

Kansas State University  
Foundations of Academic Advising  
EDCEP 835

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, 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.
- 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.

## **Course Text**

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

## **Course Requirements**

1. Complete module reading assignments and participate in on-line class discussions and activities.
2. Write module 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 Evaluation**

1. Participation in on-line Discussion Board - 20%
2. Response papers - 40%
3. Advising Project - 40%

Due Dates for assignments are given in Course Introduction PowerPoint

## **Discussion Board Postings**

Students are required to post comments and responses to the Discussion Board on topics for each module. For each assigned topic, students are required to post at least one response and required to post at least one response, comment, and/or question to a fellow student's comment or response. You may respond as much as you would like but must meet the criteria above. You will receive 10 points for each posting – therefore a total of 20 points for each assigned topic.

## **Response papers**

Understanding the required reading and writing and be able to relate it to your goals and your expectations is very important. The purpose of the response papers in the modules is to provide you an opportunity to respond to required reading, bulletin board discussions, and supplemental reading. Each response paper must be three full page typed single spaced.

While there is not a "set format", I expect a brief summary of the readings in the module as they relate to the discussion of the topic and your response to them and how 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.

## **Advising Project**

The purpose of the advising project is to provide you with any opportunity to utilize the information you have learned from the course to develop a "model" advising program. Guidelines for the project in the Information Folder.

## Course Outline

### Module 1

- Class Introduction
- History of Academic Advising in American Higher Education
- Student Learning and Student Development Theory in Advising
- Developmental Advising vs Prescriptive Advising
- Responsibilities of Advisor and Advisee
- Organization and Delivery of Advising
- Developing Mission , Goals, and Objectives for Advising
- Organizational Models for Academic Advising
- Delivering Academic Advising: Advisor Types
- Advising Delivery

### Module 2

- Advising Skills
- Ethical Issues
- Legal Issues
- One-to-One Advising
- Group Advising
- Technological Assistance in Advising and Technological Delivery Systems
- Communication Skills - Verbal and Non-Verbal
- Questioning Skills
- Referral Skills
- Planning for an Advising Session
- Advising As the Hub of Student Services
- Collaborative Partnerships
- Campus Politics
- Integrating Advising and Career/Life Planning

### Module 3

- Advising Diverse Student Types
- Changing Face of Higher Education Students
- Advising Undecided Students
- Advising Underprepared Students
- Advising Multicultural Students
- Advising Gay/Lesbian Students
- Advising Students with Disabilities
- Advising Students in Transition

- Advising Adult Students

#### Module 4

- Training and Development Programs for Academic Advisors
- Reward/Recognition of Advisors
- Professional Development

#### Module 5

- Assessment of Advising
- Connecting Assessment to Planning/Budgeting
- Connecting Assessment to Mission/Goals
- Evaluation/Assessment of Academic Advisors
- Assessment of Varying Advisor Types and Programs
- Assessment of Advising Skills
- Assessment of Student Learning
- Assessment Instruments