obtain answers on an immediate basis but also to prompt students to begin to engage in the process of focused inquiries, as ChatGPT is readily accessible, free of charge, as long as a student has access to a digital device and the Internet. This way, should these students choose to seek additional human-based advising, they would be able to hold more informed conversations, which is perhaps likely to lead to more productive—and personalized—advising sessions to promote their academic and professional pursuits. In other words, ChatGPT may represent an opportunity for educators to promote educational equity and empower students, both at the same time.

At the same time, needless to say, ChatGPT—as its own advice frequently pointed out—would not replace person-to-person academic advising. In fact, that is not the spirit underlying the current inquiry into ChatGPT’s potential role in academic advising. Still, ChatGPT and other open access tools readily available to the general public deserve further exploration in the university advising context. One way of creating this ChatGPT-human academic advisor synergy in academic advising would be to have students develop a habit of utilizing ChatGPT as their initial steps into getting their questions answered or their situations resolved. Then, based on the answers ChatGPT generates, they may approach the appropriate resources to further elaboration, which may or may not person-to-person contact. In addition, academic advisors may wish to utilize ChatGPT in preparation for or even during advising sessions—keeping in mind that, at this time, factchecking may be of critical importance. For example, in response to questions regarding professional challenges, ChatGPT was

able to provide a range of balanced considerations, and human advisors would certainly benefit from skimming through the advice ChatGPT provides, so as to ensure proper coverage.

This exploratory study only dealt with advising-related questions frequently asked by the current and prospective university students, considering a career in elementary school teaching; therefore, the generality of the findings obtained here may not apply to advising questions asked in other contexts or disciplines. Still, the current findings are sufficiently promising that ChatGPT may prove to be a useful tool in other academic disciplines, as well, given the strengths of the answers it provides, as outlined in this report. In considering implementation of ChatGPT into academic advising, here are some potentially useful guidelines, based on the experience during the current exploration.

First, although ChatGPT is generally forgiving about grammatical errors, students will need to understand how to phrase questions to elicit optimal answers. For example, as seen in the questions asked in this manuscript, the details of the questions being asked must be included in the question—ranging from what (e.g., career in elementary school teaching), how (e.g., how to get certified; how to gain admission into a teacher education program), where (e.g., in the State of New York), etc. as appropriate. This is not a novel idea, as such training is routinely given by university libraries to support students' efforts to use the most effective search terms on library databases. In the experience of the authors toward the effective use of ChatGPT, "tinkering" with various search phrasings and gaining familiarity with its behavior have proven to be productive, and this approach is corroborated with research in the library and information science, as well (Pulikowski & Matysek, 2021).

Second, while this is mentioned relatively frequently in the answers ChatGPT produces, it would be necessary to alert students to the fact that ChatGPT, at least for now, remains a primarily exploratory tool which, in many cases, may provide detailed and largely accurate information. As such, follow up inquiries are both useful and necessary, probing further into more accurate, detailed, specific, and current information. If students develop an awareness that ChatGPT, as we currently have it, may not necessarily be a self-contained tool that can provide complete answers, it would prompt them, also, to develop a habit of following up with subsequent information seeking.

As demonstrated thus far, ChatGPT may be a tool education scholars and practitioners may not be able to avoid discussing—whether they like the idea or not. Its presence is only likely to become more prevalent over time, and it is clearly capable of providing student support, especially in general terms, which students may use as the starting point to engage in further inquiries with humans or nonhumans into the questions they are looking to resolve. Overall, ChatGPT is a tool that would already be useful, and it is likely to continue to improve and perhaps become an essential part of our lives in the near future. With basic awareness of how best to utilize ChatGPT and how the questions should optimally be phrased, ChatGPT can become an essential partner in academic advising, empowering the students and advisors alike.

5. Figures

To become certified as an elementary school teacher in New York State, you need to follow these general steps:

1. **Earn a Bachelor's Degree:** Obtain a bachelor's degree from an accredited college or university. While you can major in education, you may also pursue a degree in a related field such as early childhood education or a specific subject, with a teacher certification component.
2. **Complete a Teacher Preparation Program:** Enroll in a teacher preparation program approved by the New York State Education Department (NYSED). This program will provide you with the necessary pedagogical knowledge and classroom experience required for teacher certification.
3. **Fulfill Coursework Requirements:** Complete the required coursework specified by NYSED, which includes a mix of general education, subject-specific content, and education courses.
4. **Gain Classroom Experience:** Engage in student teaching or supervised teaching experiences in an elementary school setting. This practical training will help you develop essential teaching skills and classroom management techniques.

