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American Public University System
American Military University | American Public University

SAHE520

Course Summary

Course : SAHE520 **Title :** Introduction to Academic Advising
Length of Course : 8 **Faculty :**
Prerequisites : SAHE510 **Credit Hours :** 3

Description

Course Description:

This course will introduce students to the history and purpose of academic advising in higher education and the critical role it plays in promoting student success, retention, and learning. Students will learn foundational academic advising principles and values, academic advising models, and how academic advising delivery systems and programs have evolved to meet students' changing needs. Essential competencies and skills will be discussed and standards for practice will be closely reviewed. (Prerequisites: SAHE510)

Course Scope:

Objectives

Evaluate the history of academic advising and current organizational models, approaches, competencies, and values associated with academic advising.

2. Analyze ethical scenarios when advising college students.

3. Apply strategies applicable to advising in support of student success, retention and persistence.

4. Assess student needs and student groups accurately and effectively.

5. Use appropriate problem solving skills and resources to address a variety of needs, including those needed in crisis management and intervention.

6. Develop self-awareness to advance personal wellness.

7. Create a personal wellness plan.

Course Objective	NASCA/ACPA	NACADA	ILO	Assessments
520.1	Advising/Supporting	Conceptual, Informational, & Relational	ILO- IS.M.2	Advising Competencies Research Paper & Personal Advising Philosophy Draft Discussion
520.2	Personal/Ethical Foundations	Conceptual & Informational	ILO- SK.M.3	Ethics Discussion
520.3	Advising/Supporting	Conceptual, Informational, & Relational	ILO- SK.M.3	Academic Advising Case Study
520.4	Advising/Supporting	Conceptual & Relational	ILO- AL.M.1	Advising Role Play
520.5	Personal/Ethical Foundations	Informational & Relational	ILO- BI.M.3	Crisis Management and Intervention Discussion
520.6	Personal/Ethical Foundations	Relational	ILO- BI.M.2	Personal Wellness Plan
520.7	Personal/Ethical Foundations	Relational	ILO- BI.M.2	Personal Wellness Plan

Outline

Week 1:

Learning Outcomes

- Explain specific historical events associated with the development of academic advising.
- Analyze core values of academic advisors established by NACADA.
- Examine organizational academic advising models.

Required Readings

Folsom, P., Yoder, F., & Joslin, J. (2015). *The new advisor guidebook : mastering the art of academic advising* . San Francisco, CA: Jossey-Bass. (Part 1, p. 1-36)

Grites, T., Miller, M., & Givans Voller, J. (2016). *Beyond foundations : developing as a master academic advisor* . Hoboken, New Jersey: Jossey-Bass. (Chapter 1: The Evolution of Academic Advising as a Practice and as a Profession; Chapter 3: Components of Academic Advising)

Gillispie, B. (2003). History of academic advising.

Tuttle, K. N. (2000). [Academic Advising](#). *New Directions for Higher Education*, 2000(111), 15.

Assignments

Discussion 1

Recommended Optional Reading
Recommended Media

Week 2:

Learning Outcomes

- Explain conceptual components of the NACADA core competencies
- Apply ethical standards and decision making to common ethical dilemmas in academic advising
- Compare and Contrast examples of vision, mission, and personal philosophy of advising

Required Readings

Folsom, P., Yoder, F., & Joslin, J. (2015). *The new advisor guidebook : mastering the art of academic advising* . San Francisco, CA: Jossey-Bass. (Part 1, p. 37-104)

Grites, T., Miller, M., & Givans Voller, J. (2016). *Beyond foundations : developing as a master academic advisor* . Hoboken, New Jersey: Jossey-Bass. (Chapter 4: Defining Academic Advising)

Larson, J., Johnson, A., Aiken-Wisniewski, S. A., & Barkemeyer, J. (2018). [What is Academic Advising? An Application of Analytic Induction](#). *NACADA Journal*, 38(2), 81–93.

[NACADA's Pillars of Academic Advising](#)

[CAS Standards for Academic Advising](#)

[NACADA's Concept of Advising](#)

[NACADA's Academic Advising Core Competencies Model](#)

[NACADA's Core Values](#)

Assignments

Discussion 2

Recommended Optional Reading

Recommended Media

Week 3:

Learning Outcomes

Analyze informational and relational competencies of academic advising.

Required Readings

Cross, L. K. (2018). [Graduate Student Perceptions of Online Advising](#). NACADA Journal, 38(2), 72–80.

Folsom, P., Yoder, F., & Joslin, J. (2015). *The new advisor guidebook : mastering the art of academic advising* . San Francisco, CA: Jossey-Bass. (Part 1, p. 105-248)

[Online Academic Advising](#). (2004). Academic Leader, 20(11), 6.

Assignments

Discussion #3

Assignment: Academic Advising Competencies Research Paper

Recommended Optional Reading

Recommended Media

Week 4:

Learning Outcomes

- Assess individual student needs
- Assess needs of student groups

Required Readings

Grites, T., Miller, M., & Givans Voller, J. (2016). *Beyond foundations : developing as a master academic advisor* . Hoboken, New Jersey: Jossey-Bass. (Chapter 5: Defining Student Success)

Article readings:

Drake, J. K. (2011). [The role of academic advising in student retention and persistence](#). About Campus, 16(3), 8–12.

Anft, M. (2018, July 6). [Student Needs Have Changed. Advising Must Change, Too](#). Chronicle of Higher Education, p. 24.

