

**Eastern Illinois University  
New Course Proposal**

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CSD 5887
3. **Short title:** Academic Advising
4. **Long title:** Academic Advising in Higher Education
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☒ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2019
  
8. **Catalog course description:** This course is designed to provide graduate students in college student affairs with a working knowledge of the concepts of academic advising in higher education. Students will have the opportunity to study the various strategies to advise undergraduate college students through class discussion, papers, presentations, and other special projects. In addition, a model for the development of reflective judgment will be considered along with its implications for professionals in the area of academic advising. In addition, students will become familiar with a variety of uses for technology both in their coursework and in their profession as it relates to this topic.
  
9. **Course attributes:**  
 General education component: None.  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive  
☐ Writing active
  
10. **Instructional delivery**  
**Type of Course:**  
☐ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_
  
- Mode(s) of Delivery:**  
☒ Face to Face ☒ Online ☐ Study Abroad  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
  
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
  
12. **Equivalent course(s):** None.  
 a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No
  
13. **Prerequisite(s):** None.  
 a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No  
 b. **Minimum grade required for the prerequisite course(s)?** \_\_\_\_\_  
 c. **Use Banner coding to enforce prerequisite course(s)?** ☐ Yes ☐ No  
 d. **Who may waive prerequisite(s)?**  
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student

b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: \_\_x\_\_ May not be repeated         May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:     

18. Grading methods: \_\_x\_\_ Standard         CR/NC         Audit         ABC/NC

**19. Special grading provisions: None**

     Grade for course will not count in a student's grade point average.

     Grade for course will not count in hours toward graduation.

     Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

     Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee     No     Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

     A community college course may be judged equivalent.

     A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. \_\_x\_\_ Course is required for the major(s) of College Students Affairs

     Course is required for the minor(s) of \_\_\_\_\_

     Course is required for the certificate program(s) of \_\_\_\_\_

     Course is used as an elective

2. **Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course  
Writing active, intensive, centered: n/a

**4. General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi raining or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

a. CSD 5887 - Academic Advising in Higher Education

**2. Catalog description:** This course is designed to provide graduate students in college student affairs with a working knowledge of the concepts of academic advising in higher education. Students will have the opportunity to study the various strategies to advise undergraduate college students through class discussion, papers, presentations, and other special projects. In addition, a model for the development of reflective judgment will be considered along with its implications for professionals in the area of academic advising. In addition, students will become familiar with a variety of uses for technology both in their coursework and in their profession as it relates to this topic.

### 3. Learning objectives.

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.). (AS)	1, 3
b) Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others. (AS)	1, 2
c) Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance. (AS)	1, 2
d) Seek opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, or suicidality) as well as interfacing with specific populations within the college student environment (e.g., student veterans, low income students, etc.). (AS)	1, 2, 3
e) Utilize virtual resources and technology to meet the advising and supporting needs of students. (AS)	1, 3
f) Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development. (AS)	1, 3

### 4. Course materials.

Folsom, P., Yoder, F., & Joslin, J. E. (2015). *The new advisor guidebook: Mastering the art of academic advising*. San Francisco: Jossey-Bass.

Drake, J. K., Jordan, P., & Miller, M. A. (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. San Francisco: Jossey-Bass.

Supplemental Readings will be provided in a Shared File on One Drive. Access will be granted after the first class period.

## 5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introduction to Academic Advising	150 Minutes	
2	Academic Advising in Higher Education	150 Mintues	Folsom Ch. 1-2
3	Legal and Ethical Issues in Academic Advising	150 Mintues	Folsom Ch. 3 & 8
4	The Academic Advisor Role	150 Mintues	Folsom Ch. 5-7 & Drake Ch. 2
5	Cultural Competencies and Communication	150 Mintues	Folsom Ch. 10-11
6	Academic Advising Theories	150 Mintues	Folsom Ch. 4
7	Approaches and Strategies to Academic Advising	150 Mintues	Folsom Ch. 12 & Drake Ch. 1
8	Approaches and Strategies to Academic Advising	150 Mintues	Folsom Ch. 13-16
9	Approaches Presentations: Learning Centered, Developmental, Motivational Interview, & Appreciative	150 Mintues	Drake Ch. 3-6
10	Approaches Presentations: Strengths Based, Self Authorship, Proactive, Coaching	150 Mintues	Drake Ch. 7-10
11	Approaches Presentations: Constructivism, Socratic, and Hermeneutic	150 Mintues	Drake Ch. 11-13
12	Developing the Academic Advising Syllabus	150 Mintues	Supplemental Readings
13	Academic Advisor Growth and Development	150 Mintues	Folsom CH. 11
14	The Future of Academic Advising	150 Mintues	Drake Ch. 13
15	Future Forecasts of Academic Advising	150 Mintues	Drake Ch. 14
16	Final Projects Due	150 Mintues	

## 6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Classroom Participation	10%
Interview with an Academic Advisor	10%
Presentation on Advising Strategy	20%
Academic Advising Case Study	20%
Academic Advising Syllabus	40%

***Interview with an academic advisor personal reflection:*** Begin to think about what questions you have about academic advising, either from your personal experiences or from the readings in class. Come up with approximately 10 questions that you'd like to know more about. Contact a professional working as an academic advisor with at least three years in the position to schedule an interview (schedule about 30 minutes for this interview). Academic advisors can play various roles in the experiences of undergraduate students through admissions, financial aid, the registrar, student services, or in a specific academic department. Tailor your questions to the specific area that the participant you are interviewing works in. Write a 3-5 page paper identifying your key findings from the interview and reflecting on your experience/evolving definition of academic advising based on the interview. You will also need to submit the questions you developed for the interview. (*Learning outcomes 1, 2, , 4, 5, 6*)

***Academic Advising Strategy Presentation:*** There are several different strategies for working with students in the capacity of an academic advisor. You will work as partners to present one of the given strategies to their classmates. Presentations should last 30-45 minutes and include an interactive activity, information gained from the text as well as independent research. You should also present classmates with a synopsis of the strategy along with examples for utilization. (*Learning Outcomes 1,2,3,4,5,6*)

***Academic Advising Case Study:*** You are asked to share ideas and insights learned related to academic advising to respond to a case study about an academic advising dilemma. The case will be provided to you two weeks in advance and you will analyze this situation, identify various components of the dilemma and present the solution(s). This will be done through a paper briefing of no more than 5 pages and outline of the case, your analysis, and recommendations. (*Learning outcomes 1, 2, 3, 4, 5, 6*)

***Academic Advising Syllabus for Undergraduate Students:*** You will develop an academic advising syllabus that would be used with students throughout their four years as an advisee. You can cater this toward your specific institution, a specific major or department. It should include key information like courses loads, expectations, resources, communication, etc. You will need to do some research, including looking what other institutions provide in the way of academic advising syllabi in preparing yours. The syllabus should come in the formal format. (*learning outcomes 3,4,5,6*)

**7. Grading scale.**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Assignments and Evaluation</b>	<b>Course Objectives</b>
Classroom Participation	a, b, c, d
Interview with an Academic Advisor	a, b, d
Presentation on Advising Strategy	a, b, c, d, e, f
Academic Advising Case Study	a, b, c, d, e, f
Academic Advising Syllabus	b, c, d, e

**Date approved by the department or school: 4/11/18**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**