

## CSPS 6323 Advising College Students

Professor: Dr. Rick Stripling  
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### Course Information

#### Course Description

Advising College Students. Advising college students is becoming more critical today than ever in the University environment. Selecting a major, retention, and graduation are keys to successful advising. The focus of this course will examine the theoretical and organizational models for effective advising. Legal issues, assessment and advising modes of delivery will be examined. By the end of this course, the student will have developed his or her own personnel-advising model.

#### Required Textbook

Thomas J. Grites, Masha J. Miller, and Julie Givans Voller: *Beyond Foundations; Developing as a Master Academic Advisor*, John Wiley and Sons, Inc Hobokon, New Jersey Jossey-Bass  
ISBN 9781118922897

#### Program-Level Student Learning Outcomes

This course contributes to the following program-level student learning outcomes for the MS in College Student Personnel Services program:

1. Students in the A-State CSPPS master's program will be able to acquire critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice based issues.
2. Students in the A-State CSPPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within a legal and political contexts; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.
3. Students in the A-State CSPPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

#### Course-Level Student Learning Outcomes

At the end of this course, students will know and be able to do the following:

- A. Define the key elements of being a master advisor
- B. Explain the role of the master advisor
- C. Discuss several factors that influence advising
- D. Define multiple terms related to advising
- E. Define attributes of environmental scans

## Required Technology

### COVID-19 University Technology Recommendations for Students

Technology (hardware and software) and internet access will be key to course success in Fall 2020. Please check the following list to be certain you have the technology needed to be successful in your courses.

1. *Internet Access—You should make arrangements to have access to the Internet, preferably high-speed Internet, for the duration of this course. A wired, high-speed, Internet connections (ethernet cable), is highly recommended especially when taking a test.*
2. *Computer Operating Systems*
  - *For PCs: Windows 8+*
  - *For MACs: OS 10.13+*
  - *For Cellular Phones: iOS or Android*
3. *iOS Devices, any of these options should work; however, completing most course assignments will need a computer:*
  - *iPhone 6s or later, iPad Air 2 or later*
4. *Android Devices, any of these options should work; however, completing most course assignments will need a computer:*
  - *Samsung Galaxy (S9+, Note 9+), Google Pixel (3A+), OnePlus (7T+)*
5. *Software—You will be the most successful in this course if you have access to a computer with the following software installed:*
  - *Microsoft Office –**Excel, Power Point and Word.** . A-State has secured for you access to the latest MS Office software for both Mac and PC users. For more information, please visit the [software download](#) page where you will find other tools needed to be successful in this course.*
  - *Students are welcome to use Mac Applications such as Keynote, Numbers, and Pages, but please plan to convert these documents to the Microsoft file types prior to assignment submission. This course technology requirement also applies to Google Slides, Sheets, and Docs.*
  - *Browsers, Plug-ins, Players and Viewers—to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:*

- *Blackboard-supported browser - Firefox 60+, Chrome 74+, and Safari 12+ (Internet Explorer is no longer supported) are compatible with the current version of Blackboard.*
  - [Acrobat Reader](#)
  - *It is recommend running the [Blackboard Browser Check](#) to verify installed plug-ins on your computer*
6. *Additional Computer Hardware: web camera, microphone, and speakers (can be internal hardware already available on your computer)*

## Course Policies

### Students with Disabilities

If any student has a disability or problem requiring accommodation in order to succeed in the course, please contact me as soon as possible. Confidentiality will be maintained, and every reasonable effort will be made to meet your needs. Any student requiring accommodation must be registered with A-STATE'S's Office of Disability Services, 870-972-3964.

### Academic Misconduct Policy

Plagiarism: In an intellectual community, information flows freely, but is constrained within the realm of proper citation. Plagiarism is defined as the act of taking and/or using the ideas, work, and/or writings of another person as one's own and will not be tolerated. Plagiarism extends to discussion posts as well as projects and papers in this course. Any questions a student may have relative to what may or may not constitute plagiarism should be addressed to the instructor and framed within the context of University regulations. It is the student's responsibility to familiarize oneself with appropriate definitions and regulations concerning plagiarism or other academic misconduct. Plagiarism is a serious offense against academic integrity, which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University.

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

The instructor will rigorously pursue any incidents of cheating or plagiarism. For further information, including specifics about what constitutes plagiarism or cheating see A-State's Academic Integrity Policy beginning on page 18 of the 2018-19 Student Handbook: [https://www.astate.edu/a/student-conduct/files/\\_Student%20Handbook\\_1819.pdf](https://www.astate.edu/a/student-conduct/files/_Student%20Handbook_1819.pdf)

### Makeup Work

In the event you cannot take a test please email the instructor.

