

**ACADEMIC ADVISERS'
PRE-SERVICE
TRAINING MANUAL ©**

**University College
The Ohio State University**

ACADEMIC ADVISERS' PRE-SERVICE TRAINING MANUAL

1998-1999

University College
The Ohio State University

PREFACE

This manual has been designed to assist academic advisers in training for their advising and teaching responsibilities in University College, The Ohio State University. Section I describes the academic milieu in which advisers work. Section II provides a profile of the students who will be their advisees and a description of the advising process. Section III outlines the tasks of advising, including scheduling, procedural advising, counseling, administrative tasks, orientation and teaching responsibilities. Section IV describes career advising and the advisers' role in assisting students with career exploration and planning. Section V describes the special student populations with whom advisers will be in contact.

Contributions to the manual have been made by the following University College staff members: Fred Coggin, William Halverson, Tom Minnick, Mac Stewart and Joe Weaver. Their contributions are gratefully acknowledged.

A Message from the Dean

Welcome to University College and to the profession of academic advising. You will be engaged in an endeavor that is critical to a successful undergraduate education. As academic advisers you will be responsible for many tasks that constitute an important service to students. This training manual will provide important information during the training program, and will serve as a valuable reference source after it.

University College's training program provides an overview of the tasks involved in advising University College students. During the next several weeks you will be learning about University curricula, rules, and resources. Most important, you will be learning about the students we serve. We hope by the time you meet your first advisee you will feel a sense of confidence and enthusiasm for the work before you.

The entire University College staff looks forward to working with you. We hope your professional development is enhanced by this experience and that your time in University College is personally and professionally rewarding.



Mac A. Stewart
Dean

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University College

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INTRODUCTION TO THE TRAINING PROGRAM

The University College pre-service staff training program is designed to provide you with an overview of the advising process as it is practiced in University College. The training manual contains many concepts and ideas about academic advising in University College and at The Ohio State University. The training program will assist you in becoming an effective academic adviser for undergraduate students. While you will learn a great deal through on-the-job experiences later, this initial training will provide the basic knowledge and skills needed to advise students and teach the University College survey course in your Curricular Academic Program (CAP) area.

The initial three-week training schedule is presented in two formats: (1) as a daily schedule of topics and events, and (2) conceptually so that you will understand the rationale for the sequence of these topics. Three components of the advising role (academic counseling, administrative tasks, and teaching) are arranged in the training program in three interrelated "strands." A fourth strand dealing with CAP-specific information will be addressed in coordinator meetings.

The topics covered in these strands include:

Advising Strand

- Defining academic advising
- Profile of college students - generally and at OSU
- Developmental advising - adviser and student responsibilities
- The scheduling process
- The advising conference/communication techniques
- Career advising
- Advising students with special needs
- University resources
- Student affairs

Administrative Strand

- The University as an organization
- The University College setting
- Adviser as administrator
- University procedures
- Records and student folders
- Confidentiality of records

Teaching Strand

- Adviser as teacher
- University Survey ("UVC 100") objectives
- Course content/syllabus
- Effective teaching
- Learning styles
- Demonstration lesson
- Micro-teaching
- Teaching resources
- Teaching specific topics, e.g. procedures, resources, Code of Student Conduct
- Teachers' idea exchange

Intermittently in this manual there are brief evaluative activities you can use to test your knowledge about advising and related topics. This is to help you monitor your progress in acquiring the information and techniques important in becoming an effective academic adviser.

TRAINING PROGRAM OBJECTIVES

By the first day of classes Autumn Quarter, new academic advisers should have:

1. begun the process of getting acquainted with their colleagues in University College:
 - a. know "who's who" (names and faces);
 - b. know their primary responsibilities, especially as they relate to academic advising.
2. increased their understanding of how to function in the complex organizational structure of The Ohio State University, with special attention to:
 - a. professional attitudes and standards
 - b. use and privacy of student records
 - c. when and to whom to make referrals.
3. been provided with the essential "tools" of academic advisement:
 - a. received an office assignment, and had time to set up that office;
 - b. received copies of the Procedures Manual, advisement manual, Guidebook, forms;
 - c. learned about resources available in the Records area.
4. been given some insight into the advising process, including an introduction to theories of student and career development.
5. learned the requirements, priorities and options of the appropriate CAP curriculum including GEC information, and some of the typical concerns of students in that CAP.
6. become familiar with the issues involved and the procedures necessary in counseling students who request:
 - a. schedule adjustments (drops, adds, change of credit hours, audits);
 - b. CAP changes (including changes in Survey assignments);
 - c. withdrawal from the University (including fee refund when applicable);
 - d. retroactive petitions;
 - e. use of the PA/NP option;
 - f. use of the Forgiveness Rule;
 - g. other counseling assistance requiring procedural expertise during the adviser's first few weeks in the position.
7. practiced some of the procedures identified above in a supervised situation.
8. acquired some familiarity with University resources, such as the Student Health Center, University Libraries, etc.
9. learned guidelines for planning and teaching University Survey, including teaching objectives, course content, teaching methods, and classroom resources (audio-visual aids, etc.) for the five units of the course as outlined in the Instructors' Manual.
10. received specific instructions on the goals of the September "Welcome Week" session of University Survey.

**UNIVERSITY COLLEGE
NEW STAFF TRAINING PROGRAM
August 24-September 11, 1998**

Daily Schedule

Monday, August 24

8:00 - 8:30	Welcome -- Enarson Hall, room 200 Introduction to University College Introduction to Training Program	M. Stewart T. Minnick
8:30 - 9:30	Introduction to Advising Process (College Student Profile, etc.)	T. Minnick M. McDonald L. Greenfield
9:30 - 10:00	Break (100 Enarson Hall)	
10:00 - 12:00	Coordinator Groups: Tour of Enarson Hall Office Assignments Setting Up Offices	Coordinators
12:00 - 1:00	Lunch (provided)	
1:00 - 2:15	Teaching University Survey: Course Introduction	T. Minnick J. Das P. Strow
2:15 - 3:00	Introduction to University Procedures	D. Torrance/ T. Minnick

Tuesday, August 25

8:00 - 9:30	Creating a Baccalaureate Degree Building a Schedule (GEC Curriculum)	P. Royster
9:30 - 10:30	Application of GEC to CAP Areas	Coordinators
10:30 - 10:45	Break	
10:45 - 11:45	Procedures: Registration and Schedule Adjustment	D. Torrance
11:45 - 12:45	Lunch (on your own)	
12:45 - 1:45	Teaching University Survey: What is a University Education? Introduction to OSU	T. Minnick K. Sorrells C. Jensen
1:45 - 3:00	University Survey by CAP Areas	Coordinators

Wednesday, August 26

8:00 - 8:30	Building a schedule (Transfer Students)	P. Royster
8:30 - 10:00	Scheduling by CAP Areas	Coordinators
10:00 - 10:15	Break	
10:15 - 11:30	Procedures: Grades and Standards	D. Torrance
11:30 - 12:30	Lunch	
12:30 - 1:30	Technology Training: E-Mail	G. Kennedy/R. McCarthy
1:30 - 3:00	Technology Training: Netscape	G. Steele

Thursday, August 27

8:00 - 10:00	Advising Special Populations: Minority Students International Students Students with Disabilities Student-Athletes	M. Stewart J. Schroeder C. German M. Jenkins
10:00 - 10:15	Break	
10:15 - 11:30	Procedures: Special Action Probation, Cancellation of Dismissal, Reinstatement	D. Torrance
11:30 - 12:30	Lunch	
12:30 - 1:30	Teaching University Survey: University Resources	C. Fielder R. Hart
1:30 - 3:00	Coordinator Groups	Coordinators

Friday, August 28

8:00 - 9:00	Advising Special Populations: Non-Traditional/Evening/CED Students	J. Goff
9:00 - 10:00	Coordinator Groups	Coordinators
10:00 - 10:15	Break	
10:15 - 11:30	Procedures: Retroactive Petitions, Post 7th Petitions, Late Add Petitions	D. Torrance
11:30 - 12:30	Lunch	
12:30 - 1:45	Teaching University Survey: Student Rights and Responsibilities	C. Patterson D. Serling
1:45 - 3:00	Coordinator Groups	Coordinators

Monday, August 31

8:00 - 9:30	Advising Special Populations: Students in Academic Difficulty	J. Weaver L. Greenfield D. Serling
9:30 - 10:00	Extended Instruction Program/ Learning Skills Program/ Term One	R. Bolzenius V. Reynolds J. Weaver
10:00 - 10:15	Break	
10:15 - 11:30	Procedures: Forgiveness Rule, Fresh Start, PA/NP, Audit, Repeat a D Rule	D. Torrance
11:30 - 12:30	Lunch	
12:30 - 1:30	Teaching University Survey: Teaching the General Education Curriculum (GEC)	T. Minnick
1:30 - 3:00	Coordinator Groups	Coordinators

Tuesday, September 1

8:00 - 9:15	Advising Styles	G. Steele
9:15 - 10:00	Advising Special Populations: Honors Students	M. Jenkins
10:00 - 10:15	Break	
10:15 - 11:30	Procedures: College Preparatory Curriculum, CAP Changes, Regional Campuses	D. Torrance
11:30 - 12:30	Lunch	
12:30 - 1:30	Teaching University Survey: Introduction to the OSU Libraries	G. Greenberg
1:30 - 3:00	Coordinator Groups	Coordinators

Wednesday, September 2

8:00 - 9:00	Public Safety	D. Stelzer
9:00 - 10:30	Advising Major Changers Alternatives Advising Program	G. Steele M. McDonald
10:30 - 10:45	Break	
10:45 - 11:30	Coordinator Groups	Coordinators
11:30 - 12:30	Lunch	
12:30 - 1:45	Teaching University Survey: HIV/AIDS Awareness	T. Kushner
1:45 - 3:00	Coordinator Groups	Coordinators

Thursday, September 3

8:00 - 9:00	College Student Development Teaching About Developmental Tasks	G. Steele
9:00 - 10:00	Career Advising	G. Steele M. McDonald
10:00 - 10:15	Break	
10:15 - 11:30	Teaching University Survey: Racial Equality	M. Stewart
11:30 - 12:30	Lunch	
12:30 - 3:00	Coordinator Groups	Coordinators

Friday, September 4

8:00 - 8:45	Adviser Roles and Responsibilities	T. Minnick
8:45 - 9:15	Hosting Guest Speakers	J. Weaver
9:15 - 10:00	Classroom Management	Coordinators
10:00 - 10:15	Break	
10:15 - 11:15	Teaching University Survey: Gender Equality	M. Jenkins
11:15 - 11:45	Harassment in the Workplace	T. Minnick M. Jenkins
11:45 - 12:45	Lunch	
12:45 - 3:00	Coordinator Groups	Coordinators

Tuesday, September 8

8:00 - 10:00	Microteaching of University Survey College Computer Services and Use	J. Weaver G. Kennedy/R. McCarthy/ G. Steele
10:00 - 10:15	Break	
10:15 - 11:30	Microteaching/Computer Services continued	
11:30 - 12:30	Lunch	
12:30 - 3:00	Microteaching/Computer Services continued	

Wednesday, September 9

8:00 - 10:00	Student Affairs Resources: Introduction Student Affairs Panel: Student Activities Ethnic Student Services Student Gender and Sexuality Services Student Judicial Affairs	P. Miller/M. Daniels
10:00 - 10:15	Break	
10:15 - 11:15	Counseling and Consultation Services	
11:15 - 11:30	Break (to walk to Faculty Club for lunch)	
11:30 - 1:00	Lunch (provided) Student Advocacy Center	
1:00 - 3:00	Tour of Student Affairs Offices Recreation and Intramural Sports Student Health Services Office for Disability Services Office of International Education Frank Hale Black Cultural Center	

Thursday, September 10

8:00 - 12:00	Coordinator Groups (Break included)	Coordinators
12:00 - 1:00	Lunch	
1:00 - 2:30	University Survey: Grading and Grievance Procedures	T. Minnick
2:30 - 3:00	Ethics in Advising	T. Minnick M. Jenkins

Friday, September 11

8:00 - 9:30	Ohio State Residence and Dining Halls	F. Coggin
9:30 - 10:00	Travel and Break	
10:00 - 11:30	Introduction to the Ohio State Orientation Program	F. Coggin/J. Klima
11:30 - 12:30	Lunch	
12:30 - 1:30	CAP-related Orientation Issues	Coordinators
1:30 - 2:00	Adviser Evaluation	T. Minnick
2:00 - 3:00	Panel: Putting It All Together	J. Schroeder

SECTION I: THE SETTING FOR ACADEMIC ADVISING

Introduction to The Ohio State University

Ohio State is a large and comprehensive university. Its instructional, research, and public service activities are carried on in many locations - on the central campus in Columbus, on four regional campuses, at an agricultural technical institute, and at research centers and extension centers located throughout the State of Ohio. Last autumn quarter, over 54,000 students were enrolled at the University. Undergraduate students may enroll in no less than twenty different colleges, schools and divisions at Ohio State, and may select from more than 170 majors in planning their baccalaureate programs. More than ten thousand courses -- listed in the University Course Offerings bulletin (Book 3) -- are taught by faculty of over 4,000 who in turn are assisted by a large number of graduate associates.

Academically, Ohio State consists of nineteen Colleges (14 undergraduate and 5 professional) plus a number of Schools and Divisions. They are:

- Colleges of the Arts and Sciences
 - College of the Arts
 - School of Music
 - College of Biological Sciences
 - College of Humanities
 - College of Mathematical and Physical Sciences
 - College of Social and Behavioral Sciences
 - School of Journalism and Communication
 - School of Public Policy and Management
- College of Business
- College of Dentistry
 - Division of Dental Hygiene
- College of Education
 - School of Educational Policy and Leadership
 - School of Physical Activity and Educational Services
 - School of Teaching and Learning
- College of Engineering
 - School of Architecture
- College of Food, Agricultural, and Environmental Sciences
 - School of Natural Resources
- College of Human Ecology
- College of Law
- College of Medicine
 - School of Allied Medical Professions
- College of Nursing
- College of Optometry
- College of Pharmacy
- College of Social Work
- College of Veterinary Medicine
- The Graduate School
- University College
 - Office of Continuing Education

OSU FACTS

Second largest university enrollment on a single campus in the United States with 54,818 students (Autumn 1997). Columbus campus enrollment, 48,278. (University of Texas - 48,886; Arizona State University - 44,255; Michigan State University - 42, 603; Texas A&M University - 42,572; Penn State University - 40,309; University of Wisconsin - 40,196.)

Historical

Established by legislature - 1870
 First class taught - 1873
 Received present name - 1878
 First graduating class - 1878

Enrollment, Autumn 1997

Men	27,378
Women	27,440
Undergraduates	41,694
Graduate students	10,400
Professional students	2,724
Ohioans	44,748
Foreign students	3,883
Minorities	7,214
African Americans	3,627
Asian Americans	2,524
Hispanics	856
American Indians	207

Libraries

Nation's 19th largest academic library
 Separate library locations - 16
 Volumes - 4.9 million
 Accesses close to 200 national data bases

Acreage

13,654 - Total
 1,715 - Columbus campus

Annual Payroll (1996-97)

\$731.5 million

Buildings

833 - Total
 352 - Columbus campus

Alumni (1992-93)

337,430 Alumni
 63,487 from Franklin County
 474, 157 degrees granted (through 8/97)

Employees (1996-97)

Faculty	4,460
Administrative & Professional Staff	8,444
Civil Service Staff	5,700
Student employees	10,662

Endowment

\$837.5 million (market value 9/97)

Total 29,266

University Budget (1997-98)

Total income	\$1.611 billion
State approp.	\$423 million
Other government	\$178 million
Student fees	\$288 million
Hospitals	\$413 million
Auxiliaries	\$122 million
Other income	\$186 million

Academic Structure

Colleges	19
Undergraduate	14
Professional	5
Graduate School	1
Departments/Divisions/Schools	100
Courses (estimated)	10,500

Total expenditures	\$1.589 billion
Instructional & General	\$721 million
Separately budgeted research	\$196 million
Public service	\$69 million
Scholarships and fellowships	\$70 million
Auxiliaries	\$127 million
Hospitals	\$406 million

There are four regional campuses at Lima, Mansfield, Marion and Newark that primarily offer freshman and sophomore level courses. Many regional campus students come to the Columbus campus to complete their junior and senior requirements. The Agricultural Technical Institute at Wooster, Ohio offers an associate degree in agricultural technologies.

Each College or unit has its own academic advising system. These include a variety of approaches, using full-time professional advisers, faculty advisers, graduate students, peer advisers, or a combination of any of these. University College advisers are in frequent contact with the advising offices of the degree unit related to their Curricular Academic Program area.

University College

University College (UVC) was created by action of the Board of Trustees on May 12, 1966 and became fully operational during Summer Quarter, 1969. Its first assignment was to serve as the enrollment unit for all freshman and sophomore students on regional campuses. Beginning in Summer 1969, all freshmen entering The Ohio State University's Columbus campus were enrolled in University College. The College was to be responsible for the development and staffing of an academic counseling program for its students in consultation and cooperation with the degree-granting colleges and with other University counseling services. It was specified that students who enter University College with well-defined career choices would "follow a curriculum specified in the Catalog by the colleges of their choice" and would "use appropriate counseling services of other colleges, schools, and departments in addition to the general academic counseling program of University College."

The College was given the further task of enrolling and advising all new "undecided" freshmen - that is, all freshmen who were not ready to declare the college in which they wished to pursue their baccalaureate degree. University College was to be "a separate administrative unit serving as a foundation for all undergraduate colleges."

University College today has responsibilities in the areas of recruitment, orientation, advisement, and recognition of students. In all of these areas, however, responsibilities are and must be exercised in cooperation with colleagues in other offices and agencies of the university. In the area of recruitment, for example, University College works in close cooperation with other colleges, the Office of Admissions and Student Financial Aid, the University Honors Center, the Department of Athletics, and the Office of Minority Affairs. In the area of student orientation, UVC works in close cooperation with degree units and the Office of Student Affairs. In the area of student advisement, close contact is maintained with the undergraduate degree-granting colleges and schools. In the area of student recognition, UVC works closely with degree units and the Office of Student Affairs (Halverson, 1982).

The Adviser's Role

The following concepts are basic to an understanding of the academic adviser's role in University College:

1. An academic adviser is a principal contact between the new student and the University. An adviser must, therefore, know the University and must be able to relate well to students on a one-to-one basis.
2. An academic adviser has the responsibility to personalize the University for his/her advisees and to be an available person who is willing as a representative of the University to assist individual students in solving their academic problems.
3. Academic advisers are not psychological counselors. If, in the course of their work with students, they become aware of problems requiring the expertise of a psychologist or a psychiatrist, the proper course of action is to refer the student for appropriate professional help.
4. An academic adviser should be a "role model" for advisees to emulate--i.e., a successful student who is helping advisees become successful students. It is appropriate, therefore, that graduate students who have the requisite personal qualities and who are able to devote a sufficient amount of time to the task should serve as academic advisers.

5. Each student in University College should have an assigned adviser who is (a) knowledgeable about the University and about the curriculum in which the student is enrolled, and (b) available - by appointment, and, when necessary, on a drop-in basis - to assist with academic planning and problem solving. The student should perceive his/her adviser as a person who is available to assist with any problem that impinges on his/her academic performance.
6. Curricular requirements are set by the College, School or Division offering that curriculum. Students are carefully informed by their advisers regarding all such curricular requirements and are scheduled accordingly.

A University College academic adviser is expected to play three related roles, as teacher, counselor, and administrator. This combination of roles is one that continues to influence the adviser/advisee relationship as long as the student remains in University College (Halverson, 1985).

Curricular Academic Program

Advising services are provided in University College through a Curricular Academic Program (CAP) structure. There are twenty-one CAP's in University College. Twenty of these relate directly to degree units. The General Baccalaureate Curriculum area is for students who are undecided about their educational and career goals.

AGR -Food, Agricultural, and Environmental Sciences	GBC -General Baccalaureate Curriculum
AHR -Architecture	HEC -Human Ecology
AMP -Allied Medicine	LAW -Pre-Law
ART -Art	MED -Pre-Medicine
ASC -Arts & Sciences	MUS -Music
BUS -Business	NRE -Natural Resources
DEN -Pre-Dentistry	NUR -Nursing
DHY -Dental Hygiene	OPT -Pre-Optometry
EDU -Education	PHR -Pharmacy
ENG -Engineering	SWK -Social Work
	VME -Pre-Veterinary Medicine

EVP is not a CAP area but is sometimes used to designate non-traditional students enrolled in the Evening Program. ALT designates students who are assigned to the ALTERNatives Program.

Advisers assigned to advise students enrolled in each CAP become specialists in the curricular information relating to that area. Each CAP area is governed by an Advisement Manual that contains essential up-to-date information about requirements in that CAP area. Students normally retain the same adviser as long as they remain in UVC unless (a) the student changes to a different CAP area, (b) the student requests a change of adviser, or (c) the adviser leaves the employ of University College.

Academic advisers are responsible for guiding the academic program of their advisees. Under normal circumstances, a student must see his/her assigned adviser in order to change his/her course schedule, to drop or add a course, or to withdraw from the University.

The academic advising system in University College encompasses many offices and many complex duties. An effective adviser is knowledgeable about the resources within the College and the lines of communication for obtaining and disseminating information. Each adviser is an important part of the advising program which attempts to serve each student as a special individual with unique needs and concerns. The University College setting is organized to facilitate that individual contact.

Minority Advising Program

The Minority Advising Program (MAP) within University College was established by the University administration to meet the social and academic needs of minority students at The Ohio State University and to provide special academic and social adjustment assistance to underrepresented populations

recruited by the Office of Minority Affairs. More specifically, MAP is designed to address the needs of students who are African American, Appalachian White, Asian American, Hispanic, and Native American. The academic advisers in the program have professional experience working with the minority groups they serve and are supervised by a Coordinator of Advising who reports to the Associate Dean.

MAP provides all the services available through the traditional academic advisement channels of University College. Yet it differs from general advising in several ways. For example, one adviser may serve several CAP areas. However, this does not reduce the quality of advising that MAP students receive. In fact, adviser-to-advisee ratios are smaller in MAP than in the general advising areas, which allows MAP students easier access to their advisers and thus more face-to-face interaction, as well as comprehensive advising.

