

EFOP 2059—Advising and Supporting Skills for Higher Education Professionals
University of Pittsburgh
Spring 2022
Mondays, 3:00-5:40
122 Victoria Building

Dr. Darris R. Means

Associate Professor

Pronouns used: he, his, his

darris.means@pitt.edu

Office Hours:

- Virtual Office Hour: Mondays from 10:00-11:00 (1/24-4/18 except during university holidays or when we have a class workday): <https://pitt.zoom.us/j/97779290555>
- By Appointment (best arranged by email)

* I will reply to all emails within 48 hours Monday-Friday when I am not traveling for work. I do not check or respond to emails over the weekend.

Course Introduction

As higher education professionals, we play critical roles in advancing the holistic development and wellness of students and colleagues (ACPA & NASPA, 2015). In recognition of these critical roles, this course is designed to enhance advising and supporting knowledge, skills, and dispositions of higher education professionals. The course will begin with an exploration of frameworks, philosophical approaches, and ethical considerations that support the holistic development and well-being of others and advance equity and justice in higher education. We will then examine interpersonal knowledge, skills, and dispositions to effectively advise and support individuals and groups. We will then discuss and apply knowledge in the areas of supervision, career development and advising, academic advising, supervision, student organization advising, crisis intervention, mentoring, and postsecondary education access and retention. Throughout the course, we will also have an opportunity to apply knowledge, skills, and dispositions learned to practice through a role playing activity. A course on advising, helping, and supporting in higher education necessarily deals with several topics that some may find hard to process. If you are finding this difficult, please do not hesitate to contact the instructor.

Course Objectives

As a result of participating in this course, students will be able to demonstrate

- 1) Knowledge of principles, theories, and approaches for advising and supporting individuals and groups in higher education;
- 2) Knowledge of and application of interpersonal and referral skills to advise, support, and collaborate with individuals and groups in higher education; and
- 3) Increased self-awareness of strengths, weaknesses, and personal strategies related to advising and supporting.

Required Texts:

Burke, M. G., Sauerheber, J. D., Hughey, A. W., & Laves, K. (2016). *Helping skills for working with college students: Applying counseling theory to student affairs practice*. Taylor & Francis. **Available via PittCat.**

Dunkel, N. W., Schuh, J. H., & Chrystal-Green, N. E. (2014). *Advising student groups and organizations* (2nd ed.). Jossey-Bass. **Available via PittCat.**

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Wagner, R., & Catalano, C. (Eds.) (2021). *Advising and supporting in student affairs*. Charles C. Thomas.

Supplemental Text:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Course Website and Additional Readings:

The course website is located on Canvas. The course website includes the syllabus, course materials, and course readings outside of the required texts. **You will submit all assignments via Canvas. Please note that you SHOULD NOT use Canvas to email Dr. Means; please email him directly using the University of Pittsburgh's email system.**

Academic Accommodations:

If you require special accommodations or classroom modifications, please notify both the instructor and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located in 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: [<http://www.drs.pitt.edu>].

Academic Integrity:

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity (<https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>).

Statement on Classroom Recordings:

Please be aware that I will record all lectures and presentations that occur during synchronous courses via Zoom in order to meet the accommodation needs of all students.

Equity and Justice Statement:

In this course, you will be challenged to consider and advance equity and justice in higher education. While you will be challenged, I also believe in providing support. If you are having any challenges with the readings or content in the course, please reach out to me so I can provide additional resources. My goal is to create an online learning environment where everyone, including myself, is challenged and supported to grow and learn.

