

CSA 597B: Foundations of Academic Advising
Spring Semester 2012
Wednesdays: 3:00 to 5:30 P.M.
January 11-February 15, 2012
Fireplace Room, Grange Building

Instructors

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Course Description

This one-credit course is an overview of the academic advising profession and the role of academic advising in the collegiate setting. Topics include history, philosophical and theoretical perspectives, models, emerging issues and scholarship, assessment, and professional preparation.

Course Goals

1. Develop a perspective on academic advising as a higher education program.
2. Become familiar with structural models for the delivery of academic advising.
3. Survey the research and practice of academic advising.
4. Address assessment in academic advising.
5. Become acquainted with important aspects of preparation for professional and faculty advising roles.

Text and Readings

Gordon, V.N., Habley, W.R., Grites, T.J., and Associates (2008). *Academic Advising: A Comprehensive Handbook* (2nd ed.). San Francisco: Jossey-Bass.

Other readings available via electronic reserve, Web sites, or distribution in class.

Assignments

Reading:

Readings are expected to be completed in preparation for each class meeting.

Professional journal review:

Each student will present an in-class discussion (January 25 or February 1) of one journal article from the array of journals that address academic advising topics. Also, a one-page summary of the journal article is due February 1. (Individual Activity)

Web site analysis:

Students will visit two college/university Web sites and analyze the nature of the sites with attention to how the institutions approach undergraduate student academic advising. An oral presentation will be made to the class on February 8. (Group Activity)

Issues Paper and Presentation: Investigation of an issue related to undergraduate student academic advising will be presented via a written paper (10-page maximum) and an oral presentation; both due February 15. (Group Activity)

Grading

Web site analysis	20%
Issues assignment	45%
Journal review	20%
Class participation	15%

Attendance

The seminar requires attendance and class participation. If a conflict arises, it is the student's responsibility to inform the instructors in advance.

Academic Integrity

Students are expected to uphold the University's standards for academic integrity. See the following Web sites for further information:

<http://www.psu.edu/oue/integrity.html>

<http://www.psu.edu/ufs/policies> (click on academic integrity)

[http://www.psu.edu/bulletins/whitebook/\\$reg.htm](http://www.psu.edu/bulletins/whitebook/$reg.htm)

Topics/Assignments/Due Dates

January 11

Reading Assignment:

1. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Chapter 1.
2. Rentz (4th ed), *Student Affairs Practice in Higher Education*, Chapter by White and Lindhorst, pages 96-118 (on electronic reserve).
3. The Mentor <http://www.psu.edu/dus/mentor>. Sandra Cook time line.

Discussion topics:

- Introductions
- Syllabus
- Assignments
- Gems & Lingering Questions
- Introduction to discussion topic: American higher education and the history of academic advising.

January 18

Reading Assignment:

1. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Chapters 2, 6.
2. Crookston, B.B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13, 12-17. (on electronic reserve)
3. Borgard, J.H. (1981). Toward a pragmatic philosophy of academic advising. *NACADA Journal*, 1(1) 1-6. (on electronic reserve)
4. Lowenstein, M. (November 22, 1999). An alternative to the developmental theory of advising. *The Mentor: An Academic Advising Journal*, <http://www.psu.edu/dus/mentor/>.
5. Lowenstein, M. (2005). If advising is teaching, who do advisors teach? *NACADA Journal*, 25(2), 65-73.

January 18, continued

Discussion topics:

- Gems & Lingering Questions
- Philosophical and theoretical perspectives

January 25

Reading Assignment:

1. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Chapters 14-19
2. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Appendices A, B, C
 - Concept of Academic Advising
 - Statement of Core Values
 - CAS Standards for Academic Advising

Project Assignments Due

- Topics selected for issues assignment
- Journal review presentations

Discussion Topics:

- Gems & Lingering Questions
- Models for advising

February 1

Reading Assignment:

1. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Chapters 3, 4

Project Assignments Due

- Journal review presentations
- Journal review summary paper

Discussion Topics:

- Gems & Lingering Questions
- Emerging Issues and Scholarship

February 8

Reading Assignment:

1. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Chapters 23, 24, 25
2. Penn State University Advising Council Web site (Science analysis)
<http://www.psu.edu/dus/uac/index2.htm>
3. NACADA Commission on Assessment of Advising Web site
<http://www.nacada.ksu.edu/commissions/C32/index.htm>

February 8, continued

Project Assignments Due

- Web site analysis presentations

Discussion Topics:

- Gems and Lingering Questions
- Assessment

February 15

Reading Assignment:

1. *Academic Advising: A Comprehensive Handbook* (2nd ed.), Chapters 20, 29

Project Assignments Due:

- Issues paper class presentations

Topics:

- Gems & Lingering Questions
- Preparation for the academic advising profession