MAP advisers go beyond traditional advising by challenging students to reach their academic potential by serving as supportive and referral sources. A significant number of MAP students have been recruited by the Office of Minority Affairs for participation in the Freshman Foundation Program, the Minority Scholars Program, and the Young Scholars Program. Many of these students were very successful in high school and ranked at the top of their senior class. For these students, honors courses, specialized advising, and participation in honors-related events is encouraged.

The services offered through MAP are available to any student who feels that he or she would benefit from the program's services. Although MAP generally focuses on students who are enrolled in University College, access to the program does not end there. MAP should be regarded as a continuing resource to all students who feel a need for the services offered by the program, even if they are enrolled in a degree-granting unit. In addition, personnel in MAP maintain a network of contacts with minority programs in other colleges and offices, to further strengthen the support available to MAP students.

Student Affairs and Orientation

The offices of student affairs and orientation serve as principal support units to the advisement process. While the ongoing responsibilities of the student affairs unit include being involved with individual students who are experiencing illness, injury or other problems which may affect their academic progress, there are some specific student groups which are advised by staff members of this unit—for example, the University College Student's Council. Advisers will be instrumental in helping their advisees understand this organization.

Integral to the operation of University College are the orientation program for new students and the program held concurrently for their family members. During the summer approximately 6,000 students who plan to enroll for autumn quarter and 6,000 of their family members take part in a series of two-day programs designed to give them an acquaintanceship with academic programs and services. (These numbers are for new freshmen; an additional 1500 transfer students also attend orientation programs during the summer.) Orientation also takes place throughout the year for approximately 2,000 students who enter during the winter, spring and summer quarters. Academic advisers make an important contribution to the orientation of new students by providing academic information and scheduling sessions. Assistant Dean Fred Coggin directs the orientation office.

Main Records Area

University College student records are maintained by staff members who report to the College Secretary. Records are kept for both current and inactive University College students. Advisers have access to these records as well as to the University's Student Data Base (SDB) through computer terminals located in the Main Records Area (MRA) and on their desktops.

Receptionists and Clerical Support Staff

Receptionists are responsible for making appointments for the advising staff. Advisers file their weekly schedules on the University College Appointment Scheduler. The receptionists then make student appointments for them. Work-study students often assist in this role as well.

Receptionists and Office Procedures

Good working relationships between the advisers and the receptionists are very important in establishing and maintaining an efficient and pleasant office environment. Common courtesy and a professional attitude toward one's fellow workers remain the essential elements of these relationships.

The advising areas are difficult to manage because of the high volume of student traffic/telephone calls and the demands made, necessarily, on the personnel by our large advising staff. This management responsibility includes the supervision of the receptionists and the student workers, the maintenance of the office supply inventory, collecting and distributing duplicating requests and the development of any systems needed to carry out these assigned responsibilities.

The following office procedures should make your work easier and more efficient:

1. Xerox machines are available for your use in room 020, 110 and 301 for small projects only (less than 10 copies total). A number for your area must be entered before using the machine. Large duplicating projects must have a work request completed and the written approval of a Coordinator. The project is then put in the work basket in the Work Room (room 120).
2. To fulfill typing requests follow the same procedure as a duplicating request.
3. Full-time receptionists will place work-related long distance telephone calls for you. You need to fill out a long distance slip, with written Coordinator approval, prior to making the telephone call. Forms are located at the receptionists' desks.
4. **All outgoing mail should be clearly marked (i.e. campus, metered, stamped).** The meter stamp is available at the receptionists' desk. Since campus mail is sent without cost to the College, **please be careful to ensure that all materials going to zip code 43210 are marked for CAMPUS MAIL.**
5. Please notify your receptionist if you take the last of any of the advising forms or SRFs (Student Record Folders).
6. Office supplies are locked in cabinets for inventory control. Please notify your receptionist about acquiring any supplies.
7. Any clerical assistance using student workers or full-time receptionists should be requested through their supervisor (Ms. Sue Ramsey).
8. If you have any problems regarding building maintenance, lights, bugs, telephones, etc., inform your receptionist.

Your Coordinator is willing to answer any questions about these or other office procedures.

UNIVERSITY COLLEGE APPOINTMENT SCHEDULER

What is UCAS?

The University College Appointment Scheduler (**UCAS**) was designed to meet the needs of the academic environment in the planning and tracking of daily, weekly, and monthly schedules in a multi-user system. The **UCAS** system will allow searches to be performed in three specific ways:

1. **SEARCH FOR A SPECIFIC ADVISER BY NAME.**
A search for a specific adviser will allow the user to choose a CAP area for the appointment if the adviser is affiliated with more than one CAP.
2. **SEARCH BY CAP AREA.**
A search by CAP area will allow the user to view all advisers within the CAP and see the OPEN designation (if any) for the CAP. Also, the available AM and PM time slots for each adviser will be shown.
3. **SEARCH BY RECEPTION/HELP DESK.**
A search by desk will allow the user to view all advisers for the 2 Coordinators whose CAP areas report to that desk. Also displayed will be each adviser's phone number and office number.

Creating/Modifying a Schedule.

Once the adviser's daily schedule has been displayed, you will see that the day has been divided into 20- minute increments for scheduling of appointments in the manner that University College currently uses. The **UCAS** system is now ready to create or modify a variety of scheduling activities that may be required such as:

1. Appointment with a student (**A**).
2. Telephone appointment (**P**).
3. Office time (**O**). "Office Time" means that the adviser is here doing paperwork, receiving and making calls, etc., but prefers not to have an appointment scheduled.
4. Unavailable (**U**). This is used for times when you are teaching, at staff meeting, or otherwise unavailable. However, please note that Staff Meetings, UVC Class, etc., should be clearly marked.
5. Sick (**S**).
6. Lunch (**L**).
7. Vacation (**V**).
8. Walk-ins (**W**).
9. If an adviser has student appointments scheduled but because of an emergency cannot see them, it is the adviser's responsibility either to call the students and reschedule them or to reassign them to other advisers in their CAP who have appointment times available. The coordinator and receptionist will assume the rescheduling duties if the adviser calls in sick. To change the Scheduler for these exceptions, consult with your coordinator.

Other tools available on the schedule screen include the ability to:

1. Increment or decrement the date so that the adviser's schedule may be viewed or modified for any date.
2. Input the daily student totals for AM/PM Walk-ins and "other" student visitations.
3. Allow for a student appointment to be changed from the default (N)oshow to a (S)how or (C)ancel.

SUGGESTED OFFICE ORGANIZATION

The following categories represent a suggested format for organizing your office. Use this checklist to determine what is already available in your office. If you are missing any of the items on this list, contact your Coordinator.

1. **Office supplies:** pens, pencils, paper clips, rubber bands, tape and dispenser, stapler, scissors, paper tablets, manila folders, index cards, trays for paperwork.
2. **Student Record Folders (SRFs):** a folder for each student assigned to you in alphabetical order with proper flags designating certain groups, i.e., honors, student-athletes, warning, probation, over 90 hours.

3. **Procedural Forms:****

- OSU CHANGE TICKET
- WITHDRAWAL FROM THE UNIVERSITY
- Exit Interview
- COURSE ENROLLMENT PERMISSION (for PA/NP, Audit, Repeat D, Instructor's Permission, etc.)
- LATE ADD PETITION
- Late Add Petition Recommendation Form
- INTRA-UNIVERSITY TRANSFER
- CAP-Change Form
- Retroactive Petition
- OSU WITHDRAWAL PETITION (use after 7th week of quarter)
- Withdrawal Petition Recommendation Form
- Permission to Enroll Beyond 90 hours
- TENTATIVE EVALUATION
- Fresh Start Rule Application
- CHANGE OF INFORMATION
- REQUEST TO REPEAT OR SUBSTITUTE A COURSE - FORGIVENESS RULE
- Reinstatement Petition
- Cancellation of Dismissal

**LARGE TYPE = UNIVERSITY FORM
Small type = University College xeroxed form

4. **Printed Resources:**

- College Bulletins and CAP sheets
- Course Offerings Bulletin (Book 3)
- Master Schedule of Classes (and Supplement)
- Procedures Manual
- Advisement Manual
- Student Handbook
- University College Directory
- Faculty and Staff Directory
- Columbus phone books
- Partners in Education booklet
- Senior Bank booklet
- Academic Advisers' Pre-Service Training Manual

5. **University Survey Materials:**

- University Survey Guidebook
- Syllabus
- Instructors' Manual
- Grading Policies
- Class rosters
- Grade book
- Course related memoranda
- Survey Overheads
- Handouts for classes

6. **File Folders (suggested categories):**

- CAP-specific information
- Orientation instructions/memoranda
- Quarterly course descriptions from departments
- Procedural memoranda
- Financial Aid information
- Library information
- Mathematics information
- ACT/SAT information
- Office for Disability Services information
- Honors information
- Office of Minority Affairs information
- Student Advocacy Center
- Probation/Dismissal information
- Residence and Dining Halls
- University College memoranda
- (Develop other categories as needed)

SECTION I

The Setting for Academic Advising

Section Questions

Please identify the correct response(s) for the following questions:

1. Undergraduate students at Ohio State may enroll in one of 15 undergraduate degree units.
True
False
2. Students remain in University College until they meet the criteria to transfer to their degree unit.
True
False
3. All of University College's 21 CAP areas are directly related to a degree unit.
True
False.
4. University College's main responsibilities are in the areas of

5. The Minority Advising Program reports directly to the Office of Minority Affairs.
True
False

(See correct answers on page 80.)

SECTION II: INTERPERSONAL DYNAMICS OF ADVISING

Definition and Importance of Academic Advising

"Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their special educational needs and aspirations."

- T. Grites

Academic advising is a multi-faceted activity. Academic advising should assist individual students to realize the maximum educational benefits to them. It accomplishes this by (Crockett, 1979):

1. Helping students to clarify their values and goals, and to better understand themselves as persons.
2. Helping students understand the nature and purpose of higher education.
3. Providing accurate information about educational options, requirements, policies, and procedures.
4. Helping students to plan an educational program consistent with their interests and abilities.
5. Assisting students in a continual monitoring and evaluation of their educational progress.
6. Integrating the many resources of the institution to meet the student's special educational needs and aspirations.

In brief, the academic adviser serves as a coordinator of the student's educational experience.

Some of the benefits students derive from an effective advising program include:

1. Successful attainment of their educational and career objectives.
2. Achievement of GPA's consistent with their abilities.
3. Greater likelihood of completing a degree.
4. Satisfaction with the process and development of a positive attitude toward the institution.
5. Development of a meaningful relationship with their adviser.

**SKILLS, KNOWLEDGE,
AND ATTITUDES REQUIRED
FOR GOOD ACADEMIC ADVISING**

1. EXPLORATION OF LIFE GOALS

- (a) knowledge of student characteristics and development.
- (b) understanding of decision-making process.
- (c) knowledge of psychology and sociology.
- (d) skills in counseling techniques.
- (e) appreciation of individual differences.
- (f) belief in worth and dignity of all persons.
- (g) belief that all have potential.

2. EXPLORATION OF VOCATIONAL GOALS (all under #1 above plus the following)

- (a) knowledge of vocational fields.
- (b) skill in interpretation of tests.
- (c) understanding of changing nature of work in society.
- (d) acceptance of all fields of work as worthy and dignified.

3. PROGRAM CHOICE

- (a) knowledge of programs available in the college.
- (b) knowledge of requirements of programs (special entrance requirements, fees, time commitments).
- (c) knowledge of university requirements for transfer programs.
- (d) knowledge of how others have performed in the program.
- (e) knowledge of follow-up success of those who have completed the program.

4. COURSE CHOICE

- (a) knowledge of courses available.
- (b) knowledge of any special information regarding courses (prerequisites offered only in certain times, transferability. Does the course meet graduation requirements? What is the appropriate sequence for the university?).
- (c) rules and regulations of the college regarding probation and suspension, limit on course load (academic and work limitations).
- (d) knowledge of honors courses or remedial courses.
- (e) knowledge of instructors and their teaching styles.
- (f) knowledge of student's ability through test scores, high school record.
- (g) knowledge of course content.

5. SCHEDULING COURSES

- (a) knowledge of schedule.
- (b) knowledge of the systems of scheduling and changing the schedule.
- (c) knowledge of work and commuting requirements.

Developmental Advising

Developmental advising focuses on helping students identify life goals, acquire skills and attitudes which promote their intellectual and personal growth, and become successful in a way that is uniquely theirs. Ender, Winston and Miller (1982) have proposed seven conditions that are essential to developmental advising:

1. Academic advising is a continuous process with an accumulation of personal contacts between adviser and student - these contacts have both direction and purpose.
2. Advising must concern itself with quality-of-life issues, and the adviser has a responsibility to attend to the quality of the student's experience in college.
3. Advising is goal related. The goals should be established and owned by the student and should encompass academic, career and personal development areas.
4. Advising requires the establishment of a caring human relationship - one in which the adviser must take primary responsibility for its initial development.
5. Advisers should be models for students to emulate, specifically demonstrating behaviors that lead to self-responsibility and self-directiveness.
6. Advisers should seek to integrate the services and expertise of both academic and student affairs professionals.
7. Advisers should seek to utilize as many campus and community resources as possible.

Adviser Roles and Responsibilities

An understanding of the adviser-student relationship is at the heart of effective advising. Advisers make assumptions about college students in general and how they will assist them; students make assumptions about advisers and how they will help them with academic and career planning and decision making. If the adviser's and student's expectations of roles and responsibilities differ, effective communication may not take place. It is important, therefore, that these roles and responsibilities be identified and clarified and agreed upon by both parties when the relationship begins.

The role of adviser is clear in the context of advising about academic curricula and course requirements (information dissemination). In the area of interpersonal dynamics, the role of the adviser is less clear. How you react in this area will depend on your past experiences and how comfortable you feel in your role of adviser.

Advisers play many roles - expert, advocate, authority, rubber stamp, judge, teacher or friend (Kramer & Gardner, 1983). When a student approaches an adviser with a specific concern, the student may assume that the adviser will play a specific role. For example, students may depend on their advisers to tell them what courses to schedule. They may see the adviser as an authority. Advisers, however, may reply from a teaching role, by teaching curricular information and procedures and expecting students to learn to take responsibility for scheduling their own courses. Advisers, in this case, may expect the student to play the role of responsible adult. When expectations are different and there is a lack of understanding of roles and responsibilities, the advising experience may be unsatisfactory for both parties.

Different roles also imply different responsibilities. There are limits to an adviser's responsibility to the student, and students must be taught what these limits are. How intrusive should an adviser be? At one extreme one might declare that students are adults who can read the catalogue and therefore should take full responsibility for their own academic decisions. The other extreme is to keep in constant contact with students about every detail of every decision they make. But a middle path is needed. Advisers may need to take the initiative to contact the student under some circumstances - e.g., when a scheduling error or procedural problem arises about which the student has no knowledge. Advisers should not control students but should be prepared to serve as advocates when the situation indicates. Advisers may try to motivate students through encouragement and support, but the responsibility for taking action is the student's. When students feel the support of an adviser in their efforts to become successful students, a positive, productive relationship is more likely to develop.

Students' Roles and Responsibilities

While it is possible to outline advisers' roles and responsibilities rather explicitly, it is more difficult to define these characteristics for students. Each student with whom you work will have a unique and diverse range of personal experiences and capabilities. Some may appear mature and sophisticated but in fact be very unsure of themselves in a new situation. Others will want to become very dependent on you and expect you to perform many tasks that they should be doing themselves. Still others may be perfectly capable of handling their own responsibilities. Each student brings to the advising situation a personal agenda which may or may not be apparent. Your skill in responding to a student will depend on your ability to define the role the student places you in and how you communicate understanding and support for the student's concern.

Students will expect you to provide reliable and current information about the academic program in which they are enrolled; to know how and where to refer them to proper campus resources to solve certain problems (such as financial or health concerns); to be an expert on University procedures and policies; to be an expert problem-solver. Many younger students will be struggling with their own growing and changing self-concepts, as Chickering (1969) points out. Their discussion of academic major and career interests may reflect the "shoulds" and "oughts" of people whom they trust rather than their own desires. An awareness of the struggles and changes taking place in students may help you understand not only the surface problem that the student brings but the unspoken concerns as well. An important role of advisers is to help students clarify their situation and assist them in taking responsible action to resolve it.

Who Are the Students We Advise?

"Undergraduate students in the United States are generally in need of some consistent personal contact with a professional adult who can serve as an adviser, confidant, and parent surrogate. This need seems to exist regardless of the type of institution the students attend, their general ability to do academic work, and the socioeconomic level from which they come. In many ways, the need for this kind of relationship seems to transcend most other seemingly important desires or demands."

College students have probably been studied more than any other single population. The effects of the college experience have been researched from psychological and behavioral perspectives. The decision to enter college is one that profoundly influences one's life. It can affect personal, social and career decisions. It can also have an impact on the rate and quality of individual development.

In summarizing the effects of college on 200,000 individuals, Astin (1977) shows clearly that those individuals change in many ways. A few of these changes are that students:

- develop a more positive self-image
- are more competent intellectually and interpersonally
- develop more liberal views and attitudes toward social issues
- become less religious
- become less altruistic
- become less interested in athletics, business, music and status
- as freshmen appear to be less studious and interact less with instructors, but these characteristics increase with time in college
- get lower grades than they did in high school and achieve less in extracurricular activities

Many students change career plans after they enter college but the changes between fields are not random. The largest dropout rates occur among students who initially plan careers in engineering, nursing, medicine, science and education. The fields that gain in popularity are business, college teaching, law and homemaking. Although the dropout rate in the profession of education is high, larger numbers of dropouts from other fields enter education later (Astin, 1977).

The Astin study concerning students who entered college Autumn Quarter 1992 (OSU students were included in this sample) yields the following information about students nationally:

- 79% are attending college to get a better job
- 73% are attending college to make more money
- 38% are attending college to become a more cultured person
- 34% are attending college because of parents' wishes
- 34% are middle-of-the-road politically
- 50% think grading in high school has become too easy
- 15% think racial discrimination is no longer a major problem or concern
- 88% think the federal government is not doing enough to control environmental pollution
- 22% felt "overwhelmed by all I had to do" (men - 14%; women - 29%)
- 9% frequently felt depressed (men - 6%; women - 12%)

What is important to them?

73% being very well-off financially
69% becoming an authority in their field
71% raising a family
63% helping others who are in difficulty
55% obtaining recognition from colleagues
43% being successful in own business
42% influencing social values
42% promoting racial understanding
20% influencing the political structure
46% developing a meaningful philosophy of life

University College Students

The number of new freshman students enrolled Autumn Quarter 1997 in University College on the Columbus campus was 4,618, for a total University College (Columbus campus) enrollment of 14,111. The University's expected freshmen enrollment for Autumn Quarter 1998 is 6000, and the projections for percentage of enrollment of freshmen in each CAP in University College are:

AGR - 3.84%	HEC - 1.81%
AHR - 1.9%	LAW - 2.1%
AMP - 4.5%	MED - 6.9%
ART - 1.82%	MUS - 1.04%
ASC - 22.82%	NRE - 0.8%
BUS - 12.1%	NUR - 1.86%
DEN - 0.72%	OPT - 0.44%
DHY - 0.19%	PHR - 1.95%
EDU - 0.7%	SWK - 0.33%
ENG - 15.5%	VME - 1.67%
GBC - 17.0%	

Number of other colleges applied to for admission this year

0	34.5%
1	14.6%
2	14.8%
3	13.8%
4	8.7%
5	5.4%
6	3.4%
7 to 10	3.9%
11 or more	0.9%

College attended is student's:

First choice	69.6%
Second choice	21.0%
Third choice	5.7%
Other	3.7%

Reasons noted as very important in selecting college attended

Relatives' wishes	9.5%
Teachers' advice	4.3%
College has a very good academic reputation	53.9%
College has a good reputation for its social activities	25.5%
Offered financial assistance	33.8%
College offers special education programs	21.8%
Low tuition	30.1%
Advice of high-school counselor	8.2%
Advice of private college counselor	2.1%
Wanted to live near home	21.1%
Friend's suggestion	10.1%
Recruited by college	4.5%
Recruited by athletic department	6.7%
Not offered aid by first choice	5.2%
Graduates gain admission to top graduate/professional schools	31.1%
Graduates get good jobs	50.3%
Religious affiliation/orientation of college	6.2%
Size of college	34.4%
Not accepted anywhere else	2.9%
Rankings in national magazines	9.1%

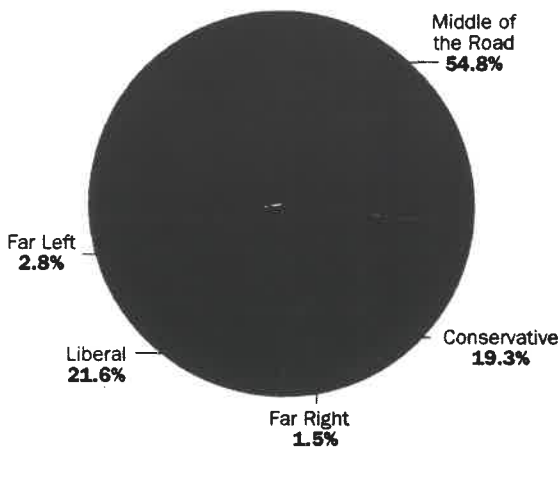
Highest academic degree earned

None	0.8%
Vocational certificate	1.1%
Associate (or equivalent)	4.9%
Bachelor's	25.0%
Master's	39.4%
Ph.D. or Ed.D.	15.3%
M.D., D.O., D.D.S., or D.V.M.	8.1%
J.D.	3.4%
M.Div.	3.0%
Other	1.7%

Probable career occupation

Accountant or actuary	3.0%
Actor or entertainer	1.3%
Architect or urban planner	1.5%
Artist	1.7%
Business (clerical)	0.9%
Business executive	7.4%
Business owner or proprietor	2.9%
Business salesperson or buyer	1.0%
Clergy (minister, priest)	0.2%
Clergy (other)	0.2%
Clinical psychologist	1.5%
Computer programmer or analyst	4.5%
Conservationist or forester	0.7%
Dentist	0.8%
Dietitian or home economist	0.3%
Engineer	7.7%
Farmer or rancher	0.8%
Foreign-service worker	0.4%
Homemaker (full-time)	0.2%
Interior decorator	0.3%
Lab technician or hygienist	0.5%
Law-enforcement officer	1.7%
Lawyer or judge	3.3%
Military service (career)	0.7%
Musician	1.3%
Nurse	3.3%
Optometrist	0.3%
Pharmacist	1.0%
Physician	5.5%
Policymaker/government	0.8%
School counselor	0.3%
Scientific researcher	1.8%
Social, welfare, or recreation worker	1.4%
Teacher (elementary)	5.6%
Teacher (secondary)	3.8%
Teacher (college)	0.5%
Therapist (physical, occupational, speech)	3.9%
Veterinarian	1.5%
Writer or journalist	2.0%
Skilled trades	1.5%
Other occupation	10.3%
Undecided	11.9%

Students' Political Views



Estimated parental income	Received any aid from:
Less than \$6,000	2.8%
\$6,000-\$9,999	2.4%
\$10,000-\$14,999	4.0%
\$15,000-\$19,999	4.0%
\$20,000-\$24,999	5.4%
\$25,000-\$29,999	5.4%
\$30,000-\$39,999	11.3%
\$40,000-\$49,999	11.2%
\$50,000-\$59,999	11.9%
\$60,000-\$74,999	13.4%
\$75,000-\$99,999	11.8%
\$100,000-\$149,999	9.0%
\$150,000-\$199,999	3.2%
\$200,000 or more	4.0%

Other govt. aid (ROTC, GI, etc.)	2.7%
Stafford/Guaranteed Loan	25.0%
Perkins Loan	8.7%
Other college loan	10.8%
Other loan	6.9%
Other source	5.2%

Received \$1,500 or more from:

Parents, relatives, or friends	51.7%
Spouse	0.3%
Savings from summer work	8.2%
Other savings	7.3%
Part-time job on campus	2.6%
Part-time job off campus	2.6%
Full-time job while in college	1.2%
Pell Grant	6.2%
Supplemental Educational Opportunity Grant	1.1%
State scholarship	4.6%
College Work-Study	1.8%
Other college grant	17.0%
Vocational rehabilitation funds	0.4%
Other private grant	3.1%
Other govt. aid (ROTC, GI, etc.)	1.6%
Stafford/Guaranteed Loan	12.8%
Perkins Loan	2.8%
Other college loan	6.5%
Other loan	4.3%
Other source	2.5%

Concern about financing college

None	33.0%
Some (but I will probably have enough funds)	51.4%
Major (not sure I will have enough funds to complete college)	15.7%

Note: The statistics are based on surveys of 252,082 freshmen entering 464 two-year and four-year institutions in the fall of 1997. The figures were statistically adjusted to represent the total population of approximately 1.61 million first-time, full-time freshmen. Because of rounding or multiple responses, figures may add to more than 100 per cent.

