

Master of Science (M.S.) in Academic Advising Final Project

Department of Special Education, Counseling, and Student Affairs
College of Education, Kansas State University

Introduction

The Graduate School of Kansas State University requires comprehensive examinations. In order to fulfill this requirement, the Academic Advising faculty of the Department of Special Education, Counseling, and Student Affairs adopted the Academic Advising Final Project to ensure that all master's degree students possess the necessary knowledge and competencies. In developing these projects, students will demonstrate and apply what they have learned about academic advising from their coursework. Completed projects are to be uploaded to K-State Online by the due date in the semester in which one plans to complete the degree. The final projects will be reviewed and evaluated by the advisor and program committee members.

Specifically, students are expected to demonstrate knowledge and competence in the following four student learning outcomes of the academic advising program:

1. Apply advising strategies and practices to institutional advising programs and individual advising (e.g., from EDCEP 835 Foundations of Academic Advising, EDCEP 836 Interpersonal Relations for Academic Advising, EDCEP 837 Administration of Academic Advising).
2. Apply theories of learning (e.g., from EDCEP 829 Learning Principles), student development (e.g., from EDCEP 838 College Student/College Environment), and career development (e.g., from EDCEP 863 Trends in Career Development) to assist students with their academic and career planning.
3. Understand the influence of multicultural factors on the advising relationship and the content of advising with students (e.g., from EDCEP 851 Multicultural Aspects of Academic Advising).
4. Apply knowledge of the needs and characteristics of specific groups of students and apply to academic advising (e.g., from EDSP 853 College Students with Special Needs, EDCEP 752 College Student Athlete).

Final Project Components

1. **Title Page.** Include your name, contact information, date of project submission, month/year of graduation, and advisor.
2. **Table of Contents.**
3. **Introduction.** The introduction is intended to be a brief description of your final project and its organization.
4. **Philosophy of Academic Advising.** Your personal philosophy of academic advising (approximately 500 words) is to include the purpose of academic advising, the role of the academic advisor, and values, beliefs, and principles that guide your academic advising practice.

5. Final Project Options

Option 1 – Case Studies (See <http://academicadvising.wordpress.com/final-project/> for links to cases)

Select **three** of the cases provided to address the four learning outcomes. **Two** must be from the [Academic Advising Case Studies](#).

One case must be associated with the restricted elective listed on your Program of Study: [Administration of Academic Advising \(EDCEP 837\) Case Studies](#) or [Intercollegiate Athletics and College Student Athletes \(EDCEP 761\) Case Studies](#). Present a discussion of each case study in which you clearly demonstrate knowledge and application of the learning outcomes (see outcomes and expectations presented below). It is not expected that each outcome be addressed in the discussion for each case study. A set of questions to guide the conceptualization and development are available at [Guiding Questions](#).

At least eight different references from coursework are to be cited in your responses to the case studies with at least two references cited for each case study. A reference list is to be presented in APA style (6th ed.). The discussion for each case study is to be no more than 1200 words.

Option 2 – Comprehensive Plan for Academic Advising

Develop a comprehensive plan for an academic advising program for a college campus. Your plan must clearly demonstrate knowledge and application of the four learning outcomes and must include:

The rationale for the program, including how the program will fit the institutional type, mission, and student body;

Clearly articulated mission and goals for the program;

A description of the academic advising model and delivery system to be utilized;

A plan for a comprehensive professional development program for the academic advisors; and

An assessment plan with multiple measures for assessment, including student learning outcomes.

The total length for this option is expected to be no more than 20 pages. At least eight different references are to be cited in the presentation of the project and a reference list is to be presented in APA style (6th ed.).

Option 3 – Alternative Project

Develop an alternative project, approved by your advisor, that addresses the four learning outcomes. The expectation is that the presentation of the project clearly and explicitly demonstrates knowledge and application of the four student learning outcomes (see below for outcomes and expectations). It is expected that the way in which the knowledge and application of the learning outcomes are demonstrated will be addressed.

