Muriel S. Keller

PACADA Presents Forum

April 28, 2016
LWSN 1142
Muriel S. “Midge” Keller
PACADA Professional Development
2016 Grant Recipients

Jacqueline Brown, Purdue Polytechnic Institute
Mandy Chalk, Exploratory Studies
Molly Gilbert, College of Science
Shavonne Holton, Purdue Polytechnic Institute
Jessica Knerr, Health & Human Sciences
Ashley Maloff, Mechanical Engineering
Katie Miller, Student Success
Storie Pedley, College of Pharmacy
Jennifer Rosselot-Wilkins, Health & Human Sciences
If Advising is Teaching, Where is my Syllabus?

Susan Aufderheide, Ph.D.
Director, Exploratory Studies
Purdue University
West Lafayette, IN
USA
ACADEMIC ADVISING IS

according to the National Academic Advising Association, "a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes."
ADVISING IS TEACHING

**Pedagogy** – utilizing models of advising effectively, provides feedback, assessing learning as a result of advising

**Curriculum** - from reasons why student pursues higher education down to the nuts & bolts of actually getting the degree

**Student Learning Outcomes** – determined at University level across all programs
Purdue’s Goals for Academic Advising …

...Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives

...Provide accurate and timely information about degree requirements and institutional policies, procedures, and courses so students can select appropriate courses and other educational experiences

...Evaluate and monitor student academic progress and empower students to demonstrate self-direction and self-sufficiency in the achievement of their educational goals.

...Make student aware of and refer to educational, institutional, and community resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities; disability resource services; academic success center)
STUDENT LEARNING OUTCOMES

Statements that describe what students are expected to know, do and value by a specific time.
Students will identify fields of study that are consistent with their interests, abilities, and life goals.

Students will develop and implement a meaningful educational plan.

Students will know how to locate University policies and procedures regarding registration, academic standing, and student conduct.

Students will identify and utilize resources independently to evaluate their progress toward degree completion.

Students will know where and how to access appropriate support services to accommodate their unique needs.
We are teachers – where is our syllabus?
VALUE OF CREATING A SYLLABUS

Familiar academic roadmap of key information
Contact information in one place
Excellent format to address philosophy of advising
Great way to begin conversation about:
\[\text{the role of advising}\]
\[\text{student's responsibilities in an advising relationship}\]
\[\text{advisor's responsibilities in an advising relationship}\]
\[\text{what advising is NOT}\]
\[\text{academic & advising resources}\]
\[\text{relationship between curricular & co-curricular activities}\]
Exploratory Studies, Purdue University
Susan Aufderheide, Ph.D.

Advising Syllabus, 2015-16

**Main Office:**
Location: Young 8th floor next to elevator
Hours: 8:00am-11:45am; 1:00pm-4:45 pm

**Contact Information:**
Phone: 765-494-9675 (campus phone: 49675)
You may make an appointment with me online at [https://webapps.krannert.purdue.edu/kap/Calendar](https://webapps.krannert.purdue.edu/kap/Calendar)
Email: ska@purdue.edu
Exploratory Studies Advising

Philosophy/Mission/Objectives:

Academic advising is a collaborative educational process; you and your advisor are partners in meeting the essential learning outcomes that support student success. This partnership requires participation and involvement of both you and your advisor and spans your whole education experience at Purdue.
ADVISEE RESPONSIBILITIES:

EXPECTATIONS/RESPONSIBILITIES OF STUDENTS:
Your Exploratory Studies Advisor expects you to:

• Schedule regular appointments and/or contacts during each semester including:
• Arrive to appointments on time and prepared with questions and/or topics to discuss
• Read purdue e-mail daily and read Exploratory Studies newsletter
• Be open to developing and clarifying your personal values and goals
• Keep a record of your academic progress and goals
• Seek help before a situation becomes a crisis
• Take an active role in the investigation of potential majors and/or careers
• Select courses each semester to progress toward fulfilling your personal educational plan
• Seek out campus resources and services to assist help meet academic, personal, and career goals
• Accept responsibility for your decisions and actions
EXPECTATIONS/RESPONSIBILITIES OF ADVISORS:
You can expect your Exploratory Studies Advisor to:

- Interpret Purdue degree requirements, policies, and procedures
- Provide a safe space in which to share your questions, aspirations, concerns, and interests
- Assist in the exploration of areas of study and corresponding career options
- Refer you to campus services, organizations, faculty, and staff members as needed
- Respond to your e-mail within 24 hours during the work week unless there is a message from “out of office assistant” (must use Purdue e-mail)
- Maintain confidentiality
- Assist you in making academically sound course and major decisions
- Provide you with accurate and up-to-date information regarding course, major, and CODO requirements
RECOMMENDED ADVISING RESOURCES TO REVIEW:

Exploratory Studies Webpage: http://www.purdue.edu/exploratorystudies
Course Information Webpage: www.purdue.edu/Purdue/course_info
MyPurdue: https://mypurdue.purdue.edu
Purdue University Home Page: www.purdue.edu
Examples of other syllabii are here to view over break
QUESTIONS?