Number of hours per week in the last year spent on these activities

Studying or doing homework	3.0%
Socializing with friends	0.4%

SOURCE: THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1997. PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES HIGHER EDUCATION RESEARCH INSTITUTE.

Their Opinions, Activities, and Goals

	Total	Men	Women
Activities in the past year:			
Attended a religious service	81.5%	78.3%	84.2%
Was bored in class *	36.0	37.1	35.0
Participated in organized demonstrations	42.6	41.2	43.8
Tutored another student	47.0	43.2	50.2
Studied with other students	84.1	80.8	86.9
Was a guest in a teacher's home	28.4	28.6	28.3
Smoked cigarettes *	16.1	14.6	17.3
Drank beer	52.7	58.1	48.1
Drank wine or liquor	55.6	54.9	58.2
Felt overwhelmed by all I had to do *	28.5	18.9	36.6
Felt depressed *	9.2	6.9	11.1
Performed volunteer work	73.1	69.2	78.4
Played a musical instrument	37.3	36.5	37.9
Asked a teacher for advice after class *	21.9	19.3	24.1
Overslept and missed class or appointment	34.5	35.3	33.8
Discussed politics *	13.7	16.3	11.5
Worked in a local, state, or national political campaign	8.2	8.7	7.7
Voted in a student election *	21.3	20.6	21.9
Used a personal computer *	56.7	58.2	55.5
Socialized with someone of another racial or ethnic group *	62.6	60.0	64.9
Missed school due to employment	8.0	9.5	6.8
Lost my temper	77.6	75.5	79.4
Took a prescribed anti-depressant	5.2	4.6	5.8
Found it difficult to study at home	54.4	52.9	55.5
Reasons noted as very important in deciding to go to college:			
My parents wanted me to go	36.2%	34.8%	37.3%
I could not find a job	6.8	6.1	7.3
Wanted to get away from home	18.2	18.5	17.9
To be able to get a better job	74.6	74.2	74.9
To gain a general education and appreciation of ideas	60.7	54.3	66.1
To improve my reading and study skills	40.7	36.9	44.0
There was nothing better to do	3.4	4.4	2.6
To make me a more cultured person	35.7	30.4	40.3
To be able to make more money	73.0	76.5	70.1
To learn more about things that interest me	74.3	70.9	77.2
A mentor or role model encouraged me to go	14.4	14.3	14.5
To prove to others I could succeed	40.7	40.2	41.0
Agree strongly or somewhat that:			
The federal government is not doing enough to control environmental pollution	80.7%	76.9%	84.0%
The federal government should raise taxes to reduce the deficit	22.1	24.0	20.5
There is too much concern in the courts for the rights of criminals	70.2	70.6	69.9
Abortion should be legal	53.5	53.7	53.3
The death penalty should be abolished	23.7	20.9	26.1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	42.2	55.2	31.2
Objective considered essential or very important:			
Becoming accomplished in one of the performing arts	12.6%	12.4%	12.8%
Becoming an authority in my field	62.8	65.4	60.7
Obtaining recognition from my colleagues for contributions to my special field	52.5	53.7	51.5
Influencing the political structure	16.7	19.4	14.4
Influencing social values	37.6	33.1	41.4
Raising a family	72.8	72.1	73.4
Having administrative responsibility for the work of others	38.4	40.2	36.8
Being very well-off financially	74.9	77.1	73.2
Helping others who are in difficulty	61.0	51.5	68.9
Making a theoretical contribution to science	17.2	19.9	15.0
Writing original works	13.9	14.5	13.4
Creating artistic work	13.9	14.0	13.9
Becoming successful in a business of my own	41.1	47.9	35.5
Becoming involved in programs to clean up the environment	19.4	19.6	19.1
Developing a meaningful philosophy of life	40.8	40.6	41.0
Participating in a community-action program	22.8	19.1	25.8
Helping to promote racial understanding	31.8	28.7	34.4
Keeping up to date with political affairs	26.7	30.0	24.0
Becoming a community leader	31.2	32.2	30.4

* Frequently only; all other activities frequently or occasionally.

COLLEGE STUDENT QUIZ

Please circle true or false

- T F 1. Workers with a college education do not make more money over their lifetime than non-college workers.
- T F 2. Women earn higher grades in college than men.
- T F 3. More women go into graduate and professional schools than men.
- T F 4. Students develop more liberal political views while they are in college.
- T F 5. College students do not develop increased intellectual self-esteem while in college.
- T F 6. There is a tendency toward increased hedonism among college students.
- T F 7. Students' college grades decline from those in high school.
- T F 8. The biggest college drop-out rates occur among students who initially plan careers in engineering, medicine, education and science.
- T F 9. Almost 70% of all students change their majors while in college.
- T F 10. Today's students report more concern for the environment than four years ago.
- T F 11. Fewer students participate in demonstrations now than five years ago.
- T F 12. Younger students get better grades than older students.
- T F 13. Freshmen high in hedonism get poorer grades than non-hedonistic students.
- T F 14. Undecided students have less ability than decided ones.
- T F 15. For students majoring in business, education or engineering a difference of one letter grade equals approximately \$1000 in starting salary.
- T F 16. Women students are more materialistic and ambitious than those ten years ago.
- T F 17. The majority of today's students go to college to get a better job.
- T F 18. Almost 30% of freshmen report feeling overwhelmed or depressed.
- T F 19. Becoming an authority in one's field is not as important to women students now as it was a decade ago.
- T F 20. Artistic interest increases while altruistic values decrease during the college years.

Developmental Tasks of Young Adults

Individuals grow and change in many ways throughout their lives but the college years are a time of considerable development. Chickering (1969) names seven vectors or developmental tasks that are typical of traditional age students. When an individual anticipates change and consciously works to change, then development is more likely to take place in a positive direction. Students are constantly integrating new knowledge and skills into existing knowledge and skills. A college environment can help make positive and successful this change and growth in many ways. Academic advisers along with other campus personnel (e.g., professional staff members in residence halls, career counselors, administrators of recreation facilities) can incorporate opportunities for development in their programs and services. The seven vectors that Chickering identifies are:

A. Developing Competence

1. Intellectual competence
2. Physical and manual competence
3. Social-interpersonal competence

B. Managing Emotions

1. To learn to become aware of feelings and to rely on them
2. To find legitimate ways of expressing hate and anger
3. To recognize that sexual impulses are more insistent
4. Issues of interpersonal relationships and identity are raised

C. Developing Autonomy

1. To reduce need to depend on parents
2. To be free of need for constant reassurance and approval
3. To develop interdependency and recognize the boundaries of personal choice

D. Establishing Identity

1. Depends on how accomplish first three vectors - developing competence, emotional control and autonomy
2. Clarifies conceptions of physical needs, personal appearance and sex appropriate roles and behaviors

E. Freeing Interpersonal Relationships

1. Developing tolerance for other cultures, backgrounds, values
2. Learning to relate to individuals, not stereotypes
3. Developing relationships of trust, independence and individuality
4. Learning to be warm, open, and friendly; does not react anxiously or defensively
5. Developing intimate relationships with opposite sex - a sensitivity to others' feelings
6. Developing ability to love and be loved

F. Developing Life Purpose

1. Sets educational goals
2. Develops an awareness of work world and begins to implement a vocational decision
3. Identifies an appropriate life style
4. Develops a tentative commitment to future plans and begins to identify the next steps in one's life

G. Developing Integrity

1. Clarifies a personally valid set of beliefs that have some internal consistency
2. Humanizes values, personalizes these values and develops congruence between these beliefs and how one acts on them

The Advising Process

The advising process is a complex set of interactions that identifies a problem, provides and evaluates information, produces a tangible solution and implements the solution by taking action. A typical sequence for an advising conference is as follows:

1. Opening the Interview

- Opening question/lead: "How can I help you?", etc.
- Take out the student's record folder (SRF) so relevant information is available during the interview and notes can be made later.
- Convey openness, interest, concentrated attention (with eye contact, body position, etc.).

2. Identifying the Problem

- Ask the student to state the problem; help the student articulate if needed.
- Help the student state all relevant facts - gather as much information as needed to clarify the situation for you and the student.
- Do you sense that the presenting problem might be different from the real problem? Ask probing, open-ended questions.
- Restate the problem in the student's words; give the student a chance to clarify, elaborate or correct your interpretation, if needed.

3. Identifying Possible Solution(s)

- Ask the student for a solution (if not apparent already).
- What, how, when, who will solve the problem?
- What resources are needed?
- Discuss implications of each solution if two or more are identified.

4. Taking Action on the Solution

- What specific action steps need to be taken? Is procedure, information or referral needed?
- In what order do action steps need to be taken?
- In what time frame do they need to be taken?
- What follow-up is needed? By the student? By you?

5. Summarizing the Transaction

- "Have we taken care of this to your satisfaction?"
- "Is there anything else we need to talk about?"
- Encourage future contact; make a definite appointment time if referral or assignment has been made.
- Date and write several lines in student folder about what took place (e.g. Dropped Math 130-received poor mid-term grade; Recommended retake Math 075 next quarter - received D last quarter; Sent to math counselor for advice; discussed _____ major; Referred to _____ department for more information.)

Some Modes of Adviser Behavior

1. **Acceptance:** By non-verbal as well as verbal behavior, the adviser tries to indicate to the student that he/she is interested in, and that she/he understands and accepts what the student is saying. The adviser does not want his/her own speaking to interrupt the student's momentum and continuity of thought, however. This technique usually involves a simple "yes" or "um-huh," or merely a nod.
2. **Clarification:** In this technique, the adviser tries to verbalize what she/he thinks the student is trying to say, but does not intellectualize or attempt to change the content of the student's expressions. This gives the student a chance to see how well someone else understands him/her and provides an opportunity for her/him to clarify any misunderstanding and to see his/her own statements in a less personal light.
3. **General leads:** These usually take the form of questions or statements intended to get the student to shift his/her thinking to a different aspect of the problem. The actual lead may take the form of "probing" suggestions or of some other lead designed to stimulate consideration of a new aspect of a situation.
4. **Simple reflection:** This is the technique of acting as a mirror for verbal expression.
5. **Reflection:** The adviser tries to express verbally the attitudes of the student and helps bring problems into focus without the student feeling he/she is being pushed.

Communicating in the Advising Interview

1. **Opening** - Greet student by name. Be relaxed, warm. Open with a question, e.g., "How are things going?"
2. **Phrasing questions** - Conversational flow will be cut off if questions are asked so that a yes or no reply is all that is required. A good question might be, "What have you thought about taking next quarter?" or "What are some things that have made you think about business as a career?"
3. **Listening (rather than out-talking the student)** - Good advising is effective listening and listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
4. **Accepting the student's attitudes and feelings** - Students may fear that advisers do not approve of what they say. Advisers must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If a student thinks it is a problem, the adviser does, too.
5. **No cross-examining** - Be careful not to fire questions at the student like a machine gun.
6. **Allowing silence in the interview** - Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas or may be thinking about what was just said.
7. **Reflecting the student's feelings** - Try to understand what the student is saying. For example, it is better to say, "You feel that your father expects you to major in pre-Med" rather than "Everyone has trouble getting along with his father sometimes."
8. **Admitting your ignorance** - If a student asks a question regarding facts and you do not have them, admit it. Go to your resources for information immediately, or call the student back.
9. **Setting limits on the interview** - It is better if the adviser and the student realize from the beginning that the interview lasts for a fixed length of time.
10. **Ending the interview** - Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further."

Counseling and Advising

There is often confusion and debate as to the differences between advising and counseling. This distinction is complicated by the fact that some academic advisers are called academic counselors. A distinction may be made, however, between educational counseling and psychological counseling. When working with some students, issues involving personal or social problems may arise. How the adviser reacts in this situation will depend on the level of the concern and the background and expertise of the adviser.

Figure 1 lists some basic types of academic advising and shows some of the ways that advising and counseling interact (adapted from Potter, 1978):

Basic Types of Academic Advisement

	Informational	Explanatory	Analytic	Therapeutic
Content	Data	Procedures	Options	Values
Purpose	Informative	Clarification	Insight	Self-Acceptance
Nature	Presentation	Discussion	Analysis	Awareness
Focus	The Data	The Institution	The Student	The Person
Perspective	Atomistic	Atomistic	Holistic	Introspective
Setting	Public	Semi-Private	Private	Private
Length	2-10 minutes	5-20 minutes	20-60 minutes	Multiple Sessions

Figure 1.

Several types of advising may take place in one advising contact, a fact which complicates what can be accomplished. Advisers need to help students sort out various academic and personal issues that may surface in an advising situation. The appointed time should be spent on the most important issues as identified by the student.

A critical advising skill is to know when to refer students for assistance with concerns that are beyond the adviser's expertise. This does not mean that advisers ignore obvious personal or social concerns that the student expresses. Advisers can help students identify the elements of the problem and clarify the issues involved. Students need to feel the support and warmth of their adviser as they focus on an event or relationship that is impeding their academic progress. The advising skills of listening, problem solving, and referring are all called into play when this occurs.

Using the Myers-Briggs Type Indicator in Advising

The Myers-Briggs Type Indicator (MBTI) is a questionnaire developed by Isabel Myers-Briggs in 1962. The MBTI is based on Carl Jung's theory of psychological type. The MBTI generates preference scores that describe a person's interaction with his or her world on the following dimensions:

- **Focus of interest** - extraverted towards people and things (**E**) versus introverted toward concepts and ideas (**I**).
- **Information gathering** - sensing of facts and data (**S**) versus intuitive possibilities and guesses (**N**).
- **Involvement with information** - feeling of personal involvement (**F**) versus thinking with logical analysis (**T**).
- **Disposition of information** - judging for decision making (**J**) versus perceiving for spontaneous awareness (**P**).

The descriptions are value-free. The types are indicative of preferred ways of functioning and processing and are not based on ability. Students' and advisers' preferences for one type over another do not preclude their using the opposite function in a variety of settings or situations (Gordon & Carberry, 1984). Benefits of the MBTI to the individual include (Hirsh, 1985):

1. helps individuals learn about themselves and their preferences
2. offers a logical and orderly model of human behavior
3. is neither judgmental nor pejorative and helps to raise self-esteem
4. helps assess the fit between person and job
5. builds an objective framework for emotional issues
6. shows how to persuade and influence others
7. helps build better relationships with others
8. indicates why some things come easily to people and other things are more difficult
9. provides self-awareness in many different areas
10. helps people identify the role that environment can play in their well-being
11. improves motivation

Use in Advising

The MBTI can aid advisers in understanding:

1. students' views about their academic milieu
2. how students gather and process information about course requirements and related areas
3. how students choose academic programs and careers

Advisers can adjust their advising style to meet the student's preferred mode of dealing with the college environment, processing information and making decisions. Students will feel more comfortable and open in an advising relationship when they sense that advisers comprehend their ways of understanding and interpreting events.

The MBTI can serve as a guide for advisers to ask questions which challenge the students' preferred way of acquiring and processing information. For example, highly intuitive (N) students may need to be challenged on the realities of their decisions about major choice, course load, and study habits since they tend to be idealists without considering the practical implications of their decisions. On the other hand, sensing types (S) need to develop the ability to generate possibilities and ingenious solutions to the problems and decisions they encounter in college.

Another example of using a student's MBTI preference appears in the extravert-introvert (EI) dimension. Since introverts are in the minority (30 percent) of the college population, they may need special attention and support from their academic adviser. Introverted college students may find public speaking classes, large social gatherings, or crowded residence halls threatening to their preferred nature. Although it is essential to develop social and interpersonal skills, introverts need to be reassured that their preferences for working or being alone are natural and acceptable. The extreme extrovert, on the other hand, needs to develop abilities to work alone and concentrate.

Nisbet, Ruble and Schurr (1982) have used the MBTI to diagnose learning styles and to help develop learning behaviors in high-risk students. According to Kiersey and Bates (1978), the sensing-perceiving (SP) student is more attrition prone (with a potential attrition rate of 87 percent at the post-secondary level). Helping students identify and interpret their academic needs and approaches to learning will provide an important insight into their behavior and preferences in certain situations.

A resource like the MBTI can help advisers to be more understanding, more adept in communicating and more skilled in helping students select, explore, and confirm academic and career choices. This understanding can (Gordon & Carberry, 1984):

- lead students to awareness of their cognitive style;
- help them more accurately perceive relationships with peers, family members and faculty;
- provide self-information at a time when they are involved in certain developmental tasks; and
- help them identify and explore academic and career alternatives.

EFFECTS OF THE COMBINATIONS OF PERCEPTION AND JUDGMENT

Sensing plus Thinking. ST people are mainly interested in facts, since facts are what can be collected and verified directly by the senses--by seeing, hearing, touching, etc. And they make decisions on these facts by impersonal analysis, because the kind of judgment they trust is thinking, with its step-by-step process of reasoning from cause to effect, from premise to conclusion.

Sensing plus Feeling. SF people are also interested in facts, but make their decisions with personal warmth, because the kind of judgment they trust is feeling, with its power to weigh how much things matter to themselves and others.

Intuition plus Feeling. NF people make decisions with the same personal warmth. But, since they prefer intuition; their interest is not in facts but in possibilities, such as new projects, things that have not happened yet but might be made to happen, new truths that are not yet known but might be found out, or, above all, new possibilities for people.

Intuition plus Thinking. NT people share the interest in possibilities. But, since they prefer thinking, they approach these possibilities with impersonal analysis. Often the possibility they choose is a theoretical or technical one, with the human element more or less ignored.

The columns below present some of the results of these combinations.

	ST	SF	NF	NT
People who prefer:	SENSING + THINKING	SENSING + FEELING	INTUITION + FEELING	INTUITION + THINKING
focus their attention on:	Facts	Facts	Possibilities	Possibilities
and handle these with:	Impersonal analysis	Personal warmth	Personal warmth	Impersonal analysis
Thus they tend to become:	Practical and matter-of-fact	Sympathetic and friendly	Enthusiastic & insightful	Logical and ingenious
and find scope for their abilities in:	Technical skills with facts and objects	Practical help and services for people	Understanding & communicating with people	Theoretical and technical developments
for example:	Applied science Business Production Construction Etc.	Patient care Community service Sales Teaching Etc.	Behavioral science Research Literature & art Teaching Etc.	Physical science Research Management Forecasts & analysis Etc.

If you can tell which column comes closest to describing you, you can tell which two of the four processes (sensing, intuition, thinking and feeling) you naturally use most. One of those two will be your "favorite" process. The other is the "auxiliary" which supplies perception if the favorite is a judging process (T or F), or supplies judgment if the favorite is a perceptive process (S or N). Your greatest strengths come from the two you like, and it is important to trust and develop them. However, for some purposes, your less-liked kinds of perception and judgment will serve you much better--if you remember (and take the trouble) to use them.

Decision Making and Advising

Decision making is at the heart of advising. Most advising transactions involve decisions of one type or another. For example, students may ask advisers:

- "What courses do I need to take next quarter?"
- "Should I drop this math course?"
- "What should I major in?"
- "What career field is best for me?"

All these questions imply not only that a decision needs to be made, but also a dependent decision making style - asking advisers to make decisions for them. Many students, freshmen in particular, have had most important decisions made for them by other people (parents, school officials, etc.). They often lack the skills and experience necessary not only to make decisions but to take responsibility for them. An important role of advisers is to help students learn the decision making process and the skills critical to becoming effective decision makers. Advisers need a thorough understanding of how they personally make decisions so that they can recognize the differences in approaches and styles used by their students.

Conceptual Models of Decision Making

While there are many theories of decision making, two which can offer insights into the advising situation are those of Gelatt (1962) and Tiedeman and O'Hara (1963.) Gelatt approaches decision making systematically. He suggests a sequential process which includes a starting place where the individual is aware that a decision needs to be made and determines there are two or more possible courses of action to be taken. The process of deciding requires a system where possible outcomes can be predicted in which valuing becomes an important part. Gelatt's model is cyclical in that once a decision is made, it may lead to entering the cycle once more. A decision is final only when an immediate goal is reached. An example of a systematic model is given in Figure 2.

