


# DVST 605 Foundations of Academic Advising-NC/DE-2018-10-29

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

<b>Proposer*</b>	Kristen Lawson	<b>Proposer Email*</b>	klawson@iup.edu
<b>Contact Person*</b>	Kristen Lawson	<b>Contact Email*</b>	klawson@iup.edu
<b>Proposing Department/Unit*</b>	Developmental Studies	<b>Contact Phone*</b>	724-357-2729

<b>Course Level*</b>	graduate-level

### Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

<p>Category A:</p> <p>Examines the foundations of academic advising as essential components of student success and retention in higher education. Topics include academic advising, research on academic advising, models and delivery systems, theoretical frameworks, advising skills, and advising diverse populations. DVST 605 Foundations of Academic Advising</p>	<p>Category B:</p> <p>Course Revision</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the <a href="#">APPROVED DE Course List - ON DOCUMENTS PAGE</a> before completing this section</i> <b><i>If already approved - you DO NOT need to do a DE proposal</i></b></p>
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Rationale for Proposed Changes (All Categories)	
<p><b>(A) Why is the course being revised/deleted:*</b></p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>The course is being revised to serve a larger student population than only developmental education academic advising. Instead the course will be marketed to any students that are interested in academic advising at institutions of higher education. The course is the same except for the removal of the words "developmental education."</p>
<p><b>(B) University Senate Summary of Rationale*</b></p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course has been modified to remove the terminology, "developmental education," and focus on academic advising across the spectrum. This will allow more students to take the course and apply the knowledge to multiple settings in higher education.</p>
<p><b>(C) Implications of the change on the program, other programs and the Students:*</b></p>	<p>None</p>

Current Course Information*	
<b>Category A</b>	
<b>(D) Current Prefix*</b>	
<b>Proposed Prefix</b>	

<b>(E) Current Number*</b>	
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Foundations of Developmental Education Academic Advising
<b>Proposed Course Title</b>	Foundations of Academic Advising
<b>(G) Prerequisite(s)</b>	
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	Examines the foundations of academic advising and developmental education academic advising as essential components of student success and retention in higher education. Topics include developmental education advising, research on academic advising, models and delivery systems, theoretical frameworks, advising skills, and advising diverse populations.
<b>Proposed Catalog Description</b>	Examines the foundations of academic advising as essential components of student success and retention in higher education. Topics include academic advising, research on academic advising, models and delivery systems, theoretical frameworks, advising skills, and advising diverse populations.
<i>If changing Category A, no further action required.</i>	
<b>Category B (if no change, leave blank)</b>	
<b>(I) Repeatable Course</b>  This is for a course that can be repeated  Multiple times e.g. Internship	If YES, please complete the following:  Number of Credits that May be Repeated:   Maximum Number of Credits Allowed to be Repeated:
<b>Proposed Repeatable Course</b>	If YES, please complete the following:  Number of Credits that May be Repeated:   Maximum Number of Credits Allowed to be Repeated:
<b>(J) Number of Credits</b>	Class Hours per week:   Lab Hours:   Credits:
<b>Proposed Number of Credits</b>	Class Hours:  Lab Hours:  Credits:

<p><b>(K) Current Course Student Learning Outcomes (SLOs)</b></p>	<table border="1"> <tr> <td>1</td> <td>Explain the developmental education student holistically</td> <td>Paper, discussion forum</td> </tr> <tr> <td>2</td> <td>Assess which theorists, approaches, and strategies influence your advising methodology</td> <td>Paper, discussion forum</td> </tr> <tr> <td>3</td> <td>Summarize the theoretical frameworks on the concept of developmental academic advising</td> <td>Paper, discussion forum</td> </tr> <tr> <td>4</td> <td>Evaluate the different research constructs and advising models</td> <td>Paper, discussion forums</td> </tr> <tr> <td>5</td> <td>Describe the theoretical and philosophical constructs of your advising practice</td> <td>Paper, discussion forum</td> </tr> <tr> <td>6</td> <td>Present a personal philosophy of developmental education academic advising</td> <td>Paper, presentation</td> </tr> </table>	1	Explain the developmental education student holistically	Paper, discussion forum	2	Assess which theorists, approaches, and strategies influence your advising methodology	Paper, discussion forum	3	Summarize the theoretical frameworks on the concept of developmental academic advising	Paper, discussion forum	4	Evaluate the different research constructs and advising models	Paper, discussion forums	5	Describe the theoretical and philosophical constructs of your advising practice	Paper, discussion forum	6	Present a personal philosophy of developmental education academic advising	Paper, presentation			
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<p><b>(L) Proposed Course Student Learning Outcomes (SLOs)</b></p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explain the college student holistically</td> <td>Paper, discussion forum</td> </tr> <tr> <td>2</td> <td>Assess which theorists, approaches, and strategies influence your advising methodology</td> <td>Paper, discussion forum</td> </tr> <tr> <td>3</td> <td>Summarize the theoretical frameworks on the concept of academic advising</td> <td>Paper, discussion forum</td> </tr> <tr> <td>4</td> <td>Evaluate the different research constructs and advising models</td> <td>Paper, discussion forums</td> </tr> <tr> <td>5</td> <td>Describe the theoretical and philosophical constructs of your advising practice</td> <td>Paper, discussion forum</td> </tr> <tr> <td>6</td> <td>Present a personal philosophy of academic advising</td> <td>Paper, presentation</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Explain the college student holistically	Paper, discussion forum	2	Assess which theorists, approaches, and strategies influence your advising methodology	Paper, discussion forum	3	Summarize the theoretical frameworks on the concept of academic advising	Paper, discussion forum	4	Evaluate the different research constructs and advising models	Paper, discussion forums	5	Describe the theoretical and philosophical constructs of your advising practice	Paper, discussion forum	6	Present a personal philosophy of academic advising	Paper, presentation
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<p><b>(M) Previous Brief Course Outline</b></p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Course Outline:</p> <ul style="list-style-type: none"> <li>• Advising Strategies to Support Student Learning Success</li> <li>• Defining the Developmental Student</li> <li>• Advising as Teaching and the Advisor as Teacher in Theory and in Practice</li> <li>• Learner-Centered Advising</li> <li>• Developmental Academic Advising</li> <li>• Motivational Interviewing</li> <li>• Strength-Based Advising</li> <li>• Academic Advising Informed by Self-authorship Theory</li> <li>• Proactive Advising</li> <li>• Advising as Coaching</li> <li>• The Application of Constructivism and Systems Theory to Academic Advising</li> <li>• Socratic Advising</li> <li>• Understanding and Interpretation</li> <li>• Envisioning the Future</li> <li>• Presentations</li> </ul>																					

<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Course Outline:</p> <ul style="list-style-type: none"> <li>• Advising Strategies to Support Student Learning Success</li> <li>• Defining the College Student</li> <li>• Advising as Teaching and the Advisor as Teacher in Theory and in Practice</li> <li>• Learner-Centered Advising</li> <li>• Developmental Academic Advising</li> <li>• Motivational Interviewing</li> <li>• Strength-Based Advising</li> <li>• Academic Advising Informed by Self-authorship Theory</li> <li>• Proactive Advising</li> <li>• Advising as Coaching</li> <li>• The Application of Constructivism and Systems Theory to Academic Advising</li> <li>• Socratic Advising</li> <li>• Understanding and Interpretation</li> <li>• Envisioning the Future</li> <li>• Presentations</li> </ul>
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**Distance Education Section**

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	

How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
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Liberal Studies Course Designations (Check all that apply)															
Learning Skills:															
Knowledge Area:															
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>														
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td>• the ways of modeling the natural, social and technical worlds</td> <td></td> </tr> <tr> <td>• The aesthetic facets of human experience</td> <td></td> </tr> <tr> <td>• the past and present from historical, philosophical and social perspectives</td> <td></td> </tr> <tr> <td>• the human imagination, expression and traditions of many cultures</td> <td></td> </tr> <tr> <td>• the interrelationships within and across cultures &amp; global communities</td> <td></td> </tr> <tr> <td>• the interrelationships within and across disciplines</td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	• the ways of modeling the natural, social and technical worlds		• The aesthetic facets of human experience		• the past and present from historical, philosophical and social perspectives		• the human imagination, expression and traditions of many cultures		• the interrelationships within and across cultures & global communities		• the interrelationships within and across disciplines	
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<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>• ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

**How will each outcome be measured**  
 (note should mirror (L) Student Learning  
 Outcomes\* (SLO) from the course  
 proposal

*Narrative on how the course will address the Selected Category Content*

<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
1	
2	
3	


**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>