Advancing Practice (Original) Curriculum Map

- Project Phase: Workshops offered over a two-year period (2014-2016).
- Organizational Strategy: Outcomes, Core Competency Based (Original core competencies developed during project phase).
- Objective: *Transform the practice of academic advising from an administrative to a core teaching and learning activity focused on student progress, growth and development.* (Vision statement for campus-wide advising developed during project phase.)
- Audience: 900 student facing employees of UC Berkeley, academic advisors and student affairs staff.
- Delivery: In person instructor led workshops, 1.5 to 3.0 hrs. in length.

	Introduced					
	Outcome 1: Knowledge	Outcome 2: Knowledge and Skills	Outcome 3: Knowledge and Skills	Outcome 4: Skills	Outcome 5: Dispositional, Reflective	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.	
Workshops and Learning Activities	BADGING REINFORCED INTRODUCTORY LEARNING					
Advising Methods						
An Introduction to Strengths Based Advising	K			B	R	"Back to practice" challenges unique to each learning event
Learning Centered Advising	K			B	R	
Best Planning Ever: New Approaches to Academic Planning	K	S				
Best Future Forward: Career Advising Basics	K	S				
Populations						
Intercultural Communication and Sensitivity	K			B	R	"Back to practice" challenges unique to each learning event
Understanding Stereotype Threat	K	S		B	R	
Advising Transfer Students: Building a Transfer-Receptive Culture	K	S				
Gender Equity: Fostering an Inclusive Community	K	S			R	
Realizing the Promise of Berkeley: The First-Generation Low-Income Student Experience	K	S			R	
Going Gets Tough – New Approaches to Working with Students in Academic Difficulty	K					
Complex Selves: Understanding Independent and Interdependent Identities	K					
Student Development						
What Do Students Gain from Advising? Developing Learning Outcomes for Undergraduate Advising	K					"Back to practice" challenges unique to each learning event
Let's Talk Privacy - FERPA – A Conversation with Associate Campus Counsel David M. Robinson		S				

	K	S	S	B	R	A
An Ethics and Boundaries Forum for Advisors	K	S			R	
Sexual Violence Prevention & Response (Title IX, Mandated Reporter)		S			R	
Financial Aid Basics - Understanding Satisfactory Academic Progress Regulations (Fin Aid)	K	S				
Managing Withdrawal – Our Shared Advising Responsibilities (Registrar)	K	S				
Using social media in Advising (IT)			S			
Techno-Advising, Innovative Advising Resources (IT)			S			
Student Information Systems Replacement Update: How SIS Will Change Advising (SIS)			S			
Building Resilience: The Resilience Project (Stanford Resilience Project)	K			B	R	
Scanning for Wellness: Assessment and Referral Strategies for Advisors (Counseling & Psych Services)	K			B	R	
The Practice of Emotion-Focused Therapy in Academic Counseling (Equity and Inclusion)	K				R	
Best Advisor Forward: Finding and Using Your Professional Strengths					R	
Locating Self: The Power of Personal Reflection in Advising (Equity and Inclusion)					R	
Advancing Your Career – Lessons on Preparation, Chance, Opportunity, Partnerships and Hard Work (panel)					R	
The Cost of Caring: Preventing Burnout (Maslach)					R	
	MANAGER ASSESSMENT, OPPORTUNITIES TO DESIGN AND PRESENT WORKSHOPS, CERTIFICATION AND AWARDS REINFORCED ADVANCED LEARNING					
"Back to Practice" applications	K	S	S	B	R	A
Manager as Learning Leader	K	S	S	B	R	A
Statement of Advising Philosophy	K	S	S	B	R	A
Gold Certification	K	S	S	B	R	A
Blue Certification	K	S	S	B	R	A

K Knowledge	B Behavior	S Skill	R Reflective	A Applied/Reinforced

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