



A NEWSLETTER FOR ACADEMIC ADVISORS

Faculty & Student Survey on Advising

The Academic Advising Task Force has created faculty and student surveys to gather information about advising at MSU. Surveys were recently sent to faculty and students via email. All faculty are encouraged to take a few minutes to complete the survey and are asked to please encourage students in their classes to do the same. Information obtained from these surveys will be used as the task force makes recommendations to the Deans, Vice President of Academic Affairs, and President on how to strengthen advising across all programs offered at MSU. Surveys must be submitted no later than Wednesday, April 16.

Academic Advisement Task Force Survey: Faculty
<https://adobeformscentral.com/?f=7IbU6nBRuwG69aeYBH2ALQ>

Academic Advisement Task Force Survey: Student
<https://adobeformscentral.com/?f=j2Yo0IPsk7CUBcDYxB92Dw>

CONNECT Advisor Training

All faculty who advise at CONNECT are asked to participate in a two hour CONNECT Advisor Information Session in the Student Center, Westlie Room on either Wednesday, April 23 from 9 – 11 A.M. OR Thursday, April 24 from 2 – 4 P.M. The information session will highlight developmental courses, COMPASS testing, the new General Education requirement model, First-Year Experience Learning Communities, and other material pertinent to advising at CONNECT sessions. Please email Heather Martin at heather.martin@minotstateu.edu to let her know which session you plan to attend.

CampusConnection Hold: Health Services MMR Hold

Immunization Requirements:

North Dakota State Board of Higher Education requires verification of two (2) measles, mumps, and rubella (MMR) immunizations or immune titers for ALL students born after 12/31/56.

Effective fall 2012, newly admitted students ages 21 and under residing in MSU campus housing must provide documentation of immunity against meningococcal disease with evidence of at least one dose of meningococcal conjugate vaccine in the 5 years prior to enrollment or evidence of two doses of meningococcal conjugate vaccine administered at age 10 or older and at least 8 weeks apart.

Official documentation must be submitted to the Student Health Center. SOURCES of immunization records may be obtained from your physician, public health clinic, high school, college, or military records.

April 2014

Dates to Remember

April 11

Last day to drop a full-term course

April 16

Webinar: Training Academic Advisors

April 18 – 21

Easter Break (University closed Friday only)

April 23 & 24

CONNECT Advisor Training

April 28

CONNECT

May 12 – 16

Final Exams

May 16

Commencement
MSU Dome at 10 A.M.

Thursday, March 27

Last day to withdraw from all classes and receive a 50% refund

CONTACT INFORMATION

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The student can be immunized at their local public health or private health care provider. These vaccines can be obtained at the Student Health Center and the cost charged to the student's account at the business office.

A hold will be placed on the registration process of non-compliant students. Students with this hold are not allowed to register for their next term at MSU or drop classes for their current term of enrollment. Students can contact the Student Health Center with questions or to schedule an appointment at 858-3371.

Exemptions:

According to the NDUS policy, students enrolled only in distance learning courses, courses taught off campus, continuing education or noncredit courses, and students in attendance at camps, workshops or programs and classes delivered under contract to a third party are exempt from this policy. Campuses shall grant additional exemptions upon application to and approval by the authorized institution official, under established campus procedures, when: (a) immunization is contraindicated by illness, pregnancy, allergies, or other medical condition certified by a licensed physician; (b) the student has had one immunization and agrees to have a second one no less than one month later; or (c) the student's beliefs preclude participation in an immunization program.

Did you know...

Math 240, Applied Statistics, has changed to Math 210, Elementary Statistics.

April CONNECT/Orientation

Newly admitted transfer and freshman students have been invited to attend CONNECT/Orientation on Monday, April 28. Academic advising will take place from 12:30pm until approximately 4:15pm. Department/Division Chairs should contact the Student Success Center (ext. 3362) with the names of faculty who will be assisting with advisement on April 28th.

Retention Timeframe for Advising Records

Academic departments are required to maintain advising records/files on their students for 5 years from the student's last day of attendance or graduation date. After the 5 years has passed, all advising records for a student should be shredded.

