



ACADEMIC ADVISOR & GUIDANCE COUNSELOR TRAINING FOR STUDY IN THE USA

International Week 2019 - Vietnam

November 18 and 19 in Ho Chi Minh City
November 21 and 22 in Da Nang

SPONSORED BY EDUCATIONUSA – U.S. CONSULATE GENERAL IN HO CHI MINH CITY
THE UNIVERSITY AT ALBANY (STATE UNIVERSITY OF NEW YORK)
THE RESEARCH FOUNDATION OF SUNY



PRESENTED BY RACHEL MOODY

Director of International Academic Partnerships
& International Academic Advising

Center for International Education and Global Strategy
University at Albany (State University of New York)



SCHEDULE

DAY 1

- 0815** **Registration and Refreshments**
- 0900** **Setting the Foundation**
— Training Overview
— Pre-Assessment
— “New Student Orientation” Simulation
- 1015** **Break**
- 1030** **EducationUSA**
Overview of the United States’ Higher Education System
Finding the Best Fit for Your Students
- 1215** **Lunch**
- 1345** **American Academic Culture**
— Institutional Culture
— Classroom Culture
— Social Culture
- 1600** **Closing Discussion**

Studying in the United States and abroad doesn’t just give you tangible degrees and certificates. Your experience says something about who you are. Living and studying in another country - especially where your language isn’t spoken - is challenging, requires courage and a positive attitude. Sometimes, these characteristics are more influential than your degree.

Life here, both as an international student and visitor, will probably be different from what you expect. You may be pleasantly surprised to find that the images from films and television programs are not always true. Americans come in a variety of sizes, colors and shapes and in general are very friendly and will be interested in learning about you and your country.

For any international student, the USA has a lot to offer: one of the most prestigious, top ranked higher education systems in the world, eclectic cities and beautiful natural parks, culture, history and a very multicultural population.

Taken from <https://www.studyusa.com/en/a/1/why-study-in-the-usa>

SCHEDULE

“My biggest surprise about the U.S. education is its creativity. Studying in the U.S. gives me a lot of opportunities to practice what I have learned. I really enjoy it, especially in my major, biochemistry. Every week I need to be in lab class to practice what I have learned in lectures.” Thao Tran from Vietnam, studying Biochemistry at North Seattle College .

Taken from <https://www.studyusa.com/en/a/1/why-study-in-the-usa>

DAY 2

- 0815 Check-in and Refreshments**
- 0900 Day One Follow-up**
- 0930 Academic Advisement in the USA**
— The Student Experience
— Different Models and Modes of Academic Advising
— Multiple Functions
- 1015 Break**
- 1030 College Student Development Theories & Our Work**
NACADA Global Academic Advising Standards
Different Academic Advising Approaches
- 1230 Lunch**
- 1400 Admissions to Graduation**
— Admissions
— Visa Process
— Enrollment and Retention
— Pathway Program and Conditional Admission
— Scholarships and Grants
- 1600 Closing Discussion**
Post-Assessment
Training Evaluation
- 1700 Break**
- 1715 Certificate of Completion Ceremony**
- 1830 Conclusion of the Training**



ORIENTATION SIMULATION ZONE: LET'S STUDY ABROAD IN THE USA!

1. Imagine that you are a student thinking about studying abroad
2. Select a college from the option on your table that matches your interests
3. Share with your group why you chose that college
4. What would cause you to select this college without knowing everything about it?
5. As a group share some questions that you had about your college that were not answered by the information on the cards.
6. Choose 1-3 of these questions and be ready to share them.

The land and people of the USA are also incredibly varied. Wherever you choose to study, you will encounter a regional culture rich in history and local traditions. For instance, the West Coast region has many beaches, outdoor activities, the people have a relaxed attitude and you will probably find many local international communities. The Midwest has many large research universities and the people are known for their hospitality and kindness. The USA is a multiracial society that is still absorbing new immigrants, which makes it a very dynamic and exciting place to experience. While students must exercise caution in a few locations, streets and university campuses are generally clean and safe.

