



A NEWSLETTER FOR ACADEMIC ADVISORS

MSU Definition of Advising

Academic advising is a personalized, interactive, and intentional process in which the advisor helps the student set and achieve academic, career, and personal goals. The advising process will incorporate respect for and engagement with all cultures, people, and points of view. The student will acquire relevant information and services to make responsible decisions consistent with interests, goals, abilities, and degree requirements. The desired result is that the student will feel a connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions.

Do's of Academic Advising

1. Appreciate the emotion behind your advisee's words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do not interrupt your advisee's sentences. Let him/her tell his/her story first.
4. Fight off external distractions.
5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.
6. RELAX - try not to give the impression you want to jump right in and talk.
7. Establish good eye contact.
8. Use affirmative head nods and appropriate facial expressions.
9. Avoid nervous or bored gestures.
10. Intermittently respond to your advisee with "uh, huh," "yes-s-s," "I see," etc.
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying).
12. Face your advisee squarely. It says that "I'm available to you."
13. Maintain an "open" posture. This is a sign that the helper is open to what the advisee has to say. It is a non-defensive position.
14. Lean towards the other, another indication of availability or involvement.
15. Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.
16. Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.

October 2012

Campus Resources

Do you find it difficult to keep track of where you should refer students who are seeking tutoring, counseling, study abroad opportunities, disability services, GI Bill benefits, career exploration advice, immunizations, student organizations, etc.? Who is the best contact? Where is the office located? There are many questions advisees may ask during your advising sessions and you need to be prepared! To assist a Campus Resource guide has been developed to help advisors with knowing where to refer your advisees. The attached guide includes a listing of many of the campus resources along with a short description of services provided, location, days & hours, and contact information. If you have a previous Campus Resource guide, please make sure to start using the new attached guide, as changes have taken place and the new guide has been updated!

CONTACT INFORMATION

Heather Martin
Advising Coordinator
Center for Engaged Teaching & Learning
Old Main, Room 101
500 University Avenue West
Minot, ND 58707
heather.martin@minotstateu.edu
msu.advising@minotstateu.edu
(701) 858-3265

17. Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this."
18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."
19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you."
20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"
21. Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"
22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"
23. Asking questions using "what" or "how" can help the student give more than "yes," "no," "because," or "I don't know" answers. Example: "What do you like about this major and what don't you like?"

Crockett, David S. *Advising Skills, Techniques, and Resources*. Iowa City, Iowa: The American College Testing Program, 1988.

October Advisor Development Workshops

Advising Student Athletes

Do you have any questions on how to advise student-athletes? Ever wonder how NCAA rules on "progress-towards-degree" work? On Oct. 9th and 10th, Minot State Assistant Athletic Director for Compliance and Student Life, Steven Swenson, will be presenting a workshop on these and other academic issues pertaining to athletic eligibility. The workshop will offer some tips and explanations, as well as gather feedback from faculty on how the student-athlete advising process can be improved. The same session will be offered on two different dates/times:

- Tuesday, October 9 – 1-2pm – Jones Room, 3rd floor Administration
- Wednesday, October 10 – 9-10am – Jones Room, 3rd floor Administration

Please email Heather Martin at heather.martin@minotstateu.edu if you plan to attend one of the sessions.

Co-enrolling in ASC 088 and ENGL 110

Some students may be required to co-enroll in ASC 088 and Engl 110 due to their ACT English score (14-17) or COMPASS results. SAT Writing scores are not used for ASC 088 placement; however, they are used to place students in ASC 087 and Engl 110. ASC 088 enrollment is through Dakota College Bottineau and Engl 110 enrollment is through Minot State University. With these courses being co-requisites, specific instructions for course enrollment is listed below:

1. Determine which ASC 088 section student wishes to enroll in. Search classes in CampusConnection under Dakota College Bottineau and find those that are taught on the MSU campus or contact Russ Gagnon at 858-4338.
2. Student must submit the online collaborative form to request enrollment into ASC 088, found at <http://www.minotstateu.edu/online/collaborative.shtml>.
3. Print a copy of the collaborative form submission page.
4. Determine which Engl 110 section student wishes to enroll in.
5. Complete a Petition to Add for Engl 110 – signatures of instructor/department is not needed, as long as class is open and there are no time conflicts.
6. Submit both the copy of the collaborative form and the Petition to Add slip to the Registrar's Office for enrollment into Engl 110.
7. Student will receive an email confirmation from Dakota College Bottineau regarding ASC 088 enrollment.