Tiedeman and O'Hara offer a developmental approach to decision making. They provide some general assumptions about the process:

1. We are responsible for our own behavior.
2. We are capable of purposeful action.
3. We are constantly confronted with environmentally caused discontinuities of experiences.
4. The more effectively we solve our problems, the more we feel we own our behavior.
5. Decision-making consists of tasks that need to be resolved.

A Systematic Decision-Making Approach

The decision making process is used every time an individual is faced with a situation which offers more than one solution. The steps listed below outline a systematic approach to any decision.

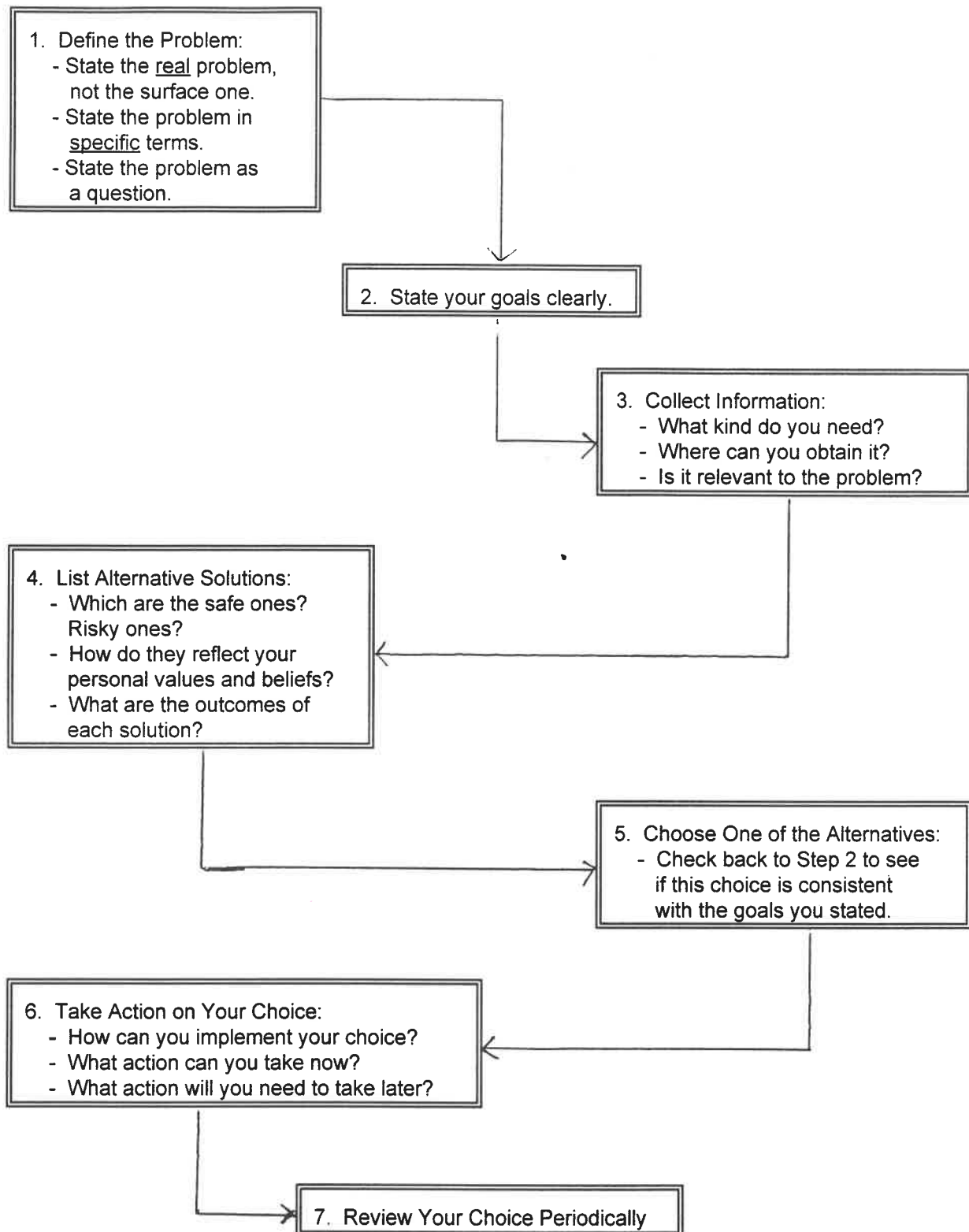


Figure 2

Harren (1979) provides a model for educational and career decision making for college students based on Tiedeman and O'Hara's conceptual framework. He defines the seven stages of decision making proposed by them as follows:

A. Anticipatory or Planning Stages:

1. Exploration

- vague anxiety about the future
- no plan of action
- no negative choices yet

2. Crystallization

- make progress toward a choice
- recognize alternatives
- recognize conflicts
- weigh advantages/disadvantages
- recognize earlier inappropriate decisions

3. Choice

- make definite commitment to a particular goal
- feel satisfied and relieved
- swing from pessimism to naive optimism about the future
- know consequences of decision or further planning

4. Clarification

- come to closure about commitment
- plan details and next steps to follow through
- elaborate and perfect self-image and image of future

B. Implementation or Action Stage:

5. Induction

- reality contact with new environment
- accommodation to new group of people and new situation
- living out one's decision
- need to feel some level of acceptance of one's uniqueness by group
- identify with group through assimilation of one's values and goals into group's values and goals
- acceptance by group

6. Reformation

- assertive (not passive) interaction
- highly involved in group
- tries to bring group's values, goals and purposes into greater conformance with own values and goals
- lack of objectivity - strong sense of self
- group's values, goals and purposes are modified

7. Integration

- older group members react against new member's force for change
- greater objectivity toward self and group's purposes
- synthesis of group and individual through collaborative activity
- successful image of self; group considers one successful

The process is ordinarily progressive but regression and recycling may need to take place. That is, individuals may need to repeat certain steps if progress is not being made.

Harren also identifies three decision making styles or approaches to decision making. They are:

1. Rational

- more advanced in decision-making process
- responds well to testing and reading occupational information
- anticipates decision deadlines
- seeks counseling for careful planning

2. Intuitive

- internally focused
- "feels" decision is right
- responds better to experiential approaches, e.g. value clarification, fantasies

3. Dependent

- counselor is expert; knows right answers
- wants information, advice, direct suggestions
- significant others influence decisions which may facilitate or impede progress

Adviser's Role

Decision theory can help advisers understand why and how advisees approach the choice process. Each student comes to the advising situation with a variety of decision making experiences and skills. Advisers can be aware of the level of understanding and expertise the student possesses. The academic advising relationship can become a vehicle for a great deal of learning, experimenting, reality testing, goal setting and implementation of educational and career decisions (Gordon, 1984).

Students' capacity for decision making will depend on the developmental level they have reached. An individual in Harren's exploration stage will need very different advising help than the student in the choice or clarification stages. Decision theory also provides insights into the types of decisions they will make and the critical decision points students will encounter especially during the college years.

Educational planning is a critical task through which advisers can assist students in appreciating the unique needs and personal characteristics they bring to this process. Advisers with knowledge of academic programs, occupational alternatives, and theoretical approaches to the decision making process can become vital partners in helping students plan their present and their future.

SECTION II
Interpersonal Dynamics of the Advising Process

Section Questions

Please complete each of the following questions by identifying the correct response.

1. Developmental advising implies that an adviser has a responsibility to attend to the quality of the student's college experience.
True
False

2. The majority of students attend college today to become cultured persons.
True
False

3. Students change very little in social and intellectual development during the freshman year.
True
False

4. The terms counseling and advising may be used interchangeably.
True
False

5. Most students are experienced in decision making skills and have few problems in deciding on a major.
True
False

SECTION III: ADVISING TASKS IN UNIVERSITY COLLEGE

Academic advising involves many tasks. Examples of advising tasks are: orienting new students; assisting students to schedule and register for classes; providing curricular information about university, college and major requirements; and providing information about entering a degree unit. Teaching University Survey (UVC 100) is another important task for the University College adviser. Counseling tasks may include conducting probation conferences or helping students clarify their career values and goals. Examples of administrative or procedural tasks are completing paper work associated with university procedures, or serving on college or university committees. A summary of these tasks is included at the end of this section.

Specific tasks detailed in this section are: scheduling (new first quarter, transfer and returning students), orientation advising, and procedural advising. An overview of University resources relating directly to advising is included, since advisers are often required to refer students to other offices for assistance.

Scheduling New First Quarter Freshmen (NFQFs)

Students must learn a new vocabulary and specific procedures in order to schedule classes. Understanding how a baccalaureate degree is organized is important as well. To earn a degree every student must fulfill course requirements at three basic levels. Figure 3 outlines these three areas:

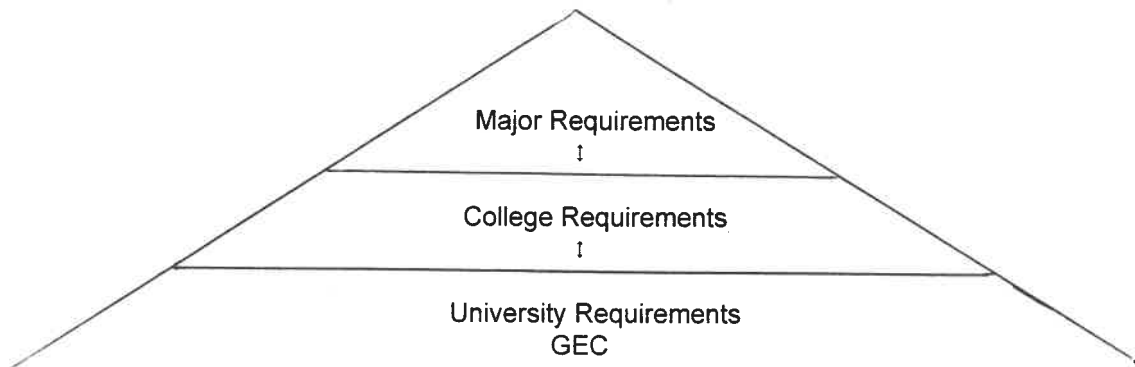


Figure 3.

Most students at Ohio State University now are governed by the General Education Curriculum. There are a few exceptions: (1) students who entered the University before Autumn Quarter, 1990 schedule according to the Basic Education Requirements [BER] (Arts and Sciences students schedule according to the Liberal Arts Requirements [LAR]); and (2) some transfer students who entered the University Autumn Quarter, 1990 through Summer Quarter 1992 schedule according to the BER/LAR. All other students schedule according to the GEC. (Some degree units have determined that any student who has been away from the University for a stipulated length of time -- in many cases five years or longer -- returns under the GEC regardless of when he/she first enrolled at the University. Consult with your coordinator for the rules regarding your CAPs.)

University Requirements: General Education Curriculum (GEC)

The curricular requirements for the GEC are divided into eight categories. It is important to note that every degree unit designates the GEC courses appropriate for its unit under each of these headings. The number of credit hours required in some of the categories may vary with degree units. Your Coordinator will provide the specific information you need for your CAP. The eight categories for the GEC are:

- I. Writing and Related Skills
- II. Quantitative and Logical Skills
- III. Foreign Language (not applicable in most degree programs)
- IV. Social Diversity in the United States
- V. Natural Science
- VI. Social Science
- VII. Arts and Humanities
- VIII. Capstone

Please note: The Colleges of the Arts and Sciences have approved a revision of the GEC, in which version the eight categories are:

- 1. Writing and Related Skills
- 2. Quantitative and Logical Skills
- 3. Natural Science
- 4. Social Science
- 5. Arts and Humanities
- 6. Diversity Experiences
- 7. Foreign Language
- 8. Issues of the Contemporary World

Other colleges/schools are in the process of revising their GEC requirements, to coincide with those set forth by Arts and Sciences; your coordinator will have the most up-to-date information regarding the GEC requirements in your CAPs.

The intent of the GEC is to assist students to develop their knowledge and abilities in a variety of areas. They will learn about the ethical, emotional, and spiritual aspects of life as expressed in the history, literature and art of the past and present. In addition to learning about the nature of human beings, their institutions, languages and cultures, students also acquire knowledge of the physical environment, biological processes, and the abstract language of mathematics.

College Requirements

The second layer of course work in the curriculum pyramid consists of college requirements. Each major available at the university is offered through a particular degree unit. The degree units have special requirements important in each area of specialization. In many cases, a specific course may fulfill both a GEC and a college requirement.

Academic Major Requirements

The third layer of courses is made up of courses required by the major. The number of credit hours required in a major ranges from 20 (for some business majors) to 102 (for the dance major). The major courses provide an in-depth knowledge of a specific subject area. Minors also are available in some programs; the majority are in Arts and Sciences, but other colleges offer them as well. A minor usually involves 20 to 25 hours of a subject area.

These three layers of requirements combine into a total academic program. We separate them here to show how a college major fits into the baccalaureate structure.

The mathematics courses required will depend on the major or department's requirements in Category II of the GEC. English 110 or 111 (soon to be renumbered 110L) is required by all degree units as the first course in Category I, for all students regardless of program.

Planning Schedule Guide

While each CAP area has its own scheduling guidelines, an example of a general schedule plan follows. During scheduling, new students learn:

1. What a CAP is
2. Terms associated with the organizations of University College, OSU, and scheduling
3. Important factors affecting academic load
4. What the University and College requirements are
5. How to interpret math and English placement levels
6. How to build a balanced schedule
7. How to read the Course Offerings Bulletin (Book 3) and College Bulletins
8. How to read the quarterly "Master Schedule of Classes"
9. Information about the student's specific CAP area requirements
10. How to turn all this information into an accurate and appropriate schedule request, which the student then records on a BRUTUS Registration form.

In order to assist NFQF's to schedule, advisers must be familiar with all of these components, especially on the curricular information (e.g. important courses, prerequisite courses, sequencing of courses, math requirements, etc.) relevant to their CAP.

Conditional Admissions

Since Autumn Quarter of 1984, high school graduates entering OSU have been required to have at least four units of English, three units of mathematics, two units of natural science, two units of social science, two units of foreign language, and one unit of visual and performing arts, in order to be admitted to the University "unconditionally." Students lacking any of these requirements are admitted "conditionally" and must remove these conditions during their first two quarters at the University (while they earn their first 30 hours). OSU courses acceptable for meeting these conditions are listed in the OSU Course Offerings Bulletin (pages 8 and 9).

An individual student's conditions, if any, are listed on the Student Profile form which he or she receives during orientation. An adviser needs to assist students in understanding these conditions so they may begin to schedule courses to eliminate them. In addition, it will be important that advisers assist students to carefully select admission condition courses so that they may apply the courses elsewhere as appropriate, since a newly-adopted policy allows students to use the courses to fulfill other requirements as well.

Orientation Advising

The following information is provided when advising new students during orientation:

1. A Student Profile form is given to each student to bring to the scheduling session. It contains the student's ACT or SAT scores, math and English placement levels, information about conditional requirements (if any), transfer credit from other institutions, examination ("EM") credit, and other important information about the student.
2. Adviser and University Survey assignments are made during orientation. Students are assigned an adviser on the basis of their University Survey assignment.
3. Advisers provide students with CAP information; GEC requirements; interpretation of placement test results, EM credit, and transfer credit; and general scheduling priorities. Advisers then assist students in selecting an appropriate schedule for their first quarter.

The orientation program for freshman students entering Autumn Quarter lasts two days during the summer (one day for transfer students). Orientation for Winter, Spring and Summer Quarters is one day only. As a result, scheduling during "off-quarter" programs takes place in a much shorter period of time.

Scheduling Transfer Students

Transfer students present some different concerns. For example, they often need assistance in translating the OSU transfer credit evaluation form. This form provides information about the following:

A. Transfer credit

1. **Direct equivalency** is any credit appearing with a direct OSU equivalency indicated (e.g., Psychology 100 - 5 hrs.).

Partial credit indicates students receive partial credit towards an OSU course (e.g., Psychology 100 - 4 hrs.). This gives the students credit for the course but they will need to determine if this will fulfill a requirement from the degree unit from which they intend to graduate. (The student in this example would also be free to enroll in Psychology 101, for which Psychology 100 is the prerequisite.)

2. **Special credit** is credit which counts toward graduation in a given subject but for which Ohio State does not offer a specific equivalent course (e.g. History Spl - 3 hrs.). Such credits may be used for a student's electives. In some cases, the degree unit may permit the use of such hours toward a designated college requirement.
3. **General credit** is awarded when a specific course equivalency may be possible but could not be readily determined by the Admissions office (e.g. Math Gen - 8 hrs.). The degree granting unit will determine whether these hours can be used toward college or university requirements. In some cases, it may be necessary or appropriate for a student to receive further evaluation of this credit by the academic department. This would typically be done when the credits are in a student's intended major, in a subject which includes required course work toward the student's major, or in a subject area that might fulfill a GEC requirement. To achieve this further evaluation, the student will need to present descriptive materials about the courses (i.e., syllabi, textbooks, examinations, notes, etc.) to the academic department.
4. **Technical Credit** (e.g. Eng Mech TECH - 3 hrs.) is given for technical coursework that is acceptable as undergraduate credit. The student's degree granting unit will determine the applicability of this credit to specific degree requirements.

- B. **Provisional Credit** is credit in progress at another institution when the evaluation was being made. It normally appears at the bottom of the evaluation form. Provisional credit will become one of the above types of credit once the student satisfactorily completes the course and the other institution sends a final transcript to the Admissions office.

Advisers need to help transfer students be aware of the following additional information:

- Transfer credit is identified as "K" credit on a transcript.
- While credit hours toward graduation are awarded as K credit, the student's point hour (GPA) from the previous institution does not transfer.
- Transfer students should be reminded to make sure all supplementary transcripts from former institutions are sent to Admissions promptly.
- Students who wish to challenge the evaluation of their credit should be referred to the Admissions Office.
- Transfer students (or new freshmen) who wish to have credit added to their record based upon military service should contact the ROTC office of the branch of the military in which they served.

In assisting transfer students with the scheduling process, advisers will need to use the student's previous credit and take into consideration pending evaluation of other work completed. Transfer students are frequently eligible for upper level courses because of this prior experience.

Scheduling Returning Students

Continuing students generally constitute the largest number of students within an adviser's assigned load. Continuing students require a very different approach when compared to first quarter freshmen since they have established an academic record and have experienced the university environment. When assisting returning students to schedule, an adviser has many resources available. They include:

1. **OSU Advising Report**

This report lists all of the courses the student has completed, credit hours and grades earned (both quarterly and cumulative), test results (ACT and SAT), CAP area and adviser name. An updated OSU Advising Report is provided to advisers for all students shortly after the end of each quarter in which they are enrolled.

2. **Permanent Record Folder (PRF)**

Each student's PRF, which also contains a copy of the advising report, is filed in the Main Records Area. Active (students currently enrolled) and inactive (students not currently enrolled) files are separated. In addition to the advising report, students' PRFs may contain such documents as high school transcripts, copies of change tickets, petitions, Forgiveness Rule forms, dismissal letters (when applicable), and other pertinent information. (See Section 1 of the Procedures Manual for more detail.)

3. **Student Record Folder (SRF)**

Advisers should have a record folder for each of their advisees with information about the student, such as ACT/SAT scores and percentiles, placement test results, EM and K credit information, Spring Review information, OSU Advising Report, and copies of correspondence to the student (e.g., probation letter).

Advisers may want to remind students of other scheduling considerations when assisting them:

1. The number of hours the student takes in a quarter should be compatible with his/her abilities, academic standing, and other time commitments. For example, a student working 20-30 hours a week probably should not carry more than 12 hours.
2. The schedule should be balanced: it usually is not advisable for a student to schedule three heavy reading courses but rather a balance of courses requiring reading, writing, lab skills, etc.
3. The student must be eligible for the courses he/she wishes to schedule: must have met prerequisites, must have appropriate placement level and class rank, etc.

When helping returning students schedule, advisers may want to review or reaffirm their educational goals and monitor their progress toward their desired degree. Scheduling is a time to discuss any problems or concerns students have about their academic situation.

Note: Some returning students who initially enrolled before Autumn Quarter, 1990 may be under the "old" curriculum, the Basic Education Requirements (BER) or Liberal Arts Requirements (LAR). Be aware of the policy for the degree units represented by your CAP(s).

SCHEDULING UNIVERSITY COLLEGE STUDENTS
Case Studies

I. Scheduling New First Quarter Freshmen (NFQFs)

Case Study A:

- Bart is a first quarter freshman at Ohio State.
- He must attend Ohio State full time since he is on financial aid.
- Help him schedule using the information in his Student Profile.

Case Study B:

- John is a first quarter freshman at Ohio State.
- He will be working from 1:00 to 5:00 p.m. every day.
- He has been assigned as your advisee.
- Help him schedule appropriately for your CAP area using this information and his Student Profile information.

II. Scheduling Transfer Students

Case Study C:

- Carl is a transfer student from Miami University. This is his first quarter at Ohio State.
- He has been assigned as your advisee.
- Help him schedule for your CAP based on the information on his OSU Transfer Credit Evaluation form.

Case Study D:

- Donna is a transfer student from the University of Missouri-Columbia. This is her first quarter at Ohio State.
- She has been assigned as your advisee.
- Help her schedule based on the information on her OSU Transfer Credit Evaluation form.

III. Scheduling Returning Students and CAP Changers

Case Study E:

- Emma has been away from Ohio State for over seven years.
- She will be working thirty hours per week.
- She has been assigned as your advisee.
- She is very concerned about mathematics. She never took the math placement test.
- Help her schedule based on the above information and the information contained on her Permanent Record Card.

Case Study F:

- Fred just received money to attend Autumn quarter.
- He now wants a major in your CAP.
- Help him schedule based on the information provided in his OSU Advising Report.

STUDENT PROFILE



Office of the University Registrar

PROGRAM DATE: 07/10/1997

ORIENTATION FOR AUTUMN 1997

SSN: SEX: BIRTHDATE: PLACE OF BIRTH:

ETHNIC BACKGROUND: CITIZENSHIP: USA

CAMPUS: COLUMBUS

COLLEGE: UVC

MAJOR/CAP:

High School/Previous University

Grad Date Degree
H.S. DIPLOMA

The personal information above will be a part of your permanent record. Draw a line through any incorrect information and print the correction below it. Additions to high schools and colleges/universities attended should be placed below those printed.

By signing and returning this form I authorize changes and affirm that the information provided by me is complete and true. I understand that furnishing false information on this form may result in cancellation of admission or registration, or both.

