

# academic advising questions for students

## Academic Advising Questions for Students: A Comprehensive Guide

Author: Dr. Evelyn Reed, Ph.D. in Educational Counseling, Certified Academic Advisor, 15+ years experience in higher education.

Publisher: HigherEd Insights, a leading publisher of resources for students and educators in higher education, known for its commitment to accuracy and accessibility.

Editor: Sarah Miller, M.A. in Educational Leadership, 10+ years experience editing educational materials.

Keywords: academic advising questions for students, academic advising, student advising, college advising, university advising, career advising, academic success, student support, choosing a major, course selection, graduation requirements, academic planning, academic probation, transfer credits.

Abstract: This article provides a comprehensive exploration of crucial academic advising questions for students at all levels of higher education. We examine the significance of academic advising in student success, offering a framework for students to proactively engage with their advisors. The article covers a wide range of topics, from course selection and major declaration to career planning and navigating academic challenges. By addressing common concerns and providing actionable strategies, this guide empowers students to become active participants in their academic journey.

### 1. Introduction: The Importance of Academic Advising Questions for Students

Navigating the complexities of higher education can be daunting. Students often face a myriad of choices, from selecting a major and courses to understanding graduation requirements and planning their career paths. This is where academic advising plays a vital role. Effective academic advising provides students with the support and guidance they need to succeed academically and achieve their personal and professional goals. Asking the right academic advising questions for students is crucial for maximizing the benefits of this valuable resource. This article serves as a comprehensive guide, empowering students to formulate insightful questions and engage effectively with their advisors.

## **2. Before Your Meeting: Preparing Your Academic Advising Questions for Students**

Before meeting with your advisor, it's essential to prepare. Reflect on your academic goals, current challenges, and any uncertainties you have. Jot down your questions; this will ensure you don't forget anything during the meeting. Categorizing your questions (e.g., course selection, major requirements, career planning) can make the discussion more organized and efficient. Remember, no question is too small or insignificant. Your advisor's role is to support you, and open communication is key.

## **3. Core Academic Advising Questions for Students: Course Selection and Academic Progress**

Course Selection: "What courses are recommended for my major next semester?" "What are the prerequisites for [specific course]?" "Are there any elective courses you would recommend based on my interests?" "What's the workload like for [specific course]?" "What are the best resources for succeeding in [specific course]?"

Academic Progress: "Am I on track to graduate on time?" "What is my GPA, and how can I improve it?" "What are the requirements for my major, and which courses have I already fulfilled?" "How many credits do I need to graduate?" "What are the options if I fail a course?" "What resources are available for students who are struggling academically?" "What are the deadlines for dropping or withdrawing from a course?"

## **4. Major Declaration and Exploration: Key Academic Advising Questions for Students**

Choosing a major is a significant decision. Your advisor can provide valuable insights and guidance. Effective academic advising questions for students regarding majors include:

Major Exploration: "What are the career paths associated with this major?" "What are the strengths and weaknesses of this major?" "What are the different concentrations or specializations within this major?" "Are there any internship or research opportunities related to this major?" "Can I explore related majors before committing?" "What are the prerequisites for declaring this major?" "What are the typical job prospects for graduates with this major?"

Major Change: "What's the process for changing my major?" "What courses will transfer if I change my major?" "What will be the impact on my graduation timeline if I switch majors?"

## **5. Career Planning and Internship Opportunities: Academic Advising Questions for Students**

Academic advising extends beyond academics. Your advisor can assist with career exploration and planning.

Career Exploration: "What career options are available with my major?" "What skills do I need to develop for my desired career?" "How can I gain experience in my field?" "What are some relevant internships or volunteer opportunities?" "How can I network with professionals in my field?" "What graduate school options are available if I want to pursue further education?"

Internship Opportunities: "What resources are available to help me find internships?" "How can I improve my resume and cover letter for internship applications?" "Can you review my internship application materials?" "What are the requirements for receiving academic credit for an internship?"

## **6. Navigating Academic Challenges: Essential Academic Advising Questions for Students**

Students may encounter various challenges throughout their academic journey. Open communication with your advisor is crucial.

Academic Difficulties: "I'm struggling in [specific course]. What resources can help me?" "I'm feeling overwhelmed with my coursework. What strategies can I use for better time management?" "I'm considering seeking academic tutoring. How can I find a tutor?" "What are the policies regarding academic probation?" "What support services are available for students experiencing mental health challenges?"

Transfer Credits: "Will my credits from [previous institution] transfer?" "What is the process for requesting transfer credit evaluations?" "What courses will satisfy my requirements if some credits don't transfer?"

## **7. Graduation Requirements and Planning: Academic Advising Questions for Students**

Ensuring a smooth transition to graduation requires proactive planning.

Graduation Requirements: "What are the remaining requirements for graduation?" "What is the timeline for completing my degree?" "What are the procedures for applying for graduation?" "What are the deadlines for submitting my thesis or capstone project?" "What are the options for graduating early or late?"

## **8. Utilizing Resources and Support Services: Academic Advising Questions for Students**

Colleges and universities offer a variety of support services. Your advisor can connect you with these resources.

Support Services: "What academic support services are available to students?" "Where can I find tutoring or writing support?" "Are there any career counseling services available?" "What mental health resources are offered on campus?" "What disability services are available to students with disabilities?"