Taken from <https://www.studyusa.com/en/a/1/why-study-in-the-usa>

KEY REFLECTION QUESTIONS

1. What are your career aspirations and long term goals?
2. Why do you want to study abroad?
3. What are your expectations of your study abroad experience?
4. How long do you want to study abroad?
5. What do you want to study?
6. How sure are you about this major choice?
7. If you are not sure, what are some of your other interests?
8. Will you be supported in your education pursuits if you change your major?
9. Will you need language support?
10. Are you academically prepared to go to your desired college or university? If not, what do you need to become prepared?
11. Do you want to study at a large or small campus? What is your definition of large and small?
12. Do you have a learning or physical disability and need support services?
13. What are some non-academic features of a college that are influencing your decision (environment, number of international students, level of diversity, athletics, student clubs and organizations, physical structure of the campus, access to public transportation)?
14. What do you think about taking a class with 500 to 1500 students?
15. What do you think about taking a class with 5-20 students?
16. Where do you want to live in the USA (Region, States, City/Urban, Desert, Mountains)?
17. Do weather patterns matter to you?
18. Do you want to live on-campus? Do you need the school of have on-campus apartments as well as dormitories?
19. Do you need childcare?
20. Are you comfortable seeking for information and resources independently?
21. What characteristics are your preferred colleges and universities looking for in an applicant
22. What is your budget?
23. Do you need financial assistance (scholarships/grants) in order to study in the USA?

RESOURCES TO HELP STUDENTS MAKE THE BEST CHOICE FOR THEM

ORGANIZATIONS

- **EducationUSA** - educationuse.state.gov
- **Contact Colleges and Universities of interest** - Advise students to visit college and university websites and contact their Admissions' Offices to ask questions. Some schools may be able to connect the students with their international students
- **Visit the Colleges and Universities at a local or virtual college fair.**
- **Educational Agencies** - If your student is considering working with an agent, they should understand how the agent received their commission. Most are contracted with universities to recruit students and they receive a percentage of the student's tuition value as their payment. The student, therefore, should not have to pay the agent. Note that agents are likely to recommend the universities and colleges they represent but they may also connect students to schools which are not their partners. If a student really wants to work with an agent, they should select one with a broad and diverse portfolio of colleges and universities from different regions of the United States. **THIS COMMENTARY DOES NOT IN ANY WAY SERVE AS A RECOMMENDATION TO USE OR NOT USE AN AGENT, AND IT IS NOT AN ENDORSEMENT OF ANY ORGANIZATION.**

ONLINE TOOLS

- **National Center for Education Statistics - College Navigator**
nces.ed.gov/collegenavigator
- **CollegeBoard**
bigfuture.collegeboard.org
- **U.S. News and World Reports Rankings**
NOTE: It does not evaluate all colleges and universities
www.usnews.com/best-colleges

