



# ADVISOR



OHIO  
UNIVERSITY

University College

Published by the University  
Academic Advising Council  
and University College

## Advising as Teaching

This year's theme for *The Advisor* is examining the idea of advising as teaching. Historically regarded as separate activities, the idea that academic advising is another opportunity to help students learn the values of liberal education, good citizenship, and sound decision-making has percolated to the top of the National Academic Advising Association's (NACADA) list of leading issues for this decade. In this issue we hear from David Descutner, Tim Vickers, Patrick Heery, and others on this topic.

### Advising for Success

By David Descutner,  
University College Dean &  
Associate Provost for Undergraduate Studies

My University College colleagues regularly and wisely remind me of the need to change the conversation on campus from one focused on retention to one focused on how we can create optimal conditions for first-year students to succeed academically, to develop as individuals, and to become engaged citizens of the university community. I appreciate their reminders because the first conversation is about numbers and revenue and reduces students to abstractions in a report. The second conversation is about our obligation to others and asks us to consider students as persons with extraordinarily diverse life experiences whose academic and civic potential cannot necessarily be predicted from their standardized test scores or any other quantitative measure. We can get a sense of students' potential only by being in the moment with them as teachers, advisors, and mentors, asking questions, listening, laughing together, telling them hard truths, and learning about them as persons. I intend these observations as a preface to my following account of what seems to be the growing prominence of advising as a university priority.

I believe we are at a decisive point when it comes to the recognition of advising's central role in helping students reach their academic and civic potential. In the last three years a series of teams, task forces, committees, and coalitions all have reached the same conclusions that effective advising is essential to student success and that advising must be improved. The Undergraduate Priorities Team of Vision Ohio highlighted the need to improve academic advising. The Five Year Implementation Plan for Vision Ohio, which was released in draft form last summer and is currently being reviewed by campus constituencies, identifies strengthening undergraduate education as its first goal. The top two strategies for achieving that goal are expanding learning communities and improving academic

advising. The Task Force on the First Year Experience surveyed first-year students and found that advising was erratic in quality and delivery, and then recommended that improving advising should be a university priority. Student Senate formed a committee that issued a report in January 2007 entitled "Students Talking to Students: A Forum on Diversity and Retention." In that report, which was based on intensive research, the top priority was improving academic advising.

In winter and spring quarters of last year the College of Arts and Sciences, the Honors Tutorial College, and University College formed the Coalition to Enhance Undergraduate Success, which used as its moniker the infelicitous acronym of CEUGS. This coalition had faculty, students, and staff as its members, and one subcommittee was assigned the task of how to improve academic advising. The subcommittee's recommendations are especially insightful and practical and include the following:

1. Meet the special needs of first-year students by requiring them to meet with their advisors each quarter; introducing them to faculty and disciplinary norms; and educating them about majors associations, peer mentoring, and honors societies.

2. Move the advising session beyond the DARS by redefining advising as teaching; alerting advisees to opportunities such as internships and Education Abroad; and informing them about academic support services.

3. Educate and support faculty by having the chair or director emphasize the importance of advising; asking the department's UAAC representative to transmit information and updates to all faculty; conducting workshops for new faculty in how to advise effectively; distributing the Faculty Advising & Referral Manual to all advisors; and pairing new faculty with experienced faculty in a mentoring model.

4. Create incentives for effective advising by reorienting advising from "service" to "teaching" in merit evaluations; offering faculty merit points for taking on first-year students required to meet with an advisor; recognizing membership on UAAC as service in merit evaluations; initiating advising awards in all colleges; and relying on advisor evaluations if available.

What makes CEUGS' recommendations stand out to me is that they are consistent with the second conversation about advising described above in which advising is a dialogical process similar to teaching in which students are treated as persons with particular needs and aspirations who are seeking to learn. Enacting these recommendations, in my view, would improve advising slowly but surely, and what would really make a difference is if all of the colleges joined together in embracing those recommendations. We are poised at a pivotal moment as a university with respect to advising, and my great hope is that we resolve collectively to fulfill our obligations to students by valuing advising for the manifold ways in which it contributes to their success.



