



## ACADEMIC ADVISING SYLLABUS

### Our Vision

Academic advising at UCLA is committed to fostering student development in ways that help students thrive intellectually, professionally, and personally, here and beyond. As a critical component of the University's mission, advisors guide students through their transitions, create spaces that encourage them to engage with their diverse communities of scholars, expose them to new ideas and experiences, and prepare them for life after UCLA. Advisors are dedicated to cultivating their own professional growth so as to understand best practices of providing advising that directly addresses student needs, facilitates student learning, and cultivates empowerment. Quality advising inspires both students and advisors to be change-agents, leaders, and valuable contributors to our diverse and ever-changing world.

### Our Mission

Academic advising is an integral component of student learning and development at UCLA. College Academic Counseling's mission is to cultivate an advising partnership between advisors and students that nurtures student growth, allowing them to draw connections between all aspects of their undergraduate experience. These correlations will help them to understand the value of their undergraduate education as it relates to their intellectual, professional, and personal aspirations. Through a developmental, learning-centered philosophy, we advise the whole student, acknowledging that all aspects of their individuality inform their scholarly identity. Academic advisors support students in their intellectual, professional, and personal goals, while upholding the integrity of the institution.

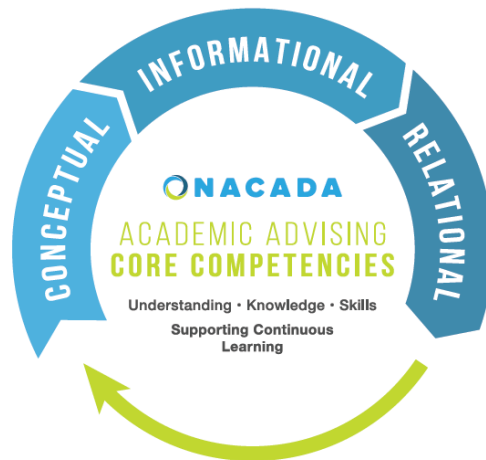
### Academic Advising Core Competencies

UCLA Academic Advising referenced NACADA's Academic Advising Core Competencies to create our own learning objectives and responsibilities. While NACADA's competencies laid a strong foundation, we built on this framework to develop our objectives from a developmental, learning-centered advising approach.

According to the NACADA Academic Advising Core Competencies Model (2017), "underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components—the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students."<sup>1</sup>

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<sup>1</sup> For information about the NACADA Academic Advising Core Competencies Model, please visit [nacada.ksu.edu/resources/pillars/corecompetencies.aspx](http://nacada.ksu.edu/resources/pillars/corecompetencies.aspx)



<p><b>Conceptual</b> (concepts academic advisors must understand)</p>	<ul style="list-style-type: none"> <li>• theory relevant to academic advising</li> <li>• advising approaches and strategies</li> <li>• expected outcomes of academic advising</li> <li>• core values of academic advising</li> <li>• how equitable and inclusive environments are created and maintained</li> </ul>
<p><b>Informational</b> (knowledge academic advisors must master)</p>	<ul style="list-style-type: none"> <li>• institutional history, mission, vision, value, and culture</li> <li>• curriculum, degree programs and requirements, rules, regulations, policies, and procedures</li> <li>• legal guidelines of advising practice, including privacy regulations and confidentiality</li> <li>• information technology applicable to relevant advising roles</li> </ul>
<p><b>Relational</b> (skills academic advisors must demonstrate)</p>	<ul style="list-style-type: none"> <li>• articulate a personal philosophy of advising</li> <li>• create rapport and build advising relationships</li> <li>• communicate in an inclusive and respectful manner</li> <li>• promote student knowledge of the logic and value of the curriculum</li> <li>• facilitate problem-solving, decision-making, meaning-making, planning, and goal-setting</li> <li>• engage in ongoing assessment and development of self and of the advising practice</li> </ul>

**Advisor Learning Objectives**

In order to engage in quality advising with students, advisors will continually:

- synthesize and evaluate counseling skills and techniques (active and reflective listening, open-ended questions, non-verbal communication)
- remain abreast of changing and evolving rules, regulations, policies, and degree requirements
- self-reflect to discover and develop personal advising philosophies
- be aware of personal beliefs and biases and address them when they may impact interactions with students
- learn, question, create, and reexamine best practices for advising UCLA’s diverse student population



- collaborate with colleagues and campus partners to support students academically, personally, and professionally

## The Advisor-Student Partnership

### Advisor Responsibilities

Driven by our advising core values of **accountability, compassion, fairness, integrity, and respect**, we are committed to:

- creating a safe space to facilitate interaction with students by utilizing counseling skills and techniques
- recognizing and responding to diverse student needs to foster an inclusive advising culture
- supporting students as they create their own academic plan that highlights their skills and interests
- collaborating with students and encouraging them to make informed decisions by exploring their options, as they make important academic and professional decisions
- helping students to make connections between their intellectual, professional, and personal short- and long-term goals
- providing students with accurate and consistent information regarding policy, rules, regulations, and degree requirements
- advocating for both the institution and students, and using sound judgment in navigating this continuum
- introducing students to academic, co-curricular, and extra-curricular opportunities
- teaching students to understand the logic and value of their undergraduate education
- empowering students to become independent, self-directed, and self-motivated
- supporting students through their transitions within and beyond the University
- communicating with campus partners and referring students to appropriate campus resources to facilitate student success and well-being
- collaborating with faculty, and administrative and student staff, to help them understand how they may support student development
- inspiring students to understand the significance of the learning process in order to foster growth, resilience, self-reflection, and life-long learning

### Student Responsibilities

Effective academic advising requires deep engagement and responsibility from both advisor and student. To participate fully in this academic advising experience, students will need to:

- be accountable for their own educational and personal trajectories
- be respectful of themselves, their peers, faculty, staff, and the institution
- meet regularly with their academic and departmental advisors, and collaborate with them as they make important academic and professional decisions
- be intentional about their undergraduate goals and priorities
- work with their advisors to understand the logic and value of their undergraduate education
- be informed about rules, regulations, policies, and degree requirements, and ask for clarification when necessary
- maintain the accuracy of their academic record
- be proactive in seeking information, support, and knowledge



- be transparent about their academic goals, personal circumstances, and any other factors that may impact their academic performance

### Advisor Objectives

Academic Advisors aim to collaborate with students to support their intellectual, professional, and personal development. The following objectives seek to foster student success and well-being within and beyond the University.

<b>Academic Advising Objectives</b>		
<b>Intellectual Development</b>	<b>Professional Development</b>	<b>Personal Development</b>
introduce students to the structure and rationale of the degree, including university, college/school, and major/minor requirements	learn about students' post-graduate aspirations and work with students to create a plan to achieve those goals	initiate conversations with students about the accomplishments and challenges of their transition to UCLA and their undergraduate experience
familiarize students with the UCLA Degree Audit (DAR), MyUCLA, and enrollment, registration, study list deadlines, and academic rules and regulations	introduce students to research, study abroad, internship, and service-learning opportunities, and refer them to the appropriate offices	familiarize students with campus resources for academic support and personal well-being
work with students to select a major/minor that aligns with their skills and interests	inform students about student groups and organizations that will provide them with valuable leadership and team-work experiences	learn which resources students are using, and continue to encourage the utilization of campus resources
discover what students want to achieve during their undergraduate education beyond completing major/minor and degree requirements	recommend that students create a Bruin View account, and refer them to the Career Center to learn about options of and pathways to dynamic careers in various fields, and to utilize their services and career assessment tools	inspire students to self-reflect and assess their own progress, personal development, and well-being
learn about students' intended goals for the academic year and brainstorm together an action plan for accomplishing their objectives	discuss the transferrable skills acquired from the students' undergraduate experience that relate to their post-graduate aspirations	encourage students to build community by participating in extra-curricular and co-curricular opportunities
advise students to meet with their major/minor department advisors to review progress toward degree, satisfaction with major/minor, and post-graduate options	encourage students to establish and to maintain relationships with faculty and/or staff members who can serve as mentors	
ask students to articulate what they have been learning, and guide them to relate this knowledge across disciplines, and beyond the scope of the University		