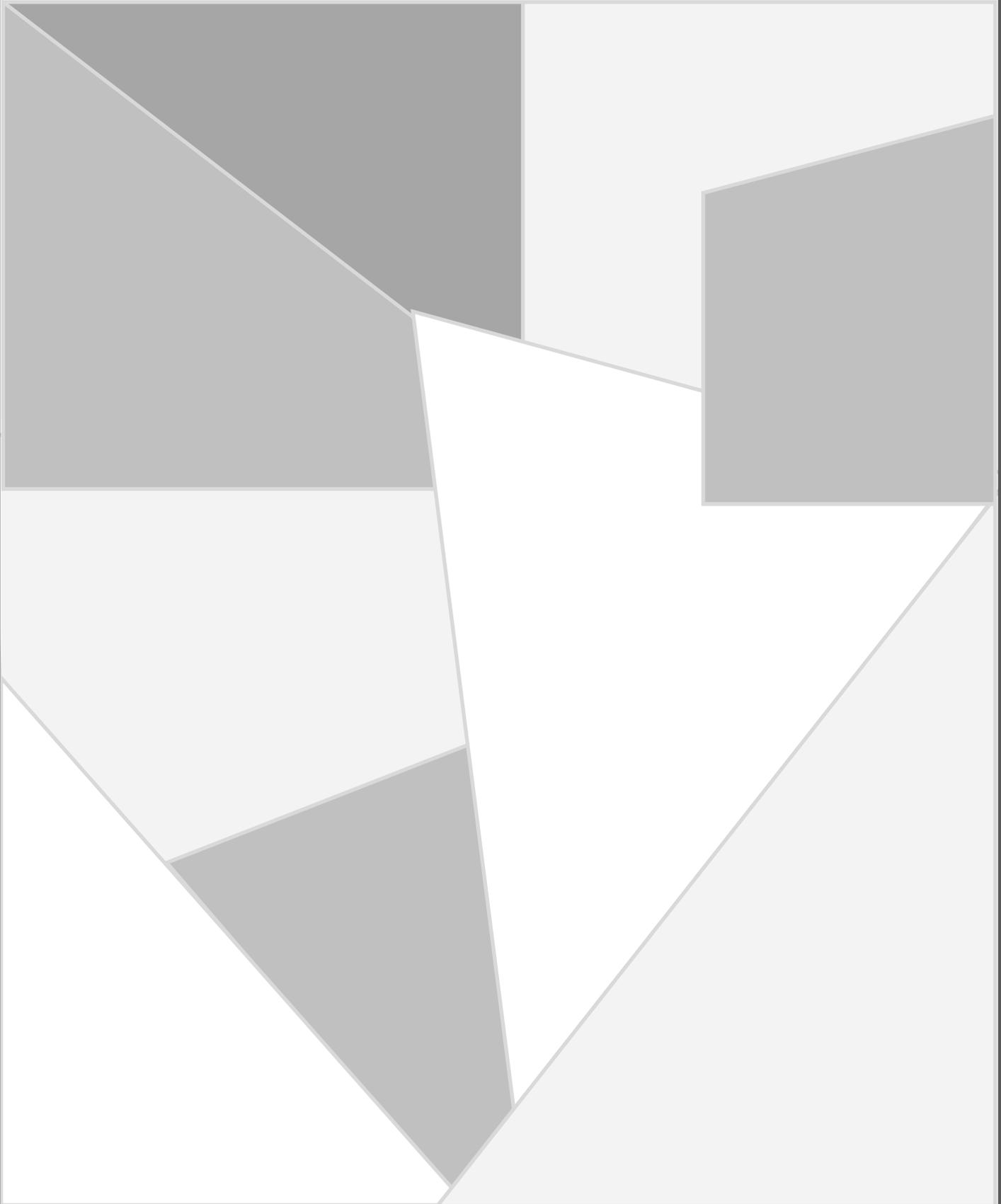
Personal and Social Networks

- **Friends who have studied abroad**
- **Alumni from schools of interest living in the area**

What Else?

