

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SAHE533

Course Summary

Course : SAHE533 **Title :** Academic Advising Theory and Practice

Length of Course : 8 **Faculty :**

Prerequisites : SAHE510, SAHE520 **Credit Hours :** 3

Description

Course Description:

In this course students will develop a deeper understanding of various academic advising theories and how they can be put into practice on a day-to-day basis with individuals and groups. Students will also examine their own philosophical perspectives and academic advising styles to identify and become more self-aware of their own personal approaches. Students will develop their personal advising philosophy during this course. Prerequisites: SAHE510 and SAHE520)

Course Scope:

Objectives

1. Apply academic advising theories, principles, and NACADA's Academic Advising Core Competencies Model
 2. Develop one's personal academic advising philosophy
 3. Explain key concepts related to academic advisor training and development
 4. Demonstrate interpersonal and communication skills, for in-person and online academic advising
 5. Evaluate when students are presenting issues beyond the scope of academic advising and need to be referred for assistance.
 6. Develop social justice and inclusion competencies in academic advising roles.
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Outline

Week 1: Theoretical Foundations & Developmental Advising

Learning Outcomes

- Summarize purpose of theory in the practice of academic advising.
- Compare and contrast theoretical foundations within academic advising
- Critique developmental, prescriptive, and hermeneutic approaches to advising.

Required Readings

Grites, T., Miller, M., & Givans Voller, J. (2016). *Beyond foundations : developing as a master academic advisor* . San Francisco, CA: Jossey-Bass & Pfeiffer. **Chapter 2: Theory as the Foundation of Advising**

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Chapter 4 Developmental Academic Advising**

Assignments

Discussion #1

Week 2: Teaching & Learning Centered Advising

Learning Outcomes

- Apply principles associated with teaching and learning-centered advising
- Demonstrate ability to create advising syllabus aligned with best practices.

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Chapter 2 Advising as Teaching & Chapter 3 Learning-Centered Advising**

Advising approaches that work. (2018). *University Business*, 21(4), 14. Retrieved from <http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=aph&AN=128890260&site=ehost-live&scope=site>

White, E., & Schulenberg, J. (2012). Academic advising-a focus on learning. *About Campus*, 16(6), 11–17. <https://doi-org.ezproxy2.apus.edu/10.1002/abc.20082>

Bohonos, J. (2013, June). Key theories of Lev Vygotsky and John Dewey: Implications for academic advising theory. *Academic Advising Today*, 36(2). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Key-Theories-of-Lev-Vygotsky-and-John-Dewey-Implications-for-Academic-Advising-Theory.aspx>

Assignments

Discussion #2

Week 3: Motivational Interviewing

Learning Outcomes

- Demonstrate advising approaches and strategies through role play.
- Explain transtheoretical model of change.
- Apply motivational interviewing techniques.

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Chapter 5 Motivational Interviewing**

Iarussi, M. M. (2013). Examining How Motivational Interviewing May Foster College Student Development. *Journal of College Counseling*, 16(2), 158–175. <https://doi-org.ezproxy2.apus.edu/10.1002/j.2161-1882.2013.00034.x>

Assignments

Discussion #3

Week 4: Appreciative & Strengths Based Advising

Learning Outcomes

- Apply academic advising theories, approaches, principles, and NACADA's Academic Advising Core Competencies Model
- Demonstrate interpersonal and communication skills, for in-person and online academic advising

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Chapter 6 Appreciative Advising & Chapter 7 Strengths-Based Advising**

Appreciative Advising resources: <http://www.appreciativeadvising.net/>

Mather, P. C. & Hulme, E. (year). *Positive psychology and appreciative inquiry in higher education: New directions for student services*. Chapter 2, Cultivating Change Using Appreciative Inquiry

Russell, T. (2008, June). Using strengths-based advising to promote persistence and restructure 'one size fits all' advising models. *Academic Advising Today*, 31(2). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Using-Strengths-Based-Advising-to-Promote-Persistence-and-Restructure-One-Size-Fits-All-Advising-Models.aspx>

Schreiner, L.A., & Anderson, E.C. (2005). Strengths-based advising: A new lens for higher education. *NACADA Journal*, 25(2), 20-29. doi:10.12930/0271-9517-25.2.20. Retrieved from <http://www.nacadajournal.org/doi/pdf/10.12930/0271-9517-25.2.20>