Presentation and Quality

The project is to be completed as a Word file. One-inch margins, double spacing, and at least 12-point font are to be used. The document is expected to be a high quality, graduate document and the content is expected to be substantive and professional in presentation. APA style (6th ed.) should be used in the presentation. An excellent reference for APA style is the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/owl/resource/560/01/>).

Evaluation Rubric and Expectations

The entire project will be reviewed based on the following criteria and the rubrics presented below: thoughtfulness and conceptualization; substantive and relevant content; demonstration of knowledge and application of the four learning outcomes and their relation to academic advising; and technical and stylistic presentation (e.g., writing style, organization and flow, APA style, grammar).

Scoring Rubric for Final Project

	Exemplary	Proficient	Basic	Unsatisfactory
Philosophy of Academic Advising	High quality, substantive, and integrated presentation that addresses topics and guides advising practice	Good quality, thoughtful presentation that addresses topics and provides guidance for advising practice	Adequately addresses topics of the philosophy and provides some guidance for practice	Limited or minimal information to make a determination
Final Project Options	Demonstrates substantive depth of knowledge and understanding of the four learning outcomes; consistently demonstrates the skills associated with the learning outcomes; narrative effectively integrates learning outcomes and persuasively demonstrates how these support academic advising	Demonstrates good depth of knowledge and understanding of the four learning outcomes; demonstrates the skills associated with the learning outcomes; narrative integrates learning outcomes and demonstrates how these support academic advising	Demonstrates acceptable understanding of three of the learning outcomes and the skills associated with the learning outcomes; narrative demonstrates some integration of the learning outcomes and how these support academic advising	Limited or minimal information to make a determination
Presentation	Writing style, technical presentation (APA style), and quality are excellent	Writing style, technical presentation (APA style), and quality are very good	Writing style, technical presentation (APA style), and quality are good	Writing style, technical presentation (APA style), and quality are poor

Expectations for Addressing the Learning Outcomes in the Final Project

Learning Outcome 1 – Apply advising strategies and practices to institutional advising programs and individual advising (e.g., from EDCEP 835 Foundations of Academic Advising, EDCEP 836 Interpersonal Relations for Academic Advising, EDCEP 837 Administration of Academic Advising).

Expectation – At least two advising strategies related to advising programs and/or individual advising are to be discussed.

Learning Outcome 2 – Apply theories of learning (e.g., from EDCEP 829 Learning Principles), student development (e.g., from EDCEP 838 College Student/College Environment), and career development (e.g., from EDCEP 863 Trends in Career Development) to assist students with their academic and career planning.

Expectation – At least two of three types of theories (i.e., learning, student development, career development) are to be discussed.

Learning Outcome 3 – Understand the influence of multicultural factors on the advising relationship and the content of advising with students (e.g., from EDCEP 851 Multicultural Aspects of Academic Advising).

Expectation – At least one culture-specific advising intervention that addresses the needs of students is to be presented and discussed.

Learning Outcome 4 – Apply knowledge of the needs and characteristics of specific groups of students and apply to academic advising (e.g., from EDSP 853 College Students with Special Needs, EDCEP 752 College Student Athlete).

Expectation – At least one specific group of students (e.g., students with disabilities, students who are undecided, student athletes) is to be discussed.

Project Assistance

If you have any questions about the final project requirements or process, contact your advisor.

Academic Accommodations for Students with Disabilities

If you have any condition, such as a physical or learning disability, which will make it difficult for you to complete the work as outlined or which will require academic accommodations, please notify your advisor before beginning the project.

Academic Honesty

Kansas State University has an Honor and Integrity System (<http://www.k-state.edu/honor/honorsystem>) based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance.

Graduate students, when they register, acknowledge the jurisdiction of the K-State Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full-time and part-time students enrolled in graduate courses on campus, off campus, as well as online. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, and other course work undertaken by students. The Honor Pledge applies to the completion of the final project for the MS in Academic Advising. Uploading the completed file of the project to K-State Online indicates concurrence with the Honor Pledge; the final project is not to be shared, transmitted, distributed, or copied in any manner or format except for uploading the completed file to K-State Online.

The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

To find examples of actions that would be considered academic dishonesty, go to the following Web site: <http://www.k-state.edu/honor/students/examples.htm>