### Inside this Issue

- 2 The Year of Liberal Arts
- 3 On a Butterfly's Wing
- 4 Advisor Profile: Sharon Noel
- 5 Curricular Updates
- 8 Regional Campus News

# Advising as Teaching

## LEARNING COMMUNITIES (LCs)

*Submitted by Wendy Merb,*

*Director, Learning Community Programs*

As summer fades into fall, one is often reminded of the beginning of school and the memories of the first day of grade school, high school friendships, and departing for the first year of college. Beginnings afford opportunities, and how effectively one manages the transition from high school to beginning college is a critical factor in one's academic success and personal happiness. Ohio University understands the challenges of this pivotal transition and is committed to helping new students meet those challenges. Learning Communities are one of many programs that Ohio University has created to ensure that new students have every opportunity to reach their academic potential and develop individually.

A learning community (LC) is an intentional clustering of courses that a group of students (the learning community) takes in common to allow them to develop a deeper understanding of the courses' subject matter while they build relationships and learn together outside the classroom. Students typically take two required general education courses as well as a smaller enrollment course (usually a freshman seminar course) that serves as the core of the LC.

There are many different types of LCs available for students. College-based LCs are designed to meet the academic requirements of the corresponding college or specific major(s). General learning communities are designed for any student regardless of major. There are also communities that target specific populations of students, such as commuter students, transfer students, and ROTC scholarship recipients. Some communities also have the added benefit of the students living in the same residential area, which allows for ready study-partners and facilitates social connections.

LCs provide the opportunity for students to participate in out-of-class activities that are organized by a Peer Mentor who is assigned to the specific community. While these activities are optional, they increase student connectedness to Ohio University. Research has shown that participants in LCs have a higher GPA at the end of their first-year and return at a higher rate for their sophomore year than non-participants.

In Fall 2007 there are 115 learning communities with just under 2000 students participating. The Provost's Office funded this expansion in response to the joint recommendations of the Vision Ohio Executive Steering Committee and the Task Force on the First Year Experience. Both these groups acknowledged the sustained efficacy of learning communities in fostering the success of first-year students. One of the main reasons for the enormous growth from 2006, when there were 57 communities with 1026 participants, is that this year all undecided students in University College and most of the undecided students in the College of Arts and Sciences are enrolled in a learning community. Not only are these students taking courses in common around a topic in which they may want to major, they are fulfilling general education requirements and getting to know the campus in an organized way.



## The Year of Liberal Arts: ADVISORS CAN GET INVOLVED TOO! A Student Perspective

*By Patrick Heery*

Last year was "Year of the Woman." The naming of a year had never occurred before at Ohio University. Yet, by centering the minds of students, faculty and staff on this one prevailing theme, women's issues (health, education, leadership, etc.) were endowed with a new focus and vigor. Now, deans, faculty, students and staff are coming together to declare the academic year of 2007-08 the "Year of Liberal Arts," so as to bring that same attention and care to the renewal of Ohio University's commitment to the principles of a liberal arts education. This proclamation should serve as a clarifying symbol for the type of ethos we are trying to engender.

College of Arts and Sciences Dean Ben Ogles and I, in conjunction with other students, faculty and staff, are currently formulating and testing a plan for creating a permanent (and assessable) structure which will effectively educate students on the value and nature of a liberal arts general education. Essentially, we want to get students talking about liberal arts philosophy, its application to the modern world, and its relevance to their own lives. I call this the "why" factor. As we look forward to the beginning of General Education assessment and hopefully, the fruition of many tireless reform endeavors, this is a particularly salient moment for such a discussion.

In order to accomplish our goal, we need to reach out to students on many different levels. We are not looking to re-invent the wheel. Rather, we are attempting to use current structures and programs, such as the Learning Communities, existing general education classes, alumni discussions, Orientation and Welcome Week, Residence Life, Admissions, and college scholarship and leadership student organizations. Pilot studies are already underway in UC 190 courses, Learning Community and Residence Hall programming, and Tier II courses. We ask academic advisors to join us in our project. I realize that the advisors who actually take the time to read this publication are the ones who also take the time to talk with their advisees about general education. So please excuse my "preaching to the choir." But I would ask you to explore new ways in which you can engage your advisees in their reflection on why general education courses are important. The simple task of having them reflect upon the skills their future employers are looking for (writing, cultural understanding, communication, leadership, skills in cooperation and synthesis, foreign language ability, etc.) can lead them to realize that their general education courses are providing them with those very skills. Once they have come to such a realization, they might then be more conscious and deliberate in their choice of courses. And that, I believe, is precisely the kind of student we are trying to shape.