Transfer Tid-bits

Academic advisors can view an evaluation of courses and MSU equivalents in CampusConnection for their advisees under Self Service – Advisor Center – My Advisees – View Student Details – Transfer Credit Report (select in drop down box). Transfer courses are coded in the following ways:

- Courses that have been equated to an MSU course
- Courses that have been equated to 100 + general education letter code (i.e 100HU = humanities) are considered to meet general education requirements, but have no specific course equivalency.
 - Communications (C)
 - History (H)
 - Humanities (HU)
 - Wellness (W)
 - Math (M)
 - Lab Science (LS)
 - Social Science (SS)
 - General Education Diversity (GEDR)
 - Graduation Diversity (CDR)
- Courses are coded as TRNSFR 100 because they either do not have an equivalency or the equivalency has not been previously determined. If the student and advisor

determine this course may be equivalent to another MSU course the following course of action should be taken. A course description and/or syllabus should be taken to the corresponding department/division to determine if there is an equivalent course.

Student Success Workshops

The Student Success Workshops offered throughout the month of October include:

October 3 from 10–10:50 A.M.—***Read and Write Gold*** located in Hartnett Hall, Rm 316E

October 5 from 3–4:30 P.M.—***Strange Like Me*** located in Aleshire Theater

October 9 from 12:30–2:00 P.M.—***Etiquette Lunch*** located in Conference Center, Student Center

October 11 from 11–11:50 A.M.—***Do the “Write” Thing*** (How to organize and write a paper) located in Hartnett Hall, Rm 316E

October 15 from 10–10:50 A.M.—***Understanding the Student Center in CampusConnection*** located in Hartnett Hall, Rm 316E

October 23 from 12:15–1:00 P.M.—***Major Confusion*** located in Westlie Room, Student Center

Please encourage your advisees to attend any or all of the above workshops!

Resource of the Month

MSU Peer Tutoring Program

The Center for Engaged Teaching and Learning Peer Tutoring Program is aimed at providing students with the essential learning tools and resources integral to their academic success. Through the use of highly qualified and trained tutors, the CETL Peer Tutoring Program seeks to empower the students being served in their pursuit of becoming independent learners. All peer tutors hired by CETL have been highly successful in the courses they tutor. Currently, CETL offers two kinds of tutoring: Drop-in and Weekly-Assigned (individual).

For more information, please contact Jessica Smestad, Tutoring and Mentoring Coordinator, at jessica.smestad@minotstateu.edu or 858-4039. The Center for Engaged Teaching and Learning is located in Old Main 101.

Updated Major Exploration Guide

A few changes have been made to the Major Exploration Guide that was included in the September Advising Newsletter. Please use the new attached guide! Thanks!

Math & English Placement Guidelines

New and re-admitted students beginning Fall 2012 must meet new placement guidelines in the areas of Math & English, as per NDUS policy 402.1.2. Please refer to the attached documents to assist when determining specific course placement for these students. Current students will follow previous placement guidelines and are not affected by the change in policy.

Dates to Remember

October 3: Student Success Workshop from 10–10:50 A.M. on Read & Write Gold

October 5: Student Success Workshop from 3–4:30 P.M. on Strange Like Me

October 9: Etiquette Lunch from 12:30–2 P.M.

October 9: Advisor Development Workshop from 1–2 P.M. on Advising Student Athletes

October 10: Advisor Development Workshop from 9–10 A.M. on Advising Student Athletes

October 11: Student Success Workshop from 11–11:50 A.M. on Do the “Write” Thing

October 12: Spring semester graduation application due to advisor

October 15: Student Success Workshop from 10–10:50 A.M. on Understanding CampusConnection

October 15: Midterm grades

October 23–25: Spring registration for currently enrolled students

October 23: Student Success Workshop from 12:15–1 P.M. on Major Confusion

October 26: Spring semester graduation application due to Registrar’s Office

October 28: Last day to withdraw from all classes and receive a 50% refund