



UNIVERSITY OF
CENTRAL
ARKANSAS™

COLLEGE OF
EDUCATION



Tuesdays @ 9:25am – 12:05pm
204 Mashburn Hall



Welcome to CSPA 6340:
Academic and Career Advising!

with Dr. Faidley



CSPA 6340: Academic and Career Advising
Spring 2024 ♦ CRN 31044
Tuesdays at 9:25am - 12:05pm in 204 Mashburn Hall



Evan Faidley, Ph.D. (*he/him*)

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Department of Leadership Studies

Office Hours (Scheduling an appointment is always recommended via [Calendly](#).)

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✉ efaidley@uca.edu

Mondays	Tuesdays	Wednesdays	Thursdays
8:00am – 11:00am	8:00am – 9:00am	10:30am – 1:00pm	8:00am - 9:30am
12:30pm – 2:00pm	12:30pm – 3:00pm		1:30pm – 2:30pm

Office hours are subject to change based on university committee responsibilities.

A. CATALOG DESCRIPTION

This course provides an overview of concepts and skills related to academic advising, career exploration, and student success within higher education. Course content includes the study of academic advising models and techniques, career development theories and models, career assessment inventories, and student success skills and strategies.

B. COURSE DESCRIPTION

“Career roles are interactive products of individual and environmental processes: the continuous development of *career identity* on the personal side and of *career significance* on the environmental side.”¹

“Academic advisors, acting as cultural navigators, play a critical role in student success by helping students choose which activities or experiences will help them arrive at their desired destinations.”²

“Effective teaching and effective advising reflect a developmental relationship that focuses on the needs and personal requirements of the student/advisee.”³

“. . . advising administrators must prioritize training around diversity, equity, inclusion, and socially-just advising practices to ensure equity in the advising experience and to ensure a welcoming campus environment.”⁴

When we think of *academic advisor* and *career advisor*, we may picture professionals who sit behind a desk and tell you what you should do for your major/minor and job search, respectively; however, this *transactional* or *prescriptive* approach is not the only method to approaching student success. In this course we will explore the intrapersonal, interpersonal, and administrative elements to supporting the self and others in the design of their life-career planning. Such exploration dives into conversations, curricula, and programs connected to advising existent in the World of Work of higher education and student affairs.

¹ Hoekstra, H. A. (2011). A career roles model of career development. *Journal of Vocational Behavior*, 78(2011), 159–173, p. 159.

² Strayhorn, T. L. (2015). Reframing academic advising for student success: From advisor to cultural navigator. *NACADA Journal*, 35(1), 59–63, p. 62.

³ Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, 25(2), 65–73, p. 68.

⁴ Higgins, E. M., Goulding, H. G., & Peabody, M. A. (2024). Advisor training and professional development. In S. M. Campbell, C. S. Taylor, & M. Dial (Eds.), *Academic advising administration: Essential knowledge and skills for the 21st century* (2nd ed., pp. 282-298). Routledge, p. 284.



C. COURSE OBJECTIVES

Students participating fully in the course will be able to. . .

Learning Objective #1: articulate the history and concerns associated with student success within the lens of academic and career advising.

Learning Objective #2: develop skills using theory-based techniques that aid in working with students to extract stories, construct new meaning, and encourage career exploration.

Learning Objective #3: characterize contemporary practices of advising administration from an individual professional to institutional policy level.

Learning Objective #4: critique scholarly inquiry related to professional and/or student development.

Specific, relevant excerpts from the Council for the Advancement of Standards (CAS) in Higher Education (2019) for *Mater's Level Student Affairs Preparation Programs* where graduates must be able to. . .

- demonstrate knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students.
- demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups.
- identify and appropriately refer persons who need additional resources.

Specific, relevant excerpts from the ACPA/NASPA *Professional Competency Areas for Student Affairs Educators* (2015) where higher education professionals should be able to. . .

Advising and Supporting

- know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students.
- seek opportunities to increase one's knowledge and helping skills for students with specific concerns and interface with specific populations.
- utilize virtual resources and technology to meet the advising and supporting needs of students.
- appropriately challenge and support students and colleagues.
- foster trust through culturally inclusive listening skills (e.g., establishing rapport, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).
- monitor one's use of nonverbal communication to support people from varying backgrounds in different situations.
- recognize the strengths and limitations of one's own worldview on communication with others.
- demonstrate culturally-inclusive advising, supporting, coaching, and counseling strategies.

D. REQUIRED SCHOLARLY ARTIFACTS

All required material will be provided on Blackboard in the form of audio-visual or written artifacts.

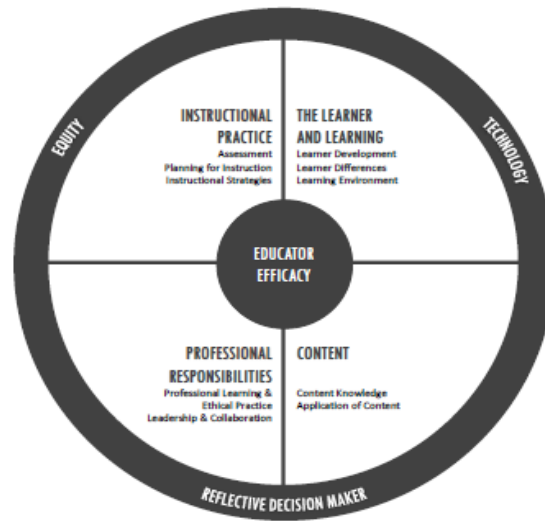
(Optional) For professional writing:*

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). Author.

*The Center for Writing and Communication offers materials [HERE](#) about the APA 7th Edition Style Guide, as well as [consultation appointments](#) targeting the refinement of student writing structure and quality.



E. CONCEPTUAL FRAMEWORK



The UCA Educator Preparation Programs (EPP) will promote every educator’s sense of professional efficacy. Professional efficacy affects an educator’s sense of responsibility and competence to contribute to the growth and development of all learners.

F. TEACHING PHILOSOPHY

To me, effective teaching is an ethical obligation and should be reflective, constructive, and meaningful for all members of a classroom community. The following three core concepts that constitute my teaching philosophy:

First... **I believe an individual’s worldview and social context determine how they make sense and move forward to create change.** I welcome and celebrate the unique experiences, values, and outlook by encouraging the integration of these components in research-driven, informed decision making in the profession. As an instructor, I liaise students’ existing perspectives with those of their student peers, higher education and student affairs professionals, and published scholars representing foundational and critical works. Such a connection to the voices of others informs how students consider contemporary and diverse thought while solving real-world issues.



Second... **I value how theory informs practice and vice versa in professional learning.** Higher education and student affairs work is informed by educational, organizational, and human development theory, as well as professional competencies; therefore, a mix of theory-to-practice and practice-to-theory-to-practice approaches equips scholar-practitioners and leaders to approach a myriad of situations through various lenses while identifying an initial issue, processing theoretical frameworks (e.g., psychosocial, social, holistic, typological), and innovating practices.

Third... **I structure learning to be an in- and out-of-class community activity.** I believe learning is introspective and dialogic in nature. Thus, I engage heavily in (a) communal practices ranging from role playing to dyads to full class discussions surrounding topics meant to challenge, confirm, and complicate students’ social worldview; and (b) driving opportunities for emerging and seasoned practitioners to develop networking and problem-solving skills meant for real-life situations.

G. LEARNING-CENTERED CLASSROOM & ELECTRONIC DEVICES

Within the CSPA program, learning is the primary goal of all classroom meetings and activities. Additionally, knowledge is viewed as co-constructed by the instructors and all students in the classroom. Therefore:

- Questions, discussion, and other types of contributions are viewed as essential to the learning environment.
- In fully participating in the learning-centered classroom, students should complete all readings and assignments prior to, rather than during, class.
- Lack of engagement and various potential distractions do not only rob you of learning, but they also rob your classmates from learning from potential contributions from yourself and others.



Out of the highest respect for the learning environment and the growth of all individuals within it, the following expectations are set forth in mitigating the threats to that environment.

Attendance and Timeliness

- Being present is required for engagement. This requires arriving on time for all class meetings.
 - Individuals arriving after the established start time should enter in a manner to minimize distraction to others.
 - Individuals arriving late should be mindful of listening before “jumping” into the discussion without full context.

Smart Devices

- Technology-rich environments can and will support course engagement. However, misuse of technology can be a severe distraction to the learning of others.
- Research has suggested that the mere presence of smart devices (cell phones, smartwatches) can distract from the cognitive processing and engagement of students. Therefore, *all* devices should be placed on silent or vibrate.
- If the instructor observes a student texting, e-mailing, or checking non-course content or completing work outside of in-class activities on their device, the student will receive one warning for the semester. If the behavior is observed again, the student will be asked to leave for the remainder of the class session and forfeit participation points for the whole class session.

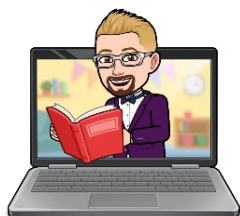


Exceptions to the expectations above include:

Instructor: The UCA Management Alert System policy requires that the instructor/faculty member has a cell phone in the “on” position when in the classroom.

On-Duty: If you are on duty as a part of your GA responsibilities, notify the instructor prior to the beginning of class, and place your cell phone on vibrate (turn off the ringer). You may place your cell phone where you can see it; however, you are to take the call outside of the classroom.

Emergency: If you have an ongoing family or personal situation, notify the instructor prior to the beginning of class, and place your cell phone on vibrate (turn off the ringer). You may place your cell phone where you can see it; however, you are to answer the call only in the case of a true emergency/urgent matter, and you are to take the call outside of the classroom.



Laptop Computers and Tablets

Laptop computers and tablets may be used to take notes during class and may be needed for participation in classroom activities. However, a balance between the usefulness of technology and maintaining the learning environment must be achieved. Therefore, laptops and tablets should be used for course content only; specifically, note taking and in-class research and activities as designated by the instructor.

H. DIVERSITY, BELONGING & INCLUSION

The University of Central Arkansas (UCA), and its faculty and staff, are committed to providing an equitable educational opportunity to all students. One of the facets of the university experience includes the opportunity to learn in an environment where your identities are valued. Additionally, an environment where there are other individuals from varied backgrounds and characteristics, which include, but are not limited to, racial, ethnic and cultural heritage, national origin, socioeconomic status, family structure, age, sex, gender, gender identity, sexuality, religious and spiritual beliefs, prior academic experiences, immigration status, ability, transfer status, and family situation. The University of Central Arkansas does not condone harassment (or other forms of inappropriate conduct) against any student. These matters are handled in the same procedural way as those involving sexual harassment. Our varied identities and lived experiences are an integral part of our shared community strength. Therefore, you do not have to leave the *self* at the classroom door. We will respectfully lean into the discomfort of needed dialogue in a brave manner that affirms the belongingness of each student and distributes power in an inclusive manner.



I. COURSE ASSIGNMENTS & EVALUATION

Scholar-Practitioner, Scholar & Practitioner (SPSP) Book Review

Learning Objectives #2, #4

While scholars and practitioners may have different habits of mind, scholar-practitioners integrate the best of both worlds. Such individuals have the ability to remove the dichotomy of practice and intellect. They are able to participate in the actions of both doing and knowing.⁵

The intersection and interdependence of research and practice falls within the scholar-practitioner identity. As you continue to impart wisdom and guidance in your role(s) in higher education and student affairs (HESA), the responsibility remains to be open and able to search for, interpret, and utilize new knowledge (theory *and* practice) for the development of oneself and the profession.

For this assessment, you will engage in a type of scholarly inquiry through a book review project. Members of your specific team comprise the:

- *Scholar-Practitioner* (a.k.a. YOU!),
- *Scholar* (me, Dr. Faidley), and
- *Practitioner* (represented by a full-time HESA administrator connected to the topic of the book).

Throughout the first several weeks of the semester, each member of the SPSP Book Review Group **will read, summarize, and critique five (5) chapters of the selected text**. I have selected the chapters for *Scholar-Practitioners* based on communicated career interests, preparation for comprehensive exams, and transferability for future work. **Each member will write a two-paragraph review for each assigned chapter one paragraph summarizes while the other critiques identified strengths and areas for growth**. The dates to submit chapter reviews via Blackboard Discussion Board are:

- Friday, January 19
- Friday, January 26
- Friday, February 2
- Friday, February 9
- Friday, February 23



Additionally, there will be **two (2) virtual meet-and-greet and book discussion sessions** leading up to the mid-semester point so all members of the SPSP Book Review Groups can connect and chat about what they have read or are reading from their book. These compulsory one-hour socialization experiences are scheduled for the following dates:

- Tuesday, February 6 (11am – 12pm CST)
- Tuesday, February 20 (11am – 12pm CST)

Once all the reviews of the chapters have been submitted, I will synthesize the summaries/critiques into one manuscript that satisfies the requirements of an academic journal where I will submit the book review for possible publication. Based on the commitment of work, the order of authors⁶ will be:

- *Scholar* (first), *Scholar-Practitioner* (second), *Practitioner* (third)

I will submit the book review to an academic journal by no later than Sunday, March 10. While there is no guarantee for publication due to a blinded review process, journal editors have welcomed a submission of the books chosen for this project.

⁵ Kupo, V. L. (2014). Becoming a scholar-practitioner in student affairs. *New Directions for Student Services*, 147, 89-98, p. 93.

⁶ Any role represented by two individuals will be listed in alphabetical order by last name.



Advising Vibe Checks via Video Quiz

Learning Objectives #1, #2, #3

Before attending our weekly in-person, interactive learning sessions, you will watch and complete a video quiz (called “Advising Vibe Checks”) that will prepare for community learning and theory-to-practice activities. The video content synthesizes key takeaways from the reading of the week while building on knowledge from previous weeks. You are encouraged to engage with the readings leading up to and/or after completing the video quizzes.

Each video quiz will consist of questions (e.g., multiple choice, fill in the blank, short answer, true/false) from information shared in the video and prior knowledge.



You will have one (1) attempt to complete the video quiz, so it will be important to document the content from the video. Of course, you are more than welcome to refer to your notes. These video quizzes are designed so you demonstrate your awareness and understanding of course material. No “Advising Vibe Check” may be retaken, including if you click on the wrong video (so be sure to start the correct one).

Reflection about an Advising Expert (RAE)

Learning Objectives #1, #3, #4

During the semester, you will meet several professionals who work in the realm of academic and/or career advising administration, as well as roles that supplement or complement advising (i.e., consultation, workforce development). In the field, we are always building on prior knowledge with theory and practice that we learn from in-unit peers, professional development training, and even the common YouTube video.

Among all the six (6) professionals with whom you will have a dialogue about their contributions and expertise on the topic of their particular week, you will write four (4) reflections. You may complete all six (6) reflections by their due dates for an opportunity to earn extra credit. Each reflection will be uploaded to Blackboard as a document using the provided template while building on prior and new knowledge (see “Assessment Rubrics” at the end of the syllabus).

Career Theory & Model (CTM) Review

Learning Objectives #2, #4

The purpose of this creative project is for you to assume an advisor and think “outside the box” as to how you will communicate or relay the content from your selected career theory or model (see “Assessment Rubrics” at the end of the syllabus). This is *not* a “cut-and dried” PowerPoint presentation that you put together for a formal delivery, but rather a way to express your understanding of career development research through another medium of communication for 7-10 minutes. For example, you may decide to:

- perform a slam poem while applying the theory to a hypothetical student.
- write a perform a song on a guitar or harmonica about how the theory could be used in advising students by telling a story.
- create a video game where a student (the protagonist) is accompanied by you on a quest to reach a certain goal.
- run a science experiment that shows a safe, classroom-friendly chemical reaction symbolic to the theory or model in question.
- apply the theory or model to a superhero about whom you know a lot.
- dissect the theory or model using lyrics or video excerpts of an artist.

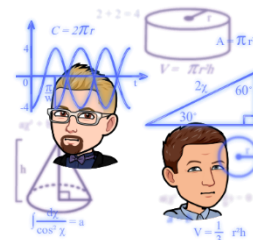


The options are endless; however, it is NOT a formal PowerPoint presentation. As an advisor, you must think of different ways to engage students and your peers in new content and spark interest. Adopt your hobbies and interests to produce an educative, creative, and expressive product that speaks to your passions while communicating contemporary considerations for career theory.



Evidence of [Inter]active Learning

For every class you will submit a unique exit ticket (as evidence of “participation”) that aligns with the content for the week. The notes you take from the *Advising Vibe Checks* and the information you glean from in-class discussions/activities will prove useful in completing the exit ticket at the end of the class session. You will submit your exit ticket at the very end of class with a “minute paper” tailored to that specific class session topic. I will return the “minute paper” to you by the following class session.



If you miss class for either an excused or unexcused absence, you have the opportunity to complete the “minute paper” by writing a one-page paper (double-spaced, 1” margins, 12-point Times New Roman font, Microsoft Word document) by the Friday of the same week. This alternative paper will comprise scholarly writing with necessitated references like a research paper; this serves as another way to show that you interacted with and are professionally reflexive with the course content. If you are interested in this opportunity, you will need to explicitly e-mail me (efaidley@uca.edu) to request the prompt and have it e-mailed to me by that Friday by 11:59:59pm Central Time. Any submission after Friday at 11:59:59pm Central Time will not be accepted.

Grading Scale (% and Points) & Course Total

PERCENTAGES: 90-100% = A	80-89.99% = B	70-79.99% = C	60-69.99% = D	59% and less = F
POINTS (of 50): 45-50 = A	40-44.99 = B	35-39.99 = C	30-34.99 = D	29.99 and less = F

Assignment Breakdown	Value	Evaluation
Scholar-Practitioner, Scholar & Practitioner (SPSP) Book Review (15 points) [Blackboard Discussion Board]		
Book Review Entry #1	3 points	Analytical Rubric
Book Review Entry #2	3 points	Analytical Rubric
Book Review Entry #3	3 points	Analytical Rubric
Book Review Entry #4	3 points	Analytical Rubric
Book Review Entry #5	3 points	Analytical Rubric
Advising Vibe Check (16 points) [Blackboard Video Quiz]		
Advising Vibe Check #1	2 points	Quiz
Advising Vibe Check #2	2 points	Quiz
Advising Vibe Check #3	2 points	Quiz
Advising Vibe Check #4	2 points	Quiz
Advising Vibe Check #5	2 points	Quiz
Advising Vibe Check #6	2 points	Quiz
Advising Vibe Check #7	2 points	Quiz
Advising Vibe Check #8	2 points	Quiz
Reflection about an Advising Expert (RAE) (8 points) [Blackboard Document Upload]		
RAE Entry #1	2 points	Holistic Rubric
RAE Entry #2	2 points	Holistic Rubric
RAE Entry #3	2 points	Holistic Rubric
RAE Entry #4	2 points	Holistic Rubric
RAE Entry #5 [optional; extra credit]	2 points	Holistic Rubric
RAE Entry #6 [optional; extra credit]	2 points	Holistic Rubric
Career Theory & Model (CTM) Review (7 points) [Blackboard Document Review & Presentation]		
CTM Review Outline	2 points	Holistic Rubric
CTM Review Handout	2.50 points	Holistic Rubric
CTM Review Presentation	2.50 points	Holistic Rubric
Evidence of [Inter]Active Learning (4 points) [Blackboard and In-Person]		
Syllabus Quiz	1 point	Quiz
Exit Tickets (0.20 points per week)	3 points	Incomplete/Complete
COURSE TOTAL	50 points	



J. ATTENDANCE AND LATE SUBMISSION POLICY

Attendance is mandatory for course engagement and learning. If you are unable to attend, you should communicate with me before class via e-mail or text message. Depending on the nature of that day's content and planned activities, I will work with you concerning virtual attendance for unavoidable absences. Ultimately, class attendance is a key aspect of the course and will directly influence a student's overall course grade.

The mission of the CSPA program is to prepare students for professional practice in a higher education or higher education serving organization. Therefore, policies around submitted work and timeliness seek to mirror the responsibilities of a professional work role. Any work turned in after the established due date without prior communication and an approved alternate timeline will directly influence the engagement and timeliness aspects of your success in the course. Specifically, in these situations, a 10% deduction will occur every work day after the due date (Monday through Friday, excluding weekends and UCA recognized days of no class per the [Holiday Schedule](#) and [Academic Calendar](#)).

I also understand that life happens and can unexpectedly influence your ability to submit an assignment by the established deadline. **Timely communication** is key in these situations so that we can discuss realistic alternatives concerning the submission deadline.

Per UCA policy, students who do not attend class or, for fully online courses, actively participate (i.e., logging in, completing required assignments) will be purged from the class roster on the 6th day of class. Students who do not consistently attend class or, for fully online courses, actively participate (i.e., logging in, completing required assignments) will be administratively dropped from the class roster on the 11th day of class.

K. ADDITIONAL POLICIES

Severe Weather or Pandemic Response

At the discretion of the faculty member, College of Education (COE) classes may require students to meet face-to-face and/or virtually. For virtual meetings held synchronously, students are required to meet with their video on to fully participate in class. Participation includes video presentations/lecture, class discussion, and class activities. Students who are unable to meet virtually and/or synchronously may be given the opportunity to watch a video of the class session and complete a summary or assignment relative to the class session to meet participation requirements.

Student Handbook Policy

Students are encouraged to familiarize themselves with all policies listed in the UCA Student Handbook to include the UCA Sexual Harassment Policy and the relevant academic policies. The handbook can be viewed through the UCA web site - <http://uca.edu/student/student-handbook/>. Language from the handbook is excerpted below.

Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Americans with Disabilities Act

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center at (501) 450-3613.



Student Academic Appeals: Grade Appeals

The College of Education’s Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic [Grade Appeal Policy](#). This policy is located on “policies” link of the College of Education website.

Professional and Ethical Conduct Policy

Because the standards of the education profession exceed those addressed in other university or college policies, the COE Professional Education Unit has adopted a [Professional and Ethical Conduct Policy](#) to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process. It is located on the “policies” link of the College of Education website.

Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. **Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

L. STUDENT EVALUATION

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on April 8th through May 5th, by logging in to myUCA and clicking on the Course Evaluations task.

M. MASHBURN EMERGENCY PLAN

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

All UCA students taking classes in Mashburn Hall should be familiar with the Mashburn Emergency Plan located at the following link:

<https://uca.edu/mysafety/files/2013/06/bep-mashburn-eps.pdf>





N. COURSE CALENDAR

Week	Date	Discussion Topic(s)	Artifacts to View/ Read Before Class	Assessment Deadlines	In-Class Activity and/or Guest Speaker
1	Jan. 16	<ul style="list-style-type: none"> ➤ Introduction to the Course ➤ Student Success: From Retained to Employed 	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Schulenberg (2023) ➤ Dey & Cruzvergara (2014) <p>Read (optional):</p> <ul style="list-style-type: none"> ➤ Schoeman et al. (2021) ➤ Grey & van den Wijngaard (2023) ➤ Wallace & Wallace (2016) 	<p>By Sunday, Jan. 14 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Syllabus Quiz [Blackboard Quiz] <p>By Friday, Jan. 19 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Scholar-Practitioner, Scholar & Practitioner (SPSP) Post #1 [Blackboard Discussion Board] 	
2	Jan. 23	<ul style="list-style-type: none"> ➤ The Competent Advisor: Converging Theory and Practice in Today's <i>World of Work</i> 	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Drake (2015) <p>Read (optional):</p> <ul style="list-style-type: none"> ➤ Grites (2024) ➤ Waiwaiole & Adkins (2020) ➤ Strayhorn (2015) ➤ Lowenstein (2005) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “The Competent Advisor” Video 	<p>By Monday, Jan. 22 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #1 [Blackboard Video Quiz] <p>By Friday, Jan. 26 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Reflection about an Advising Expert (RAE) #1 [Blackboard Document Upload] ➤ SPSP Post #2 [Blackboard Discussion Board] 	<ul style="list-style-type: none"> ➤ Guest Speaker: <ul style="list-style-type: none"> ○ Taylor Nardi, Counselor in the School of Nursing (University of Central Arkansas, Conway, Arkansas – CSPA Alumna ‘21)
3	Jan. 30	<ul style="list-style-type: none"> ➤ Advising Structures: Understanding Administration, Finance, and Leadership 	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Kapinos & Taylor (2024) <p>Read (optional):</p> <ul style="list-style-type: none"> ➤ Streufert et al. (2024) ➤ Hart-Baldrige (2020) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “Advising Structures” Video 	<p>By Monday, Jan. 29 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #2 [Blackboard Video Quiz] <p>By Friday, Feb. 2 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ RAE #2 [Blackboard Document Upload] ➤ SPSP Post #3 [Blackboard Discussion Board] 	<ul style="list-style-type: none"> ➤ Guest Speaker: <ul style="list-style-type: none"> ○ Steven Antalvari, Senior Education Consultant at Workday (remote)



Week	Date	Discussion Topic(s)	Artifacts to View/ Read Before Class	Assessment Deadlines	In-Class Activity and/or Guest Speaker
4	Feb. 6 (Remote)	➤ Individual Reading & Review to Follow [9:25am-11:00am] / Virtual SPSP Book Club Session [11:00am-12:05pm]		By Friday, Feb. 9 by 11:59pm: ➤ SPSP Post #4 [Blackboard Discussion Board]	
5	Feb. 13	➤ Identity-Conscious Advising	Read (required): ➤ McLeod & McClellan (2022) ➤ McGill (2021) Read (select one): ➤ Schindler & Stevens (2021) ➤ Cisneros & Rivarola (2020) ➤ Kuder et al. (2021)	By Friday, Feb. 16 by 11:59pm ➤ RAE #3 [Blackboard Document Upload]	➤ Guest Speaker: ○ Johnny Morales Arellano, Graduate Student Affairs Officer in the Department of Linguistics (University of California, Berkeley, Berkeley, California)
6	Feb. 20 (Remote)	➤ Individual Reading & Review to Follow [9:25am-11:00am] / Virtual SPSP Book Club Session [11:00am-12:05pm]		By Friday, Feb. 23 by 11:59pm: ➤ SPSP Post #5 [Blackboard Discussion Board]	➤ Sign Up for Career Theory & Model (CTM) Review
7	Feb. 27	➤ Contemporary Applications of Advising Data and Technologies	Read (required): ➤ Kyte et al. (2023) ➤ Rottinghaus et al. (2015) Read (select one): ➤ Lucien & Park (2023) ➤ Abu-Dawood et al. (2015) ➤ Harrington & Mellors (2021) Watch: ➤ “Advising Data and Technologies” Video	By Monday, Feb. 26 by 11:59pm: ➤ Advising Vibe Check #3 [Blackboard Video Quiz] By Friday, Mar. 1 by 11:59pm: ➤ RAE #4 [Blackboard Document Upload]	➤ Guest Speaker: ○ Hannah Hanshaw, AmeriCorps Director in the College of Education (University of Central Arkansas, Conway, Arkansas – CSPA Grad ‘24)



Week	Date	Discussion Topic(s)	Artifacts to View/ Read Before Class	Assessment Deadlines	In-Class Activity and/or Guest Speaker
8	Mar. 5 [Class will be 9:15am to 11:55am.]	➤ Career Adaptability	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Savickas & Porfeli (2012) <p>Read (select one):</p> <ul style="list-style-type: none"> ➤ Wetstone & Rice (2023) ➤ Gregor et al. (2021) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “Career Adaptability” Video 	<p>By Monday, Mar. 4 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #4 [Blackboard Video Quiz] <p>By Friday, Mar. 8 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ RAE #5 [Blackboard Document Upload] ➤ CTM Review Outline [Blackboard Document Upload] (for voluntary feedback) 	<p>➤ Guest Speaker:</p> <ul style="list-style-type: none"> ○ Dr. Nicole Kotlan, Senior Director of Student Progression and College Operations in University College (Kent State University, Kent, Ohio)
9	Mar. 12	➤ Career Construction Interview (CCI)	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Savickas (2015, ch. 3, pp. 27-36) <p>Read (select one):</p> <ul style="list-style-type: none"> ➤ Faidley (2022) ➤ Barclay (2019) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “Career Construction” Video 	<p>By Monday, Mar. 11 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #5 [Blackboard Document Upload] <p>By Friday, Mar. 15 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ CTM Review Outline [Blackboard Document Upload] 	
10	Mar. 19	Spring Break			
11	Mar. 26	➤ Professional Development, Training & Career Education	<p>Read:</p> <ul style="list-style-type: none"> ➤ Neuber et al. (2022) ➤ Bates (2023) <p>Read (select one):</p> <ul style="list-style-type: none"> ➤ Higgins et al. (2024) ➤ Hoyt (2005, ch. 2, pp. 23-36) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “Professional Development, Training & Career Education” Video 	<p>By Monday, Mar. 25 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #6 [Blackboard Video Quiz] <p>By Friday, Mar. 29 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ RAE #6 [Blackboard Document Upload] 	<p>➤ Guest Speaker:</p> <ul style="list-style-type: none"> ○ Dr. Nina Talley Director of the Center for Student Success (Bethune-Cookman University, Daytona Beach, Florida)



Week	Date	Discussion Topic(s)	Artifacts to View/ Read Before Class	Assessment Deadlines	In-Class Activity and/or Guest Speaker
12	Apr. 2	➤ Policy and Ethics in Advising	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Taffe Reed & Lowery (2024) <p>Read (select one):</p> <ul style="list-style-type: none"> ➤ Kohlfeld et al. (2020) ➤ de Klerk (2022) ➤ Lee (2019) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “Policy and Ethics in Advising” Video 	<p>By Monday, Apr. 1 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #7 [Blackboard Video Quiz] 	
13	Apr. 9	➤ Chaos Theory of Careers	<p>Read (required):</p> <ul style="list-style-type: none"> ➤ Pryor & Bright (2014) <p>Read (optional):</p> <ul style="list-style-type: none"> ➤ Schlesinger & Daley (2014) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “Chaos Theory of Careers” Video 	<p>By Monday, Apr. 8 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ Advising Vibe Check #8 [Blackboard Discussion Board] 	
14	Apr. 16	➤ The Future of Student Success via Advising and Education	<p>Read (select one):</p> <ul style="list-style-type: none"> ➤ Zarges et al. (2018) ➤ Catrino (2023) <p>Read (optional):</p> <ul style="list-style-type: none"> ➤ Jon et al. (2020) <p>Watch:</p> <ul style="list-style-type: none"> ➤ “The Future of Student Success” Video 		
15	Apr. 23	➤ Finalize CTM Review Presentations		<p>By Friday, Apr. 26 by 11:59pm:</p> <ul style="list-style-type: none"> ➤ CTM Review Handout [Blackboard Document Upload] 	
16	Apr. 30	CTM Review Presentations			



ASSESSMENT RUBRICS

Analytical Rubric: Scholar-Practitioner, Scholar & Practitioner (SPSP) Book Review

Learning Objectives #2, #4

Criterion	Level			
	Unsatisfactory (0.25 point)	Needs Improvement (0.50 point)	Acceptable (0.75 point)	Outstanding (1.00 point)
Summary	<ul style="list-style-type: none"> Mostly an outline of the chapter without discussion of themes and ideas. At least 75% copied/pasted from the original text and/or reliant on direct quotes. Reveals too much, in general, or entirely lacks an overview. 	<ul style="list-style-type: none"> Consists of a minor discussion of chapter themes and/or ideas. At least 50% copied/pasted from the original text and/or reliant on direct quotes. 	<ul style="list-style-type: none"> Consists of a discussion of major chapter themes and/or ideas. No more than 25% copied/pasted from the original text and/or reliant on direct quotes. 	<ul style="list-style-type: none"> Consists of a discussion of themes and ideas providing exemplary ideas from the chapter. No more than one direct quote (with correct in-text/parenthetical citation).
Critique	<ul style="list-style-type: none"> Consists of basic opinion based on personal feeling (i.e., “I liked it” or “I did not care for the reading”). Not considered a critique due to a lack of focus on chapter topic(s) or author(s) intent. 	<ul style="list-style-type: none"> Consists of thoughts, responses, and reaction to the chapter. Discusses only one aspect of the chapter with basic opinion (i.e., “I liked it” or “I did not care for the reading”). Lacks a critical eye with only one identified strength or one area of improvement. 	<ul style="list-style-type: none"> Consists of thoughts, responses, and reaction to the chapter. Discusses only two aspects of the chapter with some thorough review with mention of at least one strength and one area of improvement. 	<ul style="list-style-type: none"> Consists of thoughts, responses, and reaction to the chapter. Reacts to the concepts, examples/cases (if present), and intent of author(s) by identifying strengths and areas for improvement.
Mechanics & Language	<ul style="list-style-type: none"> More than 2 incomplete sentences or fragments. More than 2 run-on sentences. At least 75% of writing is composed in passive voice. Dull words. 	<ul style="list-style-type: none"> 1-2 incomplete sentences or fragments and/or run-on sentences (more than 3 lines). At least 50% of writing is composed in passive voice. Basic word choice. 	<ul style="list-style-type: none"> Uses complete sentences and a variety of sentence types mostly in active voice (with 1-2 sentences in passive voice). Word choice is effective. 	<ul style="list-style-type: none"> Uses complete sentences and a variety of sentence types in using active voice. Vibrant, effective vocabulary included.



Holistic Rubric: Reflection about an Advising Expert (REA)

Learning Objectives #1, #3, #4

Please enter your answers below with each prompt. Points will be assigned based on the holistic rubric, presented below.

Your Name:

Speaker Name and Topic:

Please succinctly summarize the content of the speaker’s presentation, while providing relevant detail about work in advising and issues/challenges described.

Describe how the speaker content intersected with the content for the week.

Describe how the speaker content intersected with previous weeks’ content and your understanding of student success in an academic and/or career advising context.

What is one thing you found surprising or interesting about this speaker or topic (and why)?

Grades for reflections will be assigned the value that most closely matches the performance described, below:			
1.00 point – Emerging	1.25 points – Developing	1.50 points – Proficient	2.00 points – Advanced
Summary reflects basic understanding of speaker/panel	Succinct summary indicating understanding of speaker/panel, connects (with or without in-text citation) to reading or prior content/speakers , identifies interesting/surprising piece	Succinct summary showing understanding of speaker/panel, connects and cites (in text) to reading and prior content/speakers , explains interesting/surprising piece (and why)	Succinct summary synthesizing speaker/panel content, connects to and cites (in text) multiple readings and prior content/speakers , explains interesting/surprising piece (and why)

NOTE: You do not need to include the full reference at the end of your reflection; however, you will need to use in-text or parenthetical citations. Direct quotes are not compulsory but encouraged to justify your point(s)/stance(s). For example (see underlined):

- **In-text:** Dr. Nicole Kotlan’s work in career adaptability echoes foundational work that Savickas and Porfeli (2012) outlined in the development and delivery of the Career Adapt-Abilities Scale (CAAS).
- **Parenthetical:** The speaker seems to be in alignment with the notion that college must be accessible for all with the support *cultural navigators* (Strayhorn, 2015), otherwise known as “[i]ndividuals who strive to help students move successfully through education and life” (p. 59).



Holistic Rubric: Career Theory & Model (CTM) Review

Learning Objectives #2, #4

Criteria	Points
<p>Outline (up to 2 points)</p> <ul style="list-style-type: none"> • History of theory or model (0.50 point) • Visual of theory or model with explanation/breakdown of variables, factors, theoretical underpinnings, and/or constructs (0.50 point) • Summary of case vignette (0.75 point @ 0.25 point each) <ul style="list-style-type: none"> ○ Situation ○ Application and analysis of theory or model ○ Outcome/results • Proposed theme or method of presenting theory or model to class (0.25 point) 	
<p>Handout (up to 2.50 points)</p> <ul style="list-style-type: none"> • No more than one page that explains the following: <ul style="list-style-type: none"> ○ History of theory or model (0.60 point) ○ Visual representation of theory or model (0.60 point) ○ Bullet-point explanation of theory or model (0.60 point) ○ Bullet-point explanation of appropriate usage/practice of theory or model (0.60 point) ○ Corresponds to proposed theme or method in <i>Outline</i> on how theory or model will be presented in class (0.10 point) 	
<p>Presentation (up to 2.50 points)</p> <ul style="list-style-type: none"> • Lasts between 7 and 10 minutes (0.50 point) • Identifies first three main bullet points in <i>Outline</i> (1.50 point @ 0.50 point each) <ul style="list-style-type: none"> ○ History of theory or model ○ Visual representation of theory or model ○ Summary of case vignette • Designed and delivered around proposed theme or method in <i>Outline</i> on how theory or model will be presented in class (0.50 point) 	
TOTAL (7 points possible)	