

STAGE 1 – DESIRED RESULTS	
Unit Title: <u>Advising: Semester 1 Course</u>	
Established Goals: <p>Learners will accept an active role in their academic program by seeking information relevant to their personal futures, academic paths, and professions.</p>	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Learners will explain the action steps needed to create a planner of step-by-step stages of their major/program. • Learners will explain their place and role within their chosen major/program. • Learners will explain how university policies apply to them. • Learners will outline the procedure and implications of adjusting their schedule. • Learners will understand the actions needed when faced with a personal challenge. • Learners will identify assumptions that an instructor might make if they miss class, don't turn in an assignment, overlook a deadline, or stop participating. Learners will speculate on how university officials might make assumptions if they do not first seek information for themselves before asking for clarifying answers to remaining questions. • Learners will identify the strengths and weaknesses of their advisor/instructor as a resource. • Learners will justify the logic/reasoning for the coursework of their program, the sequencing of it, and how those classes combine to prepare them for their chosen career/profession. • Learners will speculate about a classmate's actions to identify potential causes/contributions taking place to identify how they can support or seek assistance for others. • Learners will reflect upon their preferred method of preparation/learning. 	Essential Questions: <ul style="list-style-type: none"> • How does knowing where to find and validate information prepare you for life's challenges and opportunities? • What possible sources will be needed to map a path to successful program completion? • How does an evaluation of one's situation allow them to create opportunities for themselves. • What are your roles and responsibilities as an <u>insert major/program name</u> student? • How do laws, policies, and procedures impact you throughout life? • How does knowing policy empower me to advocate for myself in any situation? • If you need to drop a course, how would you go about doing so and what would you need to know about that decision? • How would you go about canceling an online subscription service? • How can dropping, failing, or retaking classes affect you? • What are some considerations when experiencing an unexpected challenge, event, or obstacle? • How and who should you notify in the event of extenuating circumstances? And why? • What might your current/future boss or spouse think, assume, or fear if you did not communicate you were not going to be somewhere at your usual expected time? • What are some effective ways to communicate when challenges arise? What would you want to know if you were reading an email or listening over the phone?

	<ul style="list-style-type: none"> • What are some effective ways to document and verify information for accuracy? • What are some limitations of communication? How do individuals' experiences impact the intended understanding and correct interpretation of meaning? How might two well intentioned individuals interpret the same situation/question differently? • How have your life experiences contributed to your knowledge and understanding of the world as you currently know it? How do you imagine the experiences you have now will expand that knowledge for the future? • What are the strengths and weaknesses you see in the way your program builds on prior/future coursework? How do you think this structure will help or hinder your understanding? • What should we do when someone in our life starts acting out of character? • What are some available resources you might share with a struggling classmate? • How can you help create a supportive learning environment for your classmates/learning cohort? • Who can you contact about concerns you might have for yourself or fellow classmate(s)? • What are some ways you can prepare for an expensive investment? • How can you create a plan to succeed? • How can you translate material into the types of learning that work best for you?
<p>Students will know:</p> <ul style="list-style-type: none"> • how to utilize university website/catalog • university policies and procedures • program and Degree Plan requirements • effective communication skills • university resources and support 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • independently locate and execute actions needed/required throughout their academic program • effectively advocate for themselves in both personal and professional capacities • create detailed plans and timelines for successful program completion, along with contingency plans for unexpected situations that could arise.

STAGE 2 – ASSESSMENT EVIDENCE**Performance Tasks:**

- Learners will update an electronic or paper planner for the next year. The goal is to include important dates, deadlines, and requirements for your declared program. The challenge is that these dates will be found in a variety of places. The learner will have to locate key elements from the academic calendar, the departmental website, and relevant university and/or department requirements.
- Learners will evaluate their role as student and advisee by researching and defining the roles and responsibilities of each party in their own words.
- Learners will outline university policies and speculate on how key policies apply to different example situations.
- Learners will research university websites and resources to identify unintended consequences of a course drop or a semester off from their program for unexpected incidents/situations.
- Learners will define the steps needed to notify their advisor, instructors, and the university when changes in their current/future enrollment arise.
- Learners will put themselves in the shoes of their instructor or advisor and relay how it makes them feel when students ask questions that are readily available. Learners will outline possible places to check for information before asking clarifying questions.
- Learners will identify responsibility for information accuracy by recognizing that individuals may misinterpret questions, understandings, and interactions so that learners can reliably verify policy and procedure in a variety of situations.
- Learners will evaluate their program of study to identify recurring themes across course titles/descriptions. Learners will speculate on the interconnectedness of coursework. Learners will identify how this sequence prepares and contributes to the knowledge required for their program/intended profession.

Other Evidence:

- Multiple-choice/true-false assessment of campus departments, websites, services, and locations.
- Writing-prompt asking students to brainstorm all the components they would need to itemize out in order to successfully create a map for successful completion of their current semester.
- Discussion with the advisor to reflect on past learning opportunities/experience and to project for future learning. What worked in the past? What didn't? How can you incorporate those experiences into a plan for future success?
- True-False assessment of student responsibilities and advisor responsibilities.
- Write a response to the following prompt: You have received a failing grade in a course that you estimated passing. How can you locate policies to dispute your grade? How would you initiate this action? What forms of communication would you use? Who would you contact?
- Consider a situation where you have been billed for a good or service you did not purchase or receive. How can you appeal this fraudulent charge?
- Matching, Multiple-Choice, and True-False assessment of drop policies and impacts to aid, degree, and GPA.
- Imagine a time that requires you to miss several days of class or work. What are some of the ways you can communicate the situation to those around you (classmates, employers, friends/family)? What are available support systems/programs to help you through the situation?
- Describe a time when you felt misunderstood. What contributed to the misunderstanding? What could have helped clarify the situation? What could you do differently? Describe a time you felt supported. What made you feel this way? How can support from another or to another make a difference?

- Learners will identify resources and support that they can utilize or provide to connect with in a variety of situations/scenarios described by the learners.
- Learners will reflect upon what study habits they have utilized in the past. They will compare and contrast the benefits of those styles against at least one alternative method. Learners will apply that preparation style/skill to a plan for successful completion of program requirements and coursework.

- Reflect on a past educational experience (high school, prior college). In what ways did the experience build over time? In what ways did the experience seem disconnected? How could you structure the experience so that you could make or outline connections between multiple classes, semesters/years?

Key Criteria:

- Learners will provide accurate and comprehensive accounts and explanations of important facts, information sources, forms of communication. Learners can justify their reasoning for selecting the actions and plans that they develop and design.
- Learners will navigate a variety of situations to create well thought out and insightful examples of how they interpret a variety of circumstances in significant ways.
- Learners will effectively apply learned information in new situations. Evaluation will be based upon their level of ability to adapt those issues through multiple simulated settings with various constraints to gauge their ability to transfer.
- Learners will take a critical stance on the views and experiences of others, through exercises in viewing situations from the perspective of their classmates, their instructors, their administrators to develop themselves as receptive and mature.
- Learners will repeatedly review their own current and past performance while reflecting on future goals to thoughtfully work toward continual improvement.

STAGE 3 – LEARNING PLAN**Summary of Learning Activities:**

1. A welcome unit is used to introduce learners to the university, their program, and a variety of frequently asked questions are covered and linked. Essential question: How does knowing where to find and validate information prepare you for life's challenges and opportunities? **W**
2. Learners will answer a reflection prompt that asks, "What are you going to do if your graduation is delayed?!" Learners are challenged to consider all possible impacts professional, financial, and personal in their response. **H**
3. Learners will complete a series of how-to videos in multiple modules that outline important program and university information. Students will analyze how-to series and rank their top 10 sources for information and provide a justification for why those are in the ranked order selected. **E, T**
4. Learners will participate in committee planning charged with developing a semester-by-semester calendar of events to share with incoming students in the same major/program. **R, T**
5. Learners will imagine a scenario where they might need to drop or repeat a class, reviewing the semester-by-semester plan and the how-to videos, what revisions may be required? Who will need to be aware of the situation? What unintended implications could result from the event? How might your previous top 10 ranking change as a result of the situation you explored? Why so, or why not? **W, H, E, R, E2, T, O**
6. Learners will prepare to create and lead an online workshop for new students in a variety of majors. During this workshop learners will guide students through the process of creating an academic planner for their first semester, important considerations, and where to obtain important information for their planners. What additional resources might be needed or incorporated to fulfill this task? What are three things you wish you would have known earlier in your past academic experiences? **W, E, R, E2, T, O**

W - Where are we going? Why? What is expected?

H - How will we hook the students?

E - How will we equip students for expected performance?

R - How will we rethink or revise?

E - How will students self-evaluate and reflect their learning?

T - How will we tailor learning to varied needs, interests, and learning styles?

O - How will we organize the sequence of learning?

References

Wiggins, G., & McTighe, J. (2005, March 15). *Understanding By Design* (2nd Expanded). Assn. for Supervision & Curriculum Development.