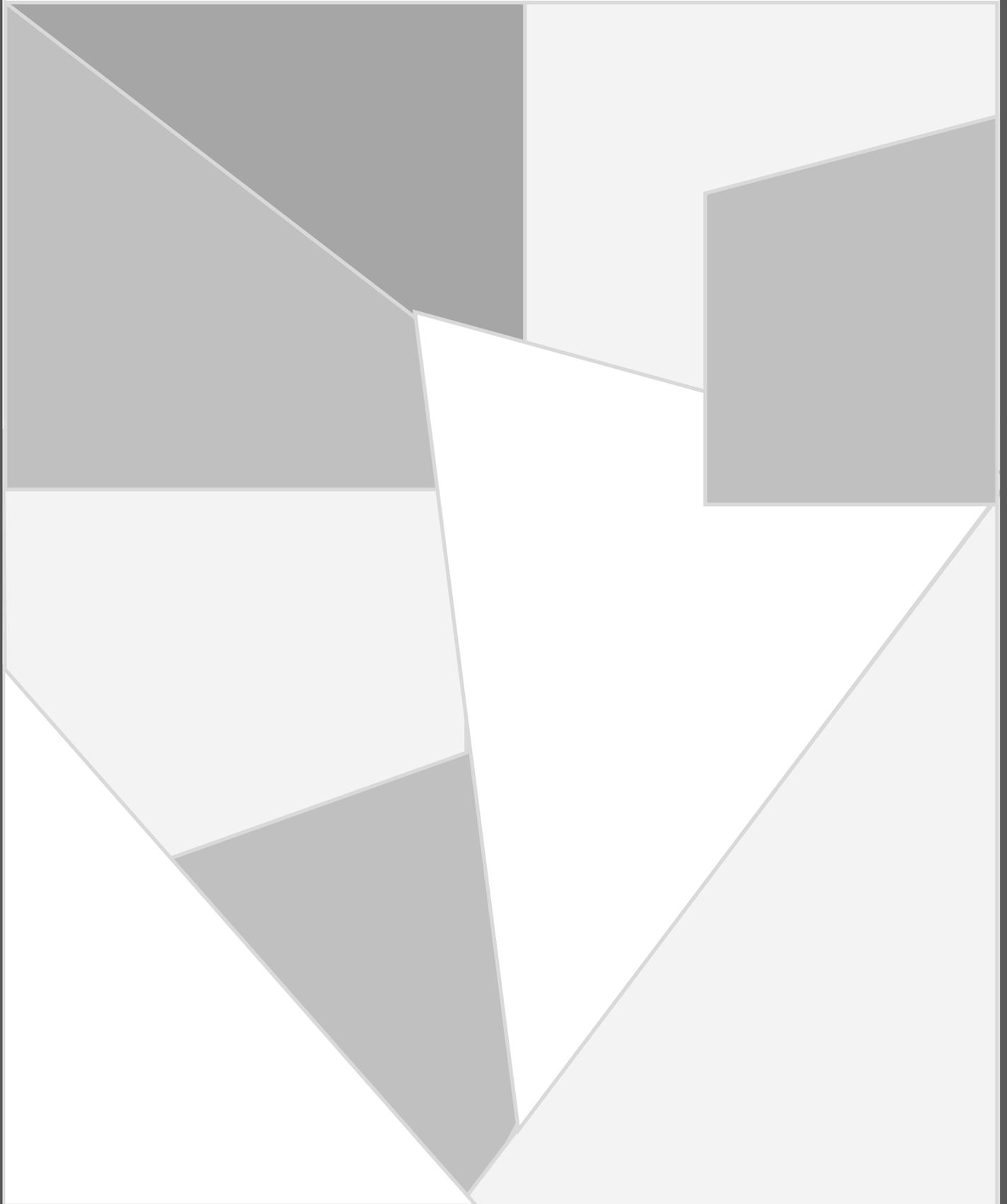
AMERICAN ACADEMIC CULTURE

Institutional Culture (Exercise)



AMERICAN ACADEMIC CULTURE

Institutional Culture



AMERICAN ACADEMIC CULTURE

Institutional Culture

- Diversity and inclusion
- Academic and personal support
- Student Rights and Responsibilities
- Campus Code of Conduct/Community Standards
- FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

■ American Disability Act (ADA)

"Both public and private colleges and universities must provide equal access to postsecondary education for students with disabilities. Title II of the ADA covers publicly-funded universities, community colleges and vocational schools. Title III of the ADA covers privately-funded schools. All public or private schools that receive federal funding are required under Section 504 of the Rehabilitation Act to make their programs accessible to students with disabilities."

- *The ADA National Network*

■ Title IX

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

9 THINGS TO KNOW ABOUT TITLE IX

1 Title IX is a civil right that prohibits sex discrimination in education.

2 Title IX applies to all students regardless of gender identity.

4 Schools should ensure that no student has to share campus spaces (such as dorms, classes, and workplaces) with their abuser.

5 Schools can issue no-contact directives to prevent accused students from approaching or interacting with you.

3 Schools may not retaliate against someone filing a complaint and must keep complainants safe from other retaliatory harassment.

6 Schools must be proactive in ensuring that your campus is free from sex discrimination.

7 Schools cannot discourage you from continuing your education.

8 All schools receiving federal funding, including public K-12 schools and the majority of colleges, are subject to Title IX.

9 Schools must have an established procedure for handling complaints of sexual discrimination, harassment, and violence.

AMERICAN ACADEMIC CULTURE

Social Culture

NCAA Athletics

**Intramurals
& Club Sports**

**Outdoor
Activities**

**Service
Oriented**

**Community
Engagement**

Global Campus

Scholarship

Very Green

**Greek Life
Fraternities
and Sororities**

**Leadership
Focused**

**Many Active
Student
Organizations**

**Many Engaging
Campus
Traditions**

**The
Ceremonies**

Honors College

**Living and
Learning
Communities**

**College Defines
the Town
Culture**

**The Town
Culture Defines
the College
Culture**

**Faculty
Engagement**

**Musical
Performances**

**College Is Like
a Close Knit
Family**

**College is like a
its own City**

**Religious
Culture**

**Social Justice
Culture**

**Industry
Focused
Culture**

ACADEMIC ADVISEMENT IN THE USA

Understanding College Student Development



Nancy Schlossberg's Transition Theory

The 4 S's: What to Consider...