Basic Needs Security Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The Care and Resource Support Team (412-624-5756 or PittCares@pitt.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Methods of Instruction and Course Expectations:

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

The course will employ a variety of approaches to instruction, including small and large group discussion, activities, case studies, lecture, and student-led discussion. Students will also be placed in learning circles; each learning circle will meet regularly during the course. Given the format employed in this course, student engagement in discussions and learning activities are imperative. Participation is valued when students build upon one another's contributions; provide meaningful connections to the readings; and increase the complexity and fruitfulness of the discussion. Therefore, your professional and active involvement in the process is essential for your successful completion of this course. In addition, I do not view myself with all the knowledge on advising and supporting skills. Instead, I view myself as a facilitator of learning, and I am here to learn alongside you this semester. I believe you are responsible for your learning and development. If you are not being challenged, please let me know and I am happy to offer additional recommended readings. If you need additional support as you complete the course, please let me know and I am happy to meet with you.

Attendance

This course meets on Mondays from 3:00-5:40. You need to be present to engage fully in the course content. However, students can and should miss class in order to observe religious holidays not formally recognized by the University. For the health and safety of the course, you should not attend class if you need to quarantine or isolate due to COVID-19, the flu, the common cold, etc. If you are unable to attend class, you are asked to engage in the assigned readings for the class, review the class PowerPoint, and review the brief recap of the class, which will be available on the course website. If you need to miss class on a day you are assigned to present, you will be asked to submit a 1-2-page paper no later than a week following the missed class in response to the following prompt: What are two lessons learned based on the readings assigned for this week and how will I apply these two lessons learned to my professional practice? The paper will substitute the grade for the presentation. Please notify Dr. Means prior to the start of class should you need to be absent.

If the instructor needs to quarantine or isolate due to COVID-19, the flu, the common cold, etc., the class will be moved to a synchronous or asynchronous format. The instructor will do his best to notify you in advance of any potential changes to the class format.

My Thoughts on COVID-19 Pandemic and the Course:

My primary concern as we move through the semester is your well-being and the well-being of your family members, friends, and your community. While I have high expectations that you will remain engaged in the course, you should communicate directly with me if you find yourself in a situation where you need additional support or accommodations. Recognizing the stress of the COVID-19 pandemic, I have made several decisions as an instructor to ensure an engaging yet reasonable course. For example, I will provide time during class to work on group assignments.

APA Writing Style

For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (7th edition). Students are also asked to check all submitted written works for grammar/spelling and syntax errors. You are encouraged to utilize the Pitt Writing Center (<https://www.writingcenter.pitt.edu/graduate-services>) for assistance with grammar, sentence structure, and organization.

Late Submissions

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Except in cases of acute emergencies, all late work is subject to a 10-percent reduction in grade for each day that it is late. If you find yourself needing more time on an assignment, we can discuss an extension if you contact me prior to the deadline. Please understand that any assignments submitted after the deadline may not receive feedback in a timely manner.

Course Assignments:

Course requirements include oral and written assignments that involve individual and group work. Your final grade will be calculated using the following scale (%): A+ 97-100; A 94-96; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+77-79; C 74-76; C- 70-73; Less than 70 is an F. **Please note I do not round up final grades.**

You will be evaluated on the following items:

I. Reflexivity and Developing a Helping Philosophy (Learning Objectives: 1-3) (55 points)

Your “personal philosophy of helping will provide a framework from which to base your professional practice. This personal helping philosophy is a compass that provides navigation. It will serve as a roadmap for judgment, and therefore influences actions” (Burke et al., 2016, p. 172). Throughout the semester, you will be asked to engage in activities and reflections to help you reflect on and enhance your personal philosophy of helping as a higher education professional. This project has five components.