## 9. Conclusion: Proactive Engagement is Key

Effective academic advising requires proactive engagement from students. By preparing thoughtful academic advising questions for students, you can maximize the value of your advising sessions and create a personalized path towards academic and professional success. Remember that your advisor is a valuable resource, and open communication is essential for navigating the challenges and opportunities of higher education.

### FAQs:

1. How often should I meet with my academic advisor? The frequency of meetings varies depending on your needs and your advisor's availability. Many advisors recommend at least one meeting per semester, but more frequent meetings may be necessary, especially during crucial junctures like course selection or major declaration.
1. What if I don't have a specific question for my advisor? Even if you don't have specific questions, a meeting can be beneficial for reviewing your academic progress, discussing your goals, and exploring potential challenges.
1. Can I change my advisor? Typically, yes. If you're not comfortable with your current advisor, you can usually request a change. Check your institution's advising policies.
1. What if I disagree with my advisor's advice? It's important to express your concerns respectfully and explore the reasoning behind their advice. You can always seek a second opinion or explore alternative options.
1. What if I miss a meeting with my advisor? Contact your advisor as soon as possible to reschedule. Missing meetings can impact your academic progress.

1. How can I prepare for my first meeting with my academic advisor? Review your academic transcript, research potential majors, and make a list of questions you want to ask. Be prepared to discuss your academic goals and any challenges you're facing.
1. What is the role of an academic advisor? Academic advisors provide guidance and support to students in various aspects of their academic journey, including course selection, major declaration, career planning, and addressing academic challenges.
1. Is academic advising mandatory? While not always mandatory, participating in academic advising is highly recommended. It significantly enhances your chances of academic success and smooth graduation.
1. Where can I find my academic advisor's contact information? Your advisor's contact information is typically available through your institution's student portal or your department's website.

## **Related Articles:**

1. Choosing a Major: A Step-by-Step Guide: This article explores the process of selecting a college major, considering interests, skills, and career aspirations.
1. Understanding Your GPA and How to Improve It: This article explains the importance of GPA, provides strategies for improvement, and discusses the implications of low GPA.
1. Time Management for College Students: This article offers effective time management strategies for balancing academics, social life, and extracurricular activities.

1. Navigating Academic Probation: This article outlines the reasons for academic probation, discusses the process, and provides strategies for improvement.
1. Utilizing Campus Resources for Academic Success: This article highlights various resources available on college campuses, such as tutoring centers, writing labs, and counseling services.
1. Transferring Credits to a New University: This article guides students through the process of transferring credits from one institution to another, including requirements and potential challenges.
1. Effective Study Habits for College Students: This article outlines proven study habits and techniques to enhance learning and academic performance.
1. Developing a Successful College Career Plan: This article provides a framework for developing a comprehensive career plan, including self-assessment, research, and networking.
1. Understanding Graduation Requirements and Deadlines: This article provides detailed information about graduation requirements, timelines, and application procedures for different colleges and universities.

**academic advising questions for students: Academic Advising** Virginia N. Gordon, Wesley R. Habley, Thomas J. Grites, 2011-01-13 One of the challenges in higher education is helping students to achieve academic success while ensuring their personal and vocational needs are fulfilled. In this updated edition more than thirty experts offer their knowledge in what has become the most comprehensive, classic reference on academic advising. They explore the critical aspects of academic advising and provide insights for full-time advisors, counselors, and those who oversee student advising or have daily contact with advisors and students. New chapters on advising administration and collaboration with other campus services A new section on perspectives on advising including those of CEOs, CAOs (chief academic officers), and CSAOs (chief student affairs officers) More emphasis on two-year colleges and the importance of research to the future of

academic advising New case studies demonstrate how advising practices have been put to use.

**academic advising questions for students: Academic Advising Approaches** Jayne K. Drake, Peggy Jordan, Marsha A. Miller, 2013-08-14 Strong academic advising has been found to be a key contributor to student persistence (Center for Public Education, 2012), and many are expected to play an advising role, including academic, career, and faculty advisors; counselors; tutors; and student affairs staff. Yet there is little training on how to do so. Various advising strategies exist, each of which has its own proponents. To serve increasingly complex higher education institutions around the world and their diverse student cohorts, academic advisors must understand multiple advising approaches and adroitly adapt them to their own student populations. *Academic Advising Approaches* outlines a wide variety of proven advising practices and strategies that help students master the necessary skills to achieve their academic and career goals. This book embeds theoretical bases within practical explanations and examples advisors can use in answering fundamental questions such as: What will make me a more effective advisor? What can I do to enhance student success? What conversations do I need to initiate with my colleagues to improve my unit, campus, and profession? Linking theory with practice, *Academic Advising Approaches* provides an accessible reference useful to all who serve in an advising role. Based upon accepted theories within the social sciences and humanities, the approaches covered include those incorporating developmental, learning-centered, appreciative, proactive, strengths-based, Socratic, and hermeneutic advising as well as those featuring advising as teaching, motivational interviewing, self-authorship, and advising as coaching. All advocate relationship-building as a means to encourage students to take charge of their own academic, personal, and professional progress. This book serves as the practice-based companion to *Academic Advising: A Comprehensive Handbook*, also from NACADA. Whereas the handbook addresses the concepts advisors and advising administrators need to know in order to build a success advising program, *Academic Advising Approaches* explains the delivery strategies successful advisors can use to help students make the most of their college experience.