Image taken from: <https://slideplayer.com/slide/5689594/18/images/8/The+4+S%E2%80%99s%3A+What+to+Consider%E2%80%A6.jpg>

Situation	Self	Support	Strategies
<ul style="list-style-type: none"> •What kind of transition is it? •Is it a positive, negative, expected, unexpected, desired, or dreaded transition? •Did the transition come at the worst or best time possible? •Is it "on time" of "off schedule"? •Is it voluntary or imposed? •Is the individual at the beginning, middle or end of the transition (moving in, through, or out) 	<ul style="list-style-type: none"> •What kind of strengths and weaknesses does the individual bring to the situation? •Does he or she believe there are options? •Is he or she optimistic? •Personal and demographics characteristics (gender, age, health socio-economic status, race, etc.) 	<ul style="list-style-type: none"> •Does the person have support from family, friends, co-workers, and supervisors? •In what ways do people give support? •In what way do they hinder the person's efforts to change? 	<ul style="list-style-type: none"> •Does the person use several coping strategies or just one? •Can the person creatively cope by changing the situation, changing the meaning of the situation or managing reactions to stress?

ACADEMIC ADVISEMENT IN THE USA

Understanding College Student Development

Arthur Chickering's Developmental Vectors

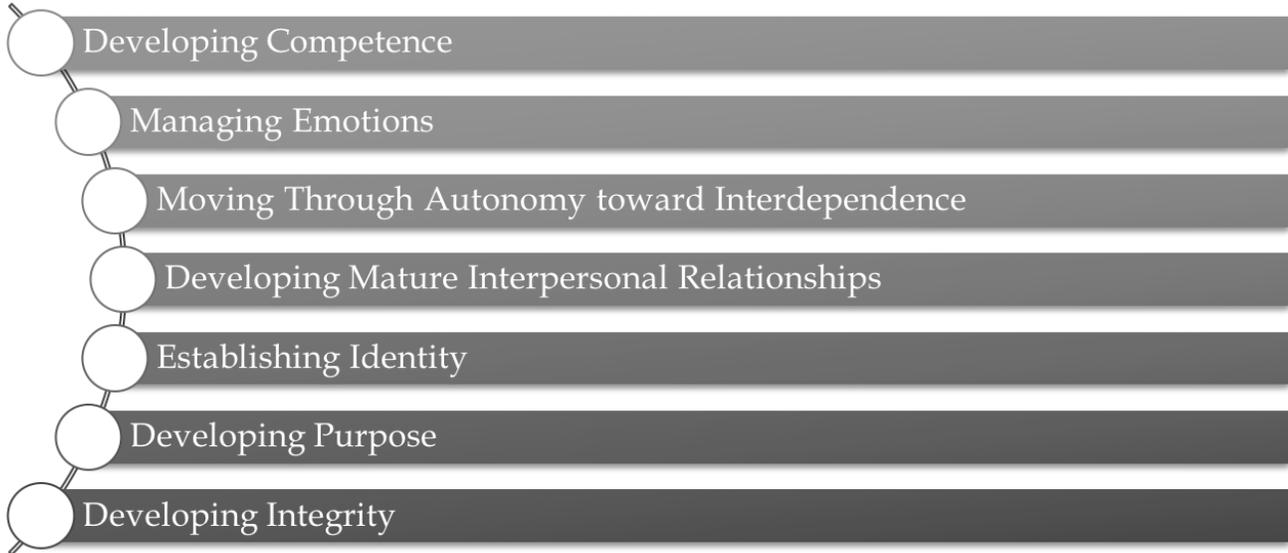
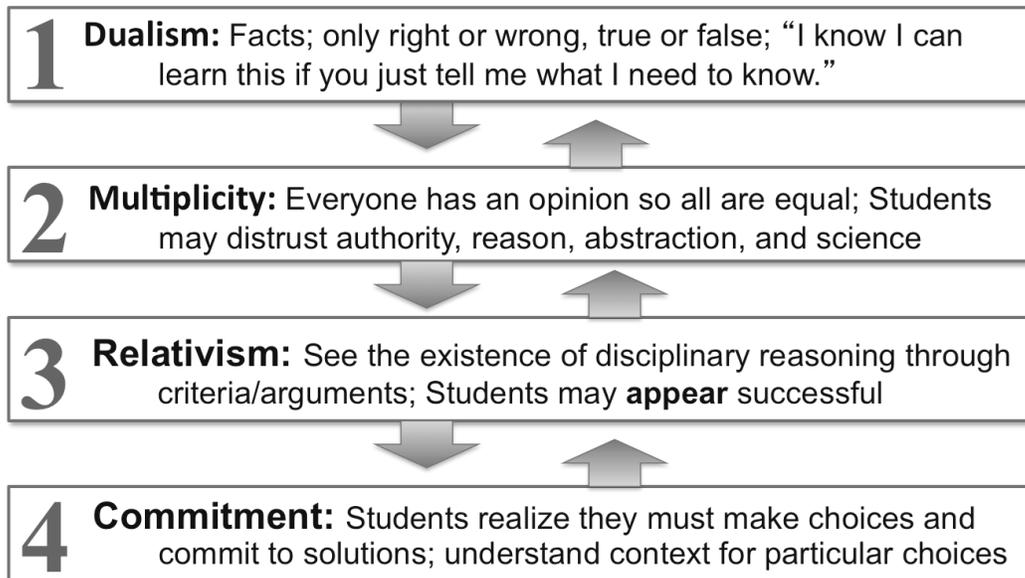