If you are interested in this project or would like more information on how to engage students in this dialogue, please contact me, Patrick Heery, at [ph311203@ohio.edu](mailto:ph311203@ohio.edu). I welcome your questions and insights.

# Advising as Teaching



## ON A BUTTERFLY'S WING

By Tim Vickers, Asst. Director,  
Center for Teaching and Learning

*An impression which simply flows in at the pupil's eyes or ears, and in no way modifies his active life, is an impression gone to waste. – William James*

In 1961, a mathematician using a computer to generate weather scenarios slightly abbreviated an entry, generating a radically different prediction. Later, others postulated that theoretically the movement of a butterfly in Brazil might be responsible for a storm in Texas, poetically called the “butterfly effect”. If a butterfly can effect such distant changes, what potential impact do advisors have on their advisees?

Advisors **advise** advisees, encouraging exploration of education, their own learning, or **learning how to learn**. Advisors are encouraged to think of “advising as teaching”, but what **is** teaching? To answer this, I recommend “**Thinking about Teaching and Learning: Developing Habits of Learning with First Year College Students and University Students**”. Written by the late Robert Leamson, a Dartmouth biologist, it has created its own storm. Consider his notion of teaching as “. . . any activity that has the conscious intention of, and potential for, **facilitation** of learning in another . . . .” A teacher makes a subject easier to know and understand, an advisor facilitates the advisee’s navigation of the university. Teachers and advisors intentionally stimulate and challenge, with the hope that these efforts on one small level, will create rippling effects.

Specifically, how can we help our advisees **learn how to learn**? Leamson suggests the following: continually remind advisees of their own critical role in their academic success. Successful advisees realize early that learning is not something that happens to them, it is something they **do to themselves**. Remember that what is obvious to advisors, may not be obvious to advisees, and so strive to put yourself in the advisee’s place. And perhaps most critically, focus on language used in helping advisees create more meaningful interactions.

Learning may be self-initiated, but an advisor’s **words** may be just the sufficient catalyst to help an advisee engage – a butterfly’s wing that contributes to a distant storm. The next time the advisee goes to class, studies with her or his learning community, or takes an exam, she or he may do better thanks to your words that left an impression that didn’t go to waste— what you say **does** make a difference.

For more information on this topic read *The Teaching-Advising Connection* by Drew Appleby, Indiana University-Purdue University Indianapolis: <http://www.psu.edu/dus/mentor/appleby1.htm>.

## On-line Catalog

Submitted by the staff of the University Registrar

As more students access the Web as their first source for information about colleges and universities, Ohio University has added one more online resource. This summer the University made the transition to an undergraduate catalog that is primarily online. In the past, the catalog has been available online as a static PDF document, but the printed version was the primary source. This year a printed version was provided to all new first-year and transfer students to facilitate the transition to a completely online version.

The Office of the University Registrar managed the transition to the new online format of the catalog and has taken on the responsibility of updating it each year for online publication prior to Precollege.

Benefits of the online catalog include:

- a search feature, which allows users to target specific areas or the entire catalog for keywords;
- a complete list of all active courses, including course descriptions; and
- a My Portfolio feature that allows any user to save programs and/or courses in which he/she is interested to a portfolio, using browser cookies.

While the online catalog is currently fully functional, there are more features yet to be implemented. The software allows for multimedia components, including pictures and videos, to be added, making the content more attractive and engaging to users. The catalog also can be used as a recruiting tool, not only because it is available online anywhere in the world, but because of an option in the My Portfolio feature. This option, when enabled, allows prospective students to create an account and ask to be contacted by an advisor from the university.

The undergraduate catalog is available at <http://www.catalog.ohio.edu>.