Susan Aufderheide, Ph.D.
ska@purdue.edu
International Conference: Sheffield, UK

Join us for the 2017 NACADA International Conference

Hosted by Sheffield University (in the new Diamond building), Sheffield, the United Kingdom
July 10-13, 2017

“The Future of Academic Advising: Connecting and Consolidating Students’ Experiences and Education.”
“Wiki-Wise: Creating a Dynamic Departmental Knowledge Store”

Presented by: Jennifer McDonald & Beth Jones

http://prezi.com/8k9vskvtzr_v/?utm_campaign=share&utm_medium=copy
Through the year

August
EDPS 10500 begins
Drop/Add period

September
Family Day – all advising staff attend Saturday morning event to meet parents
Laying Tracks appointments
September Check-In Appointments
Checking in with OEX sophomores
Check OUD hours & send "must move" letters
Recruitment/Orientations for EXPL Ambassadors and ESAC

October
Recruiting events
Registration begins
  * Sample registration emails/warnings about SC non-completion
  * Typical registration appointments
  * Registration-related Access Updates
  * Override issues
Withdrawal deadlines and issues
NACADA conference

November
Registration continues
Recruiting events continue

December
CODD in students appear
CODD Out procedure
Incoming transfer student registration
End-of-semester grade checking
Sample emails to send students about grades

January
Spring EDPS 105 begins
VETERINARY MEDICINE

The Veterinary Medicine (DVM) program prepares students to become veterinarians. This is a professional program, and prospective students apply for admission after completing 2-3 years of specific pre-veterinary requirements.

The program is designed to provide a comprehensive education that prepares students for careers in veterinary medicine.

Admission Requirements:
- A minimum of 100 hours of coursework completed by the end of the junior year.
- At least 30 hours of college-level science coursework, including 18 hours of biology and 9 hours of chemistry.
- Proficiency in mathematics through calculus or a course in calculus-based physics.
- At least 18 hours of social science coursework.
- A minimum GPA of 3.25.
- Pass the Veterinary Aptitude Test (VAT).

Vet Tech Programs:
- Associate of Applied Science in Veterinary Technology
- Bachelor of Science in Veterinary Technology

Veterinary Medicine Degrees:
- Doctor of Veterinary Medicine (DVM)
- Master of Science in Veterinary Science

Veterinary Medicine Program:
- Offered at the College of Veterinary Medicine, Purdue University
- Includes courses in anatomy, physiology, pharmacology, and pathology.
- Provides a strong foundation in diagnostic and treatment procedures.
- Prepares students for careers in veterinary medicine and related fields.

Veterinary Medicine Specialties:
- Small Animal Medicine
- Large Animal Medicine
- Veterinary Surgery
- Veterinary Internal Medicine
- Veterinary Radiology

Contact Information:
- College of Veterinary Medicine
- Purdue University
- West Lafayette, IN 47907
- Phone: (765) 494-8710
- Email: vtmajors@purdue.edu

Vet Tech Programs:
- Associate of Applied Science in Veterinary Technology
- Bachelor of Science in Veterinary Technology

Future Opportunities:
- Veterinarians
- Laboratory technicians
- Animal health professionals
- Veterinary educators

Admission Requirements:
- High school diploma or equivalent
- Minimum of 45 credit hours completed by the time of application
- At least 18 hours of college-level science coursework, including 12 hours of biology and 6 hours of chemistry
- Minimum GPA of 3.0
- Pass the Veterinary Aptitude Test (VAT)

Veterinary Medicine Programs:
- Doctor of Veterinary Medicine (DVM)
- Master of Science in Veterinary Science

Veterinary Medicine Enrollment:
- Approximately 200 students enrolled
- 1:1 female-to-male ratio

Veterinary Medicine Alumni:
- Over 30,000 graduates
- Graduates are employed in a variety of fields, including veterinary hospitals, research institutions, and government agencies.

Veterinary Medicine Research:
- Conducts research in a variety of areas, including infectious diseases, pathology, and regenerative medicine.

Veterinary Medicine Facilities:
- State-of-the-art facilities
- Advanced technology and equipment

Veterinary Medicine Careers:
- Veterinarians
- Veterinary technicians
- Animal health professionals
- Veterinary educators

Veterinary Medicine Opportunities:
- Opportunities for graduates in both the United States and internationally
- Many graduates choose to pursue careers in veterinary medicine, research, and education.