Image taken from: <https://sites.miis.edu/academicadvisingresources/theories/psychosocial-theories/>

William Perry's Theory of Intellectual and Ethical Development

Intellectual Development Stages



Nelson, Perry, Belenkey

Image taken from <https://studentcareercoach.net/2015/06/19/the-detrimental-dilemma-for-college-freshmen-go-in-undeclared-should-i-double-major/>



CORE VALUES



The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.



While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.



The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

ACADEMIC ADVISING CORE COMPETENCIES MODEL

At the request of the association’s leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association’s Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

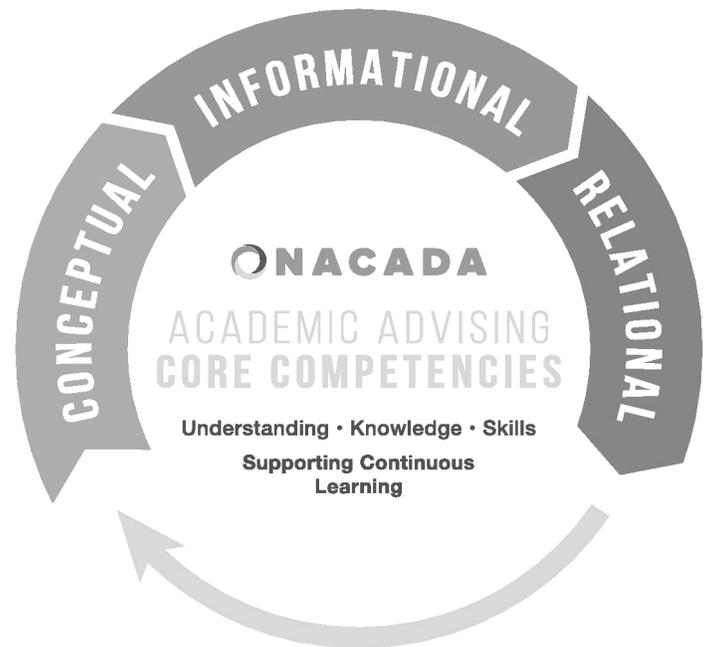
- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus’ advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.



CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include **knowledge of**:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the **ability to**:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit
nacada.ksu.edu/resources/pillars/corecompetencies.aspx

ACADEMIC ADVISEMENT APPROACHES

Prescriptive Advising	Developmental Advising
Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, then lets student follow up.
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.

Taken from page 13 of Crookston, B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*. 13(1), 12-17.

ACADEMIC ADVISEMENT APPROACHES

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.”

Taken from: https://www.missouristate.edu/policy/Op3_26_4_AdvisingTheories.htm

Developmental Advising/Advising as Teaching

“Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person's own life stage of development.”

Taken from: King, M. C. (2005). Developmental academic advising. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Developmental-Academic-Advising.aspx>

Strengths-Based Advising

“Strengths-based advising is predicated on students’ natural talents and is used to build their confidence while motivating them to acquire the knowledge base and skills necessary for college-level achievement. The advisor initiates this approach by identifying and increasing students’ awareness of their talents. They then teach the advisees ways of developing their talents into strengths and further developing the competencies that will help them meet their educational and life goals.”

Taken from page 22 of Schreiner, L & Anderson, E. (2005). Strengths-based advising: A new lens for higher education. NACADA Journal, 25(2), 20-29.

Appreciative Advising

“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

Bloom, J. L., Hutson, B. L., & He, Y. (2008). The appreciative advising revolution. Champaign, IL: Stipes Publishing.