# Advisor Profile

## SHARON NOEL

By Patrick Heery



If you happened to walk into Sharon Noel's office at the beginning of Fall Quarter, I imagine you noticed the family pictures on her walls, the thick folders for accreditation, and the growing piles of papers – the work she had deferred simply to serve as a faculty advisor at Pre-College throughout the summer (a role she has occupied for twenty years). I imagine you also noticed how she set it all aside to speak with you. It is that last, too often overlooked detail that makes Sharon Noel, Group II instructor in Recreation

and Sport Sciences, our featured advisor of the quarter. In a time when everyone is busy, she makes a point of reaching out to her advisees as individuals, and that is what makes all the difference.

Having spent two years at Ohio University as an undergraduate athlete, and having then moved on to Ohio State University to complete her education, she began her teaching career in Northmont City Schools in Dayton, eventually moving on to teaching pre-school. She began work at Ohio University in the Fall of 1987. This is her twentieth year as an instructor.

During those twenty years, she has endeavored to define a "full approach" to academic advising, which she understands to be the basis of all student academic success. This "full approach" encompasses curricular, career, and personal advice. College, she says, is defined by choices, and it is her job as an advisor not to make those choices for the students, but to move them to a place where they are prepared to make the choices themselves. To do this, she has to go beyond the DARS. A first year advisee, for instance, would be likely to meet questions about his or her housing conditions, financial aid, study needs, and knowledge of university resources. This student will leave the 30 minute session with Sharon's cell phone number in hand, instructed to call if there is a problem, even if it is the weekend. The student will also have homework. Over winter break, he or she will have to map out his or her four years at Ohio University. If the student comes back without a plan, there will be no DARS for that individual until he or she completes the assignment.

Though she does have her students meet with her in a group, she requires each of them to meet with her one-on-one every quarter. Scheduling advising sessions is made easier by blocking out six hours in a single day just for her advisees. The process is further expedited by her knowledge of DARS, her participation in numerous National Academic Advising Association (NACADA) conferences, her individual files for each student (which she has at hand before a session), her devotion to learning the face and name of each of her new advisees before they even walk through the door, her effort to remember her own experiences as a student, and her commitment to ask her advisees how they are doing. In the end, she says, it all comes down to the simple yet meaningful gestures.

This quarter alone she is advising fifty majors and five undecided students, overseeing nine student teachers as her school's student teaching coordinator, and teaching four classes on three different campuses (Athens, Lancaster and Ironton). Yet she remains humble, saying that she is merely doing what she loves and that, as a Group II instructor, she has more time to devote to the personal

### *Sharon Noel continued...*

lives of her students, seeing as she does not have research requirements.

Sharon has some great memories of being an advisor. When a student came to her, burst into tears, grabbed her in a hug, and described her inescapable depression, having found no help from other professors, Sharon did something no one else had been willing to do for this young woman: she listened. She then called Psychological Services and told them that the student had to get an appointment that very day. Though this student had to take some time off to take care of herself, she eventually got better and graduated with great success. When Sharon tells you, "I like a challenge," you will know it is true.

## Ohio University Majors Fair

Where will OHIO take you? 2007 marked the sixth year for the Majors Fair and this year's event was by far, the most successful Majors Fair to date. Nearly 2000 students attended on September 19 in the Baker University Center Ballroom.

*Many thanks to the faculty, staff and students whose efforts helped to make the Majors Fair a success. A special thanks to the members of the Majors Fair Planning Committee:*

**Caryn Asleson**, College of Arts and Sciences, **Teresa Bartlett**, University College, **Carey Busch**, Career Services, **Phil Campbell**, Information and Telecommunication Services, **Laura Chapman**, University College, **Leslie Delerme**, Career Services, **Norma Humphreys**, College of Fine Arts, **Cynthia King**, Academic Advancement Center, **Lori Mardis**, College of Business, **Lauren McMills**, Chemistry and Biochemistry, **Patti McSteen**, Dean of Students Office, **Char Rae**, University College, **Tim Ryan**, Health Sciences, **Bill Sells**, Campus Recreation, **Amy Six**, University College, **Kevin Witham**, Office of Admissions.



# Advising Question:

## HOW DO I APPLY?

As application deadlines and requirements change annually for many majors, The Advisor will highlight each quarter requirements of several selective colleges and majors.

### Applying to a Major in the Scripps College of Communication



The five schools in the Scripps College of Communication have different application processes and requirements. Meeting the minimum requirements does not guarantee admission into any of these majors.