- a. Component 1 (5 points; Due by 3:00pm on Monday, January 24th): You will complete a photo-elicitation project.** You are asked to consider the following question: Who am I as a helping professional? Based on your response, please take a photograph that captures your response. You will upload the photograph to a Canvas discussion board with a 2-3 sentence description. Students who complete the assignment will receive full credit.
- b. Component 2 (10 points; Due by 3:00pm on Monday, January 31st): You will reflect on your strengths and weaknesses as a helping professional and develop an action plan.** You are asked to first reflect on your strengths and weaknesses as a helping professional. You are then asked to contact someone who knows you as a helping professional (student, supervisor, mentor, colleague) and ask them if they could share with you 1-3 strengths and 1-3 weaknesses you have as a helping professional. Based on your strengths and weaknesses, you will develop and submit a 1-page action plan. Your action plan should include: (a) a list of your strengths as a helping professional, (b) a list of your weaknesses as a helping professional, (c) one semester goal you have to improve as a helping professional, and (d) a chosen activity outside of course requirements you can engage in to help you meet your goal (e.g., reading a book, listening to a podcast, watching a TedTalk, talking with a mentor or possibility mentor for advice). Your action plan will be evaluated on answering each component of the action plan and thoughtfulness you put into the action plan. **You will submit your action plan via Canvas.**
- c. Component 3 (10 points; Due by 3:00pm on Monday, February 7th): You will reflect on your subjectivities and positionality as a helping professional.** Our subjectivities (i.e., our personal histories, worldviews, and professional and education experiences) and/or our positionalities (the intersection of our race, class, gender, sexuality, ability class, and other social identities) can shape our perspectives and approaches as helping professionals. In this assignment, you will write a 1-2-page reflection on three ways in which your subjectivities and/or positionality shape your perspectives and approaches as a helping professional and two strategies you can employ in your practice to remain conscious of how your subjectivity and positionality shape your approach as a helping professional. **Please do not feel compelled to write about anything you are uncomfortable sharing with the instructor.** Your reflection

will be evaluated on organization, clarity, and thoughtfulness. **You will submit your reflection paper via Canvas.**

- d. **Component 4 (15 points; Due by 3:00pm on Monday, February 28th): You will reflect on your action plan progress and your learning in the course thus far.** In this assignment, you are asked to write a 1-2-page, mid-course reflection that answers the following questions: (a) Based on the goal included in your action plan, what progress have you made on meeting your goal? and (b) Based on the course topics covered thus far, what are two lessons learned that can be used to enhance your advising and supporting skills as a higher education professional (please be sure to cite appropriate literature in your reflection). Your reflection will be evaluated on organization, clarity, thoughtfulness, progress on your goal, and integration of literature. **You will submit your reflection paper via Canvas.**
- e. **Component 5 (15 points; Due by 3:00pm on Monday, April 25th): You will offer a final reflection on your action plan progress and your learning in the course.** In this assignment, you are asked to write a 1-2-page, final reflection that answers the following questions: (a) Based on the goal included in your action plan, did you meet your goal? If so, what did you do to meet your goal? If not, how will you move forward with meeting your goal after this course? and (b) Based on the course topics covered since the mid-course reflection, what are two lessons learned that can be used to enhance your advising and supporting skills as a higher education professional (please be sure to cite appropriate literature in your reflection). Your reflection will be evaluated on organization, clarity, thoughtfulness, progress on your goal, and integration of literature. **You will submit your reflection paper via Canvas.**

II. **Practicing Interpersonal and Helping Skills (Learning Objectives: 1-3) (15 points)**

Each student will have an opportunity to practice interpersonal and helping skills covered in the class and readings through role-playing. Within the learning circle, each student will role-play as a higher education professional offering support and role-play as a student seeking support. Learning circles can determine the pairing as long as each student has the opportunity to role-play a higher education professional offering support and role-play a student seeking support. Each pair will have an opportunity to role play twice during the semester. Each student-higher education professional pair will have an 8-10-minute session and 3 minutes of reflection from observers (other members of the learning circles will have an opportunity to offer feedback based on course readings/discussion to the person who is role playing the higher education professional).

Role-playing a student:

- i. Identify some specific characteristics about your student (year in school, major, activities or roles on campus, etc.) so that you can more effectively develop the role.
 - ii. Choose an issue that you will seek support on from a higher education professional.
 - iii. Study the issue of interest in enough depth to portray accurately the issue and the way the student is presenting it. I would recommend using articles and potentially videos to study the issue of interest. While this is important practice, I would be mindful about topics that may be triggering to people in the learning circle; you all can discuss those topics as a learning circle or send the list of topics to Dr. Means and he will share with the learning circle.
 - iv. Do not brief your partner on the student or issue prior to the first day of the role play.
- b. **Role-playing a higher education professional:**
- i. Identify your role on campus. This may be related to a functional area of interest in higher education or where you currently work in higher education.
 - ii. Listen and respond to the student as they present the concerns to you. Use both your interpersonal and helping skills and your knowledge of college students and campus resources to respond.

