ADVISING GUIDE
COLLEGE OF
MANAGEMENT 2018-2019
8700 NW River Park Drive 64152
Phone: 816-584-6818, E-Mail: steve.fenske@park.edu
Introduction

This guide has been developed to assist enrollment planning for students, faculty, student success coaches, campus center directors, and admissions staff. The guide will refer to the College of Management’s Academics Resources site located in MyPark at https://my.park.edu/ICS/Offices/CoM_Academic_Advising_Resources/. Contents of this site can be made available to students to serve as guidelines to help them prepare schedules in advance of each term/semester. This guide will be updated as needed to reflect changes made at the College of Management resources site.

The College of Management consists of the School of Business and the Hauptmann School of Public Affairs. The School of Business supervises academic requirements in Accounting, Economics, Bachelor of Science in Business Administration and Management degrees. The Hauptmann School for Public Affairs supervises academic requirements for Public Administration degree programs.

Please do not hesitate to contact me if you have questions or suggestions.

Steve Fenske
Coordinator of Academic Advising
College of Management
steve.fenske@park.edu
816-584-6818
Developmental and Prescriptive Advising: Two Styles

Academic advising is most often done from one of two different perspectives. A combination approach is also possible.

**Prescriptive advising:** This model of advising holds that the academic advisor tells the student what to do, and the student does it. Prescriptive advising is linear communication from the advisor to the advisee and places most of the responsibility not on the student, but the advisor. The advisor is required to have the answers.

**Developmental advising:** The developmental advising model holds that the academic advisor and the advisee are partners in educational discovery in which responsibility is shared between the participants. As in all endeavors that are primarily human relations, there are numerous discussions that attempt to define developmental advising in the literature. Here is one definition developed by David S. Crockett (1995):

Advising is a developmental process that assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary.

Prescriptive advising tends to be the "do it for them" model. Developmental advising is the "help them do it for themselves" model.

Burton and Wellington (1998) epitomize developmental advising when they say, “A developmental model of advising permits the advisor to help the advisee focus, through self-reflection, on interests and goals.” This allows the advisor and the advisee to work together in a collaborative effort to achieve commonly understood goals.

<table>
<thead>
<tr>
<th>Prescriptive Advising</th>
<th>Developmental Advising</th>
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<tbody>
<tr>
<td>Advisor tells student what he/she needs to know about programs and courses.</td>
<td>Advisor helps student learn about courses and programs for self.</td>
</tr>
<tr>
<td>Advisor knows college policies and tells student what to do.</td>
<td>Advisor tells student where to learn about policies and helps in understanding how they apply to him/her</td>
</tr>
<tr>
<td>Advisor informs about deadlines and follows up behind student.</td>
<td>Advisor informs about deadlines, then lets student follow up.</td>
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</tbody>
</table>
Advisor tells student which classes to take. | Advisor presents class options; student makes own selections.
---|---
Advisor keeps informed about academic progress through files and records. | Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised. | Advisor and student reach agreement about nature of advising relationship.
Advisor uses grades and test results to determine courses most appropriate for student. | Advisor and student use grades, test results and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decisions. | Advisor assists student in identifying alternatives and weighing consequences when facing difficult decisions.
Advisor suggests what student should major in. | Advisor suggests steps students can take to help decide on major.
Advisor identifies realistic academic goals based on grades and test results. | Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.
Advisor is concerned mainly about academic life of student. | Advisor is concerned about personal, social and academic life of student.
Advisor provides information mainly about courses and class schedules. | Advisor provides information about workshops and seminars in areas such as career planning and study skills, in addition to courses and class schedules.

**Advising as Teaching**

Advising as teaching is yet another approach to advisement. Advising as teaching shares many virtues with developmental advising and yet takes developmental advisement one step farther. While developmental advising has the broad goal of personal growth, teaching as advising specifically focuses on enhancing student learning (Lowenstein, 2005).

Effective teachers and effective advisors exhibit many of the same characteristics, knowledge and skills. The table below taken from the works of C.C. Ryan (1992) and Drew Appleby (2001) compares the two.
<table>
<thead>
<tr>
<th>Effective Teachers</th>
<th>Effective Advisors</th>
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<tbody>
<tr>
<td>Master their subject matter</td>
<td>Possess accurate information about policies, resources and programs</td>
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<tr>
<td>Plan, organize and prepare materials for the classroom</td>
<td>Prepare well for advising sessions</td>
</tr>
<tr>
<td>Engage students actively in the learning process</td>
<td>Engage advisees in the advising process through challenges involving alternative choices and encouragement to question and explore</td>
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<tr>
<td>Provide regular feedback, reinforcement and encouragement</td>
<td>Provide timely feedback, reinforce learning that has taken place and applaud student successes</td>
</tr>
<tr>
<td>Help students learn independently</td>
<td>Encourage advisees to be self-directed learners</td>
</tr>
<tr>
<td>Teach students how to evaluate information</td>
<td>Help advisees evaluate their progress toward personal, educational and career goals</td>
</tr>
<tr>
<td>Serve as a resource to students</td>
<td>Provide materials to advisees and make referrals when appropriate</td>
</tr>
<tr>
<td>Provide problem-solving tasks to students</td>
<td>Provide tasks to be completed before the next advising meeting that will require the advisee to use information-gathering, decision-making and problem-solving skills</td>
</tr>
<tr>
<td>Deliver information clearly and understandably</td>
<td>Communicate in a clear and unambiguous manner with advisees</td>
</tr>
<tr>
<td>Exhibit good questioning skills</td>
<td>Ask questions and initiate discussions</td>
</tr>
<tr>
<td>Exhibit positive regard, concern and respect for students</td>
<td>Provide a caring, personal relationship by exhibiting a positive attitude toward students, their goals and their ability to learn</td>
</tr>
<tr>
<td>Promote a climate of learning that supports diversity</td>
<td>Respect diverse points of view by demonstrating sensitively to differences in culture and gender</td>
</tr>
</tbody>
</table>
Effective Teachers | Effective Advisors
---|---
Stimulate higher level thinking | Help student learn concepts, test validity, and confront attitudes and beliefs

While instructors are responsible for individual courses, an advisor’s domain is the overall curriculum from general education and degree requirements to major/minor coursework (Lowenstein, 2005). In the paradigm of advising as teaching the advisor is responsible for an important part of student learning. In effect, the advisor teaches

- how to find/create the logic of one’s education;
- how to view the seemingly disconnected pieces of curriculum as parts of a whole that makes sense to the learner, so that she or he learns more from them;
- how to base educational choices on a developing sense of the overall edifice being self-built; and
- how to continually enhance learning experiences by relating them to knowledge that has been previously learned. (Lowenstein, 2005, p. 72)

Just as teaching has learning outcomes, so should advisement. Lifelong skills such as decision-making, critical thinking, responsibility and appreciation for education in addition to learning academic regulations should be learning outcomes of advisement. "Advising is the intersection of the teaching/learning experience"(Miller & Alberts, 1994, p. 44)

This article is located in Canvas at: https://canvas.park.edu/courses/19167/pages/advising-slash-coaching-theory
Degree Programs, College of Management, Undergraduate

**Associate of Science**
- Construction Management
- Management
- Management/Accounting
- Management/Logistics

**Bachelor of Science**
- Accounting
- Business Administration (Nine Concentrations)
  - Accounting
  - Business Economics, Track options: 1) International Business and Economic Development, 2) Labor Relations
  - Computer Information Management
  - Finance: Track requirements (students must select one track): 1) Financial Planning, 2) Financial Management
  - Human Resource Management
  - International Business
  - Logistics
  - Management: Track options: 1) Entrepreneurship, 2) Project Management
  - Marketing: Track options: 1) Digital Marketing, 2) Professional Sales

- Construction Management
- Economics
- Management: Track options: 1) Entrepreneurship, 2) Project Management
- Management/Accounting
- Management/Computer Information Systems
- Management/Engineering Administration
- Management/Finance: Track requirements (students must select one track): 1) Financial Planning, 2) Financial Management
- Management/Health Care
- Management/Human Resources
- Management/International Business
- Management/Logistics
- Management/Marketing: Track options: 1) Digital Marketing 2) Professional Sales

**Bachelor of Public Administration**
- Areas of Emphasis
  - Business Relations
  - Criminal justice
  - Fire Service Management
  - Homeland Security
  - Public Service
Certificate and Degree Programs, Graduate

**Master of Business Administration (MBA)**
- MBA: General
- MBA: Disaster and Emergency Management
- MBA: Finance
- MBA: Global Business
- MBA: Homeland Security
- MBA: Human Resource Management
- MBA: Management Accounting
- MBA: Management Information Systems
- MBA: Project Management
- MBA: Public Accounting
- MBA: Quality and Innovation Management

**Certificates Associated With Business Administration**
- Finance
- Global Business
- Human Resource Management
- Management Accounting
- Management Information Systems
- Project Management
- Quality and Innovation Management

**Master of Healthcare Administration (MHA)**
- MHA: General
- MHA: Disaster and Emergency Management
- MHA: Finance
- MHA: Global Business
- MHA: Homeland Security
- MHA: Human Resource Management
- MHA: Management Accounting
- MHA: Management Information Systems
- MHA: Project Management
- MHA: Quality and Innovation Management

**Certificates Associated With Healthcare Administration**
- Health Services Management and Leadership
- Leadership of International Healthcare Organizations

**Master of Science**
- Master of Science Information Systems and Business Analytics
**Master of Public Administration (MPA)**
MPA: Criminal Justice
MPA: Disaster and Emergency Management
MPA: Global Governance
MPA: Management Information Systems
MPA: Nonprofit and Community Service Management
MPA: Project Management
MPA: Public Management

**Certificates Associated With Public Administration**
Disaster and Emergency Management
Global Governance
Homeland Security
Nonprofit Leadership

**College of Management Advising Resources Site**
The College of Management advising resources site [https://my.park.edu/ICS/Offices/CoM_Academic_Advising_Resources/](https://my.park.edu/ICS/Offices/CoM_Academic_Advising_Resources/) is divided into three sections: advising resources for undergraduate programs in the left-hand column, and undergraduate handouts, bookmarks (web sites) and career development in the middle section. The right-hand section is devoted to graduate programs and includes the blog.

This site was developed with two things in mind: 1) To provide necessary up-to-date advising tools in one location and 2) To provide students with a meaningful degree plan that will promote course sequencing for their best interest.

Advising resources consists of all degree plans and prerequisite trees for undergraduate programs and a question/suggestions link *(figure 1)*.

**Degree Plans**
Degree plans are suggested sequences, that if followed, can enhance student success. Each degree plan is shown in an Excel worksheet. Development of degree plans included input and approval from full-time faculty and deans. Most of the degree plans for the School of Business are structured to allow first-time students to qualify for total hours needed for the 4+1 program and still be able to complete courses that apply to both their masters and undergraduate degrees. Daytime (16 week) degree plans are also based on the course roll-out schedules. Many of the upper-term elective courses are only offered every other term. Course availability is another reason why the 16 week degree plans should be followed.
When using the degree plans, please note degree titles on each worksheet. For example BSBA/Marketing and BS Management/Marketing majors may or may not have separate worksheets based on the current requirements for each major. If they are identical, both majors will be listed on one worksheet. Another example is all three accounting majors were included on a single worksheet for 2017-18. Current accounting majors now have separate worksheets.

Each degree plan will have notes at the bottom that pertain to that major. Please familiarize yourself and point this out to students when handing out degree plans.

**Prerequisite Trees**
Prerequisite trees *(Figure 2)* are available for each BS and BPA major and located in the Com Academic Advising section on the left-hand side. See *Figure 1* for the link. Each tree has color coded courses to indicate the number of prerequisites. All core and emphasis requirements are entered while the only liberal education courses shown are EN105, EN106 and MG306. In most cases the normal progression will be top down. The rule of thumb “to start with the lower level classes first” will be displayed in most prerequisite trees. Be sure to familiarize yourself with the comments at the bottom of each tree and point them out if providing these documents to students.
Figure 2

Undergrad Handouts

Figure 3 consists of undergraduate printable documents that can be utilized on a daily basis and provided to students. Available handouts are listed below. Based on my experience advising students, I would use these handouts every day. For example, students would often ask, “What are the course options for science with a lab?” A list was developed to provide this information included in the “Liberal Education Requirements” handout. Some students would ask how to find prerequisite requirements, so the “Course-Prerequisite List” was developed for Business and Public Administration courses. Recently, I added VLE general information which leads you to the Registrar’s site. The Registrar’s site is always current and should be used when providing VLE documents to students.
Undergrad Bookmarks & Career Development

Undergrad Bookmarks and Career Development (Figure 4) are both located below the handouts. Undergrad Bookmarks are links to key Park sites that are used regularly for advising purposes and are helpful to students. Useful sites include: Academic Support Center, Career Development, class schedule, course equivalency guide, master syllabus, Registrar/transcripts and forms, scholarships, and links to tuition charges and financial aid.

Career Development consists of documents provided by faculty, the link to Park’s Career Development site and sites from the Internet. Undergraduate students should be encouraged to utilize Park’s Career Development office in their early stages. The School of Business offers MG299, Developing Business Careers, which is a one hour elective. The course is designed to help students understand business career fields and how they position themselves to develop and enhance their business careers.
Graduate Programs

The column on the right-hand side of the site (Figure 5) consists of degree maps for the MBA programs, faculty/staff list, a link to the Park catalog and the class schedule link. MBA students are encouraged to build their degree maps in their early terms. Their entire course sequencing can be scheduled well in advance of graduation.

The Grad section is in the early stages and will undoubtedly have additional information added in the future.
Blog
The Blog is located in the right-hand column below the Graduate Bookmarks. Key issues are noted here. At times I will simply copy and paste memos previously sent. It provides a chronological list of MyPark updates and changes to our programs.

Summary
This site serves as a one stop shop for students and all who advise students. The goal is provide current, accurate and practical information that can assist every user of this site. Changes can be made based on suggestions from users, and I welcome your input on how this site can be improved.