Contact Information:
- College of Veterinary Medicine
- Purdue University
- West Lafayette, IN 47907
- Phone: (765) 494-8710
- Email: vtmajors@purdue.edu
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Welcome to the EXPL Resource Guide, a wiki designed by EXPL advisors for EXPL advisors!

This is a "dynamic document," so please make changes to any page as needed. :)

Contents by Category:

About EXPL
Access
Calendar
College Specific Information
EXPL Programs
Important Campus Offices
Mass E-mail Examples
Procedures
Recruitment
STAR
Types of EXPL Appointments

If you want to jump directly to a page within one of the folder categories above, use the Navigator box (hit the "<back" button first) ---------------------->

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Some style suggestions:

- All caps and lowercase letters in capital letter; period little writing. Also "It's" not "it's"...
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Some style suggestions:
- All page and folder titles in capital letters, except little words, like "of" and "and".
- Folders must have unique names from other folders and pages must have unique names from other pages, but a page and a folder can have the same name. :)
- Links should be edited to open in a new window - that is, so it will open up a new tab in your browser.

Official PBWorks stuff:
- The PBworks Manual can help show you how to edit, add videos and invite users.
- The best way to get your support questions answered is to click the help link at the top of this page. Our support gurus will get back to you asap.
RESILIENCE: Traits, Systems, and Strategies for Student Persistence
PERMISSION TO MAKE MISTAKES

I, ________________________ (THE ARTIST), HERBY ACKNOWLEDGE THAT ON OCCASSION IT IS COMPLETELY NORMAL/HUMAN/EXPECTED THAT MISTAKES OCCUR, AND THAT WHEN THEY HAPPEN I WILL NOT SPEND AN EXORBANANT AMOUNT OF TIME BEATING MYSELF UP OVER IT. I UNDERSTAND THAT I HAVE FULL PERMISSION AND AM EXPECTED TO MAKE MISTAKES ON A REGULAR BASIS.

SIGNED

..................................................

DATED

..................................................
WHAT IS/ISN’T RESILIENCE?

In Academic Language: “the process of reintegrating from disruptions in life” (Buzzanell, 2011, p. 2)

THE ABILITY TO BOUNCE BACK AFTER ADVERSITY

Product of Traits, Systems of Support, and Strategies
What does RESILIENCE look like?

SIBLINGS to RESILIENCE:
Kolb’s Theory of Learning (CE & AE) + learning styles
Dweck (Mindset)
Angela Duckworth (Grit)
Proactivity

LEVELS of RESILIENCE
Some have failed (a lot)
Some have never failed
Some are in-between
ACADEMIC COACHING TO PROMOTE RESILIENCE

ACADEMIC COACHING IS...

...actively challenging students to think about his or her personal and professional goals in order to relate them to his or her academic/educational goals by assessing and gauging a student’s unique personal situation and academic needs to aid in providing feedback to the student to encourage self-reflection about “learning moments” and experiences to build motivation and self-efficacy.

Think about the 6 D’s

- Disarm
- Discover
- Dream
- Design
- Deliver
- Don’t Settle

Academic Coaching Scenario:
Fostering Reality & Preparing for Possibilities

- 18 year old Male
- Struggling with Academics in THIS Program
  - Professors Fault in two courses
- Enjoys other courses but struggling because of personal situation
  - was assaulted
- Had IEP in Highschool but does not have services here from the DRC
  - Needs updated assessment that cost a lot of money
- Student remains confident that he can be successful in his courses and in this line of work
“Can we lean into the vulnerability of emotion and stand in our truth? Are we willing to lean into the initial discomfort of curiosity and creativity so we can be braver with our lives? Do we have the courage to rumble with our story?” (Brene Brown)

**TRY THIS:**

**Shitty First Drafts (of emotions):**

- The story that I’m making up is:
- My emotions are:
- My body is telling me:
- My thinking is that:
- My beliefs are:

**REMEMBER:** Most issues/failures emerge from an unwillingness to ask for help.

- We subconsciously JUDGE ourselves when we ask for help, and we place a negative value on this.
- Address the shame. Name it.
- Do you have the courage to step into these emotions, and work through them?
PROACTIVE \textit{techniques + strategies}

SITUATION

EXPLANATION
- Personalization
- Pervasiveness
- Permanence


- Expand the definition of success
- See potential options (challenges + actions)
- Remove fear of being perceived as failure
PROACTIVE techniques + strategies

Baseline

Incredible Grand Slam

Identify Potential Challenges/Obstacles
AND Potential Solutions/Resources

• Expand the definition of success
• See potential options (challenges + actions)
• Remove fear of being perceived as failure
Qs: How do you see this fitting into your role? How can you apply it as part of your daily practice?