STUDENT SIGNATURE/DATE

Test and Placement Results:

07/97 ENGLISH PLACEMENT = 6

07/97 MATH PLACEMENT = S FORM = B RAW SCORE = 18 QUALITY POINTS = 22

ACT SCORES:	EN	MA	RD	SR	CP	UM	RH	EA	AG	GT	SS	AL	SAT SCORES:	VERBAL	MATH	READING	VOCAB
07/97	14	17	19	16	17	07	07	08	09	10	09	10	05/97	37	39		
12/95	15	14	15	17	15	08	07	07	07	06	08	07	11/96	37	40		
													12/95	43	34		

Admissions Conditions:

5. HOURS OF A VISUAL OR PERFORMING ART

A



STUDENT PROFILE



Office of the University Registrar

PROGRAM DATE: 07/08/1997

ORIENTATION FOR AUTUMN 1997

SSN: SEX: BIRTHDATE: PLACE OF BIRTH:

ETHNIC BACKGROUND: CITIZENSHIP: USA

CAMPUS: COLUMBUS COLLEGE: UVC MAJOR/CAP:

High School/Previous University Grad Date Degree
H.S. DIPLOMA

The personal information above will be a part of your permanent record. Draw a line through any incorrect information and print the correction below it. Additions to high schools and colleges/universities attended should be placed below those printed.

By signing and returning this form I authorize changes and affirm that the information provided by me is complete and true. I understand that furnishing false information on this form may result in cancellation of admission or registration, or both.

STUDENT SIGNATURE/DATE

Test and Placement Results:

07/97 ENGLISH PLACEMENT = 4

07/97 MATH PLACEMENT = T FORM = B RAW SCORE = 13 QUALITY POINTS = 11

ACT SCORES:	EN	MA	RD	SR	CP	UM	RH	EA	AG	GT	SS	AL	SAT SCORES:	VERBAL	MATH	READING	VOCAB
	10/96	20	14	20	20	19											
	02/96	17	16	21	17	18											

B

Ohio State Transfer Credit Evaluation

Please Retain for Future Reference. This record and the attached evaluated transcript(s) must be available for presentation during testing, orientation, scheduling with your academic adviser, registration, and the evaluation of general and deferred credit. See the reverse side for explanations, definitions, and important admission and registration information.

Name _____ Quarter-Year/Campus SP 97/Columbus
 Student Number _____ College _____
 Orientation program participation Placement Testing Required:
 Required Not required English Math International English
 International student orientation None Optional English
 Birthdate _____ Date February 21, 1997 Eval./Typ. _____

Section I. Credits listed have been granted for work completed appearing on official transcripts. See Section I on the reverse side for explanations and definitions.

Institution(s)	Term/Year entered	Evaluation completed through	Total qtr. hours added	Additional hours of deferred course work
<u>Boston University (MA)</u> Biology 114-6 Economics 200-6 English 110-6 Geography 120-6 JPER spl-1	AU 95	AU 96		
Psychology 100-6 Architecture Tech-6 Engineering Gen-6 History of Art Gen-6 Spanish Gen-12				

You may have 'Tech' credit courses further evaluated by the academic department(s). To avoid scheduling duplicate course work, you are strongly encouraged to contact your college office prior to scheduling. If you have course work further evaluated, be prepared to present descriptive course materials (i.e. titles of texts, syllabi, notes, portfolio, etc.) to the transfer credit coordinator in the appropriate department.



Section II. Provisional Credits See Section II on reverse side.

Ohio State Transfer Credit Evaluation

Please Retain for Future Reference. This record and the attached evaluated transcript(s) must be available for presentation during testing, orientation, scheduling with your academic adviser, registration, and the evaluation of general and deferred credit. See the reverse side for explanations, definitions, and important admission and registration information.

Name _____ Quarter-Year/Campus AU 97/Columbus
 Student Number _____ College _____
 Orientation program participation Placement Testing Required:
 ___ Required ___ Not required ___ English ___ Math ___ International English
 ___ International student orientation X None ___ Optional English
 Birthdate _____ Date February 21, 1997 Eval./Typ. _____

Section I. Credits listed have been granted for work completed appearing on official transcripts. See Section I on the reverse side for explanations and definitions.

Institution(s)	Term/Year entered	Evaluation completed through	Total qtr. hours added	Additional hours of deferred course work
<u>John Carroll University</u> (OH) Communication 105-3, Gen-5 CIS Gen-3 Education S & R Gen-1 English 110-5(EM), Gen-4(EM), Gen-9 Math 151-5, 152-4, 153-5, 254-4 Philosophy 101-5, Gen-4 Physics Gen-6 Political Science 101-5 Psychology 100-5 Religious Studies spl-9 Spanish Gen-4	AU 95	AU 96	86	0



Section II. Provisional Credits See Section II on reverse side.

PER spl-1
 Sociology 101-5
 Physics Gen-6
 Economics 200-5
 Math 568-4, spl-1(500 Level), Gen-4

NAME _____ UNIVERSITY COLLEGE OFFICE COPY UNIVERSITY COLLEGE

SOCIAL SECURITY NUMBER _____ ENTERED SE, 20, 1977

ADDRESS-CITY _____ COUNTY _____ OHIO STATE _____ DATE OF BIRTH _____ PLACE OF BIRTH _____

HIGH SCHOOL _____ CITY _____ OH STATE _____ GRADUATED _____ DEGREE _____

PREVIOUS COLLEGE _____ CITY _____ OH STATE _____ GRADUATED _____ DEGREE _____ YEAR _____

ACADEMIC INFORMATION	TITLE OF COURSE	DEPARTMENT	COURSE NUMBER	CR. HRS.	GRADE	PTS.
TEST SCORES AND PLACEMENT LEVEL	AUTUMN QUARTER 1977	L				
ACT-Com. Std.	FRESHMAN COMPOSITN ENGLISH		110	5	B+	0
ACT-Com. %	ECON & SOCIAL GEOG		240	5	C	31
Math	INTRO TO THEATRE		100	5	B+	
English	QTR: HRS= 15 PTS= 43.0 PHR=2.84				ERN-HRS= 15	
	CUM: HRS= 15 PTS= 43.0 PHR=2.84				ERN-HRS= 15	
PROBATION						
	AUTUMN QUARTER 1982	L				
	INTRO AFRICAN LIT BLACK ST		251	5	A	
	INFORMATIVE WRITING ENGLISH		301	5	C-	
	GENERAL PSYCHOLOGY PSYCH		100	5	C+	
	ARTS & SCI SURVEY UNIV COL		100.11	1	S	
	QTR: HRS= 15 PTS= 40.0 PHR=2.66				ERN-HRS= 16	
	CUM: HRS= 30 PTS= 83.0 PHR=2.76				ERN-HRS= 31	
DISMISSAL						
	WINTER QUARTER 1983	L				
	GENERAL BIOLOGY BIOLOGY		110	5	W	
	EXPLR HELP RELATN ED-SP SV		271	3	W	
	EXP IN COM AGENCY ED-SP SV		289.02	5	W	
	AM CIV SINCE 1877 HISTORY		150.02	5	W	
	QTR: HRS= 30 PTS= 83.0 PHR=2.76				ERN-HRS= 0	
	CUM: HRS= 30 PTS= 83.0 PHR=2.76				ERN-HRS= 31	
REINSTATEMENT						
WITHDRAWALS						

SPRING QUARTER 1983

QTR: HRS= 30 PTS= 83.0 PHR=2.76

CUM: HRS= 30 PTS= 83.0 PHR=2.76

WITHDREW APRIL 22, 1983

FINAL

ORD



WINTER QUARTER 1983

GENERAL BIOLOGY BIOLOGY 110 5 W

EXPLR HELP RELATN ED-SP SV 271 3 W

EXP IN COM AGENCY ED-SP SV 289.02 5 W

AM CIV SINCE 1877 HISTORY 150.02 5 W

QTR: HRS= 30 PTS= 83.0 PHR=2.76

CUM: HRS= 30 PTS= 83.0 PHR=2.76

WITHDREW JANUARY 31, 1983



INSTITUTIONS ATTENDED: UNIVERSITY COLL
 CITY: H. S. DIPLOMA
 DEGREE: H. S. DIPLOMA
 DATE: H. S. DIPLOMA
 PROGRAM: H. S. DIPLOMA

DATE PRINTED: OSU ADVISING REF
 THIS IS NOT A TRANSCRIPT
 UNIVERSITY COLL
 ADVISOR:

PREVIOUS NAME: _____
 HOME ADDRESS: _____
 LOCAL ADDRESS: _____
 PSS ADDRESS: _____

CHP	COL	UVC	R	K	PROGRAM	SUMMARY OF ACADEMIC HISTORY			DEP	PES	ACTIONS
						GPA	W	ENH			
AU96	COL	UVC	1	CAP	ASC-UND	2.633	15	2.633	15	0.0	
W197						2.666	15	2.650	30	0.0	
SP97						2.925	20	2.760	50	0.0	
SU97	COL	UVC	2	CAP	ASC-UND						

TEST	DATE	SIC	SECTION	SCORE	UNOFFICIAL										
						ACT	10/95	S*	EN	MA	SS	NS	CP	27	PG
ACT	06/95	X*	EN	MA	24	RD	30	SR	26	CP	27	UM	15	RH	15
ENGLP	08/95	0*	EP	3	EA	14	AG	10	GT	13	SS	15	AL	16	
SPAN	01/97	0*	SP	7	LT	031	RD	HS	3	YR	1995				
MATHP	08/96	0*	MP	N	FM	B	RS	31	QP	27					

INSTR	COURSE	COURSE	GRADE	INSTR	COURSE	COURSE	GRADE	INSTR	COURSE	COURSE	GRADE
UNIT	NUMBER	TITLE	FINAL	UNIT	NUMBER	TITLE	FINAL	UNIT	NUMBER	TITLE	FINAL
		HIGH SCHOOL COURSE INFO:									
	1.0	ART UNITS									
	4.5	ENGLISH UNITS									
	3.0	LANGUAGE UNITS									
	4.0	MATH UNITS									
	5.0	NATURAL SCIENCE UNITS									
	3.0	SOCIAL SCIENCE UNITS									
	1.0	OTHER UNITS									
AU96	UVC	148	COLLEGE ALGEBRA	4	B						
		100	GENERAL PSYCHOLOGY	5	B-						
		103.01	INTERMED.1: CLASSRM	5	C						
		H100.11	ARTS & SCI SURVEY	1	A						
		15	PT= 39.5	PH=2.633	EH= 15	DP= 0.0					
		39.5	PH=2.633	EH= 15	DP= 0.0						
W197	UVC	121	GENERAL CHEMISTRY	5	B						
		H111	HNR COMPSITN & LIT	5	B-						
		150	ELEMENTRY FUNCTNS	5	C+						
		15	PT= 40.0	PH=2.666	EH= 15	DP= 0.0					
		30	PT= 79.5	PH=2.650	EH= 30	DP= 0.0					
SP97	UVC	113	ENERGY TRANSFR&VVL	5	C						
		261	INTRO TO FICTION	5	A-						
		111	MECHANICS & HEAT	5	C						
		H101	INTRODUCTRY SOCIOL	5	A						
		20	PT= 58.5	PH=2.925	EH= 20	DP= 0.0					
		50	PT= 138.0	PH=2.760	EH= 50	DP= 0.0					
		***** END OF RECORD *****									
		COURSE REQUESTS									
AU97	UVC	114	FORM, FUNCTN&ECOLGY	5							
		200	PRIN MICROECONOMIC	5							
		255	HANDICRAFTS	4							
		145	INTRO PRAC OF STAT	5							

		CURRENT PROJECTED DEGREE ????									

The Ohio Articulation and Transfer Policy
Summary of Transfer Credit Policy Changes

AREA	PREVIOUS POLICY	OHIO ARTICULATION AND TRANSFER POLICY
Acceptance of Transfer Courses	Courses are evaluated individually using credit matrices and departmental guidelines before a credit/no credit decision is made	<p><u>If institution is regionally accredited:</u> All basic and general college level courses (as defined by sending institution) are accepted and transfer credit is awarded for each course in which a C- or better was earned</p> <p><u>If not regionally accredited:</u> <= See "Previous Policy"</p>
Technical Courses	Courses are designated "Deferred-Technical" or "Deferred (?)" unless matrix or departmental guidelines stipulate credit to be awarded	<p><u>If institution is regionally accredited:</u> Credit must be awarded for <u>all</u> technical course work</p> <p><u>If not regionally accredited:</u> <= See "Previous Policy"</p>
Credit awarded for 'D' Grades	No credit is awarded for 'D' graded courses unless part of a sequence in which 'C-' or better was earned in the next course in the sequence	<p><u>If institution is regionally accredited:</u> A.A./A.S. degree holders will receive transfer credit for all college level courses they have passed ('D' or better) –</p> <p><u>If not regionally accredited:</u> <= See "Previous Policy"</p>
Baccalaureate Degree Holders	Transcripts of baccalaureate degree holders who apply as transfer students seeking a second undergraduate degree are not given an official transfer credit evaluation unless college official requests same	All undergraduate, degree-seeking transfers students who have earned a baccalaureate degree from a U.S. institution will receive an official transfer credit evaluation completed at the time of admission
APP, CLEP, DANTEs, Military Credit, Experiential Learning	Credit is awarded or deferred based on guidelines from the American Council on Education and instructional departments upon receipt of official score reports and documentation	<p><u>If institution is regionally accredited:</u> Credit awarded based on assignment of credit by the previous institution</p> <p><u>If not regionally accredited:</u> <= See "Previous Policy"</p>

Regional Accrediting Associations

North Central Association of Colleges and Schools
 New England Association of Schools and Colleges
 Southern Association of Colleges and Schools

Middle States Association of Colleges and Schools
 Northwest Association of Schools and Colleges
 Western Association of Schools and Colleges

Introduction to College Requirements

The lists of courses below are intended only as exploratory information and a general introduction to freshman and sophomore requirements.* For more detailed exploration, it is imperative that you contact your academic adviser or an adviser in one of the twenty-one Curricular Academic Programs in University College.

AGR

(Check program sheets)
Math 130 or 150
Chem 101, 102; or 121, 122
Biology 101 or 113
Agr Econ 200 (math Level N recommended) or Econ 200

AHR

Anthropology 200
Physics 111, 112
Math 150 and 117
Arch 200, 202
Psych 100
Sociol 101
Polit Sc 145
History 111, 112; or 151, 152
Art 170 or 172
Hist Art 210 (or 211,212,213)

Landscape (LHR)

Math 150 & 117
Plant Biology 101
Larch 151
Geol Sci 121

AMP

Biology-depends on major
Chem-depends on major
Physics-depends on major
Math-depends on major

ART

Art 162, 170, 172
History of Art 210, 211, 212

Industrial Design

Ind Design 160, 199
Math 116 or equiv.
Communic 105 or 110
Eng Graphics 121, 122

Theatre

Theatre 100, 205, 220, 280

Art Education

Art Educ 160
Art 170, 172, 182
Hist Art 210 or 211 or 212
Math 104 or above
Psych 100

ASC

See GEC sheets for BA or BS
See 80 majors & minors list

BUS

Math 130, 131, 132
Statistics 133
Econ 200, 400
Accounting 211, 212
CIS 200

DHY

Biology 101 or 113
Chem 101,102
Psych 100
Geog 200
Anatomy 199
Math/CIS/Logic course

EDU

See major sheets

ENG

Math through 153
Physics through 133
Chem 121, 125
Eng Graphics 166, 167

HEC

(Check dept. option sheets)
Biology 101 (in most majors)
Chem 101, 102 (or 121, 122)
Psych 100
Sociol 101
Econ 200
Polit Sc 101 or 245
Math 131 or 148 or 150 (see major)

MUS

By audition only

NRE

Chem 121
Math 150, 151
Biology 113
Ag Econ 200 (math level N recommended) or Econ 200
NRE 100 (to explore area)

NUR

Chem 101, 102 or 121, 122
Psych 100
Sociol 101
Biology 101
Anatomy 199

PHR

(Check for differences between B.S. in Pharmacy and B.S. in Pharmaceutical Sciences.)
Chem 121, 122, 123
Biology 113
Math 150, 151, 152

SWK

Psych 100
Sociol 101
Polit Sc 100 or 101 or 165 or 210 or 245
Philos 101 or 130
Biology 101, 102
Completion of Natural Sciences and Math requirement
SWK 230

DEN, MED, OPT, VME

Biology 113 & 114
Chem 121, 122, 123
Physics 111, 112 (and 113 for most)
Micro 509 - OPT only
(Additional courses are needed for all of these areas.)

***ENGLISH 110 OR 111
REQUIRED BY ALL**

**USE COLLEGE
BULLETINS!**

Industrial Interior & Visual Communication Design

Industrial Design
Interior Space Design
Visual Communication Design

Bachelor of Music

Composition
Jazz Studies:
(a) Composition
(b) Performance
Music Education
Music History
(Orchestral Instrument
Piano
Theory
Voice

Art Education (B.A.E.)

Teacher Preparation (K-12)
Alternative Studies Areas:
(a) Pre-Arts Administration
(b) Museum Education
(c) Liberal Studies in Art Education

Theater B.A.

Theater

SCHOOL OF JOURNALISM & COMMUNICATIONS

(JUR)
(B.A. Program Only)

Communications
News-Editorial
Public Relations
Broadcast Journalism

COLLEGE OF BUSINESS (BUS)

Accounting
Aviation Management
Economics
Finance
Human Resources
Information Systems
Risk Management & Insurance
International Business
Administration
Marketing
Productions and Operations
Management
Real Estate and Urban Analysis
Transportation and Logistics
Special Majors (initiated by student, approved by College)

COLLEGE OF DENTISTRY (DEN)

Dentistry
Dental Hygiene

COLLEGE OF EDUCATION (EDU)

Certification:
Music Education

Non-Certification:

Exercise Science
Sports and Leisure Studies
Technical Education & Training
Technology Education

Pre-Certification:

Special Education
Sports and Leisure Studies
Technical Education and Training
Technology Education

COLLEGE OF ENGINEERING (ENG)

Aeronautical & Astronautical Engineering
Agricultural Engineering:
(a) Food Engineering
(b) General Agricultural Engineering
(c) Pre-Vet Option

Aviation

Chemical Engineering
Civil Engineering
Computer and Information Science
Electrical Engineering
Computer Engineering

Engineering Physics

Industrial & Systems Engineering:

(a) Engineering Management
(b) Human Factors
(c) Manufacturing Systems
(d) Operational Research

Materials Science Engineering

(a) Ceramic Engineering
(b) General Materials Science
(c) Metallurgical Engineering

Mechanical Engineering

Surveying
Welding Engineering
COLLEGE OF HUMAN ECOLOGY (HEC)

Family Relations & Human Development

Child & Family Studies

Textiles & Clothing Major

Product Development & Evaluation
Fashion Merchandising

Family Resources Management

Consumer Affairs
Financial Management
Furnishings/Equipment Retailing

Human Nutrition and Food Management

General Dietetics Major
Hospitality Management
Nutrition - Bachelor of Science

COLLEGE OF LAW (LAW)

Pre-Law students are advised to adopt some area of emphasis based on their interests.

COLLEGE OF MEDICINE (MED)

Medical candidates are generally expected to complete their baccalaureate degrees prior to entry into medicine; three year candidates who show unusual promise are also considered. See the College of Medicine Bulletin for further information.

SCHOOL OF NATURAL RESOURCES (NRE)

Environmental Communication, Education, and Interpretation
Environmental Science
Fisheries Management.
Forestry
Parks, Recreation, and Tourism
Administration
Soil Science
Sustainable Resource Management
Urban Forestry/
Wildlife Management

COLLEGE OF NURSING (NUR)

Nursing

COLLEGE OF OPTOMETRY (OPT)

Optometry

COLLEGE OF PHARMACY (PHR)

B.S. Pharmacy
B.S. Pharmaceutical Sciences
(post B.S. Pharmacy Doctor of Pharmacy-Pharm. D.)

COLLEGE OF SOCIAL WORK (SWK)

Social Work

COLLEGE OF VETERINARY MEDICINE (VME)

Veterinary Medicine

UNDERGRADUATE MAJORS AT OHIO STATE

COLLEGE OF FOOD, AGRICULTURAL & ENVIRONMENTAL SCIENCES (CFR)

Bachelor of Science in Agriculture:
* Agribusiness & Applied Economics
Agricultural Communications
* Agricultural Education
Agricultural Engineering
* Agriculture and Construction Systems Management
Animal Sciences
Crop Science
Food Business Management
* Landscape Horticulture
Turf Grass
Plant Health Management
Bachelor of Science in Food Science
Bachelor of Science in Nutrition
(* minors available)

OTHER MINORS:

Avian Biology
Crop Science
Entomology
Equine Science
Farm Management
International Economic and Social Development
Life Sciences
Natural Resources Management
Plant Health Protection
Plant Improvement
Plant Pathology
Production Agriculture
Soil Resources
Turfgrass Management

SCHOOL OF ARCHITECTURE (AHR)

Architecture
Landscape Architecture

SCHOOL OF ALLIED MEDICAL PROFESSIONS (AMP)

Circulation Technology
Health Information Management & Systems
Medical Dietetics
Medical Technology
Occupational Therapy
Physical Therapy
Radiologic Technology
Respiratory Therapy

COLLEGES OF ARTS AND SCIENCES (ASC)

College of the Biological Sciences

#**Biochemistry
Biology
Entomol
#**Molecu
actics

#**Microbiology
#**Plant Biology
#**Zoology

College of the Humanities

* African-American & African Studies
* Ancient History and Classics
* Arabic
* Art
* Chinese
* Classics
* Comparative Studies
* English
* French
* German
* Greek, Modern
* Hebrew
* History
* Islamic Studies
* Italian
* Japanese
* Jewish Studies
* Linguistics
* Medieval and Renaissance Studies
* Music
* Philosophy
* Portuguese
* Slavic Languages and Literature
* Spanish
* Women's Studies

College of Mathematical & Physical Sciences

Actuarial Science
* Astronomy
#**Computer and Information Science
#**Chemistry
#**Geology and Mineralogy
* Mapping & Land Information Science
#**Mathematics
Physics
Physiological Optics

College of Social & Behavioral Science

* Anthropology
#**Aviation
* Criminology and Criminal Justice
#**Economics
#**Geography
* International Studies
* Political Science
#**Psychology
* Sociology
Speech & Hearing Science

ASC Codes:
(offers B.A. and B.S.)
* (minors available)

PERSONALIZED STUDY PROGRAM (PSP)
(INITIATED BY STUDENT, APPROVED BY COLLEGE)

OTHER MINORS:

American Studies
City & Regional Planning
Classical Greek
Consumer Affairs
Cognitive Sciences
East Asian Languages & Literature
Exercise Science
Family Relations & Human Development
Folklore
International Economics & Social Development
Human Nutrition
Hospitality Management
Jewish Studies
Latin
Modern Greek
Natural Resources Management
Persian
Romanian
Russian
Scandinavian
Statistics
Surveying & Mapping
Textiles & Clothing
Turkish
Yiddish

COLLEGE OF ARTS (ART)

Art (B.F.A.)
Art and Technology
Drawing-Painting
Sculpture
Ceramic Art
Glass Art
General Fine Arts
Photography
Printmaking

Dance (B.F.A.)