**academic advising questions for students: High-Impact Advising** Susan Ohrablo, 2018-02-05

**academic advising questions for students: Differentiated Academic Advising Strategies for Students Beyond the Margins** Valerie Thompson, Jean Patterson, 2024-06-24 *Differentiated Academic Advising Strategies for Students Beyond the Margins* features the voices of current scholars and practitioners who articulate culturally responsive academic advising strategies that expand traditional academic advising practices. The chapter authors encourage higher education practitioners to situate their work within the unique and diverse needs of their students for the purpose of truly and authentically supporting the whole student. Additionally, this volume highlights new and innovative scholarship centering on the needs of diverse students.

**academic advising questions for students: The Art of Academic Advising - The Five-Step Process of Purposeful Advising** Jeffrey Hoffman, 2018-12-23 If you want to know exactly how to advise a student then this book is for you. Dr. Hoffman provides specific scenarios of student advisement showing exactly how to advise using the Five-Step Advisement Process of purposeful advisement. Our colleges need advisors that look out for our students in the areas of academic preparedness, physical needs, financial matters of importance, getting the right classes to get the advisee in their program and out to the workforce in the most efficient time possible. Dr. Hoffman's five axioms, if followed, will improve student academic success through *The Art of Academic Advising*.

**academic advising questions for students: Academic Advising for Student Success and Retention** Michael Hovland, Edward C. Anderson, William McGuire, David Crockett, 1997

**academic advising questions for students: Academic Advising** Terry U. O'Banion, 2023-11-22 Leading specialists in academic advising describe five programs that have been judged by a national panel as among the most outstanding or exemplary in the country. Also includes an updated version of the original 1972 O'Banion model and data from the Center for Community College Student Engagement.

**academic advising questions for students:** Academic Advising and Tutoring for Student Success in Higher Education: International Perspectives Emily Alice McIntosh, Wendy Gates Troxel, David Grey, Oscar Van Den Wijngaard, Liz Thomas, 2021-02-16

**academic advising questions for students:** *Scholarly Inquiry in Academic Advising* Craig M. McGill, Samantha S. Gizerian, Peter L. Hagen, 2023-07-03 Co-published with NACADAA large and growing number of academic advisors are interested in researching and publishing scholarly inquiry in academic advising. Since the first edition of this book was published, the scope of relevant inquiry has widened and deepened, and public attention and accountability is at an all-time high. This second edition of *Scholarly Inquiry in Academic Advising* provides scholar-practitioners with methodological perspectives from each of the major ways of knowing: the social sciences, including qualitative, quantitative, and now mixed methods approaches; the arts; the humanities; and the natural sciences. This book is a vade mecum for researchers in academic advising to formulate research questions, structure research, point to useful theoretical and methodological approaches, guide analysis, and help find publication outlets. Authors from a multitude of backgrounds seek to raise the level of discourse about academic advising, to illustrate its history, to reflect on how research can foster new perspectives, and to connect with and foster social justice, internationality, and inclusivity. This volume will assist those who seek to push back the frontiers of knowledge in the field, because it serves as a handbook for advising scholars, whatever their epistemological, theoretical, axiological, and methodological predilections. As for practitioners, this book “raises the bar” and conveys to even non-researching practitioners that scholarly inquiry in academic advising is a desirable avenue to professional development that must inform their practice.

**academic advising questions for students:** *Academic Advising in the Community College* Terry U. O'Banion, 2019-12-10 Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college—instruction—will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion. The purpose of academic advising is to help students select a program of study to meet their life and vocational goals. As such, academic advising is a central and important activity in the process of education. Academic advising occurs at least once each term for every student in the college; few student support functions occur as often or affect so many students. But while there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little agreement regarding the nature of academic advising and who should perform the function. In this seminal work on academic advising, the authors of three overarching chapters address the key issues and challenges of academic advising followed by the authors of four of the most innovative and successful programs of academic advising in the nation.

**academic advising questions for students:** Encyclopedia of E-Leadership, Counseling and Training Wang, Victor C.X., 2011-08-31 *Encyclopedia of E-Leadership, Counseling and Training* offers an in-depth description of key terms and concepts related to different themes, issues, and trends in educational leadership, counseling, and technology integration in modern universities and organizations worldwide. This three volume work serves as an exhaustive compendium of expertise, research, skills, and experiences. Authors with a background in education, leadership, counseling, management, human resource development, or adult education have helped to encourage the education and training of potential leaders with this scholarly work.

**academic advising questions for students:** *Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students* Craig M. McGill, Jennifer Joslin, 2023-07-03 Co-published with NACADA. Changes on college and university campuses have echoed changes in U.S. popular culture, politics, and religion since the 1970s through unprecedented visibility of LGBTQA persons and issues. In the face of hostile campus cultures, LGBTQA students rely on knowledgeable academic advisors for support, nurturance, and the resources needed to support their persistence. This edited collection offers theoretical understanding of the literature of the field, practical strategies that can be implemented at different institutions, and best practices that helps

students, staff, and faculty members understand more deeply the challenges and rewards of working constructively with LGBTQA students. In addition, allies in the field of academic advising (both straight/cis-identified and queer) reflect on becoming an ally, describe obstacles and challenges they have experienced and offer advice to those seeking to deepen their commitment to ally-hood.