For **Information and Telecommunication Systems (ITS)**, applicants with a 2.5 GPA may apply any quarter. Please meet with the school's director or assistant director (740-593-4907) before applying.

For **Communication Studies**, applicants apply by October 1 or March 1, and applications are online for two weeks preceding each deadline. Applicants with 48 credits must have a 2.75 GPA when they apply; those who will earn 48 credits with a 2.75 by the end of the application quarter may also apply. Please meet with Professor James (740-593-4842) before applying.

For **Journalism**, applicants must have completed at least 48 hours when they apply, and deadlines are October 1 and March 1. They must have a 3.0 GPA and may apply only once per academic year. Other factors include journalism experience, test scores, letters of recommendation, statements of intent, and work samples. Students must attend a transfer workshop before applying (740-593-2590).

For **Telecommunications**, applicants who will complete 48 hours with a 3.0 GPA by the end of spring quarter may apply once per year by the first Monday in March for admission the following fall. A student with exceptional experience may be accepted with less than a 3.0 GPA but must submit additional materials. Please meet with Jeff Redefer (call 593-4870) before applying.

For **Visual Communication**, applicants with 48 hours, a 3.0 GPA, VICO 120 or 140 and JOUR 133 with "C" or better, and a completed application packet may apply by noon the third Friday of any quarter if openings are available, which are limited. Please meet with the assistant director (740-593-4898) before applying.

## Curricular Updates NEW BIOLOGY DEGREES

### B.A. in Biological Sciences

There are two curricular tracks leading to a Bachelor of Arts degree in Biological Sciences: one with a human health emphasis and one in environmental biology. Both provide a sound science background, but with far greater concentration in the social sciences than the Bachelor of Science tracks. This interdisciplinary emphasis of the B.A. gives students the flexibility to prepare for a wide range of higher education and career opportunities in allied health, social service, and environmental fields.

### B.A. Biological Sciences - Human Biology BA2128

The B.A. in Human Biology is designed for students interested in human biology and its application to allied health care professions (e.g., occupational therapy, genetic counseling, and, with careful choice of electives, physician assistant and physical therapy programs). This curriculum is also suitable for students who wish to enter law, public health and health policy fields with a strong science background. It provides a biology-enriched program for liberal arts students by requiring basic genetics, neuroscience, ecology, and human reproductive physiology within the major; psychology, sociology, nutrition, and geography courses outside the department. Students in this track may want to consider a minor in a social science discipline such as psychology, sociology, or anthropology.

*Students interested in applying to medical, dental, optometry, or veterinary schools should follow a B.S. track.*

### B.A. Biological Sciences - Environmental Biology BA2129

The Environmental Biology track provides students with a foundation in basic and organismal biology as well as an exposure to the social sciences. Students study the ecology, evolution, behavior, and natural history of animals along with plant biology, geography, geology, philosophy, and political science. The B.A. in Environmental Biology is designed to serve students who are interested in natural resource management, public policy, law, or who wish to enter graduate programs in wildlife or environmental studies.