- iii. After each role-playing activity as a higher education professional, you will receive three minutes of feedback from your learning circle about on the following skills: active listening, responding with empathy, checking understanding, probing, summarizing, challenging, goal-setting/strategies to accomplish goals, and other areas identified by the observers.
- c. **Reflection paper (15 points; Due by 3:00pm on Monday, March 14th):**
You will write a 2-page reflection paper that outlines (a) the nature of the concern you presented as a student and what you learned from taking the student's perspective, (b) one strength of your role-play as a higher education professional, and (c) one shortcoming of your role-play as a higher education professional and how you can work on addressing the shortcoming. You will be graded on your paper's organization, clarity, thoughtfulness, and ability to respond to each component of the reflection paper. **You will submit your reflection paper via Canvas.**

III. **Advising and Supporting in Higher Education Discussion (Learning Objective: 1) (20 Points Total)**

Students will be able to enrich their understanding of advising and supporting context in higher education by frequently making connections between principles discussed in the class and actual situations in the working environment. Students can make connections between a higher education context and the course topics by noting articles in the press about advising and supporting skills, challenges, and opportunities. Our focus is on higher education; therefore, *The Chronicle of Higher Education*, *Inside Higher Education*, and *Diverse: Issues in Higher Education* are recommended sources, but any news source could work for the assignment.

In your learning circle, students will be assigned a topic and will be asked to lead a 35-minute discussion. Each learning circle will choose an article from the mentioned sources above that relates to the topic of that week's discussion. Students will choose recent articles, no older than January 2021. The learning circle leading discussion should share a link to the article and a one paragraph description of the article by 11:59pm on the Monday prior to their presentation via a designated discussion on Canvas. During the class, students will

- Play a part of a song that reflects that week's topic and offer a debriefing between the song and this week's class (this will be a centering activity): 5 minutes
- After the instructor provides context for the class topic, each learning circle will provide an overview of the chosen article and lead a discussion/activity for the class related to the article and that week's topic: 30 minutes.

To support the learning circle in completing the activity. Learning Circles will engage in the following activities:

- **Component 1 (5 points; due by 3:00pm on Monday, January 24th): Learning circles will develop a 1-2-page team agreement.** The agreement should include: (a) a list of agreements or expectations of each other that will guide the work of the learning circle; (b) roles and responsibilities, if any, each person will have in the learning circle to complete the work; and (c) strategies for addressing conflicts and challenges that may arise in the learning circle. You will be given time to work on this during the first class. You will submit the learning agreement via email to Dr. Means (darris.means@pitt.edu).
- **Component 2 (5 points): Learning circles will meet with Dr. Means** for 15 minutes to discuss their plan for their assigned class and to reflect on how the learning circle is adhering to the team agreement. The meeting will occur approximately three weeks prior to their assigned class. Learning circles will receive points for participation.

- **Component 3 (10 points): Learning circles will be graded on the implementation of their class discussion/activity.** The discussion will be graded on clarity, organization, ability to engage colleagues in conversation, and ability to stay within the designated time limit for the discussion.

