

ASE 587: Foundations for Academic Advising

Sam Houston State University Spring 2008

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Course Description

This course offers an overview of the foundations of academic advising as an essential component of student success and retention programs on higher education campuses. Topics include definitions and concepts for developmental advising, literature and research on the key concepts of academic advising, exploration of the various models and delivery systems for academic advising, skills for effective advising, advising diverse populations, training and development and evaluation, assessment, factors to consider in establishing an advising program, and reward systems for advisors and advising programs.

Course Objectives

The students will:

1. Know the history of academic advising in higher education and its evolution into a discipline and profession.
2. Understand the elements of developmental advising, including state regulations and procedures necessary in proper advising.
3. Know major advising models and advising delivery systems.
4. Exhibit the interpersonal and communication skills essential for effective academic advising.
5. Investigate programs for advising diverse populations and exhibit the skills needed to advise these populations.
6. Understand the development of advisor development programs and the components of effective advisor development programs.
7. Understand major techniques used for evaluation, assessment, and reward of advising and advisors.
8. Investigate and examine advising programs at many colleges and universities as well as evaluate the variety of programs available.
9. Investigate factors crucial to the operation of academic advising, i.e., structure, job descriptions, budgeting, and selection of advisors
10. Have the opportunity to create an advising program suitable to a college environment established by the student.

ASE 587: Foundations for Academic Advising

Course Text

Gordon, V., & Habley, W. *Academic advising: A comprehensive handbook*. San Francisco, California: Jossey-Bass. 2000.

Course Requirements

1. Complete reading assignments and participate in on-line class discussions and activities.
2. Write response papers to the readings and class discussion and post on class discussion board.
3. Develop a comprehensive model for an academic advising program for a fictional college or university based on research of the literature.

Course Resources

1. NACADA website has a myriad of articles on a multitude of issues:
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm>
2. *The Journal of the National Academic Advising Association*

Issues on hand at SAM Center: Vol. 21, Spring & Fall 2001; Vol. 22 (1), Spring 2002; Vol. 22 (2), Fall 2002; Vol. 24, Spring & Fall 2004; Vol. 25 (1), Spring 2005; Vol. 26 (1), Spring 2006; Vol. 26 (2), Fall 2006

3. NACADA Monograph Series (Index of Monographs is found at this website: <http://www.nacada.ksu.edu/Monographs/topicindex.htm>). The following issues are available at the SAM Center.
 - a. Number 1: Reaffirming the Role of Faculty in Academic Advising, 1995 (two copies)
 - b. Number 2: Academic Advising as a Comprehensive Campus Process, 1995 (two copies)
 - c. Number 3: First-Year Academic Advising: Patterns in the Present, Pathways to the Future, 1995 (two copies)
 - d. Number 4: Transforming Academic Advising Through the Use of Information Technology, 1996
 - e. Number 5: Advising Students with Disabilities, 1997
 - f. Number 6: Current Practices in Academic Advising: Final Report on ACT's Fifth National Survey of Academic Advising, 1998
 - g. Number 7: The "e" Factor in Delivering Advising and Student Services, 2000
 - h. Number 8: Advising and Learning: Academic Advising from the Perspective of Small Colleges and Universities, 2003
 - i. Number 9: Advisor Training: Exemplary Practices in the Development of Advisor Skills, 2003

ASE 587: Foundations for Academic Advising

- j. Number 10: The Status of Academic Advising: Findings from the ACT Sixth National Survey, 2004
- k. Number 11: Giving Advice to Students: A Road Map for College Professionals, 2004
- l. Number 12: Advising Transfer Students: Issues and Strategies, 2004

Course Evaluation

1. Research and Reaction Projects - 75% (15% for each Part)
2. Advising Project – 25%

Response papers

Understanding the required reading and writing and being able to relate it to your goals and expectations is very important. The purpose of the response papers is to provide you an opportunity to respond to required reading, bulletin board discussions, supplemental reading, and information found on the internet. Each response paper must respond to all questions or ideas in the “B” sections: Research and Response Projects. The responses can be numbered and any length, but must be complete sentences and not simply lists. Be sure to properly document any information from sources, whether books, DVD’s, or internet.

