

## Advancing Practice (NewBE, New to Berkeley) On-boarding Curriculum Map

- Project Continuation: Designed and introduced a stable eLearning library.
- Organizational Strategy: Outcomes, Core Competency Based (Original core competencies developed during project phase).
- Objective: *Address gap knowledge and skill areas observed in pilot phase to ensure consistent expose to core material at entry.*
- Audience: Student facing employees new to UC Berkeley (academic advisors and student affairs staff).
- Delivery: 5 Core eLearning modules delivered in bcourses (Canvas). Password protected.

	Introduced					
	Outcome 1: Knowledge	Outcome 2: Knowledge and Skills	Outcome 3: Knowledge and Skills	Outcome 4: Skills	Outcome 5: Dispositional	Reinforcement Strategy
	Conceptual	Informational	Technical	Relational	Personal	
	Conceptual and theoretical foundations of advising.	Institution specific functional knowledge of programs, policy, procedure and resources.	Student systems and technological resources.	Interpersonal Communication Skills: Building the rapport needed to facilitate the advising process.	Critical analysis and self-assessment of the advising practice. Dispositional growth.	
						Reinforcement: Engagement map
Courses and Learning Activities						
LM1: Transaction to Transformation (Methods)	K	S		B	R	Manager, 3 mos.
LM2: Shared Notes (Compliance)	K	S		B		Manager, 3 mos.
LM3: Satisfactory Academic Progress (Financial Aid)	K	S	S	B		Manager, 6 mos.
LM4: Diverse Student Populations (Educational Equity)	K	S	S	B	R	Manager, 6 mos. Informal Mentor
LM5: Ethics and Boundaries (Compliance)	K	S	S	B	R	Manager, 9 mos. Informal Mentor
LM 6: Handling Crisis, Supporting Students in Distress (Student support, mental health, critical resources)	K	S	S	B	R	Manager, 9 mos. Informal Mentor

K Knowledge

B Behavior

S Skill

R Reflective

Habley and McClellan Model <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx>

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See also [Developing Learning Outcomes for Undergraduate Advising: A Mixed-Competencies and Developmentally Tiered Approach](#)  
[An End to Checklist Thinking: Learning Centered Advising in Practice](#)