### Email

Please feel free to email me directly with questions of a personal nature, grading questions, advising help, or with any other issues that are not appropriate for the rest of the class to read. I will try my

best to respond to your emails within 2 hours during the work week. Over the weekends, please be patient. I will return your emails as soon as possible.

## **Course Requirements**

This course is a seven-week course, this will be fast paced. You will have a lot of reading from one text book. You should be prepared to read at least one-two hours per day. I realize you are working professionals with families, professional trips, and other commitments. Therefore, if you have any issues related to this course please email me.

## **Discussion Board Posts/Responses**

You will be required to make an initial post introducing yourself. Some modules will require discussion on case studies in the text related to chapter readings for that week. Other discussions will require researching articles related to the readings for that week. Initial discussion post should be by Thursday 11:59 pm CST. The response posts are due by Sunday 11:59pm CST. Please read the discussion Rubric for more details about acceptable posts and quality requirements.

High-quality discussion board posts include a summary of the week's reading assignments, answers to any specific questions asked by the professor, and a question for your peers to spark the electronic conversation. You may also share your personal experiences; however, you must always remain civil and polite. This class will address education policy related to accountability, accreditation and assessment. Any discussions about government policy can touch one's political affiliations and leanings. Remember: be polite, open minded, and communicative.

NACADA: Students are encouraged to visit the NACADA site for resources throughout this course. NACADA is the global community for academic advising. There is a wealth of resources/articles related to this course.

**Weekly Paper:** Students will be expected to write a paper each week (starting module 2) that will contribute to the final paper. The weekly paper topic will be provided under the objective session of each module. The paper length will be 2 pages.

**Final Paper:** The final paper is an opportunity to define your role as an advisor. The Rubric Constructs are presented in each module. You will be expected to research and reference 20 total articles that make the bibliography supporting your paper. The references should support each section of the Rubric Construct. The paper is to be a minimally 15 pages in length. You will need to set the stage by describing the university setting in which you want to be effective as an advisor.

## **Grading Feedback:**

Assignments will be graded within 72 hours of submission. Please feel free to email me directly with questions of a personal nature, grading questions, advising help, or with any other issues that are not appropriate for the rest of the class to read. Over the weekends, please be patient. I will return your emails as soon as possible.

## Course Schedule

Module	Date Range	Assignment	Deadline
1	January 12 <sup>th</sup> , 2021 – January 17 <sup>th</sup> , 2021.	<p><b>Description</b> The content of module 1 begins to set the foundation for the Evolution, theory and practice of professional advising</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify several influences on the development of academic advising;</li> <li>2. Recall the different eras of academic advising;</li> <li>3. Identify key theories related to academic advising;</li> <li>4. Explain your theory for academic advising ( this will be a Rubric Construct in your final paper).</li> </ol> <p><b>Complete assigned readings and viewings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Evolution of Academic advising as a practice and profession</li> <li>• Chapter 2- Theory as the Foundation for Advising</li> <li>• Video: Instructor will provide course overview video</li> </ul> <p><b>Engagement Activities/Assessments</b></p> <ul style="list-style-type: none"> <li>• <b>1.1 Discussion:</b> Course Introductions.</li> <li>• <b>1.2 Module 1 Discussion:</b> Students will be required to select a case study from Chapter 2 and comment. Then post the reason you selected this case study. Also find an article that supports your position and share in the discussion. Discussion should center on use of theory, skills, and advisor vs counselor role. Initial post should be by Thursday 11:59 pm CST. Be sure to comment on two other student's post before Sunday 11:59 pm CST.</li> <li>• <b>1.3 Weekly Paper:</b> Students will write a paper in this module defining their theory of academic advising. Paper should be 2 pages in length.</li> <li>• <b>1.4 Module 1 Quiz:</b> Weekly multiple choice and true/false quiz over assigned reading assignments.</li> </ul>	Sunday at 11:59 pm