5. **Pass Certification Exams:** Successfully pass the required certification exams, which typically include the Educating All Students Test (EAS), Academic Literacy Skills Test (ALST), and Content Specialty Tests (CSTs) for the subjects you plan to teach.
6. **Complete Mandatory Workshops:** New York State requires new teachers to complete workshops on child abuse identification, school violence prevention, and Dignity for All Students Act (DASA) training.
7. **Apply for Certification:** Apply for an initial teaching certificate through the NYSED's Office of Teaching Initiatives. You will need to submit transcripts, exam scores, and other required documentation to support your application.
8. **Fingerprinting and Background Check:** Undergo fingerprinting and a background check as part of the certification process.
9. **Maintain Certification:** Once you obtain your initial teaching certificate, it is essential to maintain it by fulfilling any continuing education or professional development requirements set by NYSED.

It's important to note that specific requirements and procedures may vary based on individual circumstances and changes in state regulations. Therefore, it's crucial to check with the New York State Education Department or a certification advisor at your chosen teacher preparation program to ensure you are meeting all the necessary steps for certification.

While being an elementary school teacher in New York State can be a fulfilling and rewarding profession, it also comes with certain challenges and disadvantages. Some of the disadvantages include:

1. **Workload and Time Commitment:** Elementary school teachers often face heavy workloads, including lesson planning, grading, and preparing materials, which can lead to long hours and work outside of regular school hours.
2. **Emotional Demands:** Dealing with students' emotional and behavioral challenges, as well as supporting them through personal issues, can be emotionally taxing for teachers.
3. **Classroom Management Challenges:** Maintaining discipline and managing the behavior of a diverse group of young students can be challenging and may lead to occasional disruptive situations.
4. **Limited Resources:** Some schools may have limited resources or face budget constraints, making it challenging to provide the best learning experiences for students.
5. **Standardized Testing Pressures:** Teachers may face pressure to prepare students for standardized tests, which can sometimes impact the focus on a well-rounded and creative education.
6. **Parent Communication:** Building positive relationships with parents and addressing parental concerns can be challenging and may occasionally lead to conflicts.
7. **Stress and Burnout:** The demanding nature of teaching, coupled with high expectations, can lead to stress and burnout for some elementary school teachers.
8. **Professional Development and Certification Requirements:** Keeping up with continuous professional development and meeting certification requirements can be time-consuming and financially burdensome.
9. **Classroom Size:** Large class sizes can make it challenging for teachers to provide individualized attention and support to every student.
10. **Administrative and Paperwork Responsibilities:** Teachers are often responsible for administrative tasks and paperwork, which can take time away from instructional planning and teaching.
11. **Salary and Compensation:** The starting salaries for teachers in some areas may not reflect the level of education and responsibility required for the profession.

It's important to note that while these disadvantages exist, many teachers find immense satisfaction in their work and are passionate about the positive impact they make on their students' lives. The support of colleagues, professional development opportunities, and a supportive school environment can help mitigate some of these challenges. Additionally, teacher unions and advocacy

groups work to address some of the systemic issues affecting educators in New York State and across the country.

As an elementary school teacher in the long run, you can expect a rewarding and fulfilling career with both challenges and opportunities for personal and professional growth. Here are some aspects of what you can expect:

1. **Job Stability:** Teaching is generally considered a stable profession, and once you establish yourself as an experienced elementary school teacher, you may have more job security.
2. **Experience and Expertise:** Over time, you will gain valuable experience and expertise in managing classrooms, creating engaging lesson plans, and effectively addressing the diverse needs of your students.
3. **Impactful Relationships:** You will build meaningful relationships with students, their families, and colleagues. The positive impact you have on your students' lives can be one of the most rewarding aspects of your career.
4. **Professional Development:** Continuous learning and professional development will be a significant part of your journey as an educator. You will have opportunities to attend workshops, conferences, and training sessions to enhance your teaching skills.
5. **Leadership Roles:** As an experienced teacher, you may have the chance to take on leadership roles, such as mentoring new teachers, serving on school committees, or participating in curriculum development.
6. **Adaptation to Educational Trends:** You will need to adapt your teaching methods to stay current with evolving educational trends, technology, and research-based practices.
7. **Work-Life Balance:** Achieving work-life balance can be a challenge, especially in the early years of teaching. However, with experience, you will develop strategies to manage your time effectively.
8. **Advocacy for Education:** As a seasoned teacher, you may become more involved in advocating for education and influencing educational policies and initiatives.
9. **Collaborative Environment:** You will work in a collaborative environment with other teachers, administrators, and support staff to ensure the success of your students.
10. **Professional Satisfaction:** The sense of professional satisfaction and pride in seeing your students grow and succeed can be deeply gratifying.
11. **Retirement and Benefits:** As a long-term educator, you will become eligible for retirement benefits and other perks offered by your school or district.

While the teaching profession can be demanding, it is a calling for many educators who find joy in helping students learn and grow. As an elementary school teacher in the long run, you will continue to make a positive impact on generations of young learners and contribute to the betterment of society through education.

As of my last update in September 2021, the career outlook for elementary school teachers in New York State remained positive, with demand for qualified educators expected to continue. Several factors influence the career outlook for elementary school teachers:

1. **Student Enrollment:** The number of students enrolling in elementary schools directly affects the demand for teachers. Changes in birth rates and population growth in different regions of the state can impact teacher hiring needs.
2. **Retirements and Turnover:** Retirement rates and teacher turnover can create job openings for new teachers. As experienced teachers retire or transition to other careers, opportunities arise for aspiring educators.
3. **Education Funding:** The allocation of education funding by the state and local governments can influence teacher hiring decisions. Budget constraints may impact the availability of teaching positions.
4. **Education Policies:** Changes in education policies, such as class size regulations or curriculum requirements, can affect the demand for elementary school teachers.
5. **School Districts' Needs:** The career outlook may vary across school districts based on their specific needs and student populations.

6. Special Education and Bilingual Education: The demand for teachers with specialization in areas such as special education or bilingual education may impact job opportunities.
7. Remote and Hybrid Learning: The adoption of remote and hybrid learning models during the COVID-19 pandemic highlighted the importance of teachers who are skilled in technology and distance learning, which may influence future hiring trends.
8. Suburban vs. Urban Areas: The career outlook may differ between urban, suburban, and rural areas, with more opportunities often available in high-density urban centers.

While the career outlook for elementary school teachers in New York State has generally been positive, it is essential to consider that hiring trends can vary over time and across different regions within the state. Additionally, the impact of the COVID-19 pandemic on education may have introduced new dynamics into the job market.

If you are considering a career as an elementary school teacher in New York State, staying informed about local education news and employment trends can provide valuable insights into the current job market and hiring needs. Networking with educators and education professionals and engaging in professional development can also help enhance your prospects in the field.

As an AI language model, I don't have access to personal information or real-time data, so I can't assess your individual qualifications or suitability for becoming an early childhood or elementary teacher in New York. Becoming a teacher involves a combination of educational qualifications, experience, skills, and passion for working with young learners.

To determine if you are a good candidate for becoming an early childhood or elementary teacher in New York, you may want to consider the following:

1. Education: Check the specific educational requirements to become a teacher in New York, including obtaining a bachelor's degree in education or a related field and completing a teacher preparation program.
2. Certification: Ensure that you meet the certification requirements set by the New York State Education Department, which may include passing exams and completing background checks.
3. Experience: Consider any relevant experience you may have working with children or in educational settings. Previous experience with young learners can be valuable in preparing you for a teaching career.
4. Skills and Qualities: Reflect on your communication skills, patience, adaptability, creativity, and ability to work collaboratively with students, parents, and colleagues. These are essential traits for a successful teacher.
5. Passion: Assess your passion for teaching and your commitment to making a positive impact on young students' lives. A genuine love for working with children can drive you to excel in the teaching profession.
6. Professional Development: Research opportunities for professional development and continuous learning in the field of education. Being open to ongoing learning is crucial for growth as a teacher.
7. Networking: Connect with educators and professionals in the field of early childhood and elementary education to gain insights and advice.