Intrusive/Proactive Advising

“Earl (1988) describes Proactive Advising as a deliberate, structured student intervention at the first indication of academic difficulty in order to motivate the student to seek help. Proactive Advising uses the good qualities of prescriptive advising (experience, awareness of student needs and structured programs) and of developmental advising (relationship to a student’s total needs).”

Taken from: Varney, J. (2012, September). Proactive (Intrusive) Advising! Academic Advising Today, 35(3). Retrieved from <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.aspx>

Motivational Interviewing (MI)

Motivational interviewing (MI) focuses on helping the students to come to the conclusion that they need to change some behavior in order to reach their goals. “MI is based on a number of assumptions. These assumptions include: a) the theory that most people move through a series of steps prior to changing their behavior; b) change comes from within rather than from without; c) confrontation and negative messages are ineffective; d) knowledge alone is not helpful; and e) reducing ambivalence is the key to change “

Taken from: <https://aaa.unl.edu/2014Conference/BreakoutSessionHandouts/Motivational%20Interviewing%20handout%20for%20AAA%20presentation.pdf>

Other Approaches and Techniques:

Group Advising | Peer Advising | Coaching

ACADEMIC ADVISEMENT APPROACHES

Self-Assessment & Discussion

1. *What was my experience with academic advisement?*
2. *When I work with students do they seem to expect a similar experience or are they looking for something else?*
3. *What academic advising approach or approaches matches what I use with students most of the time?*
4. *What are the advantages and disadvantages of using this approach most of the time?*
5. *What other approaches might help my work with students? How would it help?*
6. *What approaches might be difficult to use in a Vietnamese cultural context?*
7. *What learning objectives do I have for my students?*

Learning Objective 1.

Learning Objective 2.

Learning Objective 3.

Learning Objective 4.

Learning Objective 5.

ADMISSION TO GRADUATION & BEYOND

The Admissions Process

The Application

- **ONLINE AND/OR PAPER**
- **COST OF APPLYING**
- **DEADLINES**
- **SUPPLEMENTAL DOCUMENTS FOR CERTAIN PROGRAMS**
- **ELIGIBILITY REQUIREMENTS**
GPA, SAT/AP, CERTAIN COURSEWORK

Required Documentation

- **OFFICIAL, TRANSLATED HIGH SCHOOL TRANSCRIPTS**
- **OFFICIAL, TRANSLATED COLLEGE TRANSCRIPTS**
- **STANDARDIZED TEST SCORES**
- **RECOMMENDATIONS**
- **PERSONAL ESSAY**

Most Schools Ask For

- **LIST OF EXTRACURRICULAR ACTIVITIES**

Some Schools Ask For

- **GRADED WRITING SAMPLE**
- **RESUME**
- **ADDITIONAL ESSAY ON A SPECIFIC TOPIC**

Language Requirements

- **GRADED WRITING SAMPLE**
- **RESUME**
- **ADDITIONAL ESSAY ON A SPECIFIC TOPIC**

ADMISSION TO GRADUATION & BEYOND

The Admissions Process

Conditional Acceptance

Pathway Programs

The Enrollment Process

Financial Statement

- **HOW MUCH? TYPICALLY ENOUGH TO DEMONSTRATE THAT THE STUDENT CAN AFFORD AT LEAST ONE YEAR OF TUITION, FEES, AND LIVING EXPENCES.
THE SCHOOL WILL USUALLY PROVIDE THE MINIMUM AMOUNT.**
- **NEEDED TO APPLY FOR AN F-1 STUDENT VISA**