IV. Participation (Learning Objectives 1-3) (10 points): At the end of the semester, you will grade your participation and commitment to the course. In addition, your learning circle will provide input on your participation. **The rubric will be submitted to Dr. Means via email by 3:00pm on Monday, April 25th.** The following rubric will be used to evaluate your participation:

- a. Unsatisfactory (0-4 points)** – Uninvolved in the course, including not being present or not contributing to the overall course, and the student success intervention project.
- b. Minimally acceptable (5 points)** – Minimally involved, including being present but not attentive and late with deadlines and assignments.
- c. Below Average (6 points):** Passive participation including being present, awake, alert, attentive, but not actively involved in the overall course, and the student success intervention project. Make irrelevant contributions that inhibit the progress of the others.
- d. Average (7-8 points):** Reactive participation; only participated when instructor or colleagues asked for their help or support, but they do not provide supportive, follow-up contributions that are relevant and of value.
- e. Above Average (9 points)** –Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others in the course and the student success intervention project.
- f. Excellent (10 points)** – Proactive participation through leading, originating, informing, and challenging contributions that reflect in-depth thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

Course Outline:

In preparation for class, complete the readings that are assigned for each week prior to the class session

* Indicates that the reading is from one of the required texts and is available for free using PittCat.

Wk	Date	Course Content	Assignments
1	January 10 (Class will meet via Zoom)	Introduction to Advising and Supporting in Higher Education Required Readings Prior to Class: *Burke and colleagues-Chapter 1 Fochtman, M. M. (2006). Managing, supervising, advising and mentoring: Each requires a unique hat for the professional. <i>Campus Activities Programming</i> , 47-52. The Syllabus	
2	January 17 (No Class; Dr. Martin Luther King Jr. Day of Observance)		

3	January 24	<p>Ethical Responsibilities and Philosophical Approaches as a Helping Professional in Higher Education and Development of Your Helping Philosophy</p> <p>Required Readings Prior to Class:</p> <p>*Burke and colleagues- Chapter 7</p> <p>*Wagner & Catalano (Eds.)-Chapters 1, 3, and 4</p>	<p>Reflexivity and Developing a Helping Philosophy: Component I due by 3:00pm on Monday, January 24th</p> <p>Advising and Supporting in Higher Education Discussion: Component I due by 3:00pm on Monday, January 24th</p>
4	January 31	<p>Equity, Justice, and Diversity and Being a Helping Professional in Higher Education</p> <p>Required Readings Prior to Class:</p> <p>Croom, N. N., & Kortegast, C. A. (2018). When ignoring difference fails: Using critical professional praxis. <i>About Campus</i>, 23(1), 27-31.</p> <p>*Wagner & Catalano (Eds.)-Chapters 2 and 7</p>	<p>Reflexivity and Developing a Helping Philosophy: Component II due by 3:00pm on Monday, January 31st</p>
5	February 7	<p>Introduction to Interpersonal and Helping Skills</p> <p>Learning Circle 1: Meet with Dr. Means</p> <p>Required Readings Prior to Class:</p> <p>*Burke and colleagues-Chapter 3</p> <p>*Wagner & Catalano (Eds.)-Chapters 9 and 12</p>	<p>Reflexivity and Developing a Helping Philosophy Component III due by 3:00pm on Monday, February 7th</p>
6	February 14	<p>Interpersonal and Helping Skills: Part II</p> <p>Learning Circle 2: Meet with Dr. Means</p> <p>Required Readings Prior to Class:</p> <p>*Burke and colleagues-Chapters 4 and 5</p>	
7	February 21	<p>Crises and Trauma in Higher Education</p> <p>Required Readings Prior to Class:</p> <p>Reynolds, A. L. (2013). College student concerns: Perceptions of student affairs practitioners. <i>Journal of College Student Development</i>, 54(1), 98-104.</p>	<p>Learning Circle 1: Upload Article and Paragraph via Canvas Discussion Board by 11:59pm on Monday, February 21st</p>