It's essential to conduct thorough research and possibly speak with education professionals or academic advisors to determine your suitability and prepare for a career in early childhood or elementary education. Teaching can be a rewarding and fulfilling profession, but it requires dedication, hard work, and a genuine passion for working with young learners.

As of my last update in September 2021, the specific requirements for entering the [elementary education BA program] may have been subject to change. Therefore, it's essential to check the most recent and accurate information on the [institution's] website or contact their admissions office directly for the latest requirements.

That being said, I can provide you with a general overview of the typical requirements for entering the [elementary education BA program] at many institutions. These requirements may include:

1. Admission to [the institution of higher education]: First, you need to be admitted to [the institution] as a Bachelor of Arts (BA) candidate. This typically involves meeting general admission requirements, including submitting transcripts, standardized test scores (if required), and completing the application process.
2. Declaring Elementary Education as a major: Once you are admitted to [the institution], you'll need to declare Elementary Education as your major. This may involve contacting the education department or following specific procedures outlined by the college.
3. Prerequisite coursework: Some colleges may require completion of specific prerequisite courses before entering the Professional Sequence. These courses often cover foundational knowledge in education and may include subjects like psychology, child development, and education theory.
4. Minimum GPA: Many institutions set a minimum GPA requirement for entry into the Professional Sequence. This GPA requirement may vary depending on the college and the demand for the program.
5. Faculty evaluation: In some cases, the education department faculty may review your academic performance and suitability for the program before admitting you to the Professional Sequence.
6. Interview: You might be required to participate in an interview with faculty members from the education department to assess your motivation and readiness for the program.
7. Background check and clearances: Since you'll be working with children as part of the program, you may need to pass background checks and obtain clearances for child safety.
8. Meeting additional requirements: Depending on the college, there may be other specific requirements, such as writing samples, letters of recommendation, or involvement in relevant extracurricular activities.

To ensure you have the most up-to-date and accurate information, please refer to the official [institutional] website or get in touch with their admissions or education department directly. The program's webpage or academic advisors should provide comprehensive details about the application process and requirements for entering the [elementary education program at the institution].

As of my last update in September 2021, the specific graduation requirements for the BA program in Elementary Education at [the institution] may have been subject to change. Additionally, teacher certification requirements can vary based on New York State regulations and educational policy updates. Therefore, it's essential to verify the most recent and accurate information on the [institution's] website or consult with the education department or academic advisors at [the institution].

However, I can provide you with a general overview of the typical graduation requirements for the BA program in Elementary Education at many institutions that aim to prepare students for teacher certification:

1. Completion of Required Coursework: Students in the BA program in Elementary Education must fulfill all the required courses specified by the college's education department. These courses typically cover topics such as child development, education theory and methods, curriculum design, classroom management, and inclusive education.
2. Field Experience and Student Teaching: Teacher preparation programs often include field experience and student teaching components. These provide opportunities for prospective teachers to gain practical experience in real classrooms under the guidance of experienced educators.
3. Minimum GPA: Many teacher education programs require students to maintain a minimum GPA to be eligible for graduation and teacher certification.
4. Praxis Exams: Prospective teachers seeking certification in New York State may need to pass specific Praxis exams, such as the Praxis Core Academic Skills for Educators and the appropriate Praxis Subject Assessments for Elementary Education.
5. Child Abuse Identification and School Violence Prevention Workshops: New York State requires prospective teachers to complete workshops on child abuse identification and school violence prevention.

6. DASA Training: The Dignity for All Students Act (DASA) training is mandatory for all prospective teachers in New York State to address harassment, bullying, and discrimination in educational settings.
7. Completion of All Requirements for Certification: Beyond the college's graduation requirements, students must fulfill all state-mandated requirements for teacher certification. This includes completing fingerprinting and background checks, as well as meeting any additional state regulations.
8. Application for Certification: After successfully completing the BA program in Elementary Education and meeting all certification requirements, graduates must apply for teacher certification through the New York State Education Department (NYSED).

Please note that teacher certification requirements may evolve over time, and the information provided here is based on general practices as of September 2021. For the most accurate and up-to-date information, consult the official [institutional] website or reach out to the education department or academic advisors at the college. They will be able to provide you with the latest information and guidance regarding teacher certification and graduation requirements for the BA program in Elementary Education at [the institution].

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