**academic advising questions for students: *The New Advisor Guidebook*** Pat Folsom, Franklin Yoder, Jennifer E. Joslin, 2015-09-21 This is an exciting time to be an academic advisor—a time in which global recognition of the importance of advising is growing, research affirms the critical role advising plays in student success, and institutions of higher education increasingly view advising as integral to their missions and essential for improving the quality of students' educational experiences. It is essential that advisors provide knowledgeable, realistic counsel to the students in their charge. The New Advisor Guidebook helps advisors meet this challenge. The first and final chapters of the book identify the knowledge and skills advisors must master. These chapters present frameworks for setting and benchmarking self-development goals and for creating self-development plans. Each of the chapters in between focuses on foundational content: the basic terms, concepts, information, and skills advisors must learn in their first year and upon which they will build over the lengths of their careers. These chapters include strategies, questions, guidelines, examples, and case studies that give advisors the tools to apply this content in their work with students, from demonstrations of how student development theories might play out in advising sessions to questions advisors can ask to become aware of their biases and avoid making assumptions about students to a checklist for improving listening, interviewing, and referral skills. The book covers various ways in which advising is delivered: one-to-one, in groups, and online. The New Advisor Guidebook serves as an introduction to what advisors must know to do their jobs effectively. It pairs with *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*, also from NACADA, which presents the delivery strategies successful advisors can use to help students make the most of their college experience.

**academic advising questions for students: *Academic Advising Administration*** Susan M. Campbell, Calley Stevens Taylor, Mike Dial, 2023-10-02 The second edition of *Academic Advising Administration: Essential Knowledge and Skills for the 21st Century* examines the evolving boundary-crossing role of the advising administrator in an increasingly complex and diversified higher education environment. Written by scholar-practitioners in the field, chapters situate advising administration as a central and critical function that connects the curriculum and scholarship work of faculty members with the aspirations and goals of students. Through scholarly and practical content, combined with reflective questions, chapters challenge readers to examine the work of advising administration through the lenses of social justice, globalization, and the nature of the academy itself. The portrait of the advising administrator being developed in this second edition is that of a skilled practitioner; visionary and transformative leader; intellectual partner and collaborator; and academic advising scholar-in-chief. Intended equally for aspiring, new, and seasoned advising administrators, this book presents theories, scholarship, and practical applications that offer opportunities for personal and professional growth, self-reflection, and inspiration.

**academic advising questions for students: *Beyond Foundations*** Thomas J. Grites, Marsha A. Miller, Julie Givans Voler, 2016-09-19 Sharpen advising expertise by exploring critical issues affecting the field *Beyond Foundations*, a core resource for experienced academic advisors, gives practitioners insight into important issues affecting academic advising. In addition to gaining understanding of foundational concepts and pressing concerns, master advisors engage with case studies to clarify their roles as educators of students, as thought leaders in institutions, and as advocates for the profession. Pillar documents—the NACADA Core Values, NACADA Concept of Academic Advising, and CAS Standards—serve as sources of both information and inspiration for those seeking to improve advising. New strategies inform advisors helping a diverse student population delineate meaningful educational goals. Each chapter prompts productive discussions with fellow advisors interested in cultivating advising excellence. To promote advisor influence in

higher education, experienced contributors explain new trends—including the impact of external forces and legal issues on postsecondary institutions—and the evolution of advising as a profession and a field of inquiry. Expert insight and practical focus contribute to the development of experienced advisors. Use existing resources in new ways to master advising roles and encourage student success Apply theory to advance advising practice Create and optimize professional development opportunities Establish recognition for the contributions of academic advisors to the institution and higher education Face challenges created by the changing higher education landscape Advisors must meet the expectations of students, parents, faculty members, administrators, and outside agencies, all while navigating an increasingly complex range of issues presented by a student population unlike any that has come before. Beyond Foundations provides the insight and clarity advisors need to help students achieve their educational goals and to advance the field.

**academic advising questions for students:** The Handbook of Career Advising Kenneth F. Hughey, Dorothy Nelson, Joanne K. Damminger, Betsy McCalla-Wriggins, 2012-06-07 The Handbook of Career Advising The Handbook of Career Advising not only provides a general introduction to this important academic advising function, but offers many practical applications that can help students make realistic and timely career decisions. As students face an ever-changing and complex workplace, helping them integrate their academic and career decisions has never been more important. This book is an excellent resource for advisors; it helps them become more cognizant of the critical role they play and will facilitate the development of the knowledge and competencies required to perform this important advising task. Virginia Gordon, associate professor emeritus, The Ohio State University This book provides a wealth of information for anyone whose work involves helping students discover how intentional choices in curricular and cocurricular educational experiences can prepare them for tomorrow's workplace. The theoretical foundations, information and resources, frameworks for practice, and recommendations for the future included in this book will guide academic advisors as they positively influence students' lives by helping them systematically and enthusiastically approach their career development. Mary Stuart Hunter, assistant vice provost, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina The Handbook of Career Advising provides excellent information, resources, and examples of how academic advisors can become more knowledgeable and comfortable in providing career advising. Here, authors address critical issues such as diversity, working with specific student groups, and working with undecided or exploratory students. This book provides examples that illustrate how career and academic advising are significant parts of the teaching and learning process that support student success on our campuses. Casey Self, executive director, Academic Advising, University College, Arizona State University, and 2009 NACADA president

**academic advising questions for students:** University of Michigan Official Publication University of Michigan, 1997 Each number is the catalogue of a specific school or college of the University.

