



APPRECIATIVE ADVISING
FLORIDA ATLANTIC UNIVERSITY

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 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, as well as dig into areas of interest.

TEACHING PHILOSOPHY

We believe in the importance of ongoing learning and development. Our teaching philosophy is rooted in the process of life-long learning and seeking ones' full potential. It is through this idea that we work through a process of shared responsibility. We no more expect to do all 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 foundational knowledge of 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.

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. 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.

OTHER READINGS

Will be provided throughout the course. And through the [Padlet site](#).

EVALUATION AND REFLECTION

As this course is based on personal learning and reflections, we will follow our ideal of shared responsibility within our learning community. Instructors will be available to provide feedback and guidance, and the course will be pass/fail.

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 that aligns with your personal growth and development. 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.

DON'T SETTLE FINAL PROJECT

In order to ensure you are getting the most out of this online experience, you will complete a final "Don't Settle" project. Additional details will be available on our class Canvas site. Please note, your final project will be submitted through Canvas.

EARNING CREDIT FOR THE COURSE

To earn credit for this course, you must complete 5 out of the 6 discussion board requirements (we encourage completion of all assignments however) as well as the **midterm** and the final **Don't Settle project**. If you have any questions about this, please ask. Again, this course functions like 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 SCHEDULE

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

Week 1: Chapters 1, 2, 3 & 4 (Disarm)

Week 2: Chapter 5 (Discover)

Week 3: Chapter 6 (Dream)

Week 4: Chapter 7 (Design)

Week 5: Chapter 8 (Deliver)

Week 6: Chapter 9-12 (Don't Settle)

VIDEO LECTURES

Each week a video lecture is provided to supplement the textbook. Be sure to watch each video during the assigned week.

DISCUSSION BOARD PROMPTS

Participation in the discussion boards is required each week. You must respond to one prompt per week. Additionally, you are required to post comments to at least two threads posted by your peers each week.

FINAL "DON'T SETTLE" PROJECT

The final project is due at the end of the course. You will be submitting the final paper via Canvas.