While there is not a "set format," I expect evidence of the readings as they relate to the discussion of the topic and your response to them and how you feel the information affects advising and your role in advising. Papers should be typed in Word. Evaluation is based on analyzing and synthesizing the reading, application of material to advising situation and role, and correct use of language and mechanics. A numerical grade (highest 100) to each group of responses. You will notice on the syllabus the deadline for each group of responses. For example, the deadline for responses to the first five chapters is due on Feb. 1.

Final Course Advising Project

This project allows you to use the information you have learned and gleaned from other sources. It will also afford you the opportunity to conglomerate ideas you have had concerning academic advising and come to concrete conclusions.

If you have an idea for a project that is different from the one I propose and one that would benefit your institution, please feel free to contact me and we will discuss it.

The purpose of the advising project is to develop a "model" advising program. Consider these factors when designing your program:

1. A brief description of the college or university (real or fictional) for which the advising program is being created. Consider size, location, and type of institution, demographics of students, funding sources, and any other relevant information.

ASE 587: Foundations for Academic Advising

2. What is the rationale for developing the program? What is the current state of advising on the campus and why is there a need for a new approach? State also the challenges you face in establishing the program.
3. The new advising program should include a mission statement, a description of the advising model, the proposed delivery system, the advising of special populations, the goals of advising, the selection, training, and assessment of advisors, and a rewards program for advisors.
4. Include in your discussion knowledge of the literature available in the relevant areas of your program.
5. The format to be used can vary from a formal report with appropriate documentation, a power point presentation, or any format with which you feel comfortable.

Course outline, text assignments, and written reactions

Part 1: Foundations of Academic Advising

A. Text Readings

1. Text Introductions: It is always a good idea to know how the text was formulated and the individuals who played principle roles in writing the book as well as their credentials. (pp. ix, xi, xvii)
2. Chapter 1: Historical and Philosophical Foundations for Academic Advising (Susan H. Frost): pp. 3-15
3. Chapter 2: Use of Theory in Academic Advising (Don G. Creamer): pp. 18-31
4. Chapter 3: Current Practices in Academic Advising (Wesley R. Habley): pp. 35-43
5. Chapter 4: Ethical Considerations and Obligations (Katherine Simon Frank): pp. 44-56
6. Chapter 5: Legal Issues in Academic Advising (Barbara A. Becker): pp. 58-69

B. Research and Reaction Projects

1. What, if any, are the state guidelines for academic advising as regulated by the state Coordinating Board?
2. What are the governmental restrictions of providing academic information to parents?
3. If your son or daughter is attending a college and university for which you are employed, do you have legal access to their academic records?
4. What provisions must be made for students with disabilities?
5. What legal implications are there for academic advisors and their liabilities on inaccurate advising?

Part 2: Student Diversity and Academic Advising (pp. 71-72)

A. Text Readings

ASE 587: Foundations for Academic Advising

1. Chapter 6: Academic Advising and Today's Changing Students (M. Lee Upcraft and Pamela S. Stephens): pp. 73-82
2. Chapter 7: Advising Students at Different Educational Levels (Gary L. Kramer): pp. 84-102
3. Chapter 8: Advising Multicultural Students (Ronnie Priest and Sidney A. McPhee): pp. 105-115
4. Chapter 9: Advising Student with Special Needs (Steven C. Ender and Carolyn J. Wilkie): pp. 118-139
5. Chapter 10: Advising Students in Transition (George E. Steele and Melinda L. McDonald): pp. 144-159
6. Chapter 11: Integrating Academic Advising and Career and Life Planning (Betsy McCalla-Wriggins): pp. 162-175

B. Research and Reaction Projects

1. What provisions are made at most colleges and universities for students with special needs? Investigate counseling centers at a variety of universities to find similarities and differences.
2. Are there any indications at other colleges and universities that they have alternate forms of advising for special populations, and, if so, what are they?
3. How is advising for transfer students different from advising continuing students? What are the ways that transcripts can be sent from university to university? Why do colleges and universities require "official" transcripts?

Part 3: Organization and Delivery of Advising Services (pp. 177-179)

A. Text Readings

1. Chapter 12: Developing Mission, Goals, and Objectives for the Advising Program (Eric R. White): pp. 180-191
2. Chapter 13: Organization Models for Academic Advising (Celeste F. Pardee): pp. 192-207
3. Chapter 14: Delivering Academic Advising (Alice G. Reinartz): pp. 210-219
4. Chapter 15: One-to-One Advising (Charlie L. Nutt): pp. 220-226
5. Chapter 16: Advising Students in Groups (Nancy S. King): pp. 228-236
6. Chapter 17: Technological Resources That Support Advising (Michael E. McCauley): pp. 238-248
7. Chapter 18: Technology Delivery Systems (Remy R. Sotto): pp. 249-257
8. Chapter 19: Using Assessment Instruments (Thomas J. Grites): pp. 258-285

B. Research and Reaction Projects

ASE 587: Foundations for Academic Advising

1. What are some mission statements, goals, and objectives for advising at colleges and universities in your state? What differences and similarities can you determine in these?
2. What are the technological resources your college or university has that aid in academic advising?
3. Communicate with at least three academic advisors about the techniques used in his/her academic advising. What are some “tricks of the trade” utilized by these advisors.

Part 4: Training, Evaluation, and Recognition (pp. 287-288)

A. Text Readings

1. Chapter 20: Designing Effective Training for Academic Advisors (Margaret C. King): pp. 289-297)
2. Chapter 21: A Framework for Training Program Content (Linda C. Higginson): pp. 298-306
3. Chapter 22: Model Training Programs (Phillip J. Farren and Faye Vowell): pp. 308-322
4. Chapter 23: Assessing the Effectiveness of the Advising Program (Michael L. Lynch): pp. 324-338
5. Chapter 24: Assessing Individual Advisor Effectiveness (Elizabeth G. Creamer and Delores W. Scott): pp. 339-347
6. Chapter 25: Recognition and Reward for Excellence in Advising (Thomas J. Kerr): pp. 349-361

B. Research and Reaction Projects

1. What materials do you believe should be provided to academic advisors in an initial training session?
2. Investigate some of the online advisor handbooks at various colleges and universities. What kinds of information are included and how extensive are the handbooks? At what point is there just too much information given?
3. Are the assessment ideas presented in these chapters useable in all advising situations? Which do you think would be the most beneficial to the individual advisor and which do you believe would help the advising administrator best assess the program for which he/she is responsible?

Part 5: Dealing with Change in the Future of Academic Advising (p. 363)

A. Text Readings

1. Chapter 26: Current Issues in Advising Research (Victoria A. McGillin): pp. 365-375

ASE 587: Foundations for Academic Advising

2. Chapter 27: Meeting the Needs of Tomorrow's Learners and Tomorrow's Workplace (Virginia N. Gordon): pp.381-391
 3. Chapter 28: Anticipating, Implementing, and Adapting to Changes in Academic Advising (Herta Teitelbaum): pp. 393-407
 4. Appendix A: NACADA's Core Values: pp. 409-414
 5. Appendix B: Council for the Advancement of Standards (CAS): pp. 415-424
- B. Research and Reactions Projects
1. What kind of skills—advising, communication (verbal and non-verbal), questioning, and referral—are needed by the advisor for a successful session with a student?
 2. How should an advisor plan for advising sessions?
 3. How can the advisor promote a positive collaborative partnership with advisees?
 4. What are some ideas and techniques in dealing with the following kinds of students?
 - a. Undecided students
 - b. Underprepared students
 - c. Gay/Lesbian students
 - d. Students with disabilities
 - e. Students in transition
 - f. Non-traditional students
 - g. Honor students
 - h. Student/athletes
 5. Write a job description for an advisor position.
 6. How can good advising be rewarded in ways other than monetarily?
 7. Based on the information you have discovered in the text and by investigating advising programs at various colleges and universities, devise a training program for advisors.
 8. What would be the best way(s) to assess advising?
 9. What factors should be considered in budgeting for advising?