



EDUC 609: ACADEMIC ADVISING IN POSTSECONDARY EDUCATION FALL SEMESTER 2015

COURSE INSTRUCTOR:

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MEETING TIME & COURSE LOCATION:

Wednesdays, 4:00 pm- 6:40 pm, WPH 201

OFFICE HOURS:

Please contact course instructor via e-mail to
 schedule an appointment.
 Office – Student Union Suite 201

OVERVIEW AND PURPOSE OF THE COURSE

Academic advising is an opportunity to assist students to achieve academic success while addressing and supporting personal and vocational needs. This course will address this opportunity through the exploration of theory, practice, and professional development within the field of academic advising.

The course focuses on three goals:

- Understand historical perspective and understand and apply theoretical perspectives as they relate to academic advising.
- Develop an understanding of the practice of academic advising by building knowledge of academic advising organizational systems, approaches and structures.
- Develop a team project that demonstrates your understanding of theory, practice, and professional development as it relates to academic advising.

TEACHING STRATEGIES

This course is a seminar in which each of us (instructor and student) contributes equally to class discussions and analysis of course materials. The readings and course assignments have been selected to stimulate your thinking about academic advising and to give you an opportunity to actively explore research, current issues, and other information related to this topic. To ensure that this course is valuable to you and to your colleagues, please complete each week's readings and assignments prior to class - come prepared with questions and thought provoking issues for class discussion. Also, feel empowered to offer constructive feedback - we will learn from each other. Such preparation and contribution assists us in meeting the course learning outcomes.

The course focuses on three streams of inquiry: theory, practice, and professional development related to academic advisement. Guest presenters will be invited to class to provide a practical understanding of academic advising in diverse institutional settings.

As a participant in a graduate level seminar course, we will need to abide by the following ground rules for discussion:

- Promote an environment conducive to learning
- If something is unclear or did not make sense, please ask about it because it is likely that others have the same concerns and questions
- Respect differences of culture, nationality, values, opinion, and style
- Welcome disagreement and debate, as they provide opportunities to learn
- Seek to understand first before trying to be understood
- Encourage participation and recognize that everyone has something to contribute
- Promote clear communication—be specific, give examples, and ask questions

TEXTS

Gordon, V.N, Habley, W.R, Grites, T.J. and associates. (2008). *Academic advising: A comprehensive handbook*. San Francisco, CA: Jossey Bass.

Additional reading to be added to our Blackboard Web site.

REQUIREMENTS AND GRADES

Specific guidelines for each assignment will be distributed in class.

ASSIGNMENT	LENGTH	DUE DATE	POINTS
Class participation		Always	15
Blackboard submissions	2 pages Thought and reflection submissions	9/16, 9/30, & 11/4	15
Advising Special Populations Assign.	Paper 4-5 pages Informal presentation/discussion	10/7	15
Article Assignment	Paper 1-2 pages	10/21	5
Observation Assignment	Paper 7-8 pages Presentation	11/11	20
Case study project	15-20 pages 15-20 minute presentation	12/2	30

1. Class involvement and participation – 15 points

Each week you will be responsible for participating in our class discussions and activities. You will have the freedom to lead discussions and will be expected to contribute to discussions led by others. Be thoughtful and creative, but remember that the goal of each discussion is to understand the material and be able to apply it. We will have much to discuss during each class session.

2. Blackboard assignments– 15 points

There will be three blackboard assignments during the semester. One will be the submission of questions for a guest and the other two will be two page thought and reflection assignments.

3. Advising special populations paper and discussion – 15 points

Select a special student population and write about advisement issues and challenges related to that population. Your information will include qualitative data obtained from interviewing a student who is a member of that special population. Discuss your findings. Detailed information about this assignment will be provided on September 9th.

4. Article Assignment – 5 points

Select a current article (written within the last year) about an issue relating to academic advisement. Write a 1-2 page opinion paper on your thoughts about the issue based on our readings and class discussions.

5. Observation assignment – 20 points

This assignment provides you with an opportunity to observe student advisement sessions. You will interview an advisor, observe them advising, reflect on your observations, and then present the information in class. Detailed information about this assignment will be provided on September 30th.

