Course Description
Examines the foundations of academic advising as an essential component of student success and retention in higher education. Topics include developmental advising, literature and research on academic advising, models and delivery systems, skills for effective advising, advising diverse populations, assessment, evaluation and reward systems for advisor and advising programs.

Required Reference Book
Student Learning Outcomes
By the end of the course, the student (candidate) will:
• Understand major advising approaches and select appropriate tools and referrals to assist students.
• Know and prepare for characteristics of today’s diverse college student populations.
• Identify and assess various advising models and practices.
• Develop an advising syllabus.
• Demonstrate advising skills in responding to advising scenarios.
• Write an advising philosophy.

Methods of Instruction
Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying
superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions. Readings and learning experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to another student's (candidate's) initial postings. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules
APA Manual

Communication
Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information,
and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

Research Writing Style
In the Department of Curriculum and Instruction all candidates should adhere to American Psychological Association Publication Manual (APA) when completing written assignments, and when applicable, in other electronic or media-style presentations. The APA Manual is available at the ASU library, at the bookstore, or on-line at www.apa.org.


If a template is provided follow those instructions.

Attendance Policy
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

Absences for Observance of Religious Holy Day
Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

Student Disability Services
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php

Academic Honesty
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

- A= 90-100%
- B= 80-89%
- C= 70-79%
- F = below 70%

Late Assignments
All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy
### Assignment Objectives & Due Dates

More detail and specific due dates for assignments will be posted in Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Premodule</td>
<td>Review and confirm understanding of plagiarism and academic misconduct.</td>
<td>Course materials and readings are located in the various modules</td>
<td>Plagiarism Statement</td>
<td>0</td>
<td>Wednesday October 25</td>
</tr>
<tr>
<td></td>
<td>Module 1</td>
<td>Create an academic portfolio to document a student’s progress toward program competencies.</td>
<td></td>
<td>Academic Portfolio Creation</td>
<td>0</td>
<td>Wednesday October 25</td>
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<tr>
<td></td>
<td></td>
<td>Discuss what advising deals with, what it does, and why it matters.</td>
<td></td>
<td>Discussion Board: Why Academic Advising?</td>
<td>5</td>
<td>Initial Post: Thursday October 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate in an inclusive and respectful manner.</td>
<td></td>
<td>Weekly Advising Approach Resource Sheet</td>
<td>5</td>
<td>Responses: Sunday October 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand the importance of establishing rapport and build academic advising relationships.</td>
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<td>Thursday October 26</td>
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<tr>
<td></td>
<td></td>
<td>Explain the advantages and disadvantages of various academic advising approaches and strategies.</td>
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<td></td>
<td>Apply various academic advising approaches and strategies to realistic student scenarios.</td>
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<tr>
<td>2</td>
<td>Module 2</td>
<td>Explain the advantages and disadvantages of various academic advising approaches and strategies.</td>
<td></td>
<td>Weekly Advising Approach</td>
<td>5</td>
<td>Thursday November 2</td>
</tr>
</tbody>
</table>
Apply various academic advising approaches and strategies to realistic student scenarios.

Demonstrate knowledge of characteristics, needs, and experiences of major and emerging student populations.

Plan successful advising interactions using different advising strategies.

Understand the advising skills related to empathy.

Create rapport and build academic advising relationships.

Identify campus and community resources that support success.

Locate and interpret academic degree programs, requirements, and institutional policies that influence advising practice.

Articulate legal and ethical guidelines of the advising practice.

Demonstrate appropriate note taking and record keeping skills for advisors.

Explain the advantages and disadvantages of various academic advising approaches and strategies.

Apply various academic advising approaches and strategies to realistic student scenarios.

Resource Sheet

Discussion Board: Today's College Students

Initial Post: Thursday November 2

Responses: Sunday, November 5

Weekly Advising Approach Resource Sheet

Thursday November 9

Advising Scavenger Hunt

Sunday November 12
<table>
<thead>
<tr>
<th>Module</th>
<th>Module Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Module 4: Actively seek out opportunities to learn more about the field of advising and personal experiences of advisors. Identify how advising approaches and other best practices are applied in different advising settings. Understand the advising skills of active listening and reflection and how they apply to advising practice. Explain the advantages and disadvantages of various academic advising approaches and strategies. Apply various academic advising approaches and strategies to realistic student scenarios.</td>
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<tr>
<td>5</td>
<td>Module 5: Describe the benefits and challenges of various advising models and systems. Demonstrate and identify assessment and evaluation issues in advising. Identify various ways that technology is being used in advising practice. Explain the advantages and disadvantages of various academic advising approaches and strategies. Apply various academic advising approaches and strategies to realistic student scenarios.</td>
</tr>
<tr>
<td>6</td>
<td>Module 6: Identify specific advising approaches for working with different student situations. Demonstrate advising skills important for advising practice.</td>
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</table>

| | Weekly Advising Approach Resource Sheet | | |
|---|---|---|
| 4 | 5 | Thursday, November 16 |
| 5 | 10 | Sunday, November 19 |
| 6 | 5 | Thursday, November 30 |

**Weekly Advising Approach Resource Sheet**

**Advisor Interview**

**Discussion Board:** Advising Models

**Initial Post:** Thursday, November 23

**Responses:** Sunday, November 26

**Weekly Advising Approach Resource Sheet**

**Thursday, November 23**
<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7      | Create and use an advising syllabus.  
Write an advising philosophy. |
| 8      | Present and defend judgments about the information and assignments related to foundations of academic advising. |

Facilitate student problem solving, decision making, planning, and goal setting.
Identify campus and community resources that support success.
Explain the advantages and disadvantages of various academic advising approaches and strategies.
Apply various academic advising approaches and strategies to realistic student scenarios.

<table>
<thead>
<tr>
<th>Case Studies in Advising</th>
<th>10</th>
<th>Sunday December 3</th>
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</thead>
<tbody>
<tr>
<td>Advising Syllabus and Philosophy</td>
<td>10</td>
<td>Sunday December 10</td>
</tr>
<tr>
<td>Academic Portfolio Course Submission and Reflection Course Evaluation Course Reflection</td>
<td>5</td>
<td>Wednesday December 13</td>
</tr>
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</table>