

Advising Summaries:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Applying-Theory-to-Advising-Practice.aspx>

Prescriptive Advising: Represents the traditional relationship based on authority between the academic advisor and the student. Simply put, a student asks a question and you answer directly or tell them exactly what to do.

Intrusive / Proactive Advising: This advising model is based around the idea that not all students are going to take the initiative/may not know how to take the initiative when in need of advising. Taking the best parts of both prescriptive advising (expertise, awareness of student needs, structured programs) and developmental advising (relationship to a student’s total needs).

Appreciative Advising: A method of asking open ended questions specifically to help guide students toward a better understanding of their own thoughts, wants, and needs related to academic purpose and goals.

Holistic Advising: is a developmental process that focuses on the “whole” student. It requires advisors to effectively communicate with students in assessing their personal and vocational goals by encouraging students to take responsibility for their own progress and success.

Developmental Advising: Developmental Advising is not solely focused on the student’s personal or academic decisions but also with the student’s rational processes, environmental and interpersonal interactions, behavioral awareness, ability to problem solve, their decision and evaluation skills. Advisor and student are partners in educational discovery.

Examples of the different types of advising:

Prescriptive	Intrusive/Proactive	Appreciative	Developmental
Advisors tell students what they need to know about programs and courses.	Advisors reach out to students who have not contacted them about what courses to take.	Advisors may ask what interests a student has to help fill out their Gen Ed requirements with meaningful classes.	Advisors help students learn about courses and programs for themselves.
Advisor keeps student informed about their academic progress.	Advisor may reach out to students who are not doing well or are part time to discuss their academic progress.	Advisors may ask students about what their long term goals are and what getting their degree means to them.	Advisors encourage students to monitor their own academic progress and come to them with pressing questions.
Advisors suggests what major they think is the best fit for the student.	Advisors reach out to students who are not declared in a major to help them find the best fit.	Advisors ask questions regarding students goals and needs to help determine what major best suites them.	Similarly advisors examine student decision making processes to ensure a student is picking a major best suited for their needs.