Dance:
(a) Education
(b) Performance

History of Art (B.A.)

African Concentration
Asian Concentration
Western Concentration

Procedural Advising

One of the most common advising tasks is to help students implement various University procedures. In some cases students must see their adviser when they need to invoke a procedure, such as dropping or adding a course, using the Pass/Non-Pass option, auditing a course, or filing a retroactive petition.

The adviser's responsibility is to make sure not only that the student understands the procedure and completes the proper form, but more important, that the student understands the implications of the transaction for his/her personal record, degree progress, and educational goals. For example, dropping a math course may have serious consequences for the student's progress or even entry into a specific degree program. Advisers should not consider a student's procedural request as routine or automatic. Each procedural action needs to be evaluated in the context of the individual student's needs.

The College Secretary, Dr. Douglas Torrance, is the authority for the College on all procedural matters. While all forms flow through the College Secretary's office, advisers may have more direct contact with his staff in certain procedural matters such as retroactive petitions, probation and dismissals, and reinstatement petitions. The College Secretary will notify the advising staff of any problems concerning procedural forms or actions. He also informs advisers of any changes regarding University procedures.

The University College Procedures Manual contains explicit instructions for completing procedural forms. Advisers will be using this manual frequently until they learn the procedures and are familiar with the proper forms to implement them.

Appendix A.1. of the Procedures Manual contains important information concerning the confidentiality of records. Advisers need to be informed about the Federal Educational Rights and Privacy Act of 1979 (FERPA) and when the consent of the student is or is not required before we provide information requested by parents and others. Provisions of this Act are listed in Appendix C to Chapter Five in the University Survey Guidebook.

PROCEDURAL ADVISING
Case Studies

Case Study 1

Procedure: DROPPING & ADDING A COURSE
Form: OSU Change Ticket

Drop Jenny Smith, SS# 999-77-6565, from Math 148.
She has permission from the department to add Math 104. She is on probation and cannot use BRUTUS.

Call numbers: Math 148 - 04 credits - 04725-1
Math 104 - 05 credits - 04832-7

College: UVC
Adviser: B. Buckeye

Case Study 2

Procedure: CALCULATING A GRADE POINT AVERAGE
Form: Grade Point Practice

Complete the practice exercise on the next page. All information needed is included.

Case Study 3

Procedure: WITHDRAWAL FROM THE UNIVERSITY
Forms: OSU Withdrawal form, University College Exit Interview Form

Gary Gumbo, SS# 123-99-6667, wishes to withdraw the second week of Autumn quarter. He is withdrawing due to work hours being changed. He expects to return part-time Winter quarter.

He is Rank 2. His address is 112 Beach Street, Columbus, Ohio 43255.

Case Study 4

Procedure: CAP CHANGE
Form: CAP/Adviser Change Form

Jane Jordan, SS# 345-66-7890, wishes to change from BUS (adviser = G. Luck) to GBC (adviser = X. Plore)

Case Study 5

Procedures: PASS/NON-PASS
Form: Course Enrollment Permission Form

Tom Sweet, SS# 456-99-9999, wishes to take EDU PAES 143.01 Pass/Non-Pass. The instructor is C. Nautilus; the call number is 07671-6; the credit hour is 01. Tom has earned 64 credits and has a GPA of 2.4.

Case Study 6

Procedure: RETROACTIVE PETITION
Forms: Retroactive Petition, Change Ticket

It is the fourth week of the quarter and N. Well, SS# 888-88-8888, has just been discharged from the hospital where she has spent the last ten days. She has talked to all her instructors and all have indicated she can make up the work except Math 130. She needs to drop the course but she wants a refund back to the third week since she did not attend math after October 3rd. She has brought documentation to confirm her hospital stay and a note from her math teacher indicating she did not attend after October 3rd. Fill out a retroactive petition to drop her from the course. What else do you need to complete the petition?

Grade Point Practice

Woodrow Wycinski is a student at OSU. His first two quarters of course work follow. Compute: (1) quality points for each course, (2) hours attempted for a grade, (3) grade point average, (4) hours earned toward a degree, and (5) number of deficiency points. After the first quarter, compute cumulative totals for each category.

1st Quarter

Quality Points

Chemistry 101	05 hours	D
EDU PAES 148.01	01 hour	B
English 110	05 hours	B+
German 101.01	05 hours	EM
Math 116	05 hours	W
Univ Col 100A11	01 hour	B

QTR: Hours attempted _____ GPA _____ Hours Earned _____ DPs _____
Warning? _____ Probation? _____ Dismissal? _____

2nd Quarter

Quality Points

Chemistry 102	05 hours	E
EDU PAES 152.02	01 hour	PA
Math 116	05 hours	C-
Theatre 100	05 hours	D

QTR: Hours attempted _____ GPA _____ Hours Earned _____ DPs _____

CPHR: Hours attempted _____ GPA _____ Hours Earned _____ DPs _____
Warning? _____ Probation? _____ Dismissal? _____

1. List all courses for which the student could choose to use the Forgiveness Rule.

2. The grade in EDU PAES 152.02 indicates that _____

3. The W indicates that the student dropped Math 116 after the _____ week and by the end of the _____ week of the quarter.

Adviser As Referral Agent

An adviser needs to know when, how and where to refer students to the vast resources of the University. Advisers need to listen carefully to students' expressed needs so that they may pinpoint the best referral resource. When being referred, students should:

1. understand the reason for the referral
2. know where to go and who to contact
3. have relevant and specific questions to ask or tasks to complete
4. know when and how to give their adviser feedback when it is indicated.

Resources Commonly Used in Advising

Two of the best sources for information about campus resources are the Student Handbook (published by the Office of Student Affairs) and the University Survey Guidebook. Here are some of the resources to which advisers often refer students:

Learning Skills Program - 2-1461

- located in 206 Enarson Hall
- helps student diagnose their learning and study needs through individual interviews and workshops
- provides diagnostic testing
- provides learning effectiveness workshops

Tutoring Services/Extended Instruction

- some academic departments offer free tutoring services; students should contact their course instructor or department office; departments often have lists of tutors for pay as well
- Extended Instruction, a program in University College, provides free group tutoring sessions in various courses

Personal Adjustment Support System (PASS) - 2-6060

- University College program
- workshops on topics such as mental skills training, women in relationships, career planning, and life success
- support group sessions for many populations, including Hispanic, women, and transfer students
- one-on-one counseling, to discuss challenges related to adjustment to University life
- referrals to other support services as needed

Writing Center - 2-5607

- located in 338 Denney Hall
- sponsored by English department
- will diagnose individual student writing and give feedback on how to improve

Counseling and Consultation Services - 2-5766

- personal, social and career counseling
- workshops provided on a variety of topics
- academic effectiveness workshops, e.g., test anxiety management
- PACE - self-help career center

Office of Minority Affairs - 2-8732

- active in recruitment and retention of minority students
- annual Job Fairs help place graduating students in full-time positions

Student Health Services - 2-2112

- medical clinic for diagnosis and treatment of medical problems
- mental health clinic offers individual, couple and group psychotherapy
- students need current OSU ID to receive service

Disability Services - 2-3307

- coordinates physical and academic support services for students with mobility, hearing, visual, or learning disabilities
- many services offered, e.g., access guides and tactual maps, diagnostic testing, reader/typing services, counseling, peer support groups, adapted transportation

Residence Halls - 2-8266

- when problems arise, the hall director or RA on student's floor may be contacted
- some students may be living in special environments related to CAP area, e.g., engineering, natural resources or honors.
- topical suites available in health services, business, human ecology, foreign language or creative arts

Off-Campus Student Services - 2-0100

- provides services for students who live off-campus, such as city bus schedules, informal counseling, commuter newsletter, apartment service
- Brain Bank lists tutors in many subjects
- located at 104 East 15th Avenue

International Education - 2-6101

- nearly 4000 foreign students from over 100 countries; over 800 foreign faculty and researchers; and over 1000 other non-U.S. citizens
- counseling and immigration advising services offered

Student Advocacy Center - 2-1111

- provides guidance to students as they attempt to solve problems
- serves as referral agent to appropriate departments and staff
- helps students become familiar with University policies and procedures
- located in 205 Ohio Union

University Libraries - 2-6154

- largest system in Ohio and nineteenth largest in North America
- close to 5 million books in 16 library locations
- computerized catalogue

Summary of University College Advising Tasks

ADVISING

- Convey general academic information
- Convey procedural information
- Monitor academic progress of students
- Make referrals to other offices and services of the University
- Record student contacts in the SRF
- Maintain SRF's
- Maintain records of procedural transactions (IUT, CAP changes, etc.)
- Assist students with faculty contact
- Instruct students in appeal procedures
- Enforce academic standards
- Be knowledgeable about College, CAP, University procedures and policies as well as the most current information about major requirements
- Make probation/dismissal recommendations
- File OSU Advising Reports in student folders
- Advise walk-in traffic as needed
- Hold office hours
- Monitor student comments (both positive and negative) and refer to proper source when indicated

SCHEDULING

- Pre-schedule students for next quarter
- Interpret test results and University requirements
- Monitor course selection ("Adviser Review")
- Process registration forms
- Work at "quick-change" (Quick Schedule Adjustment) table
- Explain curricular requirements relevant to CAP

PROCEDURAL

- Add/Drop courses for students
- Withdraw students from the University
- Administer the Pass/Non-pass rule
- Prepare "Repeat a D" forms
- Administer "Audit"
- Prepare retroactive petitions
- Verify documents and accuracy of petitions
- Make CAP changes to own CAP and request SRF
- Transfer students to degree units
- Help students change campuses (from Lima, Mansfield, Marion, Newark)
- Help students with tentative evaluations of courses from another college or university
- Send Academic Warning letters

COUNSELING

Help students explore majors on the basis of their interests, strengths, limitations, values, and goals
Help students confirm their academic major choice
Assist students with long-range academic planning compatible with their educational goals
Help individual students find the resources necessary to solve personal problems which are affecting their academic progress
Provide alternative counseling for students who want or need to change majors
Conduct probation conferences
Teach students the decision making process when needed
Help students clarify their work values and set appropriate career goals

ADMINISTRATIVE

Serve on College/University committees
Attend student recognition programs
Assist with recruiting programs
Attend staff meetings

ORIENTATION

Instruct new students in the use of scheduling documents (Course Offerings Bulletin, Master Schedule, College bulletins, etc.)
Interpret Student Profile form (i.e. math, English and foreign language placement, admissions conditions, EM credit)
Explain curricular requirements relevant to CAP
Help students formulate a balanced, realistic schedule which reflects their interests and level of ability
Verify schedule's accuracy by signing it
Dispose of scheduling materials per orientation instruction

TEACHING

Prepare syllabus for UVC 100
Prepare lesson plans for each topic
Obtain outside speakers when appropriate
Teach content, lead discussion
Monitor student progress in course and assign a grade
Evaluate UVC 100 course each quarter

SECTION III
Advising Tasks in University College

Section Questions

Please identify the proper response to each question:

1. New students' course schedule priorities should be to take college and major requirements.
True
False
2. NFQFs entering Autumn Quarter 1990 are the first students to schedule in the new curriculum (GEC).
True
False
3. A GEC course may not be scheduled during the senior year.
True
False
4. The number of credit hours required for graduation is the same for every degree-granting college.
True
False
5. EM credit is given for an OSU course when a transfer student completes an equivalent course at another college.
True
False
6. Students pay full time fees when they schedule 10 credit hours or more.
True
False
7. A description of the Student Health Insurance Plan may be found in the Master Schedule of Classes.
True
False
8. A student in Math level L will be taking remedial courses.
True
False
9. All students are admitted to the University unconditionally.
True
False
10. The Student Profile form is given to students during _____
11. Students who need help in diagnosing learning and study needs can be referred to _____

12. Three sources for obtaining tutoring services are _____

SECTION IV - CAREER ADVISING

Academic and career advising are so closely related that it is often difficult to separate them in an advising transaction. A distinction may be made between career counseling (which is a psychological approach to self-assessment, including testing), career advising (which provides information about careers), and career planning (using this information for formulating a plan of action and implementing it). The responsibility of the adviser in this process will vary with each individual adviser's background and expertise, the unique implications for each Curricular Academic Program area, and the needs of individual students.

While UVC advisers are not considered "counselors," they need to develop beyond the mere "information giving" level. Helping students assess their needs and helping them to understand the career decision making process are important adviser responsibilities.

Career Exploration Needs

College students are sometimes confused or uninformed about the career planning process in general and about specific aspects of it in particular - such as where and how to start, whom to see, how to identify alternatives, how to make a choice from various options, and how to implement a decision once it is made. The adviser's role is to help students explore or confirm academic choices. Advisers can be a valuable resource for helping students understand relationships between educational and vocational choices. They can refer students to the appropriate career resources on campus as well. Advisers can encourage academic and occupational exploration, by helping students see this as a desirable, legitimate task during the freshman year. Career exploration needs to be fostered within an atmosphere of encouragement and support.

Student Differences

Students in different academic areas may present special types of career concerns. For example, ENG (engineering) students may be concerned about their abilities to succeed in math and science, while AMP (allied med) students may be concerned with the stress and energy levels required in certain careers. ASC (Arts and Sciences) students may be more concerned with finding occupational relationships with their majors than AHR (architecture) or NUR (nursing) students.

There are also differences in the way freshmen and sophomores approach career decision making. Many freshmen may be more rational, structured, and narrow about career decisions than some sophomores who may be more intuitive and questioning. "Dualistic" freshmen see advisers as authority figures who should have all the answers. They expect you to tell them what to schedule and what career to pursue. Sophomores are often more open to new information and sometimes question their original choice during this period.

General Career Concepts and Advising

These are some important principles for effective career advising:

1. Choosing a career is a life-long process. Freshmen should understand that they are at only one decision point in a long series of career choices.
2. The career decision-making process includes knowing facts about one's self and facts about the work world. Integrating these two areas of information in an organized way can help the student identify realistic options.
3. Choosing a career can be a complicated process which requires much study and thought. One has more control over one's life by learning how to make career decisions in an orderly rational manner.
4. There are no right or wrong decisions - only satisfying and unsatisfying ones.
5. Sex, race or age should never be a barrier to exploring any and all possible career options.

Career Development Theories

There are many views about how individuals choose careers and how a career develops over a life time. Career development theorists provide insights into this process through a number of approaches. Some of these theories as well as comments about their usefulness in advising follow.

Trait-Factor Approach

The trait-factor approach matches an individual's interests and aptitudes with occupational traits. It assumes that these personal traits can be measured accurately and reliably. In turn, each occupation has a set of measurable trait requirements that are necessary to perform the job. The approach assumes that a close match between personal and job traits will produce a productive and satisfied worker.

Using the trait-factor approach, advisers can:

1. Help students identify their personal strengths and limitations through a careful assessment of their interests and abilities. (Advisers will need to know where career counseling resources are available so that they can refer students for assistance in this area if it is needed.)
2. Provide information about occupations relating to the majors in the CAP area they are advising.
3. Help students gather, understand and apply information so that they can confirm a choice they have made or can use this information to identify new alternatives.
4. Help students learn and use the decision making process.

Holland's Typology

John Holland (1985) assumes that in our culture, individuals can be categorized by six personality types. Holland also categorizes work environments by the same six types. The descriptions of the environments and the types of people working in those environments are similar. The following summarizes each of the six personality types and identifies some work environments for each type.

Realistic - These individuals prefer to work with things rather than ideas or people; have structured patterns of thought; often have mechanical and athletic ability; value concrete things; like money, power and status; tend to be more conventional in their attitudes and values; are persistent and mature. "Realistic" people prefer to work in areas like agriculture, engineering, natural resources, and technical fields.

Investigative - This type is analytical and needs to be challenged intellectually. They are scholarly, often having mathematical and scientific ability. They tend to avoid interpersonal relationships with groups or new individuals. They are original and independent. They prefer to work in occupations related to math, science and technical areas.

Artistic - Artistic types are sensitive, nonconforming, original, intuitive, independent, and often have artistic or musical ability. They tend to value esthetics and place less importance on material things. They prefer to work in occupations related to music, literature, the theatre and other creative fields.

Social - Social personalities have a high interest in people and are sensitive to the needs of others. They have teaching abilities and value social activities, social problems, and interpersonal relations. They have good verbal and social skills. They are scholarly and verbally oriented. They prefer occupations related to teaching, social welfare and helping fields.

Enterprising - These people are adventurous, dominant and persuasive. They place high value on political and economic matters and are drawn to power and leadership roles. They are aggressive, popular, self-confident, and social, and have good leadership and speaking abilities. They prefer occupations related to sales, supervision of others, and leadership roles.

Conventional - This type tends to be practical, neat, and organized, and prefers to work in a structured situation. They are conforming, orderly, and have clerical and numerical abilities. They value business and economic achievement, material possessions and status. They prefer occupations related to accounting, business, computational, secretarial and clerical vocations.

An important element of Holland's theory is the concept of "congruence" which means that different types flourish in work environments which provide the opportunities and rewards that particular types need. Vocational satisfaction, stability, and achievement depend on the congruence between one's personality and the environment in which one works.

Using Holland's approach, advisers can:

1. Teach advisees Holland's classification system so that they can use it to explore occupations and use labor market information.
2. Help students assess their personal characteristics in Holland's terms so they can compare their personality type with the type of work environment they are considering.

Since occupational information is an important tool in making career decisions, Holland's types and their relationships to occupations become a bridge to career exploration.

Developmental Theory

Developmentalists view a career as happening over the entire life-span. Throughout each life stage, individuals are seen as attempting to implement their self-concept through work. Donald Super (1983) describes career maturity as a readiness to engage in developmental tasks appropriate to the age and level in which one finds oneself. Career development is not static but continues over the life span. Persons at different stages of development need to be counseled in different ways. Super views college students in the "exploration" stage where self-examination, role tryout and occupational exploration take place. In this stage, tentative choices are made and tried out. Reality factors are taken into account as the student enters the work force.

Advisers using a developmental perspective would:

1. Understand the particular stages, tasks, and roles in which college students are involved in developing their careers.
2. See college students in many roles and understand that many aspects of students' lives come into play in the advising exchange.
3. Understand that changing occupations during one's lifetime is a natural phenomenon and that students need to learn how to manage a lifetime of career adjustment and change.

Decision-Making Theories

While career development is a continuous process, there are critical decision points along the way. Many of these occur during the college years. Tiedeman and O'Hara (1963) provide a model which takes into account all the factors inherent in making decisions. When individuals are fully aware of these factors, they will be able to base choices on full knowledge of themselves and appropriate external information as well. Their model divides decision-making into two aspects: anticipation and accommodation. In anticipation, the individual becomes aware of the problem, identifies options, moves toward a choice, and implements a decision. The accommodation phase incorporates the contact with a real work environment and the adjustment to, and integration into, that environment.

Using decision making theory, advisers would:

1. Provide experiences through which advisees could contribute to their emotional maturity, self-concept and values orientation.
2. Identify information resources to students and teach them how to use them.
3. Help students identify their own strategies for making decisions and help them improve these strategies.
4. Teach specific skills of decision making.
5. Help students take responsibility for the decisions they have made.

John Crites (1980) suggests that there are at least three outcomes of career counseling: making a choice, acquiring decision-making skills, and enhancing general adjustment. These are outcomes for academic advising as well. The knowledge advisers can gain from career development theories is useful in accomplishing these outcomes.

MAKING SATISFYING CAREER DECISIONS - WHAT QUESTIONS DO I ASK?

SELF-KNOWLEDGE

- Interests - What activities do I enjoy? What do I do in my leisure time? What are my hobbies?
- Aptitudes - What are my personal and academic strengths? What skills do I have?
- Values - What is important to me in a career? What do I believe in?
- Goal-setting - Where am I going? How do I get there? What are my aspirations?

OCCUPATIONAL KNOWLEDGE

- Nature of work - What tasks are involved?
- Places of Employment - Who will hire me?
- Qualifications & Advancement - What entry level expertise is expected?
What experiences do I need?
What are the opportunities for promotion?
- Employment Outlook - What will the job market be like when I graduate?
- Earnings & Working Conditions - What is the pay range? What are the physical demands of the job?
- Job Seeking Skills - How do I write a resume/cover letter? What job interview techniques are desirable?

EDUCATIONAL KNOWLEDGE

- What educational programs will provide the knowledge and skills I need?
- What college majors interest me? What vocational programs interest me?
- What courses will I need to take?
- What degrees and/or credentials do I need?

DECISION-MAKING KNOWLEDGE

- Can I link self-information with occupational information?
- What kind of decision maker am I? What styles or strategies do I use?
- What are the critical points in my life where I will make career decisions?
- What kind of life-long decision-making skills do I need to learn?
- How well do I integrate my values into my decisions?
- How do I implement my decisions once they are made?