Assignments

Discussion #4

Assignment: Academic Advising Role Play #1

Week 5: Self-Authorship and Proactive Advising

Learning Outcomes

Apply academic advising theories, approaches, principles, and NACADA's Academic Advising Core Competencies Model

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Chapter 8 Self-Authorship & Chapter 9 Proactive Advising**

Baxter Magolda, M.B. and King, P.M. (2008) Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, 10(1)

Baxter Magolda, M. B. (2014). Self-authorship. *New Directions for Higher Education*. 2014(166), 25-33. DOI: 10.1002/he.20092.

Lorenzetti, J. P. (2004). Proactive academic advising for distance students. *Distance Education Report*, 8(20), 4–6. Retrieved from <http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=aph&AN=14742395&site=ehost-live&scope=site>

Magolda, M. B. B., & King, P. M. (2008). Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, 10(1), 8–11. Retrieved from <http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=aph&AN=32123845&site=ehost-live&scope=site>

Assignments

Discussion #5

Week 6: Advising as Coaching

Learning Outcomes

- Apply academic advising theories, principles, and NACADA's Academic Advising Core Competencies Model
- Demonstrate interpersonal and communication skills, for in-person and online academic advising
- Evaluate when students are presenting issues beyond the scope of academic advising and need to be referred for assistance.

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com>

Chapter 10 Advising as Coaching

McClellan J. & Moser C. (2011). A Practical Approach to Advising as Coaching. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-as-coaching.aspx>

Ogburn, A. (2013, June). You say advice, I say advise: Let's not call the whole thing off. *Academic Advising Today*, 36(2). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/You-Say-Advice--I-Say-Advise-Let%E2%80%99s-Not-Call-the-Whole-Thing-Off.aspx>

Assignments

Discussion #6

Assignment: Academic Advising Role Play #2

Week 7: Constructivism & Systems Theory

Learning Outcomes

- Develop one's personal academic advising philosophy
- Explain key concepts related to academic advisor training and development

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Part 3 Chapter 11 Application of Constructivism and Systems Theory to Academic Advising**

Xyst, K. (2016). Constructivism, Dewey, and academic advising. *NACADA Journal*, 36(2), 11–19. <https://doi.org/10.12930/NACADA-14-027>

Assignments

Discussion #7

Assignment: Personal Advising Philosophy Paper

Week 8: Future of Academic Advising & Social Justice Competencies

Learning Outcomes

- Develop social justice and inclusion competencies in academic advising roles.

Required Readings

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com> **Part 4 Envisioning the Future of Academic Advising**

Charles, H., & Stewart, M. A. (1991). Academic advising of international students. *Journal of Multicultural Counseling & Development*, 19(4), 173–181. <https://doi-org.ezproxy2.apus.edu/10.1002/j.2161-1912.1991.tb00554.x>

Applying Advising Theory to Advising Practice:

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

Assignments

Discussion #8

Assignment: Social Justice & Inclusion Case Study Presentation

Evaluation

Grading:

Name	Grade %
Discussion Forums	20.00 %
Week 1 Forum	2.50 %
Week 2 Forum	2.50 %
Week 3 Forum	2.50 %
Week 4 Forum	2.50 %
Week 5 Forum	2.50 %
Week 6 Forum	2.50 %
Week 7 Forum	2.50 %
Week 8 Forum	2.50 %
Assignments	80.00 %
Advising Role Play #1	20.00 %
Advising Role Play #2	20.00 %
Personal Advising Philosophy Paper	20.00 %
Social Justice & Inclusion Case Study Presentation	20.00 %

Materials

Course Materials for this course are provided through access to library resources. The primary texts available at no cost through the library include:

Grites, T., Miller, M., & Givans Voller, J. (2016). *Beyond foundations : developing as a master academic advisor*. San Francisco, CA: Jossey-Bass & Pfeiffer.

Jordan, P., Miller, M. A., & Drake, J. K. (2013). *Academic advising approaches : Strategies that teach students to make the most of college*. Retrieved from <https://ebookcentral.proquest.com>

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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