6. Final project- 30 points

The final project serves as a culmination of the work and learning that you have accomplished in this course. Detailed information about this assignment will be provided on October 7th.

LATE WORK & INCOMPLETES

All work is expected to be completed and turned in on time. Incomplete work is work not completed due to documented illness or some other emergency occurring after the 12th week of the semester.

Arrangements for an IN and its removal should be initiated by the student and agreed to by the instructor prior to the end of the fall 2014 semester.

ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP (213) 740-7766.

ACADEMIC INTEGRITY

Students must maintain strict adherence to standards of academic integrity as described in SCampus (<http://www.usc.edu/dept/publications/SCAMPUS>). In particular, the University recommends strict sanctions for plagiarism as defined below:

11.11 Plagiarism

A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.

B. The submission of material subjected to editorial revision by another person that result in substantive changes in content or major alteration of writing style.

C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts which are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

<http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from. DSP is located in GFS 120 and is open 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

Reporting Sexual Misconduct:

If you become aware of incident of sexual misconduct please consult the Sexual Assault Resource Center website and connect with one of the following departments immediately:

Sexual Assault Resource Center Website: <https://sarc.usc.edu/>

- Center for Women and Men 213-740-4900 or CWM crisis line 213-321-3982
- Office of Equity and Diversity – Title IX Compliance 213-740-5086
- Department of Public Safety 213-740-6000 or Emergencies 213-740-4321

Student Resources and Support

College can be a stressful time and challenges to one’s mental health can interfere with optimal academic performance. Seeking help and support is smart and effective. USC offers numerous resources that are confidential and free-of-charge. These resources can help you manage personal concerns that threaten your emotional or academic well-being.

Student Counseling Services 213-740-7711* <https://engemannshc.usc.edu/counseling/>

Bias Assessment Response and Support <http://studentaffairs.usc.edu/bias-assessment-response-support/>

Office of Wellness and Health Promotion 213-740-9355 <https://engemannshc.usc.edu/wellness/>

Student Support and Advocacy 213-740-2421 <https://studentaffairs.usc.edu/ssa/>
Trojans Care for Trojans <https://studentaffairs.usc.edu/trojans-care-for-trojans-tc4t/>

National Suicide Prevention Lifeline 1-800-273-8255* <http://www.suicidepreventionlifeline.org>

*including 24 hours emergency services

COURSE SCHEDULE, PROJECTS AND READINGS:

*****All readings are expected to be completed by each class***

DATE	MEETING TOPICS	ASSIGNMENT DUE	READINGS
AUGUST 26TH	INTRODUCTION TO THE COURSE & ACADEMIC ADVISING NACADA CORE VALUES AND CAS STANDARDS		

DATE	MEETING TOPICS	ASSIGNMENT DUE	READINGS
SEPTEMBER 2ND	HISTORY AND THEORY FOUNDATIONS OF ACADEMIC ADVISING		<p>READING: HANDBOOK, CH. 1-2</p> <p>ARTICLES:</p> <ul style="list-style-type: none"> • ARNETT -“EMERGING ADULTHOOD” • NYT ARTICLE – “20 SOMETHING’S” • “QUARTER LIFE CRISIS
SEPTEMBER 9TH	<p>LEGAL AND ETHICAL CONCERNS</p> <p>DISCUSS ADVISING SPECIAL POPULATIONS ASSIGNMENT</p>		<p>READING: HANDBOOK, CH. 3-4</p> <p>ARTICLES:</p> <ul style="list-style-type: none"> • “CAL STATE SUPER SENIORS” • “LINGERING SENIORS” • “UNDERSTANDING FERPA • “ADVISEMENT BIAS SUIT”
SEPTEMBER 16TH	<p>ADVISING TODAY’S STUDENTS</p> <p>GUEST SPEAKER HAYLEY SAFONOV UCLA WORLD ARTS AND CULTURES</p>	BRING QUESTION SUBMISSIONS TO CLASS	<p>READING: HANDBOOK, CH-5, 6, & 8</p> <p>ARTICLE: “ACADEMIC ADVISING AND TEACHABLE MOMENTS”</p> <p>BLACKBOARD: SUBMIT A LIST OF QUESTIONS FOR THE MS. SAFONOV</p>
SEPTEMBER 23RD	ADVISING TODAY’S STUDENTS		<p>READING: HANDBOOK, CH - 7, 9 & 10</p> <p>W.DERESIEWICZ (2014) <i>EXCELLENT SHEEP</i> – CHAPTER 1</p> <p>“ACADEMIC ADVISING – A FOCUS ON LEARNING”</p>
SEPTEMBER 30TH	<p>WHAT HAVE WE LEARNED? WHAT DO WE NEED TO KNOW?</p> <p>DISCUSS OBSERVATION ASSIGNMENT</p>	BLACKBOARD ASSIGNMENT	<p>BLACKBOARD: SUBMIT THOUGHTS - CHALLENGES AND OPPORTUNITIES IN ADVISING TODAY’S STUDENT</p> <p>ARTICLES:</p> <ul style="list-style-type: none"> • “THE ROLE OF ACADEMIC ADVISING IN STUDENT RETENTION AND PERSISTENCE” • OPEN DOORS REPORT

DATE	MEETING TOPICS	ASSIGNMENT DUE	READINGS
OCTOBER 7TH	ADVISING SPECIAL POPULATIONS DISCUSS FINAL PROJECT	SPECIAL POPULATIONS ASSIGNMENT & PRESENTATION	READING: HANDBOOK, CH. 12-13 UNC ATHLETICS ARTICLES SPECIAL POPULATIONS ASSIGNMENT
OCTOBER 14TH <i>DR. MERRIMAN WILL NOT BE IN CLASS</i>	APPRECIATIVE ADVISING GUEST SPEAKERS: DR. LILLY COYE DORNSIFE ADVISING DR. SARAH HOLDREN ANNENBERG SCHOOL FOR COMMUNICATION AND JOURNALISM ADVISING		READING: THE APPRECIATIVE ADVISING: CHAPTER 3
OCTOBER 21ST	ORGANIZATION AND DELIVERY OF ACADEMIC ADVISING	ARTICLE ASSIGNMENT	READING: HANDBOOK, CH. 14-16 ARTICLE ASSIGNMENT
OCTOBER 28TH	ORGANIZATION AND DELIVERY OF ACADEMIC ADVISING CONT.		READING: HANDBOOK, CH. 17-19 "ADVISING PHD'S" ARTICLE
NOVEMBER 4TH	PRACTICE, TRAINING, EVALUATION, AND ASSESSMENT IN ACADEMIC ADVISING	BLACKBOARD ASSIGNMENT	READING: HANDBOOK, CH. 23-25 BLACKBOARD: SUBMIT THOUGHTS ABOUT THE DELIVERY OF ACADEMIC ADVISING
NOVEMBER 11TH	OBSERVATION ASSIGNMENT PRESENTATIONS AND DISCUSSION	OBSERVATION ASSIGNMENT & PRESENTATION	OBSERVATION ASSIGNMENT
NOVEMBER 18TH	OBSERVATION ASSIGNMENT PRESENTATIONS CONT.		READING: "THE NETFLIX EFFECT"
DECEMBER 2ND	FINAL CLASS MEETING-FINAL PRESENTATIONS CLASS WRAP-UP	CASE STUDY PROJECTS & PRESENTATION	

Explanation of Letter Grades:

- A Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence.
- A- Excellent achievement. Very thorough command of course content; very high level of scholarship.
- B+ Very good achievement. Thorough command of course material.
- B Good achievement. Solid, acceptable performance.
- B- Fair achievement. Acceptable performance.
- C+ Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements.
- C Marginal achievement. Minimally acceptable performance on course assignments.
- C- Unsatisfactory achievement. Inadequate knowledge of course content.

Note: Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

Grading Scale:

A = 94-100	A- = 90-93	B+ = 87-89
B = 84-86	B- = 80-83	C+ = 77-79
C = 74-76	C- = 70-73	D = 65 - 69