

# Developing and Using an Advising Syllabus

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# Today's outcomes

Throughout this session, you will have the chance to:

- Evaluate why you might adopt a syllabus
- Brainstorm the elements of an advising syllabus according to your own learning outcomes for students
- Begin drafting or revising an advising syllabus

# Rationale

A syllabus makes transparent to students what college-level advising offers and entails:

*Learning outcomes* for advising

+

*Tasks* associated with achieving those outcomes

+

*Timeline* for completing the tasks and achieving the outcomes

# Advising as teaching

“The learning that happens in advising is integrative and helps students make meaning out of their education as a whole. In brief, what students accomplish in advising is to construct, intentionally or reflectively, an overall understanding of how the pieces of their education fit together, so that the whole emerges as more than the sum of its parts and their educational decisions are informed by a sense of how they fit into that whole.”

-M. Lowenstein 2014

# Syllabus Content

Brainstorm and share content for a syllabus:

- Contact info and details about yourself?
- Philosophy of advising?
- Learning outcomes – skills? knowledge?
- Tasks you want them to complete?
- How they'll know they've succeeded?
- Timeline for these tasks?

# Thank You!

Special thanks:

Darryl Cherry, Chair, Advising First Year Students Steering Committee

Dawn Krause, NACADA

Contact me to share ideas or for further conversation:

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