2	January 18 <sup>th</sup> , 2021 – January 24 <sup>th</sup> , 2021.	<p><b>Description</b> Module 2 will focus on components of academic advising, defining advising, and student success. Also how to know and reach students.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify organizational models of academic advising.</li> <li>2. Discuss how your organizational model for academic advising.</li> <li>3. <b>Explain how this integrates with institutional vision, and mission (this will be Rubric Construct in final paper) .</b></li> <li>4. Recall informational, relational, and conceptual components of academic advising.</li> <li>5. Understand the alignment of institutional vision and mission, academic program objectives, and statements of advising vision and mission as well as goals and outcomes.</li> <li>6. Identify advising practices consistent with an advising vision, related goals and outcomes.</li> <li>7. Explain the importance of advising values and definitions at the individual and institutional level</li> <li>8. <b>Interpret NACADA Statement of core values of academic advising (this will be a Rubric Construct in final paper)</b></li> <li>9. Demonstrate understanding of multiple identities and how they affect interactions with students.</li> <li>10. Demonstrate a knowledge of diversity in advising and advisor training.</li> </ol> <p><b>Complete assigned readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 Building upon the Components of Academic Advising to Facilitate Change</li> <li>• Chapter 4 Defining Academic Advising: Concepts and Contexts for Practice</li> <li>• Chapter 5 Defining Student Success</li> <li>• Chapter 6 Knowing and Reaching Students</li> </ul> <p><b>Engagement Activities/Assessments</b></p> <ul style="list-style-type: none"> <li>• 2.1 Module 2 <b>Discussion 1:</b> Students will be required to respond to the seven components of the NACADA Core Values. You are to post on each an example of what you would</li> </ul>	Sunday at 11:59 pm
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		<p>do as a Master Advisor. Be sure to comment on <b>two</b> other student's post before the end of the week.</p> <ul style="list-style-type: none"> <li>• <b>2.2 Discussion 2:</b> Chapter 6 identifies 4 case studies, select one case study and comment how you would apply your response. Initial post should be by Thursday 11:59 pm CST. Be sure to comment on two other students post before Sunday 11:59 pm CST.</li> <li>• <b>2.3 Weekly Paper:</b> Students will write a paper in this module defining how your organizational model integrates with institutional mission and vision. Paper should be 2 pages in length.</li> <li>• <b>2.4 Module 2 Quiz:</b> Weekly multiple choice and true/false quiz over assigned reading assignments.</li> </ul>	
3	January 25 <sup>th</sup> , 2021 – January 31 <sup>st</sup> , 2021.	<p><b>Description</b> Module 3 provides an overview of becoming a master advisor, advanced legal, human capital approach to academic advising.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify best practices that distinguish an employee who advises from a master advisor</li> <li>2. <b>Interpret nine principles for ethical decision making as they apply to you (this will be a Rubric Construct in final paper);</b></li> <li>3. Demonstrate differences between federal law, state law, and institutional policies related to academic advising;</li> <li>4. Demonstrate knowledge the calculation of cost for college education;</li> <li>5. Define and illustrate transferable skills;</li> <li>6. Demonstrate knowledge of students who are at financial risk;</li> <li>7. Explain importance of documenting human capital development.</li> </ol> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 Advanced Advising Practice: Becoming a Master Advisor</li> <li>• Chapter 8 Advanced Legal Issues and the Master Advisor</li> <li>• Chapter 9 Human Capital Approach to Academic and Career Advising</li> </ul>	Sunday at 11:59 pm

		<p><b>Engagement Activities/Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>3.1 Module 3 Discussion 1:</b> Chapter 7 presents several case studies. Select one case study and post a discussion. Post reason why you selected this study. Be sure to comment on two other student's post before the end of the week.</li> <li>• <b>3.2 Discussion 2:</b> Chapter 8 presents several case studies. Select one case study and post a discussion. Post reason why you selected this study. Initial post should be by Thursday 11:59 pm CST. Be sure to comment on two other students post before Sunday 11:59 pm CST.</li> <li>• <b>3.3 Weekly Paper:</b> Students will write a paper in this module defining how you will implement nine principles for academic advising. Paper should be 2 pages in length.</li> <li>• <b>3.4 Module 3 Quiz:</b> Weekly multiple choice and true/false quiz over assigned reading assignments.</li> </ul>	
4	February 1 <sup>st</sup> 2021 – February 7 <sup>th</sup> , 2021.	<p><b>Description</b> In module 4 Advocating for academic advising, rewards systems, career ladders and professional development.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of academic advising classifications</li> <li>2. Identify key issues related to advising important to administrators;</li> <li>3. Demonstrate knowledge of complex mechanisms, structures, and drivers that influence advising advocacy efforts;</li> <li>4. Demonstrate how incentives contribute to or diminish motivation as part of a rewards system;</li> <li>5. Demonstrate knowledge of career ladders and the appropriate ladders for institutional environment;</li> <li>6. <b>Develop an individual professional development plan (this will be a Rubric construct in the final paper).</b></li> </ol> <p><b>Readings</b></p>	Sunday at 11:59 pm