		*Wagner & Catalano (Eds.)-Chapters 6, 8, and 11	
8	February 28	<p>Supervision in Higher Education</p> <p>Learning Circle 1: Lead Class Discussion</p> <p>Learning Circle 3: Meet with Dr. Means</p> <p>Required Readings Prior to Class:</p> <p>Hirt, J. B., Frank, T. E., & Perillo, P. A. (2016). Staffing and Supervision. In J. Schuh, S. R. Jones, & V. Torres (Eds.), <i>Student services: A handbook for the profession</i> (6th edition) (pp. 423-436). Jossey-Bass.</p> <p>Roper, L. D. (2011). Supervising across cultures: Navigating diversity and multiculturalism. <i>New Directions for Student Services, 136</i>, 69-80.</p> <p>Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. <i>Journal of College Student Development, 47</i>(4), 465-480.</p> <p>Article assigned by Learning Circle 1</p>	<p>Reflexivity and Developing a Helping Philosophy: Component IV due by 3:00pm on Monday, February 28th</p> <p>Learning Circle 2: Upload Article and Paragraph via Canvas Discussion Board by 11:59pm on Monday, February 28th</p>
9	March 7 (Spring Break; No Class)		
10	March 14	<p>Career Advising and Development</p> <p>Learning Circle 2: Lead Class Discussion</p> <p>Learning Circle 4: Meet with Dr. Means</p> <p>Learning Circle 5: Meet with Dr. Means</p> <p>Required Readings Prior to Class:</p> <p>Dollarhide, C. T. (1999). Career process and advising: Tools for the advisor. <i>NACADA Journal, 19</i>(2), 34-36.</p> <p>Means, D.R., Bryant, I., Crutchfield, S., Jones, M., & Wade, R. (2016). Building bridges: College to career for underrepresented college students. <i>Journal of College Student Development, 57</i>(1), 95-98.</p>	<p>Practicing Interpersonal and Helping Skills (Role-Play) Reflection Paper due by 3:00pm on Monday, March 14th</p>

		<p>Vinson, B. M., Reardon, R. C., & Bertoch, S. C. (2014). Career services at colleges and universities: A 30-year replication study. <i>Journal of College Student Development</i>, 55(2), 203-207.</p> <p>Article assigned by Learning Circle 2</p> <p>Choose One of the Following Articles to Read:</p> <p>Creamer, E. G., & Laughlin, A. (2005). Self-authorship and women’s career decision making. <i>Journal of College Student Development</i>, 46(1), 13-27.</p> <p>Grier-Reed, T., & Ganuza, Z. (2012). Using constructivist career development to improve career decision self-efficacy in TRiO students. <i>Journal of College Student Development</i>, 53(3), 464-471.</p> <p>Parks-Yancy, T. (2012). Interactions into opportunities: Career management for low-income, first-generation African American college students. <i>Journal of College Student Development</i>, 53(4), 510-523.</p> <p>Poon, O. (2014). “The land of opportunity doesn’t apply to everyone”: The immigrant experience, race, and Asian American career choices. <i>Journal of College Student Development</i>, 55(6), 499-514.</p>	
11	March 21 st (Class Work Day)	Class Work Day	Learning Circle 3: Upload Article and Paragraph via Canvas Discussion Board by 11:59pm on Monday, March 21st
12	March 28	<p>Academic Advising</p> <p>Learning Circle 3: Lead Class Discussion</p> <p>Learning Circle 6: Meet with Dr. Means</p> <p>Required Readings Prior to Class:</p> <p>Lee, J. A. (2018). Affirmation, support, and advocacy: Critical race theory and academic advising. <i>NACADA Journal</i>, 38(1), 77-87.</p>	Learning Circle 4: Upload Article and Paragraph via Canvas Discussion Board by 11:59pm on Monday, March 28th