Visas

- **F-1 STUDENT VISA (NEEDS AN I-20)**
- **J-1 STUDENT EXCHANGE VISA (NEEDS A DS-2019)**

ADMISSION TO GRADUATION & BEYOND

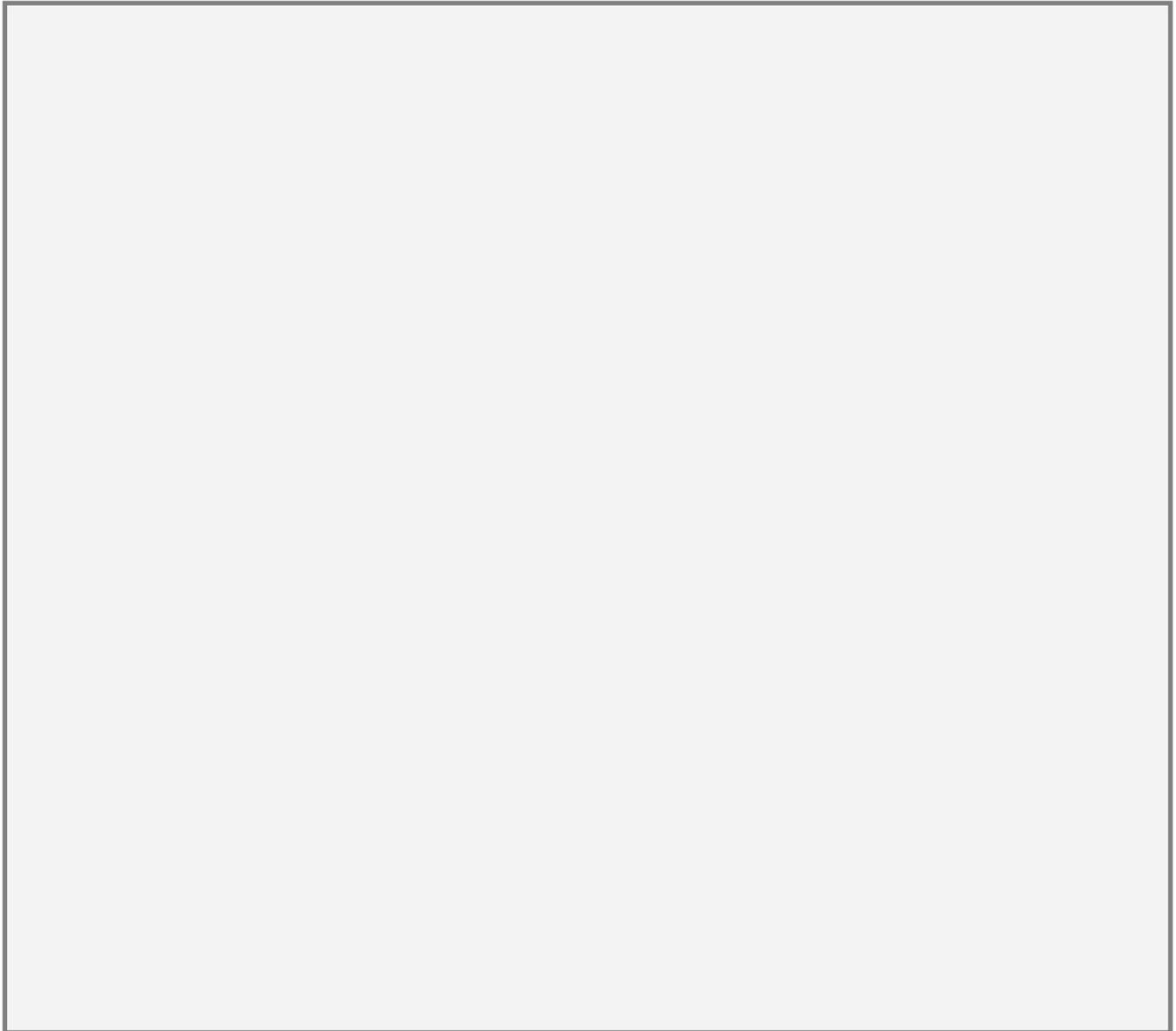
The Enrollment Process

Immunization Records

Enrolling into Classes

Student Housing Registration

Orientation, Transition, and Retention



THE USA-VIETNAM ACADEMIC ADVISING NETWORK

WWW.USVIETNAMACADV.ORG



PROPOSED:

Let us co-create an academic advising network to continue sharing information that will help us to support students seeking to study abroad in the USA and in Vietnam. This network would provide a centralized location to ask questions related to academic advising and to supporting college student academic success. Through this network, we aim to offer professional development activities that build intercultural knowledge, encourage academic advising scholarship, and address areas of interest and concern.

This network would exist on a listserv moderated by a small team of interested advisors and guidance counselors in the USA and in Vietnam. The listserv list would be hosted by University at Albany, State University of New York.

DO YOU ACCEPT?

If you accept this proposition, complete the listserv cards on DAY 2 of this training and the facilitator of the training will add you to the network. We will discuss this idea and select moderators on Day 2.

Our Aim: Student Success

“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.” – Andrew Carnegie