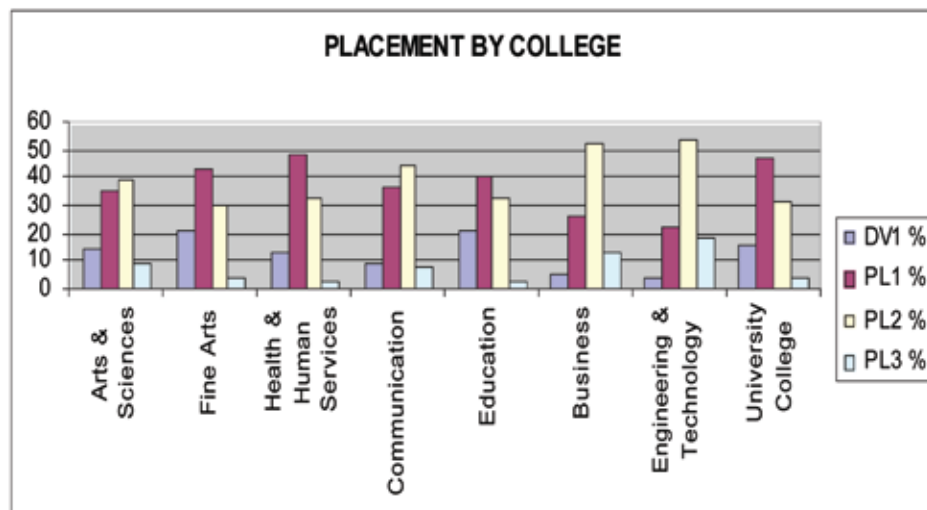


# Math Placement Results

The following report shows a summary of placement test results for new and transfer students entering the Athens campus in fall 2007. To place the data in proper context, please see the attached 10-year summary.

## Fall Placement Results at Ohio University – Athens 1998-2007

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Mathematics</b>										
DV1 (Math 101)	8.90%	10.80%	10.40%	11.60%	11.33%	12.30%	14.08%	16.21%	13.89%	13.10%
PL1 (Math 113/Tier I)	33.20%	36.20%	35.60%	34.80%	38.50%	37.04%	39.22%	40.96%	40.31%	39.46%
PL2 (Math 115/163A)	49.70%	45.30%	46.20%	45.80%	42.14%	43.42%	40.60%	37.68%	39.81%	39.57%
PL3 (Calculus)	8.20%	7.70%	7.60%	7.80%	8.03%	7.22%	6.08%	5.13%	5.98%	7.85%
<b>Reading</b>										
Below grade level	11.00%	19.00%	17.70%	18.60%	13.0%	17.33%	21.03%	21.85%	17.80%	17.88%
At or above grade level	89.00%	81.00%	82.20%	81.40%	87.0%	82.67%	78.79%	78.15%	82.20%	82.12%



## NEW FOR 2008—MATH PLACEMENT BY ACT/SAT SCORES

After much discussion last year with faculty from mathematics, chemistry, engineering, and representatives from University College and Precollege orientation, Ohio University will use ACT/SAT math scores for math placement beginning with students entering Winter Quarter 2008. Students who wish to raise their placement by 1 level will be able to take an on-line test developed by McGraw Hill (ALEKS) in conjunction with the mathematics department and staff from the Academic Advancement Center. Results of this new placement method will be reviewed in fall 2008.

	<b>ACT(math)</b>	<b>SAT (Quantitative/math)</b>
<b>DV1:</b>	18 and below	459 and below
<b>PL1:</b>	19-23	460-559
<b>PL2:</b>	24- 29	560-679
<b>PL3:</b>	30 and above	680 and above

# Regional Campus

## OHIO UNIVERSITY'S EASTERN CAMPUS WINS \$94,000 GRANT

*Submitted by Crystal Lorimor*

*Eastern Campus to use \$47,000 the next two years to help students in Switzerland of Ohio School District to learn about college and careers*

The Eastern Campus of Ohio University has been awarded \$47,000 for 2007-08 from the Ohio Appalachian Center for Higher Education (OACHE) in order to teach 952 students in grades 8-12 in the Switzerland of Ohio School District about college and career possibilities. The grant can be renewed the following year for another \$47,000.

The Eastern Campus will use this money to create a program called CONTACT, or Creating Opportunities Necessary to Access College Today. The goal of CONTACT is to increase the percentage of students in Monroe County who go to college by introducing them to options they may not have previously considered. There are five stages to the program.

The first consists of asking eighth-graders to choose a broad career area they would like to explore, like business or health careers. Students will then visit the Eastern Campus and hear three speakers from the community give presentations about careers in those fields

During the second phase, advisors from the Eastern Campus will give a presentation to ninth graders about what courses to take in high school to prepare for college. The speakers will discuss Ohio graduation requirements versus college prep courses and what subjects are covered on the standardized college admissions tests (the SAT and ACT).

The third stage includes Discovery Days for tenth-graders, in which they will learn to use a computerized career self-assessment called Discover Program. Students will answer questions about their interests, abilities, and values to get career ideas. Students then explore what type of education is needed for the careers suggested. Students will get information about what kind of tasks a person in the career would do, what the work environment might be like, salary outlook, and college majors that could get them to their desired career.