**academic advising questions for students:** Making the Most of College Richard J. Light, 2004-05-30 Why do some students make the most of college, while others struggle and look back on years of missed deadlines and missed opportunities? What choices can students make, and what can teachers and university leaders do, to improve more students' experiences and help them achieve the most from their time and money? Most important, how is the increasing diversity on campus—cultural, racial, and religious—affecting education? What can students and faculty do to benefit from differences, and even learn from the inevitable moments of misunderstanding and awkwardness? From his ten years of interviews with Harvard seniors, Richard Light distills encouraging—and surprisingly practical—answers to fundamental questions. How can you choose classes wisely? What's the best way to study? Why do some professors inspire and others leave you cold? How can you connect what you discover in class to all you're learning in the rest of life? Light suggests, for instance: studying in pairs or groups can be more productive than studying alone; the

first and most important skill to learn is time management; supervised independent research projects and working internships offer the most learning and the greatest challenges; and encounters with students of different religions can be simultaneously the most taxing and most illuminating of all the experiences with a diverse student body. Filled with practical advice, illuminated with stories of real students' self-doubts, failures, discoveries, and hopes, *Making the Most of College* is a handbook for academic and personal success.

**academic advising questions for students: Bulletin MLSA** University of Michigan. College of Literature, Science, and the Arts, 2007

**academic advising questions for students: *The Professor Is In*** Karen Kelsky, 2015-08-04 The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site *The Professor is In*, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including: -When, where, and what to publish -Writing a foolproof grant application -Cultivating references and crafting the perfect CV -Acing the job talk and campus interview -Avoiding the adjunct trap -Making the leap to nonacademic work, when the time is right *The Professor Is In* addresses all of these issues, and many more.

**academic advising questions for students: Journal of International Students, 2018 Vol. 8 (4)** Krishna Bista, Chris Glass, The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer reviewed articles on international students in tertiary education, secondary education, and other educational settings that make significant contributions to research, policy, and practice in the internationalization of higher education.

**academic advising questions for students: *Handbook of Distance Education*** Michael Grahame Moore, 2013-05-07 The third edition of this award-winning Handbook continues the mission of its predecessors: to provide a comprehensive compendium of research in all aspects of distance education, arguably the most significant development in education over the past three decades. While the book deals with education that uses technology, the focus is on teaching and learning and how its management can be facilitated through technology. Key features include: Comprehensive coverage that includes all aspects of distance education, including design, instruction, management, policy, and a section on different audiences. Chapter authors frame their topic in terms of empirical research (past and present) and discuss the nature of current practice in terms of that research. Future research needs are discussed in relation to both confirmed practice and recent changes in the field. Section one provides a unique review of the theories that support distance education pedagogy. Section six includes a unique review of distance education as a component of global culture. This book will be of interest to anyone engaged in distance education at any level. It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments. Recipient of the 2013 IAP Distance Education Book Award

**academic advising questions for students: The Interactional Organization of Academic**

**Talk** Holger Limberg, 2010 This book provides interesting and critical insights into a common university practice, the academic office hour. Office hours are a discursive site for a variety of different issues, ranging from administrative matters to course-related and study-related concerns. The study offers both an ethnographic account of this speech event within the socio-cultural context of a German university as well as a more detailed analysis of the interactional organization of academic consultations. It draws on natural recordings of entire office hour interactions in order to show how participants actions at different stages of the talk organize and accomplish the consultation. The analytical focus is set on the sequential activities teachers and students engage in as they conduct a consultation. This includes, for instance, how participants open an office hour talk, how they establish an agenda, how they manage advice-giving, and how they close the consultation. As such, this book will be of practical use to students and faculty members as well as scholars from different disciplines who work in the areas of institutional talk and talk-in-interaction.

**academic advising questions for students: The Fabric of This World** Lee Hardy, 1990-05-04 This is an historical, philosophical, theological--and practical--exploration of work from an evangelical perspective, highlighting the Christian concept of vocation as articulated by Luther and Calvin, and making relevant applications for today.

