

## Dual Enrollment – Course Advisor – Roles & Responsibilities

### Course Advisor

In addition to the course instructor, each course has an online or onsite course advisor. The course advisor assists students in navigating the online learning environment and helps them stay on top of course assignments.

Schools may choose to provide an on-site course advisor or Landmark College will provide an online Course advisor. Our online Course Advisors are trained professionals with experience in students who learn differently.

#### Course Advisor Purpose:

The purpose of a course advisor is to assist students in navigating the online learning environment, by:

- Emphasizing a “non-directive” approach. Examples of a “non-directive” approach include:
  - Promote a neutral and non-judgmental space
  - Use curious questions
- Support students with executive function challenges such as time management, organization, and prioritizing. Examples of executive function support include:
  - Guiding students to stay on top of course material, reading assignments, and homework
  - Assisting with canvas course navigation
  - Aiding students with advocacy skills

The course advisor **does not** provide direct academic content support to the student.

#### Course Advisor Role:

The role of a course advisor includes:

- Facilitating communication between students and instructor (student-instructor and instructor-student)
- Emphasizing opportunities for independence and self-advocacy by encouraging students to communicate directly with instructors
- Providing executive function support for student
- Monitoring student progress, participation, and attendance to meet student individual needs
- Reinforcing expectation of student’s online participation
- Completing Landmark College Course Advisor Online Orientation at least one week before the start of the semester

The role of the course advisor utilizes a non-directive coaching approach. A **non-directive** approach facilitates problem solving with a student. The non-directive approach was originated by the psychologist Carl Rogers (Links to an external site.) in the 1940s and influenced other individual and group psycho-therapeutic methods.

In this approach, less emphasis is placed on explicitly directing the student what to do, but instead focus is on listening and guiding the student to problem solve and think through these challenges. This promotes faith in the student and builds student autonomy and ownership.

Learn more [HERE](#) in the Landmark College Course Advisor Orientation