Virginia Gordon
University College
The Ohio State University

IDENTIFYING STUDENTS' CAREER PLANNING NEEDS

<u>Need</u>	<u>Career Advising Resource</u>
<p><u>SELF-INFORMATION</u> What are my interests? Who am I in relation to career A and B? How can I find out what my aptitudes are?</p>	<p><u>Counseling & Consultation Services, 2-5766</u> - individual career counseling - group counseling - workshops - PACE (Personal & Career Exploration) Library - self-help materials - SIGI & DISCOVER - computerized career decision making programs <u>EDU PAES 270.01</u> - career planning course, & 270.02 - alternatives course (both 3 credit hours) <u>GBC-UVC Advisers</u> <u>Experiential:</u> EDU PAES 289.01, 289.02 and 271 Student Volunteer Program - 2-0100 Student Employment Service - 2-7363 <u>WEB resources on the Internet</u></p>
<p><u>OCCUPATIONAL INFORMATION</u> What does a chemical engineer do all day? What jobs can I get with a marketing major?</p>	<p><u>PACE Library</u> - Counseling and Consultation Services <u>College Placement Offices</u> - See Chapter 8 in UVC Guidebook for list <u>Academic Departments and Faculty</u> <u>Minority Affairs</u> - job openings & Job Fair - 2-0964 <u>PARTNERS IN EDUCATION</u> - Alumni referrals - See list in your office <u>WEB resources on the Internet</u></p>
<p><u>DECISION-MAKING SKILLS</u> How do I choose between nursing and physical therapy? How can I set goals?</p>	<p><u>Counseling Center</u> - decision making workshops <u>EDU PAES 270.01 & 270.02</u> <u>Individual advising/counseling</u> <u>WEB resources on the Internet</u></p>
<p><u>PERSONAL/SOCIAL CONCERNS</u> e.g. career immaturity choice anxiety motivational problems stress energy levels external locus of control personal needs/value conflicts significant other problems</p>	<p><u>Counseling Center</u> - individual counseling - group counseling - workshops</p>
<p><u>JOB-SEEKING SKILLS</u> Where can I learn to write a resume? Where can I get help finding a summer job?</p>	<p><u>College Placement/Career Services Offices</u> <u>Counseling Center workshops</u> <u>College courses</u> (Agriculture, Business, Arts and Sciences, Human Ecology) <u>Student Employment Service</u> <u>WEB resources on the Internet</u></p>

INTERVIEWING QUESTIONS

Examples of probing questions for helping undecided students to become aware of the choice process. (These are not in any order but are intended as possible probes for initiating discussion.)

Self-Exploration

- As far back as you can remember, what general occupational fields have you thought of?
- What subjects did you enjoy in high school? In what subjects were your best grades?
- Do you consider your strengths to be in the math/science areas or in the social sciences?
- In what type of extra-curricular activities did you take part in high school? Which were the most enjoyable? What did you learn about yourself from them?
- What are your best personal qualities? What do your friends like the most about you?
- What do you see as your limitations?
- Name the highest point in your life so far (your greatest accomplishment). What about the experience made it special?
- In what kind of work environment do you picture yourself five years out of college?
- If you have a spare hour to use, what do you do?
- Why are you in college?
- What does a college degree mean to you?

Academic Major/Occupational Information

- What academic areas are you currently considering? What do you like about these areas?
- What occupations are you considering? What about these occupations attracts you?
- How do your abilities and skills fit the task necessary to succeed in these areas?
- Will these occupations provide the rewards and satisfactions you want for your life? Why?
- What are the differences among the majors (occupations) you are tentatively considering? The similarities?
- Who has influenced your ideas about these alternatives?

Decision Making

- Do you ever have trouble making decisions? Little ones? Important ones?
- How do you generally go about making a decision? Describe the process.
- What specific strategies do you use?
- Do you use the same method for all types of decisions?
- Do you make decisions by yourself or do you need other people's opinions first?
- Are you feeling anxious about deciding about a major? Pressured?
- How long do you think it will take you to make a decision? How long do you want it to take?

University College and The Ohio State University
Career Planning and Placement Resources

Ohio State offers many resources designed to help students with career exploration, planning, and eventual placement into a career position. The career resources offered within University College are geared to the needs of freshmen and sophomores.

University College Career Resources

DISCOVER and **SIGI-PLUS** are computerized career information systems through which students may take self-assessment inventories including interests, abilities, and values. Both systems have large data bases of current occupational information. Students may access this data through the results of their self-assessment activities (matching their personal characteristics to specific occupations) or may access occupational information directly. The systems also help students identify academic majors through self-assessment and help them understand the decision making process itself.

Advisers should discuss the advantages and benefits of the systems with students and, if a referral is appropriate, give them a referral form. Students carry the referral slip to EN 206 where they will attend a briefing about the systems at the times specified on the referral form.

The staff in the DISCOVER/SIGI-PLUS room will provide guidance as the student needs it or will help the student interpret the information when the student requests it.

Students are encouraged to return to their advisers for further assistance, especially regarding the implications of the information for their particular CAP area.

Partners in Education - is a list of alumni who have volunteered to discuss their occupational areas with students. The PIE program has representatives from more than 100 fields. Every adviser in University College has a copy of the PIE program.

Senior Bank - is a list of seniors in a variety of academic majors who have volunteered to discuss their academic experiences with students who desire specific information about OSU majors.

EDU PAES 270.02 - is a three credit hour course taught by University College staff to assist students with 50 earned hours or more who need to select an academic major or change a previous academic decision. The course title is "Academic Alternatives: Exploration and Decision Making."

Ohio State Career Resources

Counseling and Consultation Services - provides individual or group career counseling and workshops. Computerized career systems such as SIGI-PLUS are also available. PACE (Personal and Career Exploration) is a self-help source of information on career planning, self-awareness, and occupations.

Career Planning and Placement Offices - provide a variety of specialized services such as resume writing or interviewing workshops. Many placement offices offer internships and co-op experiences as well. Each college or school has a placement/career services director who oversees that unit's services.

Student Volunteer Program - is located in the Off-Campus Student Services office. A guide for volunteers is available as well as a list of community agencies where practical experience may be gained.

Student Employment Office - posts job opportunities on the job board daily. These could be full-time, part-time and temporary jobs which may help students gain occupational experience.

Faculty Members - are an excellent source of occupational information relating to their major field. College offices may be contacted for information about faculty in specific areas. Many departments have counseling offices that can also be helpful.

WEB Resources - provide many sources of information through University College's web site.

Career Testing Resources

Note: For all testing refer students to the Counseling Center except where noted.

Personality Inventories

Edwards Personal Preference Schedule
Jackson Personality Inventory
California Psychological Inventory
Personal Records Form
Myers-Briggs Type Indicator*
Kiersey Bates*

Interest Inventories

Strong-Campbell Interest Inventory
Jackson Interest Inventory
Vocational Preference Inventory*
ACT Interest Inventory (UNIACT)
Work Activities Checklist*
Work Situation Checklist*
Self-Directed Search*

Aptitude Tests

General Aptitude Test Battery
Aptitude Checklist*

Decision-Making Inventories

Career Decision Scale*
My Vocational Situation*
Johnson Decision Making Inventory*

Student Development

Student Development Task Inventory*

DISCOVER & SIGI-PLUS

Provides self-assessment through computerized program which matches self-information with occupational information (available in both the Counseling Center and University College)

*Available in University College through Dr. George Steele

Advising Undecided Students

Students who are educationally and vocationally undecided when they enter college present a unique challenge. Approximately one-fifth of all University College students openly declare their need to explore academic major and occupational options when entering the University. These students are enrolled in the General Baccalaureate Curriculum (GBC). Actually about 25% of these students have made a tentative choice but are not ready to commit themselves; about 50% have two or three ideas about a major and need time and information in order to decide. Many other students entering University College select a major but are only tentatively decided and need to confirm that decision. It is estimated that nearly 70% of all students change their major at least once before graduating. Almost all entering freshmen, therefore, are in need of the same academic and career exploration services that undecided students receive.

Research on the undecided students over the years has not shown them to be very different from "decided" ones. They appear to be representative of students in general on such variables as interest patterns, ability, values, parents' socio-economic status and sex. Many undecided students state their college goal to be "developing their minds and intellectual abilities (Baird, 1969)."

Some correlates of indecision that may be useful in understanding them are (Appel, Haak, Witzke, 1970):

- **Data-seeking orientation.** Undecided students need information on which to base a decision. They need an increased reality basis for making judgments.
- **Self-identity concerns.** Some undecided students do not feel pressured to make an academic or career choice, but are more concerned with discovering themselves as persons.
- **Multiplicity of interests.** Many undecided students have an abundance of alternative ideas about a major. These many possibilities compete for consideration.
- **Anxiety.** Some undecided students feel discomfort and concern about not deciding.
- **Humanitarian orientation.** Some students feel the need to take into account the societal value of their choice as well as the intrinsic appeal. Many undecided students have an interest in the social sciences and humanities but do not know how to direct it.

Undecided students form a very heterogeneous group and it is difficult to generalize about them. This means many advising approaches and techniques need to be used. Self-assessment, information gathering and interpreting, and decision-making skills are involved at many levels in assisting them. GBC advisers are generalists in academic major information, are aware of the career implications students assign to major selection, and understand the career development process.

It is important that advisers work with each student at his or her level of development so that advisers can facilitate - not complicate - that development. Many undecided students simply need time to explore in an orderly way. They also need to obtain the kind of information about themselves and majors that will lead them to satisfying and realistic decisions.

Advising Students Needing to Identify Academic Alternatives

An increasing phenomenon on many campuses has been the inability of some students to continue pursuing the undergraduate academic program they initially selected. While there have always been undecided students and students who change their majors because of personal preferences, there are now also other students who cannot enter the program of their choice because of increasingly stringent College or departmental criteria. While programs in the health professions have traditionally used selective admissions, this pattern is increasingly being extended into other academic areas. The students caught in this dilemma are frequently different from freshman major-changers in that they have made a firm commitment to these programs and have earned a significant number of credit hours, but have found their entrance into their desired major blocked. Students who easily entered business or computer science programs five years ago, for example, would often not be able to do so today.

Some students needing to change majors may have set unrealistic goals for themselves because they lack the background, ability or diligence to pursue the academic work required for their chosen area (in, for example, math and science courses). Students who cannot perform adequately in their proposed major may have unrealistic aspirations. This suggests that their self-perceptions and academic or vocational objectives are not congruent. Factors such as unrealistic assessment of abilities, lack of information, or a need for job security might lead students into unrealistic, unattainable choices.

While most UVC advisers will encounter students in need of alternative advising, certain CAP areas feel the effects more strongly than others. These include Business, Education, and the Health Professions. Each student seeking an alternative major will need personalized help. The students vary from the Physical Therapy student with a 3.0 GPA who has been rejected from the program, to the Business student who cannot successfully complete a calculus sequence, to the CIS student who cannot meet the GPA entrance requirement. While the plans of many students are thwarted by low GPA's, others have high enough grades to enter many alternative majors. The central question always is: what options are available and appropriate for this student?

University College students needing to change majors may be advised through the Alternatives Program, 207 Enarson Hall. Typically these students need to spend some time accepting their situation, examining alternatives in an organized way, and formulating academic plans in their new major. Specially trained advisers are prepared to work with students through this transitional period. In addition to individual counseling, EDU PAES 270.02, "Academic Alternatives: Exploration and Decision Making", is a course designed to assist these students with alternative choices as well. Advisers may refer students who are not making progress toward a degree in their CAP area or those with advanced hours who are unable to make major decisions to the Alternatives Advising Program office.

**SECTION IV
Career Advising**

Section Questions

Please identify the correct response to each question:

1. Most advisers in University College will not be involved with career advising.
True
False

2. According to Holland, certain types of people are attracted to specific types of occupations.
True
False

3. College students are in the exploration stage of their career development.
True
False

4. Partners In Education is a list of OSU alumni who have volunteered to discuss their career area with students.
True
False

5. DISCOVER is a classification system for printed career materials.
True
False

6. The Senior Bank is a list of senior students who will loan money to freshmen.
True
False

7. Undecided freshmen are no different in interests, abilities or values than decided students.
True
False

8. Most students do not graduate in the major they initially selected as freshmen.
True
False

9. The Alternatives Advising Program is for students who have a large number of credit hours but who don't yet have a realistic academic direction.
True
False

SECTION V: ADVISING SPECIAL POPULATIONS

Many students in University College have special needs. These unique needs may affect students' interpretation and perception of themselves as college students and how they negotiate the academic environment. Following are brief descriptions of some of these special students with some advising approaches that may help them to succeed in their own academic setting. These special populations include honors students, adult students, disabled students, student-athletes, minority students, international students, and students in academic difficulty.

Honors Students

Honors opportunities in University College are intended to identify talented students and challenge them through more sophisticated and more reflective work than would be possible in most undergraduate curricula. The criteria for entering the honors program upon entry to the University are an ACT composite score of 29 or better (SAT combined score of 1300 or better) and high school class rank of top 10 percent. Transfer students may begin honors work if their previous college work was strong, preferably a 3.4 or better, but the character of the previous institution is also a factor.

Students who wish to attempt honors work after previous enrollment at OSU should have earned a CPHR of 3.40 or better in at least 30 hours of non-remedial coursework to be considered for opportunities within University College; in most degree units, honors opportunities are available to students with a 3.4 or higher.

Honors enrollment is entirely voluntary.

Honors Opportunities

Through honors programs at Ohio State, students may select from many honors options, including independent study, undergraduate research funded by Undergraduate Research Scholarships (usually for seniors), combined Bachelor's/Master's programs, and several other options. In University College, the most commonly selected options are honors courses, "H" designated courses with limited enrollment and instructors selected from the senior faculty. Students may also, with approval of an honors adviser, enroll in advanced courses (junior/senior classes while the student is still a freshman, for example) or an unusually heavy course load (21-23 credit hours). Extra- and co-curricular opportunities include honors housing and special programming. See the brochure [Honors Opportunities at Ohio State](#) for additional information.

Most CAP areas have a designated Honors adviser, and there are special honors sections of University Survey available (Autumn Quarter only) for students in: AMP, ASC, BUS, ENG, GBC, MED, PHR, and VME.

Special Categories of Honors Students

Early Admission Students. These highly qualified students bypass part or all of their high school senior year to enter the University. They do not receive a high school diploma, and none is admitted without undergoing a rigorous series of interviews aimed at determining their social maturity as well as their academic preparedness for college work.

Academy Students. These students enroll both at their high schools and at Ohio State usually for one or two courses. These students are either high school juniors or seniors. Dr. Douglas Slusher is the academic adviser for Academy students.

Special Scholars

Battelle Scholars. Annually, about 10 students from Franklin County and the counties contiguous to Franklin County are designated Battelle Scholars (funded by the Battelle Memorial Foundation). They have distinguished records of academic achievement and service in leadership positions in their high schools and communities. The scholarship award is renewable for up to four years.

Joyce Scholars. Each year, 10-20 students from Franklin County or contiguous counties receive this highly prestigious, highly remunerative award. Joyce scholars are among the finest students in each freshman class. The award covers all direct costs and is renewable for four years.

National Merit/National Achievement Scholars. Ohio State is proud to be among the top universities in the nation that sponsor and enroll large numbers of National Merit and National Achievement Scholars. Students earn these four-year awards strictly on the basis of academic merit (though financial need affects the size of the award), starting with high achievement on the Preliminary Scholastic Aptitude Test (PSAT) given in the junior high school year, followed by strong scores on the SAT, and confirmed by high school recommendations.

Ohio Academic Scholars. The State legislature funds 1,000 new four-year scholarship awards each year, for Ohio high school students attending Ohio colleges. One student from each of Ohio's approximately 960 high schools is awarded this scholarship, and the remaining scholars are designated at large. Each year since the beginning of the program, Ohio State has attracted more than 200 of the total.

OSU University Scholars. Students who have an ACT composite score of 29 or better, or an SAT score of 1300 or better, and who ranked in the upper three percent of their high school classes, are designated as University Scholars. More than 700 such students are admitted to OSU each autumn quarter. These students receive \$1,200, renewable for three additional years with a 3.20 or higher grade point average.

University Maximus Scholars. University Scholars who apply for admission to the Columbus campus by December 15 are eligible to compete for the Presidential, Medalist, and Tradition Scholarships. The Competition, held in late winter, consists of an essay examination and a review of each student's activities portfolio.

Ten students are awarded the Presidential Scholarship of approximately \$10,000/year (full in-state tuition plus room and board), thirty scholars receive the Medalist Scholarship of approximately \$3700/year (full in-state tuition), and sixty scholars receive the Tradition Scholarship of approximately \$1850/year (half of in-state tuition). Each of these scholarships is renewable for an additional three years, provided the student earns a 3.2 or higher grade point average. These scholarships incorporate the \$1,200 University Scholars Award.

While most honors students are assigned to special advisers in University College, other advisers will be aware of students who have demonstrated the ability to do honors work (i.e. have a 3.4 earned average). These students should be encouraged to enroll in honors courses if they are interested. Honors courses are listed in the Master Schedule every quarter. Honors advisers in each Coordinator area and the College honors director (Assistant Dean Mary Ellen Jenkins) are good sources of information about other honors opportunities.

Advisers need to be sensitive to honors freshmen who, while acknowledged as very bright individuals, are experiencing the same adjustment and developmental concerns as any student. The study habits they used in high school, for example, may not be as effective in college. They may be experiencing distractions in the form of living unit problems or other personal concerns that interfere with the amount of time and concentration they need to maintain a high academic performance. Advisers can assist honors students through careful and challenging scheduling while supporting them in their personal and social development.

Older Adult Students

There are many older (25 years or older) adults returning to the classroom. This is the fastest growing age group on the nation's campuses. Adults return to college for many reasons. Some return for job-related reasons while others wish to be "intellectually stimulated." Adults bring to the college experience many assets. They are highly motivated, have many life experiences on which to draw, and often have specific career-related goals to strive for. They are in college because they want to be here, not because of the wishes of somebody else. Adults want to use the knowledge they acquire in the classroom immediately while younger students often store it for future use. Since older students typically are paying for their education themselves, they want value for their time and money and often will not accept poor teaching or irrational procedures. The breadth of experiences they bring to the classroom can become a vast resource of material for writing assignments and classroom discussion.

A recent study on adults returning to school (Adams, 1985) found facilitating and impeding forces that affect adult commitment to returning to school. Facilitating factors included (1) employment related motivators; (2) financial assistance and improvement; (3) institutional information, services, and offerings (academic advising is an important service); (4) institutional characteristics; (5) personal motivators; and (6) encouragement from others. Impeding factors included (1) financial difficulties; (2) lack of information and services; (3) confusion, unfamiliarity with institutional processes; (4) apprehensions about self; (5) handling multiple responsibilities; and (6) time management concerns.

Some adults enter college feeling very inadequate in study and reading skills or needing to review knowledge learned years ago (e.g. math, foreign language, writing). Advisers can assist adults in scheduling according to the personal and time constraints they are experiencing. It is sometimes best to help them "ease in" by taking part-time schedules so they can rebuild their skills and confidence. Adults often express the need for good time-management techniques since they are juggling demands from family, job and school simultaneously. They also feel role conflicts which force them to set priorities.

Advisers can assist older students by helping them negotiate some of the traditional institutional blocks that make their lives difficult. Advisers can offer encouragement and occasionally may need to provide a special service, such as dropping a course on the telephone for an adult who is working 8:00 a.m. to 5:00 p.m. Advisers must understand that an adult student's life-style is very different from that of an 18-year-old freshman.

University College has established a satellite office in Mount Hall on West Campus for the use of older students, especially those working full-time during the day. In addition to day hours, the UVC satellite office offers evening hours, advises students enrolled in evening classes and teaches an evening section of UVC 100. Judie Goff is the coordinator of the satellite office (2-8860).

While many older students are advised by the satellite office, many others are enrolled in the regular advising program. It is important that advisers know who their older students are so they can be sensitive to their unique needs.

THE EVENING PROGRAM

The Evening Program (EVP) is a special unit within University College established to meet the advising needs of the nontraditional student. EVP advisers follow the same procedures and rules that apply to other UVC advising offices. The main difference is that the EVP office is open until 7 pm, Monday through Thursday, and has additional evening and Saturday hours at peak periods in order to serve students who are not able to see an adviser during regular business hours. EVP is housed with the Office for Continuing Education (CED) at 152 Mount Hall.

Students are normally assigned to the Evening Program if they take only evening and weekend classes or if they are over 22 years old when they enter OSU. Other factors may determine whether a student would be best advised through EVP or through Enarson Hall advisers. Some EVP students don't fit the definition of a nontraditional student but have unusual work and family commitments and therefore can be best served there. On the other hand, students of any age who take day classes and who are able to see an adviser during regular business hours may be best served by an adviser in Enarson Hall who is a specialist in the student's CAP area. These assignments are made on a case-by-case basis so that the student is assigned to the advising area that best suits his or her needs.

All Evening Program students are assigned to the adviser name "A. Evening" and are assigned to a CAP area by the usual UVC codes. There are three EVP advisers, and students can see any adviser depending on convenience of scheduling and personal preference. EVP has students in all CAPs. Many EVP students are transfer students who have been out of their previous college for several years. Others attended OSU briefly as traditional students and are now returning to finish their degrees. A number of EVP students are full-time OSU employees.

Because the Evening Program does not have as much detailed information about each major that advisers at Enarson Hall will have, these students may be referred to you for specific CAP information. In many cases, the student has taken time off work to see you as a CAP specialist, so try to give the student as much information as possible at these conferences. Remember that these students did not have a UVC 100 class designed specifically for their CAP so they may not have information that other students received in class. These are usually one time conferences; however, if you and the student feel that it is in the student's best interest to be reassigned to an adviser at Enarson Hall, you may do so by initiating an adviser change using the CAP/adviser change form.

There may be other occasions when you see EVP students, for example, at Quick Change. Or you may find EVP students in your office early in the quarter for schedule changes because their instructors told them to go to Enarson Hall. When working with these students, follow the same rules that apply to advising a student in your CAP who is assigned to a different adviser. Remind them that they are assigned to EVP and that they should see an EVP adviser in the future.

You may have students assigned to you who would be better served by the Evening Program. Encourage these students to make an appointment with an EVP adviser who can initiate the adviser change.

If you have any questions about the Evening Program, feel free to call Judie Goff or one of the other advisers at 292-8860.

**UNIVERSITY COLLEGE SERVICES
FOR
NON-TRADITIONAL AND EVENING PROGRAM STUDENTS**

OFFICE: 152 Mount Hall
1050 Carmack Road
292-8860

OFFICE HOURS:* MTWR 8-7
F 8-5
(Walk-ins on Friday)

*During the registration period each quarter and between quarters, the Evening Program schedule expands to other day and evening hours in the week. For this information, call 292-8860.

OBJECTIVE:

To better serve the academic advisement needs of the evening or non-traditional student, typically the adult, part-time student who may be working full-time, or part-time, while pursuing a college degree.