**academic advising questions for students: Assessing for Learning** Peggy L. Maki, 2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning, the higher education community is divided between those who support national standardized tests to compare institutions' educational effectiveness, and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys. This book espouses the latter philosophy—what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning. She believes that assessment needs to be humanized, as opposed to standardized, to take into account the demographics of institutions, as students do not all start at the same place in their learning. Students also need the tools to assess their own progress. In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years, such as the development of technology-enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning, Maki focuses on ways to deepen program and institution-level assessment within the context of collective inquiry about student learning. Recognizing that assessment is not initially a linear start-up process or even necessarily sequential, and recognizing that institutions develop processes appropriate for their mission and culture, this book does not take a prescriptive or formulaic approach to building this commitment. What it does present is a framework, with examples of processes and strategies, to assist faculty, staff, administrators, and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning. This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators and students to develop evidence of students' abilities to integrate, apply and transfer learning, as well as to construct their own meaning. Each chapter also concludes with (1) an Additional Resources section that includes references to meta-sites with further resources, so users can pursue particular issues in greater depth and detail and (2) worksheets, guides, and exercises designed to build collaborative ownership of assessment. The second edition now covers: \* Strategies to connect students to an institution's or a program's assessment commitment\* Description of the components of a comprehensive institutional commitment that engages the institution, educators, and students--all as learners\* Expanded coverage of direct and indirect assessment methods, including technology-enabled methods that engage students in the process\* New case studies and campus examples covering undergraduate, graduate education, and the co-curriculum\* New chapter with case studies that

presents a framework for a backward designed problem-based assessment process, anchored in answering open-ended research or study questions that lead to improving pedagogy and educational practices\* Integration of developments across professional, scholarly, and accrediting bodies, and disciplinary organizations\* Descriptions and illustrations of assessment management systems\* Additional examples, exercises, guides and worksheets that align with new content

**academic advising questions for students: Enhancing Academic Advising Skills**, 1981

**academic advising questions for students: *Law and Ethics in Academic and Student Affairs***

Michelle L. Boettcher, Cristóbal Salinas Jr., 2023-10-23 This valuable resource provides academic and student affairs practitioners with the tools to make informed legal and ethical decisions in their college and university contexts. Law is constantly changing and is interpreted differently from campus to campus based on institutional culture and history. This text provides higher education practitioners with tools to anticipate practical and responsible action, engaging readers in anticipatory and reflective practice. In this text, Boettcher and Salinas introduce the Institutional Intelligence Model, a helpful framework that guides practitioners in examining a wide variety of campus issues. Throughout the book, readers can explore perspectives from current practitioners and utilize case studies to examine specific topics, including admissions, academics, student living, confidential resources, and graduate student experiences. By using the strategies in this book, practitioners will be equipped to successfully navigate legal and ethical issues on their campuses. This text is ideal for graduate students, student and academic affairs professionals, and those in leadership positions responsible for working with and supporting students and staff teams.

**academic advising questions for students: Effective Personal Tutoring in Higher**

**Education** Dave Lochtie, Emily McIntosh, Andrew Stork, Ben W Walker, 2018-10-08 This is an important title for all academic and professional staff within higher education (HE) who have a personal tutoring, student support or advising role. It examines key topics in relation to tutoring including definitions, coaching, core values and skills, boundaries, monitoring students, undertaking group and individual tutorials and the need to measure impact. Throughout, the text encourages reflection and the need to think critically about the role of the personal tutor. A scholarly and practical text, it comprehensively brings together relevant academic literature to inform tutoring practice as well as contextualising the role within the HE policy and quality assurance landscape. Please also see the forthcoming *The Higher Education Personal Tutor's and Advisor's Companion* where the themes of this book are illustrated by real life case studies from universities around the UK.

**academic advising questions for students: The New Advisor Guidebook** Pat Folsom, Franklin

Yoder, Jennifer E. Joslin, 2015-08-21 This is an exciting time to be an academic advisor—a time in which global recognition of the importance of advising is growing, research affirms the critical role advising plays in student success, and institutions of higher education increasingly view advising as integral to their missions and essential for improving the quality of students' educational experiences. It is essential that advisors provide knowledgeable, realistic counsel to the students in their charge. The New Advisor Guidebook helps advisors meet this challenge. The first and final chapters of the book identify the knowledge and skills advisors must master. These chapters present frameworks for setting and benchmarking self-development goals and for creating self-development plans. Each of the chapters in between focuses on foundational content: the basic terms, concepts, information, and skills advisors must learn in their first year and upon which they will build over the lengths of their careers. These chapters include strategies, questions, guidelines, examples, and case studies that give advisors the tools to apply this content in their work with students, from demonstrations of how student development theories might play out in advising sessions to questions advisors can ask to become aware of their biases and avoid making assumptions about students to a checklist for improving listening, interviewing, and referral skills. The book covers various ways in which advising is delivered: one-to-one, in groups, and online. The New Advisor Guidebook serves as an introduction to what advisors must know to do their jobs effectively. It pairs with *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*,

also from NACADA, which presents the delivery strategies successful advisors can use to help students make the most of their college experience.

**academic advising questions for students: Equity & Cultural Responsiveness in the Middle Grades** Kathleen M. Brinegar, Lisa M. Harrison, Ellis Hurd, 2019-04-01 While developmental responsiveness is a deservedly key emphasis of middle grades education, this emphasis has often been to the detriment of focusing on the cultural needs of young adolescents. This Handbook volume explores research relating to equity and culturally responsive practices when working with young adolescents. Middle school philosophy largely centers on young adolescents as a collective group. This lack of focus has great implications for young adolescents of marginalized identities including but not limited to those with culturally and linguistically diverse backgrounds, LGBTQ youth, and those living in poverty. If middle level educators claim to advocate for young adolescents, we need to mainstream conversations about supporting all young adolescents of marginalized identities. It empowers researchers, educators, and even young adolescents to critically examine and understand the intersectionality of identities that historically influenced (and continue to affect) young adolescents and why educators might perceive marginalized youth in certain ways. It is for these reasons that researchers, teachers, and other key constituents involved in the education of young adolescents must devote themselves to the critical examination and understanding of the historical and current socio-cultural factors affecting all young adolescents. The chapters in this volume serve as a means to open an intentional and explicit space for providing a critical lens on early adolescence—a lens that understands that both developmental and cultural needs of young adolescents need to be emphasized to create a learning environment that supports every young adolescent learner.

