

ACADEMIC ADVISING

College of Architecture and Landscape Architecture (CALA)
The University of Arizona

SYLLABUS

Academic Advising is the only structured service on campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution.

-- W. R. Habley

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PURPOSE OF THE SYLLABUS

An advising syllabus is a tool which allows advisors to outline the advising relationship and experience for their advisees. Advisors help students navigate between curricular, co-curricular and extra-curricular issues and activities. An advising syllabus helps students see the relationship between their formal education and educational experiences they will encounter outside the classroom.

An advising syllabus communicates to the student the set of student learning outcomes they are expected to achieve during their educational experience at the University of Arizona. Being aware of these anticipated learning outcomes enables students to better prepare for educational situations beyond the classroom.

ADVISING DESCRIPTION

Academic advising done well in a university setting is an activity that most students have never encountered before. Faculty and administrators who graduated many years ago will not be aware of what academic advising has evolved into. Academic advising is no longer a simple activity of looking up information in catalogs and telling students what courses to sign up for.

Academic advising has evolved from a simplistic, routine, perfunctory course scheduling activity to a complex process of student development requiring comprehensive knowledge, skills, attitudes, and behaviors....

-- M. King, Foundations of Academic Advising

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Understanding the complexities of academic advising in higher education today, requires a knowledge of the field and a knowledge of background information which provides historical perspective, theoretical frameworks, and proven approaches towards effective academic advising. Academic advisors need knowledge of student development theory, career development theory, learning theory, decision-making theory, multicultural theory, retention theory, personality theory, moral development theory, adult development theory, sociological theory, organizational theory, and typological models. This can be an overwhelming amount of information, but such a knowledge of theories and models provides the foundation for the professional academic advisor.

Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills.

-- Crookston, 1972

Although the primary approach to advising students in CALA will be developmental, other methods such as Prescriptive advising, Intrusive advising, Strengths-based advising, and Learning-centered advising will also be used when appropriate.

This syllabus provides the foundation for the student's academic advising experience in the College of Architecture and Landscape Architecture.

MISSION STATEMENT

The University of Arizona's Academic Advising Mission statement says,

The University of Arizona recognizes academic advising to be a critical component of the educational experience of its undergraduate students. Through individual, collaborative relationships with academic advisors, students are best able to define and implement sound educational plans that are consistent with their personal values, goals and career plans. While academic advising occurs most visibly in these individual relationships, a broad network of professionals, faculty, staff and students exists in support of the Institution's overall advising mission. The University acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments and colleges, as well as through additional units and colleges devoted to specific student populations such as undecided, transfer, and pre-professional students, freshmen, and those with disabilities.

One of the roles for the University of Arizona, as defined in the statement of Advising Roles and Responsibilities is to, "recognize the value of excellence in academic advising." The advising office at CALA intends to provide excellence in academic advising and to be an asset to the college and the university.

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ROLES AND RESPONSIBILITIES

Academic advisors provide academic assistance and individualized attention to promote each student's success at the University of Arizona. An academic advisor can share knowledge, experience and insight that is beneficial to the student while encouraging the student's behavioral and intellectual development. The advisor's role is to help the student learn to evaluate and realize their educational and career goals.

You can expect your advisor to:

- Be accessible for meeting with advisees via office hours for advising, telephone, e-mail, or web access.
- Maintain confidentiality.
- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures.
- Provide students with information about and strategies for using the available resources and services on campus.
- Encourage and guide students as they define and develop realistic goals.
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.
- Monitor and accurately document students' progress toward meeting their goals.
- Encourage and support students as they gain the skills to develop clear and attainable educational plans.
- Assist students in gaining decision-making, problem-solving, and evaluation skills.
- Uphold the core values of academic advising as identified by the National Academic Advising Association (NACADA).

As a student and an advisee you have clear responsibilities in the advising partnership:

- Schedule regular appointments with your advisor during each semester.
- Come prepared to each appointment by bringing a recent copy of your SAPR and any questions or materials you want to discuss.
- Be an active learner by participating fully in the advising experience.
- Ask questions if you do not understand an issue or have a specific concern.
- Keep a personal record of your progress toward meeting your goals.
- Organize official documents in a way that enables you to access them when needed.
- Clarify personal values and goals and provide your advisor with accurate information regarding your interests and abilities.
- Become knowledgeable about college programs, policies, and procedures.
- Use available resources to monitor your academic progress.
- Understand that you are ultimately responsible for your educational plan and achievements.
- Accept responsibility for your decisions and actions (or inactions).

LEARNING OBJECTIVES

Students are expected to achieve certain learning outcomes as they progress through their education. These learning outcomes can be grouped into three areas, Information, Skills, and Cognitive development.

Information students should learn through the Academic Advising process:

- basic requirements of UA and the College of Architecture and Landscape Architecture,
- how to register for courses,
- where to find information,
- where to find help.

Skills students should learn through the Academic Advising process:

- academic planning skills such as reading their student academic progress report (SAPR),
- developing an educational plan for completing their degree and educational goals,
- communication skills such as being able to clearly articulate their thoughts to advisors and instructors,
- technical skills such as use of the U of A's computer systems,
- the ability to perform internet research and to judge the trustworthiness of the sources found there,
- organizational and study skills,
- the ability to find and use campus resources when they need assistance.

Cognitive changes students should be able to demonstrate due to the Academic Advising process:

- clearly articulate their life and career goals,
- understand the purpose of general education requirements,
- describing the underlying structure of their educational curriculum,
- create their own path through their educational career by evaluating their options and making effective decisions,
- show that they can discover and develop lifelong intellectual interests,
- show an appreciation for higher education.

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ASSESSMENTS

Developing and communicating learning objectives is only the first step in ensuring students are successfully learning what they need to know. At some point the knowledge, skills and abilities of the students need to be assessed. By evaluating what students know, the methods being used by the advisor are also evaluated and, if found wanting, can be corrected and improved. The goal for the CALA advising office is continuing improvement over time.

Assessments can be performed by a variety of methods. Here are several methods that the CALA advising office intends to use throughout your educational career:

- Student Surveys
- Pre-test / Post-test
- Interviews
- Online Quizzes

We ask that students volunteer for the advising assessment process when asked. We value your opinions and experiences. After your advising session you will be asked to complete a survey and at various times throughout your educational career you may be asked to participate in a more intense evaluation of our advising services. Please take these requests seriously as we truly want to hear what you have to say.

ATTENDANCE

Students should schedule a meeting with their advisor at least once a semester. Students are responsible for arriving on time for their advising appointments. If you are late you will have to reschedule your appointment since the advisor will have started to help other students. Students are responsible for bring a recently printed SAPR with them to their advising appointments. Students who come to an advising appointment without a SAPR will be rescheduled.

OTHER POLICIES

Handicapped Accessibility. Every effort will be made to accommodate students with diagnosed disabilities. Please contact the advisor to initiate a discussion about how best to help you receive advising services.

Subject to Change. Parts of this syllabus are subject to change with advance notice, as deemed appropriate by the advisor. Every effort will be made to provide advance notice of significant changes.

Academic Policies. Students are responsible for understanding the policies outlined in *The University of Arizona General Academic Catalog* <http://catalog.arizona.edu/allcats.html> for the appropriate year.