Clark, C., Schwitzer, A., Paredes, T., & Grothaus, T. (2018). Honors College Students' Adjustment Factors and Academic Success: Advising Implications. *NACADA Journal*, 38(2), 20–30.

Heisserer, D. L., & Parette, P. (2002). [Advising At-Risk Students in College and University Settings](#). *College Student Journal*, 36(1), 69.

Assignments

Discussion #4

Assignment: Academic Advising Case Study

Recommended Optional Reading

Recommended Media

Week 5:

Learning Outcomes

- Apply advising strategies that support student success, retention and persistence.
- Analyze research on retention and persistence in higher education institutions.

Required Readings

Folsom, P., Yoder, F., & Joslin, J. (2015). *The new advisor guidebook : mastering the art of academic advising* . San Francisco, CA: Jossey-Bass. (Part 1, p. 249-298)

Grites, T., Miller, M., & Givans Voller, J. (2016). *Beyond foundations : developing as a master academic advisor* . Hoboken, New Jersey: Jossey-Bass. (Chapter 6: Knowing and Reaching Students)

Hughey, J. (2011). [Strategies to Enhance Interpersonal Relations in Academic Advising](#). *NACADA Journal*, 31(2), 22–32.

Assignments

Discussion 5

Recommended Optional Reading

Recommended Media

Week 6:

Learning Outcomes

- Demonstrate microskills used in academic advising
- Examine strengths and areas of improvement associated with effective advising.

Required Readings

Renzulli, S. (2015). [Using Learning Strategies to Improve the Academic Performance of University Students on Academic Probation](#). *NACADA Journal*, 35(1), 29–41.

Reynolds, A. (2011). [Helping Competencies of Student Affairs Professionals: A Delphi Study](#). *Journal of College Student Development*, 52(3), 362–369.

Assignments

Discussion #6

Assignment: Role Play Advising Session

Recommended Optional Reading
Recommended Media

Week 7:

Learning Outcomes

- Use appropriate institutional crisis intervention responses and processes.

Required Readings

Akers, C., & Cooper, D. (2007). [Evolution of emergency operations strategies: Structure and process of crisis response in college student affairs](#) (ProQuest Dissertations Publishing).

Bowman, K. (2014). [Crisis Management Is Easier When You Have a Plan in Place](#). *International Educator*, 23(1), 44–46.

Catullo, L., & Floyd, D. (2008). [Post-September 11, 2001, through pre-Virginia Tech Massacre, April 16, 2007: The status of crisis management preparedness as perceived by university student affairs administrators in selected NASPA member institutions](#) (ProQuest Dissertations Publishing).

Treadwell, K. (2017). [Learning from Tragedy: Student Affairs Leadership Following College Campus Disasters](#). *Journal of Student Affairs Research and Practice*, 54(1), 42–54.

Wang, J. & Hutchins, H. (2010). Crisis Management in Higher Education: What Have We Learned From Virginia Tech? *Advances in Developing Human Resources*. 12, 552-572.

Assignments

Discussion 7

Recommended Optional Reading
Recommended Media

Week 8:

Learning Outcomes

- Summarize wellness as comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.
- Create and implement a plan for healthy living.
- Explain impact of personal wellness on others and duty to create mutual, positive relationships.

Required Readings

Ali, M. & Johns, S. (2018, November). [Compassion fatigue and self-care for academic advisors](#).

Furr, S., Kelly, B., Accapadi, M., & Poon, O. (2018). [Wellness Interventions for Social Justice Fatigue among Student Affairs Professionals](#)(ProQuest Dissertations Publishing).

Guthrie, V., Woods, E., Cusker, C., & Gregory, M. (2005). A Portrait of Balance: Personal and Professional Balance among Student Affairs Educators. *College Student Affairs Journal*, 24(2), 110–127.

Harmon, E. (2018, August). [Recharging our emotional batteries: The importance of self-care for front line advisors.](#)

Reisser, L. (2002). Self-Renewal and Personal Development in Professional Life. *New Directions for Student Services*, (98).

Assignments

Discussion #8

Assignment: Personal Wellness Plan

Recommended Optional Reading

Recommended Media

Evaluation

Grading:

Name	Grade %
Discussions	20.00 %
Week 1 Discussion	2.50 %
Week 2 Discussion	2.50 %
Week 3 Discussion	2.50 %
Week 4 Discussion	2.50 %
Week 5 Discussion	2.50 %
Week 6 Discussion	2.50 %
Week 7 Discussion	2.50 %
Week 8 Discussion	2.50 %
Assignments	50.00 %
Advising Competencies Research Paper	25.00 %
Academic Advising Case Study	25.00 %
Advising Role Play	20.00 %
Advising Role Play	20.00 %
Personal Wellness Plan	10.00 %
Personal Wellness Assessment and Plan	10.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit [eReserve](#) to locate the course.*

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: Beyond Foundations : Developing As a Master Academic Advisor (Ebook available through the APUS Online Library)

Author: Grites, T., Marsha A. Miller, and Julie Givans Voler

Publication Info: Wiley

ISBN: 9781118922897

Book Title: The New Advisor Guidebook : Mastering the Art of Academic Advising, 2nd ed. (Ebook available through the APUS Online Library)

Author: Folsom, P., Franklin Yoder, and Jennifer E. Joslin

Publication Info: Wiley

ISBN: 9781118823415

Course Guidelines

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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