**academic advising questions for students: Grown and Flown** Lisa Heffernan, Mary Dell Harrington, 2019-09-03 PARENTING NEVER ENDS. From the founders of the #1 site for parents of teens and young adults comes an essential guide for building strong relationships with your teens and preparing them to successfully launch into adulthood The high school and college years: an extended roller coaster of academics, friends, first loves, first break-ups, driver's ed, jobs, and everything in between. Kids are constantly changing and how we parent them must change, too. But how do we stay close as a family as our lives move apart? Enter the co-founders of Grown and Flown, Lisa Heffernan and Mary Dell Harrington. In the midst of guiding their own kids through this transition, they launched what has become the largest website and online community for parents of fifteen to twenty-five year olds. Now they've compiled new takeaways and fresh insights from all that they've learned into this handy, must-have guide. Grown and Flown is a one-stop resource for parenting teenagers, leading up to—and through—high school and those first years of independence. It covers everything from the monumental (how to let your kids go) to the mundane (how to shop for a dorm room). Organized by topic—such as academics, anxiety and mental health, college life—it features a combination of stories, advice from professionals, and practical sidebars. Consider this your parenting lifeline: an easy-to-use manual that offers support and perspective. Grown and Flown is required reading for anyone looking to raise an adult with whom you have an enduring, profound connection.

**academic advising questions for students: Business Writing For Dummies** Natalie Canavor, 2013-07-29 How many pieces of paper land on your desk each day, or emails in your inbox? Your readers - the people you communicate with at work - are no different. So how can you make your communication stand out from the pile and get the job done? Whether you're crafting a short and sweet email or bidding for a crucial project, Business Writing For Dummies is the only guide you need. Inside you'll find: The basic principles of how to write well How to avoid the common pitfalls that immediately turn a reader off Crucial tips for self-editing and revision techniques to heighten your impact Lots of practical advice and examples covering a range of different types of communication, including emails, letters, major business documents such as reports and proposals, promotional materials, web copy and blogs - even tweets The global touch - understand the key differences in written communication around the world, and how to tailor your writing for

international audiences

**academic advising questions for students: Developmental Academic Advising** Roger B. Winston, 1984

**academic advising questions for students: Teaching Psychology** James Hartley, Wilbert James McKeachie, 1990 This publication is the first to cover the entire field of teaching psychology, and includes teaching methods, advising, and curriculum planning as well as special problems in teaching laboratory and statistics courses. The articles selected provide thought-provoking reading for an international readership. Each of twelve subject-oriented sections contains a brief introduction, five articles, and suggested further readings for those wishing to pursue a particular topic in more detail.

**academic advising questions for students: College Belonging** Lisa M. Nunn, 2021-02-12 College Belonging reveals how colleges' and universities' efforts to foster a sense of belonging in their students are misguided. Colleges bombard new students with the message to "get out there!" and "find your place" by joining student organizations, sports teams, clubs and the like. Nunn shows that this reflects a flawed understanding of what belonging is and how it works. Drawing on the sociological theories of Emile Durkheim, College Belonging shows that belonging is something that members of a community offer to each other. It is something that must be given, like a gift. Individuals cannot simply walk up to a group or community and demand belonging. That's not how it works. The group must extend a sense of belonging to each and every member. It happens by making a person feel welcome, to feel that their presence matters to the group, that they would be missed if they were gone. This critical insight helps us understand why colleges' push for students simply to "get out there!" does not always work.

**academic advising questions for students: Academic Advising and Social Justice** Shannon Lynn Burton, Drew Puroway, Sarah E. Stevens, 2017-05-15

**academic advising questions for students: Academic Advising and the First College Year** Jenny R. Fox, Holly E. Martin, 2017-09-14 Published in partnership with NACADA: The Global Community for Academic Advising Academic advisors help students learn to make the most of their college years, not merely by completing requirements toward a degree but also by growing intellectually and developing all aspects of their identity. Yet, many professional and faculty advisors are new to academic advising and may feel ill-equipped to do more than help students register for classes. This new edited collection provides an overview of the theory and best practice undergirding advising today while exploring the transition challenges of a wide-range of first-year college students, including those attending two-year colleges, coming from underrepresented backgrounds, entering underprepared for college-level work, and/or experiencing academic failure.