OUR RECOMMENDATIONS:

1. Keep on keepin’ on!
2. Lean In
3. Referrals as necessary
4. You’re not in this alone
Introducing the New Peace Corps Prep Program at Purdue University

Carrie Anne Thomas
Katherine N. Yngve
Peace Corps

- A **two-year, all-expense-paid jumpstart** to your students’ **careers**
- Peace Corps Volunteers travel to one of over 60 countries across the globe, living and working hand-in-hand with local leaders to address the most pressing issues in their communities
- Volunteers also share their own culture with local families, and bring that foreign culture back to the U.S.
- Selection into Peace Corps is increasingly competitive; **Peace Corps Prep could be your students’ ticket**
Peace Corps Prep

A partnership program that prepares undergraduates for intercultural service

- Peace Corps provides **four core competencies**
- Partner colleges and universities **create a map** for how their students can build those competencies, **weaving together coursework, extracurricular and professional development activities**
- Program graduates receive a certificate from the Peace Corps and a competitive edge when applying for service
Learning Objectives

1. Training and experience in a specific work sector
   - 3 courses + 50 hours related experience

2. Foreign language skills
   - Requirements depend upon language

3. Intercultural competence
   - 3 approved courses

4. Professional and leadership development
   - Resume and interview support + Leadership experience

Each university personalizes their program

Innovative Application Process

- Peace Corps Prep dovetails beautifully with Peace Corps’ recent **reboot of its application process**, which streamlined each step and gave applicants the new ability to **choose where they want to go, what they want to do, and when they want to leave**

- Students can now **search out the type of Peace Corps placements that compel them** and then **build their PC Prep curriculum** around the qualifications those placements require
Benefits to Universities

- Distinguishes the university from its peers as a leader in international education
- Attracts motivated, high-achieving students with a curiosity that enriches the learning environment
- Enhances efforts to globalize the scope of classes, academic programs, and the campus in general
- Increases opportunities for recruitment and fundraising
- Strengthens the pipeline of alumni serving in Peace Corps
Examples of the 39 Current University Partners

University of Missouri
Florida International University
Virginia Commonwealth University
Tulane University
University of Maryland Baltimore County
University of Texas at El Paso
Brigham Young University

Purdue University

International Programs

Brigham Young University
Core Program Requirements

1. Training and experience in specific work sectors
   • 3 courses + 50 hours related experience

2. Foreign language skills
   • Requirements vary by language

3. Intercultural competence
   • Required Core Practicum
   • 1 elective course
   • 1 immersion experience

4. Professional and leadership development
   • Resume and interview prep + Leadership experience

More info is in the Student Guide
Sector Coordinators

1. Education – Jill Newton, College of Education
2. Health – Vicki Simpson, College of Health and Human Sciences
3. Environment – Ernest R. Blatchley III, College of Engineering
4. Agriculture – Gary Burniske, Center for Global Food Security
5. Youth in Development – Mark Russell, College of Agriculture
Additional Program Enhancements

1. Program events
   - Community Service Projects
   - Mixers
   - Receptions

2. Professional Development Events
   - Workshops
   - Presentations

3. RPCV Networking
   - Students interview an RPCV in their field
   - Exit interviews conducted by RPCVs

4. Social Media
   - Purdue PC Prep Program Facebook Group
PC Prep Coord Responsibilities

- Publish a PC Prep webpage within the Purdue International Programs website (forthcoming!)
- Review PC Prep applications
- Monitor students’ progress
- Grant PC Prep certificates
- Submit an annual report to Peace Corps
Academic Advisor Responsibilities

• Inform students about the application process and program requirements
• Provide students with the Purdue PC Prep Student Guide
• Advise students on their coursework plans in the application
Benefits to Students

- Makes students’ education more dynamic, interdisciplinary, and engaging, providing a vision of its utility in the field
- Professionalizes students’ education with marketable skills such as foreign language, intercultural competency, and an area of specialty backed by coursework and hands-on experience
- Provides the opportunity to earn a Peace Corps Prep Certificate that can be highlighted on a resume, no matter what career path students take
- Increases students’ competitiveness when applying to be a Peace Corps Volunteer
Application Process

- Expected entry to the program will occur in the freshman year; however, later entry into the program may be allowed if program requirements can be met by the student without delaying graduation.
- Applications must be completed and submitted within six weeks of the start of the semester.
- A committee composed of the Program Co-coordinators and Sector Coordinators will meet two weeks after the deadline to evaluation and accept students.
Contact Us

For more information, contact the Peace Corps Prep Program Coordinators in the Office of International Programs

pcprep@purdue.edu

Katherine N. Yngve

Carrie Anne Thomas