Academic Advising Task Force to Hold Webinar on April 16 from 2-3:30pm in the Jones Room

Training Academic Advisors: Conceptual, Relational, & Informational Issues

Overview:

In ACT's most recent national survey of training for all types of advisors, training was rated as one of the least effective components of campus advising programs. Training for staff advisors was found to be lacking in both conceptual understanding and relational skills. Brown (2008) found that most faculty advisors believed that they had inadequate training and preparation before beginning to advise.

Effective academic advising is dependent on three critical components: comprehensive pre-service and ongoing in-service advisor development; assessment of the advising program and individual advisors; and recognition and reward for exemplary performance. Training is the initial component in this process. Without setting expectations and offering skills training, there are no benchmarks for assessment. And, without assessment there are no guideposts for improving. All advisor development programs have common elements and are applicable to faculty, staff advisors, and counselors.

Objectives:

Participants will:

- Review the conceptual, relational, and informational elements of comprehensive advisor development programs
- Consider how programs might be designed to meet the needs of advisors with differing levels of experience and willingness to participate
- Receive a theoretical context with a focus on concrete, tangible examples

Learn strategies for addressing issues that can produce more effective advisor development programs and academic advisors

Speaker:

Thomas Brown is a lifelong student and academic affairs educator with an impressive record of effectiveness in creating academic and student affairs programs that promote increased learning, achievement, and success. Tom served as Dean of Advising Services/Special Program at Saint Mary's College of California, was a member of the Board of Directors and Vice President of the National Academic Advising Association (NACADA), and was chairperson of the Prelaw Advisors National Council.

From 1988 to 2008, Tom developed and facilitated general session presentations on academic advisor development for the NACADA Summer Institute on Academic Advising. His most recent publications on professional development include:

“Critical Concepts in Academic Advising” in *The Academic Advising Handbook*, Jossey Bass, 2008, and “Preparing Providers to Foster Student Success”, in *Fostering Student Success* in the Campus Community, 2008.

Tom Brown’s work is based on an integration of theories, research findings, and practical experience that makes a real difference for individuals and institutions. As a nationally recognized author and expert in retention, academic advising, promoting the success of at-risk students, international education, and diversity/inclusivity training, he has served as a consultant to more than 350 colleges and universities in the US and abroad. Tom is currently Managing Principal of a consulting network that assists campuses to increase student success, build inclusive communities, and manage change (www.tbrownassociates.com).

His work is based on an integration of theories, research findings, and practical experience that makes a real difference for individuals and institutions:

- A consultant to more than 400 colleges and universities in the U.S. and abroad
- Regularly invited to deliver keynote addresses at national conferences, campus colloquia, and professional development workshops for faculty and staff
- Nationally recognized author and expert in retention, academic advising, promoting the success of at-risk students, international education, and diversity/inclusivity training

Recent publications include: “Reframing At-Risk to High Potential: Supporting the Achievement and Success of Underprepared Students in the Critical First Year of College,” in *Fulfilling the Promise of the Community College*; “Critical Concepts in Academic Advising” in *The Academic Advising Handbook*, Jossey Bass, 2008; “Preparing Providers to Foster Student Success”, in *Fostering Student Success* in the Campus Community, 2008; “Advising Students of Color”, in *Academic Advising for Student Success and Retention*, 1997, 2004

Resources for your Advisees

The attached Course Schedule Grid can be provided to your advisees who would like a tool to help them build their class schedules for the upcoming term.

The attached Academic Advising Syllabus is a sample document intended to provide students with advisor contact information, the definition, mission, rights, and responsibilities of advising at MSU, the process for students to change their major/minor, request a change of advisor, and schedule an appointment, a list of recommended resources, and an advising calendar of important dates throughout the academic year. The information can be modified on the syllabus to meet the needs of students within each academic program. The information in red text, found on the Academic Advising Syllabus, should be updated on a yearly basis to fit the requirements of each academic program.

Fall 2014 CONNECT Dates

Monday, April 28

Friday, May 30

Monday, June 2

Thursday, June 19

Friday, June 20

Thursday, July 17

Friday, July 18

Monday, August 4

Friday, August 22

Departments/Divisions are asked to contact the Student Success Center (ext. 3362) with the names of faculty who will be advising on the above dates.