		<p>Lowenstein, M. (2020). If advising is teaching, what do advisors teach? <i>NACADA Journal</i>, 40(2), 5-14.</p> <p>Zilvinskis, J., Barber, R. E., Brozinsky, J. L., & Hochberg, S. R. (2020). Measuring the differential effects of behaviors of academic advisors for students with disabilities. <i>NACADA Journal</i>, 40(2), 15-34.</p> <p>Article assigned by Learning Circle 3</p>	
13	April 4	<p>Student Organization Advising</p> <p>Learning Circle 4: Lead Class Discussion</p> <p>Required Readings Prior to Class:</p> <p>*Dunkel and Colleagues-Chapters 1, 2, and 4</p> <p>*Wagner & Catalano (Eds.)-Chapter 5</p> <p>Article assigned by Learning Circle 4</p>	<p>Learning Circle 5: Upload Article and Paragraph via Canvas Discussion Board by 11:59pm on Monday, April 4th</p>
14	April 11	<p>Postsecondary Education Access and Retention and Helping Professionals</p> <p>Learning Circle 5: Lead Class Discussion</p> <p>Required Readings Prior to Class:</p> <p>Bloom, J. (2008). The pedagogy of college access programs: A critical analysis. <i>ASHE/Lumina Policy Briefs and Critical Essays</i>, (5).</p> <p>Museus, S. D., & Neville, K. M. (2012). Delineating the ways that key institutional agents provide racial minority students with access to social capital in college. <i>Journal of College Student Development</i>, 53(3), 436-452.</p> <p>Hutson, B. L., & Bloom, J. L. (2007). The impact of appreciative advising on student success. <i>eSOURCE for College Transitions</i>, 5(1), 7-8.</p> <p>Article assigned by Learning Circle 5</p>	<p>Learning Circle 6: Upload Article and Paragraph via Canvas Discussion Board by 11:59pm on Monday, April 11th</p>
15	April 18	<p>Mentorship</p> <p>Learning Circle 6: Lead Class Discussion</p>	

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		<p>Required Readings Prior to Class:</p> <p>Crisp, G., & Alvarado-Young, K. (2018). The role of mentoring in leadership development. <i>New Directions for Student Leadership</i>, 158, 37-47.</p> <p>*Wagner & Catalano (Eds.)-Chapter 10</p> <p>Article assigned by Learning Circle 6</p>	
16 (No Class)	April 25	Component V and Participation Feedback Due	<p>Reflexivity and Developing a Helping Philosophy: Component V due by 3:00pm on Monday, April 25th</p> <p>Participation Feedback due by 3:00pm on Monday, April 25th</p>

Learning Circle Assignments

Learning Circle 1: Cawley, Frank, Johnson, Reynolds

- Assigned Topic: Supervision in Higher Education
- Date of Meeting with Dr. Means: Monday, February 7th
- Deadline for Uploading Article and Paragraph via the Canvas Discussion Board: 11:59pm on Monday, February 21st
- Date of Leading the Class Discussion: Monday, February 28th

Learning Circle 2: Bankson, Gogola, Griffin, Kauffman, Landers

- Assigned Topic: Career Advising and Development
- Date of Meeting with Dr. Means: Monday, February 14th
- Deadline for Uploading Article and Paragraph via the Canvas Discussion Board: 11:59pm on Monday, February 28th
- Date of Leading the Class Discussion: March 14th

Learning Circle 3: Milberger, Scales, Shaw, Walsh

- Assigned Topic: Academic Advising
- Date of Meeting with Dr. Means: February 28th
- Deadline for Uploading Article and Paragraph via the Canvas Discussion Board: 11:59pm on Monday, March 21st
- Date of Leading the Class Discussion: March 28th

Learning Circle 4: Anaya, Blumenfeld, Friedman, Jones, King

- Assigned Topic: Student Organization Advising
- Date of Meeting with Dr. Means: March 14th
- Deadline for Uploading Article and Paragraph via the Canvas Discussion Board: March 28th

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- Date of Leading the Class Discussion: April 4th

Learning Circle 5: D'Alicandro, McLean, Pfanstiel-Robinson, White

- Assigned Topic: Postsecondary Education Access and Retention and Helping Professionals
- Date of Meeting with Dr. Means: March 14th
- Deadline for Uploading Article and Paragraph via the Canvas Discussion Board: April 4th
- Date of Leading the Class Discussion: April 11th

Learning Circle 6: Greenwald, Hayhurst, Long, McNeil

- Assigned Topic: Mentorship
- Date of Meeting with Dr. Means: March 28th
- Deadline for Uploading Article and Paragraph via the Canvas Discussion Board: April 11th
- Date of Leading the Class Discussion: April 18th