ORIENTATION:

- arranged during the evening
- provides scheduling and placement testing for new non-traditional students

SERVICES:

- advisement in course planning and selection
- career counseling
- study skills information and referral
- facilitation of special procedural needs
- curriculum planning
- course placement test referral
- fee payment and parking decal

SURVEY COURSE FOR EVENING STUDENTS: UNIVERSITY COLLEGE 100N21:

- designed especially for non-traditional evening students
- exposure to University resources
- academic information
- career exploration workshops, led by college representatives
- training on how to master academic policies and procedures of the University
- general adjustment concerns
- time management, study skills, library use and scheduling for future course work
- taught by your academic adviser
- course text: **University Survey: A Guidebook and Readings For New Students**

ADVISEMENT PERSONNEL AVAILABLE TO HELP YOU:

- Judie Goff, Coordinator
- Lisa Mills, GAA
- Brian Petty, GAA

Minority Students

Within University College, the Minority Advising Program (MAP) unit is responsible for advising students recruited by the Office of Minority Affairs for participation in the Freshman Foundation Program, Minority Scholars Program, and Young Scholars Program. Although a significant segment of our minority student population (African Americans, Appalachian Whites, Asian Americans, Hispanic Americans, Native Americans) will be serviced through MAP, it is important for all University College advisers to develop familiarity with the needs and concerns of minority students.

Recent data on minority students' perceptions of academic advising reveal that freshmen and sophomores consider advising the most important support service available to them. The connection between academic advising and increased student retention illustrates that academic advisers play a central role in facilitating minority students' successful transition to a predominantly white campus.

Although minority students are not a homogenous group, their sociocultural backgrounds differ from the sociocultural background of the majority students. Thus the following advising and teaching considerations may be helpful:

- 1) Recognize that Ohio State's population is diverse. Our diversity, while clearly a strength, requires an increased consciousness that values and embraces a variety of cultures, world views, and experiences. Make a concerted effort to enhance your awareness of the historical and current concerns and perceptions of minority groups.
- 2) Incorporate academic planning with gaining an understanding of the advisee's career aspirations, anxieties and interests. In program planning, encourage the advisee to articulate career ideas. Keep in mind that some students may be unaware of the vast and varied careers that are available to them. When appropriate, refer to Discover/Sigi Plus and/or a career counseling office. Be very clear about your rationale for the referral, since some students may otherwise view a referral as an indication of your unwillingness to help them.
- 3) Discuss the advisee's academic options. Some students may have an unrealistic expectation of the challenge of college-level coursework and will therefore overextend themselves. Also, some students have come from school systems that did not have the resources (funding for teachers, equipment, etc.) needed to adequately prepare them to compete at Ohio State. Special attention should be given to the course selection of these students. However, as with other groups, high-ability minority students should be encouraged to participate in special programs for which they are eligible, i.e., Honors.
- 4) Discuss the tutorial and academic assistance services available on campus. As appropriate, encourage active participation in these services. Minorities typically under-utilize supportive services, and our students are no exception. Oftentimes the students are overly concerned with external perceptions and may need to be convinced that there is not a stigma associated with receiving such assistance.
- 5) When necessary, make referrals to the Office of Student Financial Aid or the Office of Minority Affairs' Scholarship Services Office.
- 6) Be prepared to share information about minority-focused social and academic organizations on campus.

In short, the academic success of minority students is not achieved in a vacuum. Co-curricular and/or external factors can profoundly impact a student's opportunity to excel academically. Issues such as roommate conflicts, social isolation, and bigotry are realities for minority students and should not be trivialized or ignored. Instead, referrals or assistance in problem-solving should be provided. Remember: early, consistent, genuine support prevents early failure.

Disabled Students

The 1973 Rehabilitation Act opened access to educational and employment opportunities for disabled individuals. There are more people with physical and learning limitations on campuses today than ever before.

There is considerable diversity among disabled students. Their disabilities range from mobility to learning problems. This is why the range of programs and services offered by the Office for Disability Services is so broad. Students with special class schedule needs, for example, may receive priority scheduling.

While each disabled student is unique, many such students exhibit these characteristics (Zunker, 1981): (1) poorly developed interpersonal skills; (2) an attitude of anticipatory failure; (3) an inability to establish long-range goals; (4) a lack of experience in a working environment; (5) a general feeling of being powerless to change the direction of their life; and (6) a poor self image. These are important considerations for advisers to be aware of in working with disabled students.

One type of disability that has special relevance for advising is learning disability. Some students will indicate to their adviser that they are disabled in this way and special consideration in scheduling and counseling may be needed. Other students may not know they have a learning disability and may have struggled through school for many years lacking this knowledge.

Examples of learning disabilities are:

- auditory perceptual - difficulty perceiving or processing auditory material
- cognitive complexity - difficulty with perceiving and integrating many bits of information into an organized whole and expanding that organization to include new information
- dyscalcula - difficulty with mathematics
- dysgraphia - difficulty with writing
- intersensory - trouble using two senses at once (e.g. listening and notetaking)
- memory (short term) - difficulty processing information to transfer into long term memory
- motor problems - trouble moving one's body efficiently to achieve a certain goal; includes perceptual-motor (coordination), visual-motor (seeing then doing), and auditory-motor (hearing, then doing) problems
- visual perception - difficulty perceiving or processing visual material

Written language disorders, for example, may affect reading, taking certain kinds of tests, spelling or handwriting.

One well-known learning disability is dyslexia, a difficulty with reading. Nelson Rockefeller, Albert Einstein, and Thomas Alva Edison all reportedly suffered from dyslexia. So do an estimated 10 to 15 percent of Americans. Students with dyslexia have low word recognition and frequently make errors in reading and read slowly. Comprehension is affected since they are unable to organize materials into meaningful notes.

Dyslexic students, through arrangements with the Office of Disability Services, may be able to compensate for their disability by tape-recording lectures and taking oral exams. Students may also have their text books taped, or volunteers will read textbooks to them.

Students are given the opportunity to identify their disabilities when they receive their first orientation materials. The adviser who works with the students during orientation can be an important influence in helping these students select an appropriate schedule.

Advisers need to be aware of the different types of disabilities their students may have and know how to gear advising tasks to the needs of each of these special students. Being aware of the Office of Disability Services and the types of services they offer will help them make more informed referrals when the situation warrants.

Student-Athletes

The experiences of student-athletes are somewhat different from those who do not participate in varsity athletics. Several research studies have found that high school athletes do not tend to develop the intellectual self-concepts and academic skills that are needed in college as well as non-athletes do. In spite of lower level academic preparation, however, most student-athletes perform as well in their first two years of college as non-athletes. The extra personal attention and academic support provided for the student-athlete may account for this.

Other studies indicate that male athletes do not formulate educational and career plans to as great an extent as non-athletes. While some athletes hope to achieve professional status in sports, many do not place an emphasis on this career goal.

Student-athletes at Ohio State are assigned to an academic adviser in their college as well as academic counselors in the athletic department. UVC advisers and the counselors in the athletic department work together in helping student-athletes monitor their eligibility and in providing academic support services needed by the individual student. In the Autumn Quarter, the UVC advisers assigned to work with student-athletes teach special sections of the University Survey course, by CAP areas, for the first-quarter student-athletes enrolled in University College.

Although specified academic advisers in University College are assigned student-athletes, most advisers will occasionally have advisees who are actively participating in varsity sports. It is important, therefore, that all UVC advisers become familiar with the eligibility requirements for student-athletes.

There are two sets of requirements which a student-athlete must fulfill:

- (1) **Quantitative Requirements**
Requirements established according to NCAA standards which deal with the number of hours and the grade point average a student must carry to participate; and
- (2) **Qualitative Requirements**
"Normal Progress" requirements which assure that a student-athlete is making progress toward a degree.

Specific information about these requirements is included in Appendix B of the Procedures Manual. In addition, two academic advisers work solely with student-athletes in University College. These staff members meet regularly with Assistant Dean Mary Ellen Jenkins, who gives leadership to University College advising of student-athletes. Also, there are six full-time counselors in the Student Athlete Support Services Office (SASSO) in the Athletic Department, under the direction of Dr. Kate Riffée, Assistant Athletic Director (292-7088).

International Students

There are approximately 460,000 international students enrolled in institutions of higher education in the United States. These students come from virtually every country on earth. California, Florida, Illinois, Massachusetts, New York, and Texas enroll the majority of these students.

The Ohio State University has an international community of over 6,000 people. This includes nearly 4,000 undergraduate and graduate students and between 800 and 1,000 post-doctoral faculty and researchers, as well as 1000 to 1500 international students' family members. In Autumn Quarter 1997, the international students enrolled at Ohio State represented 127 countries throughout the world.

In any given quarter, there may be 400 international students enrolled in University College. Although this is a relatively small group of students, their needs are unique and require specific expertise and sensitivity. International students new to the United States must deal with language difficulties, financial pressures, cultural adaptation, as well as the demands of adjusting to a new academic system. These multiple stresses may, at times, prove to be somewhat overwhelming to individual students.

Each coordinator area in University College has a designated person to whom questions and concerns about international students may be directed. Dr. Jenny Schroeder is the appointed coordinator of international student advising within University College and serves as a resource person for advisers.

The Office of International Education (OIE), located in Oxley Hall, is a key resource for both academic and non-academic concerns of international students. This office coordinates the orientation of international students to OSU (working with the designated UVC coordinator), administers immigration matters, and serves as a student affairs office for this population. The staff of OIE can serve as consultants to assist in resolving specific situations involving international students or act as a referral agent.

When scheduling international students, advisers must be aware that they must be enrolled for at least twelve credit hours per quarter to meet the immigration regulations, unless there is a significant medical or academic problem. Students who carry less than twelve credit hours due to such a problem should obtain a "reduced credit load" form, have their academic adviser sign it, and return the form to OIE. (The academic adviser should make a copy of the signed form and place it in the student's SRF.) All international students must test out of or take English as a Second Language (EDU T&L) 106, 107, and 108 at the beginning of their tenure at Ohio State.

Advising Students in Academic Difficulty

Approximately 3000 University College students are in academic difficulty (i.e., on "probation" or "warning") each quarter. These students not only need to identify the reasons for their poor academic performance, but need to implement specific actions to alleviate the factors contributing to their situation.

Characteristics

Research studies indicate that students in academic difficulty exhibit one or more of the following characteristics:

- The majority have the ability to perform college level work.
- They often set unrealistic goals or set no goals at all.
- They have a poor self-image.
- They are often anxious and depressed.
- They often feel inferior.
- They view life as either a total success or a total failure, with nothing in between.
- They are inefficient and disorganized with regard to study habits.
- They have test anxiety.

We at University College believe that almost all students in academic difficulty can succeed. The primary prerequisites are motivation, a responsible attitude, aptitude, and helpful resources. The role of the adviser is to assist students in identifying problems and alternative plans of action. The following provides guidelines for counseling students in academic difficulty.

Core Conditions of Advisement

Remembering that the warning/probation student who presents himself or herself to you is apt to be anxious, feeling depressed/inferior, lacking in study skills or habits, poor at setting reasonable goals, and viewing life as an all-or-nothing proposition, your approach to the advising session is especially important. An effective counseling relationship usually involves the establishment of: unconditional positive regard, immediacy, concreteness, congruency, and confrontation.

Unconditional Positive Regard

Put very simply, the adviser must accept the student aside from his/her academic productivity or lack thereof. If students are to change their attitudes and behaviors, they need to feel a sense of basic personal worth and potential. The adviser is a key figure in helping a student distinguish between changeable bad behavior and continuing positive value as a human being. This does not mean that you and the student put on rose-colored glasses and chat about how swell we all are. Mistakes need to be identified and corrected, counterproductive behavior needs to be altered, and some hard questions and issues will have to be addressed. However, students need to feel that regardless of their past record or behaviors, their advisers accept them.

Congruence

When advising students in academic difficulty, it is important that the student's personal frame of reference be used as the basis for discussion and planning action. Advisers need to be sensitive to where students are emotionally, attitudinally and behaviorally. Students will sense when they are fully understood. True communication is achieved when students know their feelings and aspirations are being reflected accurately.

Given the complexity and importance of academic difficulty, it is very easy to question one's ability to offer appropriate assistance. The tendency to "assume a role" incongruent with one's real self is difficult to avoid. Advisers need to be aware of their limitations. However, they should also maintain faith in their abilities as concerned and capable individuals. As long as we are striving to meet the same objectives, style differences recede in importance. Be yourself and seek assistance from colleagues when necessary. Effective counseling is based on this.

Concreteness and Immediacy

Students in academic difficulty often view their circumstances in vague, ambiguous terms. They generalize problems and lack clarity regarding how to resolve them. Advisers need to help students take a

specific, concrete, and detailed approach to their problems and begin to make corrections. What does "I'm going to study more this quarter" mean? How much more? Starting when? Study what? In a case like this, helping a student sit down and determine a concrete written study plan might be one way to make the problem and the solution tangible and immediate. The words WHO, WHAT, WHERE, WHEN and HOW can be valuable points of reference.

Confrontation

Many students in academic difficulty see their worlds as totally out of control. Their roommates distract them. Their professors are hard to understand, or unfair, or just don't like them. Their bosses make them work long hours. Their advisers give them lousy advice. Unless students acknowledge some responsibility for their own experiences, they are unlikely to change. An adviser may need to push students to accept the notion that they can, indeed, affect their environment -- and that even in circumstances which the student truly cannot alter, he or she still has responsibility to actively search out and employ an effective coping mechanism. Such a realization may not come easily and may require the adviser's assistance. Advisers need to ask the hard, bottom-line questions that confront and create the challenge and frustration necessary for change.

Assessment

Assessment is the part of the counseling process that attempts to identify needs, characteristics, and causal relationships and problems. The information an adviser has about a student is a critical element in this process. Advisers have three primary sources of information:

Expressed information: what the student says or writes on a probation conference form;

Manifest information: what can be observed from absence report forms, schedule changes, petitions, transcripts, faculty evaluations, and notes in the SRF;

Inventoried information: ACT or SAT scores, math and English placement, ACT Student Profile information.

Advisers need to integrate all available information so that a clear picture of the student's problems is obtained. Students often need help with this process since many are unable to recognize or focus on the blocks or barriers causing their difficulty. They often cannot themselves evaluate the evidence that they are providing.

Some steps that advisers can take when working with students in academic difficulty are:

1. Operationally define the student's academic and/or non-academic behavior. For example, how many hours a day is the student studying ("a lot" is a typical but vague and useless response), and when and where?
2. Identify factors contributing to conflicts, interferences, or distractions. For example, a poor grade may lead to a discussion of a full-time job which may in turn identify family problems or pressures.
3. Group behaviors on the basis of common causes. While clear distinctions are not always possible, you will probably find some recurring themes. Poor use of time, interpersonal conflicts, and performance anxiety may, for instance, all be rooted in a student's confused or conflicting set of priorities and values. Grouping behaviors by common sources clarifies basic relationships and suggests specific counseling directions which may be productive.

Constructing An Action Plan

The goals of an action plan are to identify appropriate resources and services to help the student bring about desired changes of behavior and attitudes; to specify where and how those steps will be taken; and to establish a system to monitor the student's efforts and progress. To recall the previously defined conditions, the focus is on concreteness and immediacy.

An adviser can derive a great deal of satisfaction from observing students who have floundered academically, then finally turn their situation from academic failure to academic success. While students must assume responsibility for this process, an adviser's interest, empathy and support can often be critical factors in facilitating this process.

UNIVERSITY COLLEGE STUDENT EVALUATION REPORT

Course: _____

Date to be delivered to instructor: _____

To provide a current assessment of the academic performance of _____ and to assist the student in scheduling courses, we are requesting your evaluation of his/her progress in your class. Please complete this evaluation report and return it to the adviser indicated. This evaluation will be shared with the student.

Attendance: ___ Regular ___ Seldom ___ Never ___ N/A

Assignments: ___ Above average ___ Average ___ Needs improvement ___ N/A

Mid-term exams: ___ Above average ___ Average ___ Needs improvement ___ N/A

Class participation: ___ Above average ___ Average ___ Needs improvement ___ N/A

Motivation: ___ Above average ___ Average ___ Needs improvement ___ N/A

Current grade: _____

Progress satisfactory: ___ Yes ___ Marginal ___ No ___ Unable to determine at present

If no, what would you recommend to the student:

- 1. Consult with instructor _____
- 2. Seek tutoring assistance _____
- 3. Make up past work _____
- 4. Consider withdrawal from the course _____

Comments or additional recommendations:

If you wish to discuss this student's performance in your course, please contact the adviser at the number listed below. Thank you for your assistance in evaluating this student's progress.

Instructor's Signature

Date

Adviser's Signature

Date

Telephone number

Adviser's name (please print)

Please staple and return to adviser
via campus mail before: _____

Telephone number _____

Enarson Hall
154 West 12th Avenue

WHY I MAKE THE CHOICES THAT I MAKE

University College
The Ohio State University

(name) (Soc. Sec. #) (assigned adviser)

I am on _____ (academic probation or warning). I have earned _____ (#) cumulative deficiency points.

Read the numbered statement (e.g., #1, #2, etc). Then on each line provided write the letter which best describes the occurrence of that issue in your academic life, using N (never), S (sometimes), F (frequently), A (always). If your response is "N", you may go directly to the next numbered statement. If your response is S, F or A, using the same letter system, continue through the list of possible underlying reasons or causes for your response, and identify the frequency of those items in your academic life on the lines provided for that purpose. E.g., I "s" cut class. When I cut classes it is because...F I overslept, etc.

Please bring this completed form to a double appointment (40 minutes) with your assigned academic adviser.

1. It is ____ hard for me to concentrate on my studying. When it is hard to concentrate on my studying, it is because...
- _____ personal problems distract me.
 - _____ my environment (roommates, family, music) distract me.
 - _____ I just don't care about school.
 - _____ I have pressures from my job.
 - _____ concentration is hard for me.
 - _____ I am not motivated to learn.
 - _____ I am tired from other things in my life. (Ex. _____)

Other: _____

2. I ____ cut classes. When I cut classes, it is because ...
- _____ I don't feel well.
 - _____ I see a friend I want to be with more.
 - _____ I don't want to go to class.
 - _____ I am not prepared for it.
 - _____ I overslept.
 - _____ I had other, more important obligations.
 - _____ I am nervous about the class (too large, too small, too hard, etc.).

Other: _____

3. Partying ____ interferes with school. When partying interferes with school it is because ...
- _____ college is partying.
 - _____ someone asks me to party with them.
 - _____ everyone around me parties.
 - _____ if I'm partying then I don't have to study.
 - _____ it is cool to party; studying is for nerds.
 - _____ I enjoy having the opportunity to party whenever I want to!
 - _____ I abuse alcohol/drugs.

Other: _____

4. I work ____ (write in # hrs/wk). When work interferes with school it is because ...
- _____ my family needs the money.
 - _____ I have to pay all of my own expenses.
 - _____ I enjoy work more than school.
 - _____ I make work my #1 priority yet remain a full-time student.
 - _____ financial aid doesn't cover all of my expenses.
 - _____ my job requires me to be full-time yet I want a degree.
 - _____ I believe that if I quit school I'll never return.

Other: _____

5. I ___ procrastinate. When I procrastinate regarding homework, it is because ...
____ homework overwhelms me so I choose to do other things.
____ I want to do homework but more urgent things demand my attention.
____ I wonder, "Do I really need to be in college? Do I need this class?
____ there is so much homework it seems as though I could never get it done.
____ I don't know how to begin to study.
____ there isn't enough time in the day to do everything so I do nothing.
____ I'm afraid to find out that I'm stupid and can't learn.
____ I need to improve my self-discipline.
____ _____ is # 1 in my life.

6. I ___ put other things ahead of school. When I do not make school # 1 it is because ...
____ I am discouraged by my grades.
____ outside pressures overwhelm me.
____ my big plans for myself seem to have slipped away.
____ I like being with people; the social scene is distracting.
____ school is too much for me to handle.
____ I'm undecided about my major which keeps me unmotivated.
____ _____ is # 1 in my life.

Other: _____

7. I am ___ nervous while taking a test. When I am nervous while taking a test it is because ...
____ I haven't studied as much as I know I should have.
____ tests in general make me nervous.
____ I have to get a good grade.
____ I stay up all night studying and then feel out of it.
____ I like to be nervous. I get my best results then.

Other: _____

8. I ___ cram for exams. When I cram for exams it is because ...
____ I will do my best studying.
____ that is the way everyone studies.
____ I meant to start studying sooner but didn't.
____ I don't know that there is an exam until just before it is given.
____ my busy life doesn't leave time to do anything else.

Other: _____

In your own words, explain what you could do to improve your academic results.

I intend to improve my academic results by taking corrective action on areas of weakness identified above. Also, I commit to meeting with my academic adviser during the third and the seventh weeks of each quarter, or more frequently if appropriate.

(signature of student)

(date)

(signature of adviser)

SECTION V
Advising Special Populations

Section Questions

Please identify the correct response to each question:

1. A first quarter student may take honors courses if his/her ACT composite score is 29 or SAT (combined Verbal and Math) score is 1300 or better.
True
False
2. Adult students taking courses in the evening may use the UVC satellite office in 205 Bricker Hall.
True
False
3. Students with learning disabilities should be sent to the Counseling Center at the Ohio Union.
True
False
4. Disabled students may receive priority scheduling if their situation warrants.
True
False
5. Counselors in the OSU Athletic Department are the primary advising source for student athletes.
True
False
6. All international students must take English as a Second Language (EDU P&T) 106, 107, and 108.
True
False
7. Most students who are in academic difficulty have a lower level of native ability than other students.
True
False
8. The primary reason that students perform poorly academically is a basic lack of study skills.
True
False

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Answers to Section Questions

Section I

1. F (19 Units)
2. T
3. F (GBC is not)
4. recruitment, orientation, advisement, and recognition of students
5. F (reports to the Associate Dean of University College)

Section II

1. T
2. F (for career-related reasons)
3. F (they change a great deal)
4. F (they have different meanings)
5. F (nearly 70% of all students change majors)

Section III

1. F (GEC and college requirements)
2. T
3. F (GEC courses are taken throughout all years)
4. F (the number of hours required for graduation varies from College to College)
5. F (transfer credit is "K" credit)
6. F (12 credit hours or more)
7. T
8. F (students in math Level L receive EM credit for Math 150)
9. F (some bring conditions from high school)
10. orientation
11. Learning Skills Program in Enarson Hall
12. departments, Extended Instruction, and the Brain Bank in the Off-Campus Student Services office

Section IV

1. F (most students need some career counseling)
2. T
3. T
4. T
5. F (DISCOVER is a computerized career information system)
6. F (the Senior Bank is a list of seniors in many majors who have volunteered to talk to freshmen about their major)
7. T
8. T
9. T

Section V

1. T
2. F (152 Mount Hall)
3. F (Office of Disability Services provides this service)
4. T
5. F (College advisers are the primary source in cooperation with the counselors in the Athletic Department)
6. F (depends on the results of their English placement test)
7. F (most are capable of college level work)
8. F (this may be one of many reasons)

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