



# COLLEGE OF LIBERAL ARTS

## COLORADO STATE UNIVERSITY

### **Advising Syllabus**

College of Liberal Arts Advising Center

Clark C207

(970) 491-3117

[cladv@colostate.edu](mailto:cladv@colostate.edu)

<http://advising.libarts.colostate.edu/>

### **Advising Description**

Academic Success Coordinators in the College of Liberal Arts assist students in making well-informed decisions regarding course selection, obtaining accurate information regarding academic programs of study, making connections with faculty, assessing career goals in relation to interests, skills and values and accessing other sources of assistance and student support provided by Colorado State University.

The advisee/advisor relationship seeks to support and cultivate the following elements of student's academic experience:

***Personal Growth:*** Develop communication, decision-making, and problem-solving skills. Understand the University's expectation to be an active and self-directed learner, and embrace self-authorship for education and post-graduation life.

***Cultural Navigation:*** Develop skills in locating and effectively using information and resources that help achieve personal goals.

***Curriculum Integration:*** Understand the relationship between classroom experiences and personal goals.

***Experiential Learning:*** Understand the importance of including experiences outside of the classroom in the educational plan, and synthesize these experiences with coursework

***Relational Development:*** Understand the importance of cultivating personal, collegial, and professional relationships. Develop an awareness of self within the educational experience so the student can intentionally make connections with faculty in the major department based on shared academic interests.

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## Learning Outcomes

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As a result of academic advising and planning, students will be able to:

- Identify advantages of completing AUCC MATH/CO within your first 30 credits
- Define dynamics of Advisor/Advisee relationship
- Create an educational plan for timely graduation using planning tools such as DARS, Course Catalog, and RamWeb
- Locate relevant student organizations based on student interests
- Identify relevant support resources: TILT Tutoring, Writing Center, TILT Learning Programs, Resources for Disabled Students, Library, Counseling Center, Hartshorn Health Center, MAC Gym, etc.
- Articulate connections between core curriculum and student's program(s) of study
- Assess and balance competing priorities
- Generate short-term and long-term goals in relation to student's values, interests, strengths, and challenges
- Assess causes and resolutions of academic problems
- Describe how a liberal arts education helps achieve goals
- Connect educational plan to career/post-graduation goals by utilizing Career Liaison and Career Center services
- Define advantages of faculty mentorship
- Locate and examine opportunities for undergraduate research, internships, off-campus volunteering, study abroad, and/or community service

### **Assessing Your Achievement of Learning Outcomes:**

In order for you and your advisor to accurately measure and document that you have achieved the learning outcomes for academic advising, the two of you will develop an on-going portfolio of your advising work. This portfolio will consist of a variety of documents including your educational plan, your semester schedules, collaborative work done due to various referrals on campus, and a variety of documents that you and your advisor will develop together to demonstrate your achievement of these outcomes.

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<b>Advisee Expectations and Responsibilities</b>	<b>Advisor Expectations and Responsibilities</b>
Schedule regular appointments or make regular contacts with advisor during each semester; call to cancel appointments that cannot be kept. Notify advisor of change in major or minor, as well as of challenges in classes or in academic progress.	Be accessible for meeting with advisees via office hours for advising, telephone, e-mail, or in-person appointments. (This excludes weekends, sick leave, and annual leave. Email response time may be reduced during periods of higher volume such as the first week of school.)
Keep a personal record of your progress toward meeting your goals	Monitor and accurately document students' progress toward meeting their goals, as well as help students achieve their changing or evolving goals
Gather all relevant decision-making information such as major and minor requirements and information about resources and services you may use on campus	Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements Provide students with information about and strategies for utilizing the available resources and services on campus
Clarify personal values and goals and provide advisor with accurate information regarding your interests and abilities	Encourage and guide students as they define and develop realistic goals Encourage and support students as they gain the skills to develop clear and attainable educational plans Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals
Become knowledgeable about college programs, policies, and procedures	Effectively communicate the curriculum, graduation requirements, and university and college policies and procedures
Develop an understanding of how course requirements, including the AUCC, enrich the educational experience	Guide students through curricular planning
Ask questions if you do not understand an issue or have a specific concern in regards to your well-being or academics so that your advisor can help direct you appropriately	Inform students to the best of their knowledge and direct students to other departments and resources as necessary when decisions fall outside of their role. Address student/advisee well-being and