		<ul style="list-style-type: none"> <li>• Chapter 10 Advocating for Academic Advising by Leading</li> <li>• Chapter 11 Advocating for Academic Advising</li> <li>• Chapter 12 Reward Systems and Career Ladders for Advisors</li> <li>• Chapter 13 Professional Development</li> </ul> <p><b>Engagement Activities Assessments</b></p> <ul style="list-style-type: none"> <li>• 4.1 Module 4 Discussion: Students will be required to find post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. . Initial post should be by Thursday 11:59 pm CST. Be sure to comment on two other students post before Sunday 11:59 pm CST.</li> <li>• <b>4.2 Weekly Paper:</b> Students will write a paper in this module developing their individual professional development plan. Paper should be 2 pages in length.</li> <li>• 4.3 Module 4 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments.</li> </ul>	
5	February 8 <sup>th</sup> 2021 – February 14 <sup>th</sup> 2021.	<p><b>Description</b> Assessment outcomes and technology related to academic advising</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Articulate reasons to perform assessment of academic advising;</li> <li>2. Demonstrate the difference between evaluation and assessment;</li> <li>3. Explain student learning outcomes related to academic advising;</li> <li>4. Demonstrate knowledge of quantitative and qualitative data;</li> <li>5. Demonstrate current technologies used in academic advising;</li> <li><b>6. Outline your program for assessment as an academic advisor (this will be a Rubric construct in the final paper).</b></li> </ol> <p><b>Readings</b></p>	Sunday at 11:59 pm

		<ul style="list-style-type: none"> <li>• Chapter 14 Assessment of Academic Advising: Overview and Student Learning Outcomes</li> <li>• Chapter 15 Assessment of Academic Advising: Gathering Outcome Evidence and Making changes</li> <li>• Chapter 16 Technology and Academic Advising</li> </ul> <p><b>Engagement Activities/Assessments</b></p> <ul style="list-style-type: none"> <li>• 5.1 Module 5 Discussion: Students will be required to find post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week.</li> <li>• <b>5.2 Weekly Paper:</b> Students will write a paper in this module outlining your program of assessment for advising. Paper should be 2 pages in length.</li> <li>• 5.3 Module 5 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments.</li> </ul>	
6	February 15 <sup>th</sup> 2021 – February 21 <sup>st</sup> 2021.	<p><b>Description</b> This module will focus on the external conditions that influence the master advisor. We will also examine challenges of the future for the master advisor</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify at unfamiliar external condition that could influence day to day advising;</li> <li>2. Develop a plan for communicating potential impact of evolving agendas, regulations, and policies to academic advisors and other campus constituencies;</li> <li>3. Illustrate issues in higher education today that will influence the future of academic advising;</li> <li>4. <b>Identify and discuss how you will address external and internal influences for advising (this will be a Rubric construct in final paper).</b></li> </ol>	Sunday at 11:59 pm

		<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 17 External Conditions That Influence the Practices of Master Academic Advisors</li> <li>• Chapter 18 Challenges for the Future: Developing as a Profession, Field, and Discipline</li> </ul> <p><b>Engagement Activities/Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>6.1 Module 6 Discussion:</b> Students will be required to find post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. . Initial post should be by Thursday 11:59 pm CST. Be sure to comment on two other students post before Sunday 11:59 pm CST.</li> <li>• <b>6.2 Weekly Paper:</b> Students will write a paper in this module addressing external and internal influences for advising. Paper should be 2 pages in length.</li> <li>• <b>6.3 Module 6 Quiz:</b> Weekly multiple choice and true/false quiz over assigned reading assignments</li> </ul>	
7	February 22 <sup>nd</sup> 2021 – February 26 <sup>st</sup> 2021.	<p><b>Description</b></p> <p>During this module, you will work on final paper as outlined by the Rubric.</p> <p><b>Objectives</b></p> <p>The final paper is to serve as an opportunity to culminate your ideas of theory, organizational model, ethical decision making, CASS Standards, professional development plans, assessment and how you address external/internal influences as an academic advisor.</p> <p><b>Readings</b></p> <p>There will be no chapter readings and test in this module. Your time should focus on final paper and discussion.</p> <p><b>Engagement Activities/Assessment</b></p> <p><b>7.1 FINAL PAPER.</b> See details below.</p>	Friday at 11:59 pm

### Course Grading

<b>Assignments</b>	<b>Points</b>
Course Introductions	0 points (MANDATORY)
Discussions	8 x 2 points each
Quizzes	6 x 4 points each
Weekly paper	6 x 5 points each
Final paper	30 points
<b>TOTAL POINTS</b>	<b>100 points</b>

### Letter Grade Definition

Minimum Points Needed	Letter Grade
90	A
80	B
70	C
69	F

### Flexibility Clause

**The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus**