



Welcome to Career Advising in Higher Education

HIED 5370
Fall 2017

This course satisfies requirements for the certificate in Academic Advising



Ricardo Montelongo, Ph. D.
Teacher Education Center (TEC) 319A
SHSU Box 2119
Huntsville, TX 77341
Phone (936) 294-1155
Email address: rxm059@shsu.edu

Please contact me for any course assistance

Virtual Office Hours (via Blackboard):

Monday-Friday 9:30am-3:00pm

Wednesdays 9:30am-3:00pm (Huntsville)

Thursday 9:30am-3:00pm (Woodlands Center)

In-person appointments are welcomed and encouraged.

Zoom Videoconference appointments are also available.

Connect with me on the following social media sites

Website: www.ricmontelongo.com

Twitter: @rmontelo #HIED5370

LinkedIn: www.linkedin.com/in/rmontelo

Be sure follow SHSU HIED on [Facebook](#) and [Twitter](#) for additional updates and notices

SHSU Motto: "A Measure of a Life is its Service"



A BRIEF INTRODUCTION AND WHY I TEACH THIS COURSE: My name is Dr. Ricardo Montelongo (most students call me Dr. Ric) and I am extremely excited to teach this course topic for the Spring semester. I come to this class with almost twenty years of professional experience working in a variety of student services areas in higher education. My experience includes work in career advising and counseling, including student employment offices. My diverse background brings a holistic perspective to career advising. As you'll soon find out this semester, career advising pays attention also to student development and identity and how they impact career decision-making. In this course, we will explore the many facets of career advising and learn more about how these services function within the overall structure of American higher education.

I. COURSE DESCRIPTION

This course addresses a wide range of career advising tools, theories, and assessments available in advising students in higher education. Students will examine the fundamental theories of career advising, advising on major selection, and gain familiarity with advising resources. (SHSU 2015-2016 Graduate Catalog). Credit: 3 hours. Prerequisite: Admission to the Academic Advising Certificate program.



II. COURSE OBJECTIVES

As a result of being enrolled in Career Advising in Higher Education, students will be able to:

1. Understand key foundational information on the history and evolution of career advising
2. Apply various theories, assessments and strategies within context of career advising and in overall higher education administration practice.
3. Address career advising issues for various student populations on campus.
4. Locate information resources to guide students through self-assessment in personality, interests, and skills.
5. Learn basic administrative issues for career centers, including management and assessment.

III. COURSE EVALUATION AND IDEA OBJECTIVES

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

1. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).

IV. COURSE CONTENT AREAS

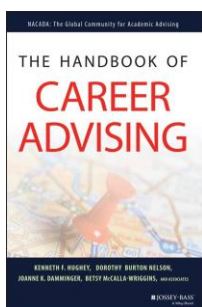
The course will be taught as a field seminar, meaning you will engage the literature on the subject matter, discuss it with current professionals in student affairs, and present your findings to your classmates for further discussion. This course is divided into four areas:

- Foundations

- Professionalism
- Skills & Practice
- Administration

V. LEARNING RESOURCES AND COURSE MATERIALS

Course Requirements – All course requirements and resources will be posted on the Blackboard page for this course. Students are expected to check Blackboard often. If you have any difficulties with Blackboard you can contact SHSU Online at <http://distance.shsu.edu/current-students/> or blackboard@shsu.edu Support Desk: in order to offer additional support to students, SHSU Online is implementing an “Around the Clock” service model at the SHSU Online Support Desk. This means support is available 24 hours a day, Monday-Friday, plus 7am- midnight on Saturdays, and 1pm-midnight on Sundays. <http://online.shsu.edu/campus/support-desk/> Note: all written assignments will be submitted electronically via Blackboard.



The required textbook for this course is *The Handbook of Career Advising, 1st Edition* by Kenneth F. Hughey, Dorothy Nelson, Joanne K. Damming, Betsy McCalla-Wriggins (2009) Jossey Bass Publishers/Wiley ISBN: 978-0-470-37368-2

Additional readings will be available, as needed, in the course. Instructions on how to obtain these supplemental readings will be available on our Blackboard site.

VI. COURSE POLICIES

Late Assignments – *All students are expected to complete learning tasks on schedule.* As this is a graduate-level course, late assignments **will not** be accepted. All due dates are specified in the class schedule/syllabus and students are responsible for knowing and meeting deadlines. Most assignments are to be submitted online via the course website **NO LATER THAN SUNDAY 11:59PM (known as “end-of-day”)** on the due date unless otherwise stated in email or writing from the instructor.

If you have extreme personal circumstances that warrant an exception, you must contact the instructor in advance and have prior approval for any late submission. Deadlines for submission are strict and technology problems or lack of preparation are not acceptable excuses for late assignments. Should you experience technology issues that impact the submission of your work through Blackboard, you must contact the instructor in advance of due date for alternate means of submitting your work.

Official Communication - Blackboard and SHSU e-mail accounts are the only official forms of communication for this course. No announcements will be delivered to an e-mail account other than an SHSU or Blackboard account. Therefore, it is imperative that you check your SHSU e-mail and Blackboard regularly. I suggest you definitely check on Mondays and Wednesdays.

Student Guidelines, Code of Conduct, Academic Dishonesty, & Grievances - All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not

limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. I have a zero tolerance policy for academic dishonesty, plagiarism, mis- or non-attribution, and cheating. An excuse of “I didn’t know” is not acceptable at the graduate-school level. SHSU takes this matter seriously and do not be tempted to risk your academic and professional career. Information on academic dishonesty can be found at [Procedures in Cases of Academic Dishonesty #810213](#). Student grievances pertaining to academics may also be found in the SHSU Academic Policy Manual [Academic Grievance Procedures for Students #900823](#)

Students with Disabilities Policy – It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Information on the policy can be found in the SHSU Academic Policy Manual-Students <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: [Disabled Student Policy #811006](#)

Student Basic Needs Statement – Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the SHSU Food Pantry. You can find information at <http://www.shsu.edu/dept/fye/food-pantry/>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess. *[statement adapted from Dr. Sara Goldrick-Rab]*

Student Absences on Religious Holy Days – Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. For a complete listing of the university policy, see: [Student Absences on Religious Holy Days #861001](#)

Academic Probation and Suspension – In case you are unfamiliar with the policy, two C’s in graduate courses results in a review by faculty as to whether or not the student should continue. A third C or an F results in an automatic termination from the program. Please review below link for additional policy information: <http://catalog.shsu.edu/graduate/academic-policies-procedures/degree-requirements-academic-guidelines/#probation-suspension>

Academic Support – Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Reading & Writing Center at <http://www.shsu.edu/centers/academic-success-center/writing/>

VII. COURSE EXPECTATIONS

Participation The class primarily occurs through asynchronous work with SHSU Online. In addition, a few synchronous meetings could be scheduled during the course to assist students with course requirements. Advance warning of these meetings and information regarding purpose will be provided.

A significant portion of our learning will occur through dialogue. Your learning in this class will be enhanced by your thoughts and ideas on the course topics. Therefore, you are expected to participate in all class assignments and discussions. Failure to contribute to course discussions will be noted immediately and could be referred to the HIED program coordinator or department for intervention if you fail to respond to my initial outreach.

This course provides a professional environment consisting of colleagues within the same career field. When communicating your ideas, please refrain from using demeaning language or conducting personal attacks. If personal conflicts arise, please address them outside the online space and consult me, if needed, to resolve any issues.



Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks. Participation points are awarded not only for logging into class, but also engagement with material and peers.

Written Assignments – All written assignments are expected to be grammatically correct. In addition, all written assignments are to be typed (not handwritten) and submitted via Blackboard’s “Assignments” tool (referred to by students as the “dropbox”), unless otherwise stated.

Appropriate Citation – Work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style and will be part of the grade for written work. You should have a desk copy of these guidelines. Refer to it regularly for all written work. A support link to Purdue University’s OWL on APA-style will be in Blackboard.

Changes in Syllabus or Course Assignments – Students are responsible for any and all syllabus, schedule, or assignment changes announced on Blackboard or through SHSU email.

VIII. GRADED WORK

Note: For most assignments, detailed instructions will be posted in Blackboard in advance of their due dates. All assignments are due by Sundays “end-of-day” = 11:59pm and must be submitted via Blackboard. If the course website is experiencing technical problems, email your assignment to rxm059@shsu by the due date and time. Technical difficulties are generally not an excuse for late work.

The primary means of learning for HIED 5370 will be through dialogue on the reading discussion boards. Each week by Tuesday 12noon, podcast presentations to the content area covered by your assigned readings will be provided to the class. I will post, as needed, a brief video giving feedback and thoughts with discussions that occurred during the week. Frequent checking of your Blackboard is required and necessary for success in this online course.

Introductory Writing Paper & Final Course Reflection – 10 points total
(Each submission 5 points each)

At the start of the semester, you will provide a response to a writing prompt addressing initial thoughts on career advising. Your thoughts and comments will guide your perspectives throughout the semester. At the end of the course, you will write a reflection describing your experiences, observations, and what you have learned from the course.

Career Advising In-Box – 30 points

We'll use this course as an opportunity to blend knowledge from work experiences, expertise from our peers, and course resources to respond to a real-life career advising situation provided by current college career advisors and counselors. You will provide a *microtheme* response to the case using a special Blackboard discussion. **Microtheme responses are very specific & concise strategic responses to the scenario that are no more than 250 words: your first original response to the discussion should post by Wednesday end-of-day.** You should read and respond to at least two other classmates "microthemes" before Sunday end-of-day. You should check the board and respond to questions and comments your peers provided to your microtheme. Responses can reflect many perspectives. High-quality responses will be shared with the contributor of the scenario for personal feedback. The case study scenario will be posted in Blackboard on Monday of its scheduled week found in the course calendar.

Blackboard Discussion Boards – 15 points total
(5 discussions @ 3 pts each)

Starting Week 3, you will be required to actively participate in the Blackboard discussion boards for chapter readings. The Blackboard discussion boards will be linked in the stated weekly lesson modules. You will be responsible for viewing all chapter podcast presentations. **You will provide two responses minimum for each week: an original post by Wednesday and one additional response by Sunday end-of-day.** Additional responses to discussions are highly encouraged. Points earned will reflect your participation, depth of response, and professionalism.

Midterm Examination – 25 points total

At the midterm point of the semester, you will be tested on course material up to Week 7. Students will be expected to prepare for a timed midterm examination administered online. The exam will open on Thursday 8am and close end-of-day Sunday on the scheduled week. You will have 90 minutes to complete this midterm exam and the Blackboard timer will start once you open. Students may use their text and notes during the midterm.

Career Advising Issue – 25 points

Career advising professionals are often called upon to prepare information explaining advising techniques and decision-making processes reflective of their consultation logs. This assignment will develop your skills in explaining in writing your understanding of issues in the field. You will select a common career advising issue for college students that is important, current, compelling, and interesting to you. You will browse literature from the field to help spark your ideas. You will then write a paper providing an overview of your issue and its importance in career advising. Detailed instructions will be posted on Blackboard.

Career Fair Audit – 30 points

To understand program development in career advising, you will select a college campus of your choosing (2-yr colleges included) and visit their career advising center to discuss career fair programming. You will be responsible for arranging an visit and making an appointment to meet center staff. Development, planning, and coordination of career fairs will be discussed with your selected center. You will also provide an environmental scan of how career services are provided to students at your selected school. Instructions with criteria will be provided on Blackboard.

Career Advising Case Study Competition – 50 points

As the major assignment for this course, students will participate in pairs (or small groups) for the analysis of a selected case study in career advising. The case study scenario will be shared by all teams. Approaches and information to present as strategies to work with the case study will be determined by each team. Once solutions are created, a 10-minute maximum presentation will be developed by team members. Presentations will then be judged by a volunteer panel of current members of the *Houston Area Consortium of Career Centers (HACCC)*. Dr. Ric will also judge and provide a possible tie-breaker vote, if needed. Feedback and evaluations by panelists will be returned to team members, along with points earned. Detailed instructions, rubric, and team member contribution rating will be posted on Blackboard.

Professionalism & Participation – 15 points

Points will be considered when you initiate and sustain constructive, insightful, and respectful dialogue in our online class. Everyone will start the semester with 12 points. What you do after the first day will determine the final points in this area. Those that go beyond minimum requirements will likely see these points go up and a very select few who provide superior work and effort will receive the full points. Late work, missed assignments, simply posting random thoughts on discussion boards, and unprofessionalism will likely drop your points. After all assignments are completed, these points will be assessed and placed in the overall course grade.

IX. POINT VALUES

Introductory Writing Paper & Course Reflection	10 pts (paper 5 pts + reflection 5pts)
Career Advising In-Box – Responses	30 pts
Blackboard Discussion Boards	15 pts (5 discussions @ 3 pts each)
Midterm Examination	25 pts
Career Advising Issue	25 pts
Career Fair Audit	30 pts
Career Advising Case Study Competition	50 pts
Professionalism & Participation	15 pts
TOTAL	200 pts

The grade scale for this course:

A = 180–200 total points
B = 160–179.99 total points
C = 140–159.99 total points
D = 120–139.99 total points
F = below 120 total points

PLEASE NOTE: I MAINTAIN A PAPER GRADEBOOK AS THE OFFICIAL GRADEBOOK FOR THE COURSE. THE ONLINE GRADEBOOK IS NOT THE OFFICAL GRADEBOOK.

X. USEFUL WEB RESOURCES:

- American College Personnel Association: <http://www.acpa.nche.edu>
- American Council on Education: <http://www.acenet.edu>
- American Association for Higher Education: <http://www.aahperd.org/aahe/>
- Association of American Universities: <http://www.aau.edu/>
- American Association of University Professors: <http://www.aaup.org/>
- Association of Governing Boards: <http://www.agb.org/>
- Association of Institutional Research: <http://airweb.org/>
- Association for the Study of Higher Education: <http://www.ashe.ws/>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>
- Council for Higher Education Accreditation: <http://www.chea.org/>
- National Academic Advising Association: <http://www.nacada.ksu.edu>
- National Association of College and University Business Officers: <http://www.nacubo.org/>
- National Association of Diversity Officers in Higher Education: <http://www.nadohe.org/>
- National Association of State Universities and Land Grant Colleges: <http://www.nasulgc.org/>
- National Association of Student Personnel Administrators: <http://www.naspa.org/>
- National Center for Public Policy and Higher Education: <http://www.highereducation.org>

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency. Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional AssociationS (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey focuses on the preparation received at SHSU. Students' responses to these surveys is critical to SHSU program excellence.