	connect students with appropriate resources on campus, such as counseling services, case management, etc.
Come prepared to each appointment with questions and/or material for discussion	Be prepared for each advising meeting. Provide hand-outs when applicable and links for students to keep catalogued for reference
Be an active learner by participating fully in the advising experience by asking questions and taking notes. Check your degree requirements on a regular basis and make sure they match with what your advisor is telling you.	Help students become active learners by teaching them about their degree and resources on campus through visual and written modes
Respond to feedback and academic recommendations	Recommend actions that aid students' growth in major and support progress toward graduation
Accept responsibility for academic decisions	Provide a space for evaluating academic choices

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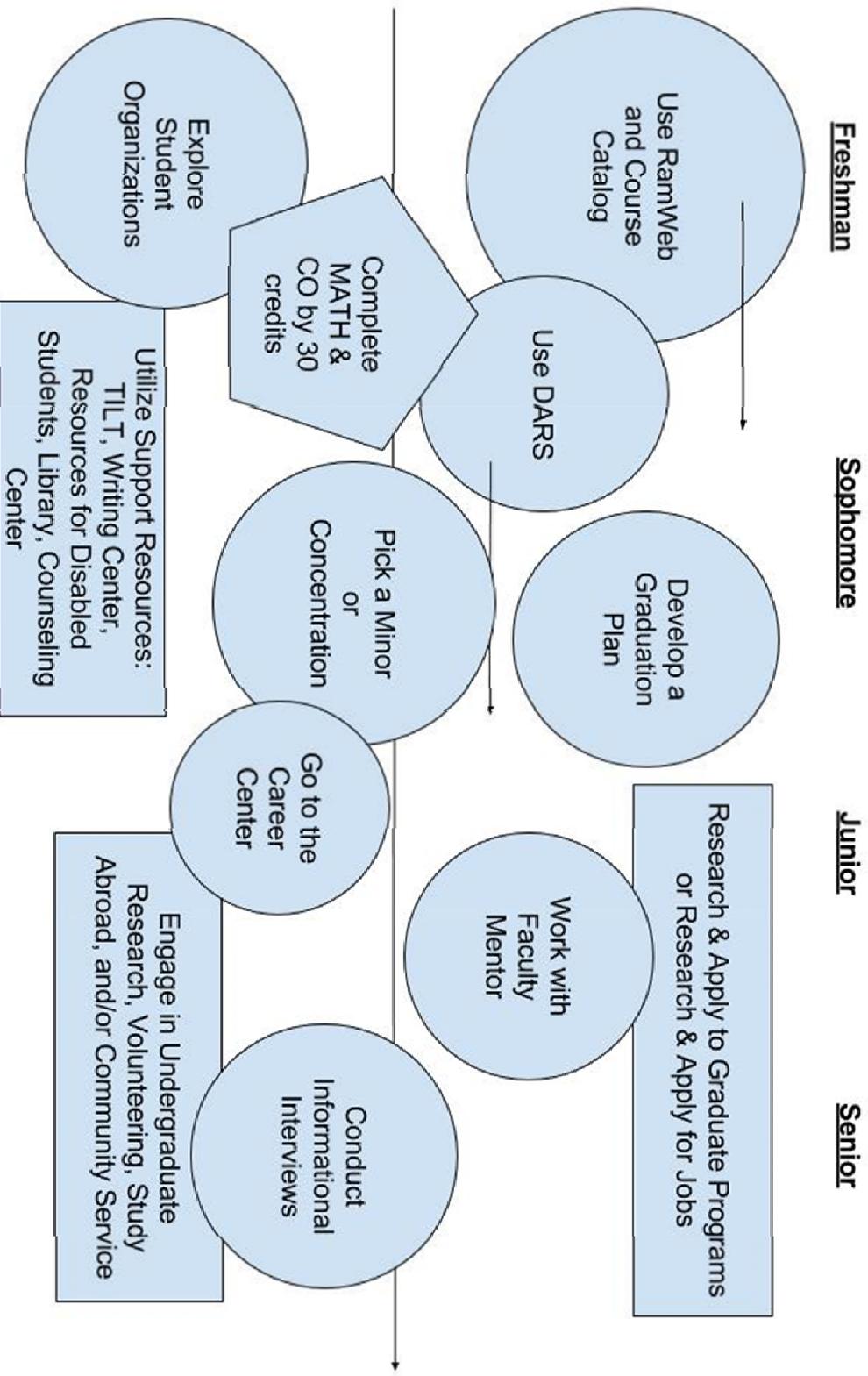
## Materials for Students and Advisors

Regularly consult the following online resources:

- [www.ramweb.colostate.edu](http://www.ramweb.colostate.edu)
- AUCC
- DARS (Degree Progress Audit) and Major Maps
- [www.transferology.com](http://www.transferology.com)
- General Catalog [www.catalog.colostate.edu](http://www.catalog.colostate.edu)
- Major Checksheet
- Major-specific Website
- Minor Checksheet
- Graduation plan
- [www.career.colostate.edu](http://www.career.colostate.edu)

### Confidentiality Notice:

A student's academic information is protected by federal law: The Family Education Rights and Privacy Act (FERPA). Therefore, advising conversations are private and no third party can access this information unless the student grants permission. For more information, go to: [registrar.cofc.edu/ferpa](http://registrar.cofc.edu/ferpa)



This document includes experiences that will enhance your experience at CSU. Class standing guidelines are suggestions. You are encouraged to engage in these practices at any time you'd like.

Student name: \_\_\_\_\_ Major: \_\_\_\_\_

### CLAASC Student Advising Agreement

\_\_\_ I understand that **Academic advising** is a relationship with mutual responsibilities between an Academic Success Coordinator (ASC) and student advisee, for sharing of accurate and complete information, careful listening, respectful interchange and timely consultation. ASC's provide students with information on classes, requirements for graduation, curriculum, and support each student's success. Students are ultimately responsible for their degree completion, being proactive in seeking assistance from their ASC, and staying up to date with major information and opportunities by reading emails sent from the ASC to the student's Rams email account.

\_\_\_ **Degree Progress Audit (DARS/DPA)** is a tool on RamWeb I can use to check my progress towards my degree. Major and concentration specific **Major Completion Maps** (in the General Catalog) should be used to track my progress towards departmental requirements and graduation.

\_\_\_ **Graduation requirements:** 120 credits minimum are required to graduate, 42 of those must be upper division (300-400 level), 30 of those upper division must be completed through CSU. Only 64 credits can be transferred from a community college and all transfer courses require a minimum grade of C-. I am responsible for taking prerequisite courses and completing sequential courses in order, as well as verifying transferability of courses before taking them elsewhere.

\_\_\_ **Career Advising** is available at The Career Center (970-492-4894). I am encouraged to meet with a career advisor to discuss topics like career exploration, interest inventories, developing and meeting career goals, professional development, networking, exploring options for graduate school, and professional transitions.

\_\_\_ I understand that my ASC can be a first point of contact for me no matter what my personal or academic concerns are, and that he or she will aid me in connecting with the appropriate on-campus resources. Emergencies should be handled by calling 911 or the CSU police department (970-491-6425).

\_\_\_ I am aware that my ASC is a mandatory reporter. Information shared concerning harm to self, others; abuse to children, elders, or at risk-adults; and issues of national security will be shared with the appropriate authorities. In addition, I am aware that my ASC is an employee of CSU and as such, shares information regarding alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct involving students to the CSU Support and Safety Assessment office. This sharing is to ensure that students have full access to campus resources and strategies to assist them.

\_\_\_ **My Academic Success Coordinator (ASC) is:** \_\_\_\_\_. I should meet with my ASC at least once every semester to discuss course selection, learn of changes in requirements, class offerings, etc. and to get my registration Advising Code (if one is required). I know how to schedule an appointment with my ASC. CLAASC main office: (970) 491-3117.  
I acknowledge that my ASC discussed with me, and I understand, all of the above.

\_\_\_\_\_  
Student (Sign and Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Success Coordinator (Sign and Print)

\_\_\_\_\_  
Date