ASC Course Schedule for Fall Semester

The Fall 2014 Class Schedule for collaborative courses available to MSU students through Dakota College Bottineau is listed in the table below. Students requesting enrollment into one of these sections must review the collaborative course information and submit the online collaborative request form found at <http://www.minotstateu.edu/online/collaborative.shtml>.

Course #	Course Title	Credits	Class#	Meeting Time	Building/Room	Instructor
ASC 87	College Writing Prep	3	16866	10:00 – 10:50 MWF	Mem 228	Bail, M.
ASC 87	College Writing Prep	3	16923	1:00 – 2:15 TuTh	Mem 228	Bail, M.
ASC 88	Composition Lab	1	16900	12:00-12:50 M	HHall 316E	Bail, M.
ASC 88	Composition Lab	1	16901	12:00-12:50 W	HHall 316E	Bail, M.
ASC 88	Composition Lab	1	16902	12:00-12:50 F	HHall 316E	Bail, M.
ASC 88	Composition Lab	1	16903	3:00 – 3:50 Tu	Mem 228	Bail, M.
ASC 88	Composition Lab	1	16815	2:00 – 2:50 W	Mem 228	Bail, M.
ASC 94	Beginning Algebra	3	16930	11:00-12:15 TuTh	Main 106C	Blair, C.
ASC 94	Beginning Algebra	3	16931	10:00 – 10:50 MWF	Main 106C	Blair, C.
ASC 94	Beginning Algebra	3	16932	9:30 – 10:45 TuTh	Main 106C	Blair, C.

New General Education Model

At Minot State University, our general education model incorporates learning across disciplines and learning throughout an entire college career. Therefore, our general education courses should be taken both inside and outside of a student's major and should include both lower division courses and upper division courses. This way, essential skills, such as problem solving, critical thinking, and communication can be addressed from a variety of perspectives. This will help each graduating Minot State University student better adapt to the fluctuations of post-collegiate life in both their personal and professional opportunities.

The Minot State University General Education model has three components: Required Core, Foundational Content, and Developmental Content. The Required Core and Foundational Content require taking classes beyond a student's major. These courses emphasize studies in core academic areas such as English, mathematics, the arts and humanities, the physical and natural world, and history and social sciences. The Developmental Content emphasizes outcomes and are divided into three categories.

- 1) Critical Capacities and Skills (CCS) which requires a student to demonstrate the capacity to think critically, write, collaborate, communicate, solve problems, and to deploy skills related to information and quantitative literacy.
 - a. CCS1 Problem Solving
 - b. CCS2 Information Literacy
 - c. CCS3 Critical Reading
 - d. CCS4 Quantitative Literacy
 - e. CCS5 Oral/Written Communications
 - f. CCS6 Collaboration
- 2) Personal and Social Responsibility (PSR) which requires a student to develop an understanding and commitment to individual well-being and to civic life and community needs.
 - a. PSR1 Relationships and Value Systems
 - b. PSR2 Responding to Community Needs
 - c. PSR3 Individual Well-Being
- 3) Interconnecting Perspectives (IP) which requires a student to study, reflect, and apply the understanding of diverse global and domestic perspectives both in the classroom and in a global setting.
 - a. IP1 Knowledge
 - b. IP2 Experience

Students transferring into Minot State University will have to be sure that they complete all of the General Education requirements. If a student transfers to Minot State University as General Education complete, they need to complete the Developmental Content portion. Developmental Content can be completed in major requirements. Meeting the Developmental Content of General Education is a Minot State University graduation requirement.

Students transferring to Minot State University with 24 transferable credits or more are not required to take INT110 in the Required Core but still need to complete any required courses not yet completed in all sections of Minot State University General Education requirements.

Core Values of Academic Advising

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts:

- Introduction
- Declaration
- Exposition

While each part stands alone, the document's richness and fullness of meaning lies in its totality. The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

The introduction, declaration, and exposition from the Statement of Core Values can be found on the NACADA Clearinghouse website.

NACADA. (2005). NACADA statement of core values of academic advising. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site:
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx>