Indiana University
Request for a New Credit Certificate Program

Campus: Indiana University

Proposed Title of Certificate Program: Graduate Certificate in Academic Advising

Projected Date of Implementation: Spring 2020

TYPE OF CERTIFICATE: (check one)

□ UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

X GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

□ POST-BACCALAUREATE CERTIFICATES –These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I.   Why is this certificate needed? (Rationale)

The number of academic advisors in higher education continues to grow. In 2017, the National Academic Advising Association (NACADA) saw its membership increase to over 13,000 advisors and advising administrators. This growth is likely to continue as more Master's and Doctoral graduates search for alternative appointments within academia. Similarly, professional academic advising has been found to improve student success and retention (Fowler & Boylan 2010; Gravel 2012). As such, higher education institutions are likely to remain invested in sufficient training for academic advisors.

There are twelve Academic Advising programs currently offered in the United States and one offered in Canada. Most of these programs are fifteen-hour programs comprised of five three-credit hour classes. Very few of these programs offer elective choices. The courses for these programs are similar and mainly consist of advising foundations, student development theory, and a practicum component. Various other courses for the programs involve career advising, counseling theories and techniques, educational leadership, and advising diverse populations.

II.   List the major topics and curriculum of the certificate.
A new course has been requested that will focus on the role and profession of academic advising within higher education. This is the only new course needed for the curriculum, the remaining courses are already part of the graduate course offerings in the School of Education. The Higher Education and Student Affairs (HESA) program has offered an academic advising topical seminar

throughout the past decade. The certificate will be a 15 credit hour program that focuses on understanding the administration of higher education, student learning and behavior, and an application based experience.

Academic Advising –Required Core Course (3 credits)
NEW Course Request: EDUC-U540 Academic Advising in the Collegiate Environment (3 credits)

Higher Education Administration (Select 1 - 3 credit course):
EDUC – C565 – Introduction to College and University Administration (approved online delivery)
EDUC – U544 – Introduction to Student Affairs Administration (approved online delivery)

Counseling (Select 1 – 3 credit course):
EDUC – G522 – Counseling Theories (request for online delivery being submitted)
EDUC – G575 – Multicultural Counseling (request for online delivery being submitted)

Student/Adult Development (Select 1 – 3 credit course):
EDUC – U556 – Application of Student Development Theory to Practice (approved online delivery)
EDUC – P540 – Learning and Cognition in Education (approved online delivery)
EDUC – D505 – Adult Learning Through the Lifespan (approved online delivery)

Practicum/Field Experience: (3 credits)
EDUC-U560 or U590

III. What are the admission requirements?
Existing IUB graduate students will be permitted to declare the certificate prior to graduating with their graduate degree. Students who are interested in receiving the certificate independent of a degree at IUB would need to meet the following admission requirements:
- At least a 3.0 cumulative undergraduate GPA at the time of application
- The certificate does not require standardized tests (SAT, ACT, GRE) for admission.
- Two letters of recommendations from faculty members or administrators
- Completion of an application form and personal statement.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

The learning outcomes for the program are aligned with the core competencies model established by NACADA (2017). The competencies are focused on the three foundational elements – conceptual, informational, and relational.

Conceptual
- Understand the foundational theories related to student development and adult development

- Develop an understanding of how to utilize helping skills related to guiding students through their collegiate experience
- Understand how to equitable and inclusive environments are created and maintained

Informational
- Understand the history and organizational structure of higher education institutions
- Understand the characteristics, needs and experiences of various student populations on campus
- Understand the role and mission of the academy

Relational
- Articulate a personal philosophy of academic advising
- Understand how to promote student success and the purpose of the academic curriculum
- Develop methods for how to engage in continuous assessment and evaluation of advising practices

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Student learning will be gauged through recommended assessment measures put forth by national accrediting bodies. For example, the Higher Learning Commission and the Middle States Commission on Higher Education have put forward recommended standards for educational programs to follow for the assessment of outcomes (Middle States, 2007). Traditional methods, such as tests, papers, and projects will be used along with new evaluation methods. Instructors are recommended to use teaching methods, which incorporates the use of online portfolios and other final projects which demonstrates a student's comprehension of course assignments. Additionally, a close relationship with professional associations provide indirect feedback to ensure the relevance and quality of the graduate certificate in academic advising.

VI. Describe student population to be served.

The certificate in Academic Advising would serve a large and diverse population. Academic Advising as a profession continues to grow—the National Academic Advising Association (NACADA) now has over 13,000 members. The establishment of a certificate in Academic Advising available to people not only at IU but across the nation would give those interested in advising the opportunity to learn more about the profession and gain the various skills needed for the profession. Some of the populations that will be served by this degree include graduate students who want to work in higher education but possibly not the field in which they are earning their degrees, graduate students who want to add another facet to their degree, and existing advisors who are not trained in higher education.

VII. How does this certificate complement the campus or departmental mission?

The proposed graduate certificate in academic advising falls in line with the future of the profession, and more specifically with the goals of Indiana University. The current version of the strategic plan for IU articulates the need to embrace high-impact practices, which includes supporting students in completing their academic program in a timely manner.

The profession of academic advising has evolved into a career sought ought by many finishing their degrees and is one that provides the "only structured activity on the college campus in which all students have the opportunity for one-on-one interaction with a concerned representative of the institution" (Habley, 1994). Within the Indiana University system, academic advisors are solely responsible for disseminating curricular information to students. The responsibility placed advisors also places a responsibility on the institution to provide tools and resources for the growing profession. To accommodate that need, IU has created the Office of Completion and Student Success which provides a system wide structure that ensures student access and success is at the forefront on all IU campuses. Each year in May, IUPUI hosts the EDGE conference that brings academic advisors, career coaches, and faculty together from across the system to encourage integrated academic and career planning. Other initiatives include the Bloomington Academic Advising Council lunch and learn events and fall and spring conferences, OVPUE's annual academic advisor and career coach retreat, and the ICHE Student Advocates Conference all of which focus on advisors, career coaches, and student advocates to share and learn policies and initiatives impacting college completion and student success. IU has also dedicated resources to the professionalization of the field of academic advising by creating, adopting, and implementing a promotion structure for which eligible advisors can apply. These are just a few initiatives IU facilitates to move academic advising forward within our system. This certificate program offers current academic advisors and individuals hoping to become academic advisors the opportunity to further study the discipline and perpetuates IU's commitment to providing the resources necessary to assist advisors in improving their craft.

VIII.   Describe any relationship to existing programs on the campus or within the university.

The certificate would have a close relationship with the existing graduate programs in the Higher Education and Student Affairs program. Additionally, the certificate would complement the online Adult Education program. The new program has been created in partnership with the Office for the Vice Provost for Undergraduate Education. Working directly with academic advisors, as well as nationally known professions in the field the certificate has been created to align with the professional competencies outlined by NACADA: The Global Community for Academic Advising.

IX.   List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The Ph.D., Ed.D., and M.S. degree programs in HESA are well established programs. Therefore, there is little need for additional resources such as library holdings. It is expected that any personnel could also be utilized from relationships with the Office of the Vice Provost for Undergraduate Education. As stated above, only one new course is being established, and the HESA faculty would work with the Office of the Vice Provost for Undergraduate Education to identify an instructor for the core academic advising course who has expertise in academic advising. The remaining courses are already taught regularly by full-time faculty in the School of Education.

X.   Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The National Academic Advising Association (NACADA) is the leading professional organization for academic advising. The Association boasts a roster of more than 10,000 members working as professional academic advisors, counselors, faculty advisors, and advising administrators. Of the large membership, 240 members are within the IU system. The affiliation with NACADA is not only inevitable but is also necessary for advisors to stay current with ongoing research in the field of academic advising. In 2015, NACADA's Professional Development (PD) Committee began to develop the Academic Advising Core Competencies based on a declaration made by the Council for the Advancement of Standards in Higher Education (CAS, 2015a) which states that the "mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals" (p. 5). This PD committee is made up of individuals from the 10,000-member community, represents a cross section of various institutions in the US and abroad, and is an illustration of one way in which individual members can become involved with The Association. Within the IU system, we have advisors serving in leadership roles on both the regional and national levels. Some of the roles in which advisors are participating include: Advising Community chair. Advising Community steering committees, conference planning committees (regional and annual), new advisor mentors and mentees, and a former NACADA president (Dr. Eric White) serves on the committee to develop this certificate in academic advising. The IU connection to NACADA is thriving and provides an opportunity for the members of The Association to pursue this certificate.

Resources

Council for the Advancement of Standards in Higher Education. (2015a). *Academic advising programs: CAS standards and guidelines*. Retrieved from http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDED29B7D0

Fowler, P.R.; Boylan, H.R. (2010). Increasing student success and retention: A multidimensional approach. *Journal of Developmental Education*. 34(3), 2–10.

Gravel, C.A. (2012). Student-advisor interaction in undergraduate online degree programs: A factor in student retention. *NACADA Journal*. 32(2), 56–67.

Habley, W.R. (1994). Key concepts in academic advising. In *Summer Institute on Academic Advising Session Guide* (p.10). Manhattan, KS: NACADA the Global Community for Academic Advising.

Middle States Commission on Higher Education. (2007). *Student Learning Assessment: Options and Resources* (Second ed.). Philadelphia, PA: Middle States Commission on Higher Education.

National Academic Advising Association. (2017). *NACADA academic advising core competencies model.* Retrieved from https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx.

Certificate in Academic Advising (Online)
Certificate Requirements (15 cr.)
Required (3 cr.)
- U540 Academic Advising in the Collegiate Environment (3 cr.)

Higher Education Administration (3 cr.)
Select one:
- U-544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- C565 Introduction to College and University Administration (3 cr.)

Counseling (3 cr.)
Select one:
- G-522 Counseling Theories (3 cr.)
- G-575 Multicultural Counseling (3 cr.)

Student/Adult Development (3 cr.)
Select one:
- D505 Adult Learning through the Lifespan (3 cr.)
- P-540 Learning and Cognition in Education (3 cr.)
- U-556 Applying Student Development Theory to Practice (3 cr.)

Practicum/Field Experience (3 cr.)
Select one:
- U560 Internship in Student Affairs (3 cr.)
- U590 Independent Study or Research in College Student Personnel Administration (3 cr.)

Indiana University Office of Online Education Online Academic Program Initial Request Form

To be completed by the proposing campus

1. Date:

2. Campus:

3. School/Academic Unit:

4. Department:

5. Program Title:

6. Program Type:

7. Graduate/Undergraduate:

8. Type of Request:

9.   Percentage of courses in program which will be delivered online:
For definitions please see: https://uaa.iu.edu/academic/ooe/docs/definitions.pdf

10.   Will this program also be delivered in an on-campus (i.e., <50% of courses are online) format?

11.   Does the online program **require** a clinical, practicum, or internship that will take place
in a student's home state?

12.   Does this program lead to licensure?

13.   Describe how offering this program online will benefit the campus.

13. How many credit hours will the program require?

14. List 4-7 of the program's key learning outcomes.

15. Describe the student audience that will be targeted for this program.

16. List the programs at your campus or other IU campuses that are similar to this program and note whether they are offered on campus, online, or both.

17. Describe the program review plan and any plans for acquiring/maintaining program accreditation.

18. Describe the evidence for student and/or employer demand for the proposed degree. (If a new program, you may use the information from #2.c. in the ICHE checklist.

19. What are the expected tuition and fees of the proposed program?

20. Of the faculty and staff required to offer this program, how many are in place now, and how many will be added? If adding faculty, how many will be full time, and how many part-time? (If a new program, you may use the information from #3.a.1 in the ICHE checklist "Faculty and Staff.")

21. Online Program Contact Information (Name, Title, Department, Email and Phone):