In the fourth stage, advisors will teach the eleventh-grade students how to use the Discover Program and the internet to begin looking for colleges.

Finally, twelfth-graders will participate in "A Day in the Life of a College Student." They will visit and tour the Eastern Campus, attend a mock class, and listen to a presentation about what is expected of students at the college level. The students will also learn about financial aid and scholarships.

## Farewells and Greetings

Ohio University Eastern says goodbye to **Judith Bush, Ph.D.** who retired at the end of June after 27 years of service. She spent most of her career working with non-traditional students.

**Gerry Zambori** retired at the end of August after 21 years. She served as the Records Management Associate for the Student Services Office.

Welcome **Cory Matyas**, who replaced Sue Boyd in June as the Experiential Learning Coordinator.

**Sue Boyd** retired June 30 after 27 years at OHIO. Sue advised in the External Student Program and coordinated the Experiential Learning Program, and served on the BSS review committee.



# University Outreach

*Submitted by William Willan, Vice President of University Outreach and Regional Campuses*

University Outreach has been working to strengthen Ohio University's ties with community and technical colleges in southeast Ohio. Carissa Anderson, who was recently hired as Ohio University's first Articulation Coordinator, has been working to expand transfer options for students at Hocking College and Washington State Community College. As Ohio University's representative for these partner schools, Anderson will be working with faculty and administrative representatives to review, expand, and establish transfer and articulation agreements, and to enhance personal and professional relationships between institutions. Her overarching goal is to help ensure that students experience a positive, seamless transition into Ohio University degree programs.

A new degree option is available at Ohio University-Chillicothe, Ohio University-Lancaster, and Ohio University-Southern. The two-year program of study in Health Technology leading to the Associate of Applied Science degree is primarily designed for students who have completed an allied health course of study and have been certified to practice in their fields. Integrating the students' technical skills with the general academic skills, the program features up to 36 hours of credit for current certification in an allied health field. Other students may enter the program and pursue the associate's degree by completing additional allied health technical courses. Upon completion of this program students are well positioned to pursue a baccalaureate degree in Health Services Administration or Technical and Applied Studies.

## Have a question, suggestion, or a story idea?

**T**he Advisor is a quarterly publication for the faculty and professional advisors of Ohio University. It is produced by University College Communications. Feel free to submit story ideas, event information, etc. Contact the editors to have your item considered for publication in the upcoming issue. Send e-mail to [ucc@ohio.edu](mailto:ucc@ohio.edu) or campus mail to University College Communications, Lindley Hall 211, or call 740.597.1678.

**Editors:** Laura Chapman, Lora Clapp, and Tanya Barnett.

Visit us online at [www.ohio.edu/univcollege/theadvisor/](http://www.ohio.edu/univcollege/theadvisor/).

## Experiential Learning

*By Cory Matyas, Experiential Learning Coordinator*

Serving current Ohio University students and adult learners returning to college, the portfolio program (i.e., Experiential Learning) respects and honors the learning that is gained through work, volunteer, or other life experiences. It is a wonderful way for students to earn course credit for knowledge that they have already gained, as well as a recruiting tool for experienced students in programs and departments, for it serves to break down those psychological barriers encountered by many nontraditional students as they return to college.

The portfolio program is not an "easy fix" for students, nor are they just handed credit. Credit is awarded only to students who have learned, albeit in a different format, the same material presented to students in the classroom. Portfolio creation is a time-intensive and demanding process; we recognize this, which is why portfolio students are required to take UC 203.

UC 203 is a 4 hour online class, for which the student is charged regular distance learning tuition. In addition, he or she is charged \$200 per course for which the student seeks credit. For example, if a student were seeking credit for 5 courses totaling 21 credit hours, (5 X \$200), the student would be assessed a fee of \$1,000. This is considerably less costly than taking 21 credit hours in the classroom!

Up to 48 hours of portfolio credit can be earned toward a bachelor's degree (24 toward an associate's). The average student is awarded around 25 hours.

More than 90% of course credits requested are eventually granted by faculty assessors. Portfolio credit has been awarded for over 700 Ohio University courses. Students have compiled portfolios in a wide range of disciplines, including Business, Communication (such as journalism and telecommunications), Aviation, Social Work, and Environmental Health.

