



APPRECIATIVE ADVISING
FLORIDA ATLANTIC UNIVERSITY
Spring 2021
February 1 – March 15

Welcome to the Appreciative Advising Course! We are so glad you are joining us for the semester!

COURSE OVERVIEW

The Community

The Appreciative Advising course is designed to be a community of learners (instructors included). There are opportunities for you to interact with other community members each week via the course discussion boards. Active participation in our community enhances your own experience and the experiences of all of the other learners in our community.

The Content

Appreciative Advising is a constructivist way of thinking that provides a theoretical infrastructure and practical framework for advisors to optimize their interaction with students and colleagues in individual and group settings (Bloom, Hutson, & He, 2008). Appreciative Advising's six phase model provides a fluid, nonlinear scaffold for advisors to "intentionally use positive, active, and active listening and questioning strategies to build trust and rapport with students (disarm); uncover students' strengths and skills (discover); encourage and be inspired by students' dreams (dream); co-construct action plans with students to make their goals a reality (design); support students as they carry out their plans (deliver); and challenge both themselves and the students to do and become even better (don't settle)" (Appreciative Advising Whitepaper, 2008). The Appreciative Advising Course will provide a comprehensive overview of all six phases, as well as specific skills and techniques needed to implement the Appreciative Advising framework. The course hopes to provide community members with the opportunity to learn the theoretical foundations and practical applications.

TEACHING PHILOSOPHY

We believe in the importance of ongoing learning and development. Our teaching philosophy is rooted in the newness created through the process of life-long learning and seeking ones' full potential. It is through this conceptual newness that we teach through a process of shared responsibility. We no more expect to do all of the teaching in this course, than we expect our "students" to do all of the learning. We intentionally work to build a community of learners where the responsibility for teaching and learning is shared by instructors and students alike. Building on the work of Bain (2004) we "fundamentally recognize that people will learn best and most deeply when they have a strong sense of control over their own education rather than feeling

manipulated by someone else's demands." The teaching level for this course is set at a continuing education level. We fully believe your learning will match the time and effort as you put into the course.

LEARNING OUTCOMES

Our suggested learning aims:

- To inspire our community of learners to think critically and engage actively with topics related to Appreciative Advising and Academic Advising.
- To provide a foundation of knowledge about Appreciative Advising, in theory and practice, that will allow for personal growth and professional development.
- To foster a supportive community that allows for dialogue and discussion during the six-week course, and a collegial network at the conclusion of the course.

Our objective is not to get you to think in any particular way, and it is not to "teach" you to think like us. In fact, we often do not always think like each other!

Your suggested learning aims

Your aims for the course are just that, yours. While there may be overlap in what you hope to achieve through this course and what we aim to provide, we anticipate that these will be different for each of you. In the first week of the course we will ask you to create your own aims. Our hope is that you continue to develop your aims for the course well after the first week and that you learn many things that you never intended to learn!

RESPONSIBILITY FOR TEACHING AND LEARNING

Responsibility for teaching AND learning in the Appreciative Advising Course is shared among all community members. Please be prepared to participate every week. We expect you to not only have thoughts, opinions, and ideas; we expect you to share them! We also expect you to thoughtfully and fully consider the opinions and ideas others present. One of the great joys of teaching this course is the opportunity that we have to see things in new or different ways because the ideas others bring to the course. We likewise will also actively participate in discussions each week.

ACCOMMODATIONS

It is the policy of Florida Atlantic University to make reasonable accommodations for qualified individuals with disabilities. "In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services located in Boca – SU 133 (561-297-3880) and follow all Office procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Student Accessibilities Office to your instructor** requesting your need of specific assistance.

REQUIRED TEXT

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

EVALUATION AND REFLECTION

"A little reflection will show us that every belief, even the simplest and most fundamental, goes beyond experience when regarded as a guide to our actions."

- William Kingdon Clifford

Evaluation for this course will follow our ideal of shared responsibility within our learning community. The work that you submit to us to be graded will be returned to you with feedback and an assigned grade.

COURSE ASSIGNMENTS

There are three (3) types of assignments for this course.

SURVEYS

Two mandatory surveys will be given in this course: (1) a pre-assessment during the first week of class worth five points and (2) a post-assessment during the last week of class worth five points. The purpose of the surveys is to provide the course facilitators with insight into participants' collective backgrounds and goals at the beginning of the course as well as assess what participants collectively learned in the course at the end. Although the system will know if the survey has been completed, the survey contents will be anonymous. **Please note that the completion of both surveys is a required component of the course and necessary to obtain a Certificate of Completion following the conclusion of the course.**

DISCUSSION BOARDS

We will engage in weekly dialogues through our course discussion boards. Each week we will have a set of discussion questions posted. You will be responsible for reviewing and responding to **at least one question per week**. We also expect you to review and respond to the discussion threads of your peers. Please provide substantive **comments to at least two posts per week**. In Week one, you will have the opportunity to earn ten points by responding to two separate discussion thread prompts. For Weeks two-six, you may earn five points for participation. To receive full points, submit your discussion post by **Wednesday** of each week as this allows for ample time to engage in discussion in the discussion threads submitted by your peers.

MIDTERM & FINAL PAPER

In order to ensure we are getting the most out of this online experience, we will complete **two (2) papers**. The midterm is due at the end of week three, while the final is due at the end of week six. The midterm and final project are worth 15 points each. Additional details about these papers will be available on our class Canvas site. Please note, your midterm and final project will be submitted through Canvas.

EARNING CREDIT FOR THE COURSE

In order to earn credit for this course, **you will need to earn 65 of the 75 available points** (we encourage completion of all assignments however). If you have any questions about this, please ask. Again, this course functions similar to a continuing education course, and thus the focus is on your own learning --- if you participate fully, you likely will not struggle to pass the course. Credit for this course (or attendance at the Summer Institute) is required to become certified as an Appreciative Advisor. Please note, the level of this course is more equivalent to a Continuing Education course versus a masters-level experience.

“The rallying cry for the Appreciative Advising Revolution is “To be better!” and it means to be better as an advisor, better as a person, and better as a role model” – The Appreciative Advising Revolution

COURSE READING SCHEDULE

All the assigned reading below comes from the course text: *The Appreciative Advising Revolution*.

Week 1: Chapters 1-4

Week 2: Chapter 5

Week 3: Chapter 6

Week 4: Chapter 7

Week 5: Chapter 8

Week 6: Chapter 9-12