**academic advising questions for students: Academic Advising in the First Year of College** Virginia N. Gordon, Julie Levinson, Tim Kirkner, 2020-06-25 Published in partnership with NACADA, The Global Community for Academic Advising As the focus on college completion and gainful employment intensifies, the stakes for students entering higher education and the institutions that serve them have never been higher. Yet, new students and their families may not understand the value of an educational plan for helping them stay on track and achieve their goals. They may have even less knowledge about how to create one. This brief guide focuses on the role of academic advisors in helping students chart a course for success and suggests how parents and family members can be partners in the journey. A glossary of key terms and list of frequently asked questions help demystify the college experience and highlight the many purposes of the academic advising relationship. A particularly useful resource for the families of first-generation college students and ideal for distribution at recruitment events, orientation, or parent and family programs. \$2.00 each when purchased in multiple copy pack of 100.

**academic advising questions for students: An Evaluation of Undergraduate Student Perceptions of Their Academic Advisement Within the School of Criminal Justice at Michigan State University** David Thomas Walker, 1972

**academic advising questions for students: Elements of Quality Online Education** John R.

Bourne, Janet C. Moore, 2004 In the ten years since the inception of the Sloan Consortium, the field of online learning has entered the mainstream of higher education, making online learning a core ingredient of tomorrow's educational paradigms. Now that digital natives are coming of age, the blending of on-ground and online education is continuous and unstoppable. Growing demands for wide choice suggest that the blended agenda presses us rapidly into new realms of inquiry. Thus, the title of this collection, the fifth volume in the Sloan-C series on quality, is *Elements of Quality Online Education: Into the Mainstream*. The 14 peer-reviewed studies in this volume provide guidance for effectively responding to the challenges facing higher education. The studies on Student Satisfaction recognize that significant populations remain underserved. Yet asynchronous learning networks (ALNs) are widening access by easing some of the constraints of place-based, synchronous learning, so that many more and many more new kinds of learners can achieve satisfaction and success. The studies on Learning Effectiveness share an emphasis on the ways that ALN exceeds the "no significant difference" minimum standard for learning outcomes. The studies on blending, combining face-to-face and online methods for learning, offer rich possibilities for what many see as the best of both learning modes. The studies on assessment go to the core of the Sloan-C quality framework and its emphasis on continuous quality improvement through demonstrating progress towards the overarching goal of affordable access for all in a wide range of disciplines. In our time of "profound, rapid, and discontinuous change," these studies envision solutions to the challenges of online, blended and face-to-face education in higher education. Sponsored by the Alfred P. Sloan Foundation, the purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

## Additional Resources

*ACADEMIC Definition & Meaning - Merriam-Webster*

The meaning of ACADEMIC is of, relating to, or associated with an academy or school especially of higher learning. How to use academic in a sentence.

**ACADEMIC | English meaning - Cambridge Dictionary**

ACADEMIC definition: 1. relating to schools, colleges, and universities, or connected with studying and thinking, not.... Learn more.

**Google Scholar**

Google Scholar provides a simple way to broadly search for scholarly literature. Search across a wide variety of disciplines and sources: articles, theses, books, abstracts and court opinions.

[Academia.edu - Find Research Papers, Topics, Researchers](#)

Academia.edu is the platform to share, find, and explore 50 Million research papers. Join us to accelerate your research needs & academic interests.

**Academic Definition & Meaning | Britannica Dictionary**

ACADEMIC meaning: 1 : of or relating to schools and education; 2 : having no practical importance not involving or relating to anything real or practical

### *Academic - definition of academic by The Free Dictionary*

1. of or pertaining to a school, esp. one for higher education.
2. of or pertaining to areas of study that are not primarily vocational or applied, as the humanities or pure mathematics.
3. ...

### **academic, n. & adj. meanings, etymology and more | Oxford ...**

What does the word academic mean? There are 12 meanings listed in OED's entry for the word academic. See 'Meaning & use' for definitions, usage, and quotation evidence. academic has ...

### **ACADEMIC Definition & Meaning - Merriam-Webster**

The meaning of ACADEMIC is of, relating to, or associated with an academy or school especially of higher learning. How to use academic in a sentence.

### **ACADEMIC | English meaning - Cambridge Dictionary**

ACADEMIC definition: 1. relating to schools, colleges, and universities, or connected with studying and thinking, not.... Learn more.

### *Google Scholar*

Google Scholar provides a simple way to broadly search for scholarly literature. Search across a wide variety of disciplines and sources: articles, theses, books, abstracts and court opinions.

### **Academia.edu - Find Research Papers, Topics, Researchers**

Academia.edu is the platform to share, find, and explore 50 Million research papers. Join us to accelerate your research needs & academic interests.

### **Academic Definition & Meaning | Britannica Dictionary**

ACADEMIC meaning: 1 : of or relating to schools and education; 2 : having no practical importance not involving or relating to anything real or practical

### **Academic - definition of academic by The Free Dictionary**

1. of or pertaining to a school, esp. one for higher education.
2. of or pertaining to areas of study that are not primarily vocational or applied, as the humanities or pure mathematics.
3. theoretical ...

### *academic, n. & adj. meanings, etymology and more | Oxford ...*

What does the word academic mean? There are 12 meanings listed in OED's entry for the word academic. See 'Meaning & use' for definitions, usage, and quotation evidence. academic has ...

# **Academic Advising Questions For Students**

Academic Advising Questions For Students

## **Related Articles**

- [abolitionist movement worksheet pdf](#)
- [ac infinity controller 69 manual](#)
- [above the law salary scale](#)

[Back to Home](#)