



ADVISOR



OHIO
UNIVERSITY

University College

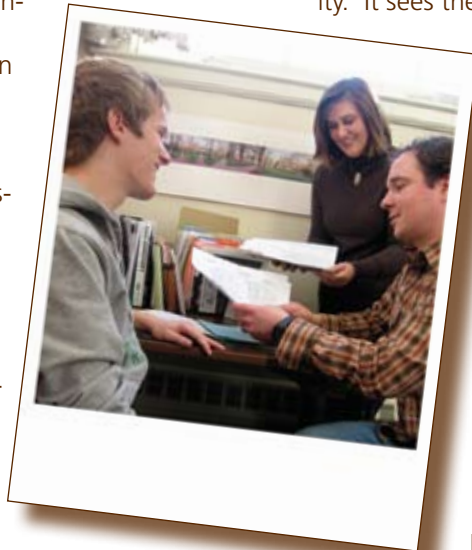
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Advising as Teaching

In keeping with our theme, advising as teaching, the advising syllabus offers both the advisor and advisee a way to enhance not only their working relationship, but also the advising process. The advising syllabus is a tool that provides an overview of the advising experience. By clearly outlining advisor/advisee expectations and responsibilities, along with desired student learning outcomes, advising syllabi provide students with concise and accurate advising information. In recognizing that effective advising is essential to student success, the advising syllabus is grounded in the notion that advising is teaching and vital to the overall health of the university.

THE ADVISING SYLLABUS

By Amy Six, University College Academic Advisor, and Kevin Geiger, University College Graduate Assistant



The advising syllabus reinforces the idea that academic advising is an instructional process, not simply a service activity. It sees the advisor as an educator, provides mutual accountability and clear communication, and allows students the ability to navigate their own educational journey.

Examples of advising syllabi:

- <http://www.firstyear.sdes.ucf.edu/Freshman%20Academic%20Advising%20Syllabus.pdf>
- <http://www.lssaa.wisc.edu/ccas/pubs/advising%20syllabus%2007-08.pdf>
- <http://academicsupport.boisestate.edu/pdf/Academic%20Advising%20Syllabus.pdf>

For more information on advising syllabi, see:

- <http://www.nacada.ksu.edu/clearing-house/AdvisingIssues/syllabus101.htm>

The advising syllabus is a tool that organizes critical information for advisor and advisee alike; but perhaps most importantly, it requires that both people are actively engaged and committed in this process. The syllabus allows students to become more involved in the advising relationship, further strengthening their ties to the university community. It also requires advisees to think critically regarding their academics, no longer allowing them to be mere "receivers" of information and instead transforming them into active participants in their education.

THERE ARE EIGHT MAIN ELEMENTS THAT COMPRISE THE ADVISING SYLLABUS:

1. To be relevant to the campus, college, office, or advising philosophy
2. To follow a format similar to the syllabi used in academic courses
3. Provide a definition of the advising mission statement
4. List advisor/office contact information
5. Present student expectations and responsibilities
6. Present advisor expectations and responsibilities
7. Include advising outcomes
8. Give additional resources, websites, and important dates, or any other additional, relevant information

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Advising International Students

Submitted by the Office of International Student & Faculty Services

Fall 2007 brought a large increase in the number of international undergraduate students. Compared to 49 incoming students for Fall 2006, we welcomed 128 for Fall 2007. Many of these students were assigned to part-time or full-time classes in the Ohio Program of Intensive English (OPIE) during their first quarter. Therefore, winter quarter 2008 will be a time of transition for these students. In addition, a total of 29 new international undergraduate students have checked in to the Office of International Students & Faculty Services (ISFS) for Winter Quarter 2008.

Given these increases, now is a good time to reflect on the special concerns of international students and the issues raised by the United States Citizenship and Immigration Services (USCIS) regulations affecting them. Following are some common student questions:

Why can't I register for classes before I arrive in the U.S.? Registration holds are placed on all international students admitted to Ohio University by ISFS. These holds are placed in order to make sure that ISFS advisors know when students have arrived on campus so that their arrival can be "registered" as required within 30 days in the Student and Exchange Visitor Information System (SEVIS) database. Once a student has checked in to ISFS with immigration documents and reported a local address, the registration hold is removed.

Advising International Students, continued on page 2

Advising as Teaching

Advising International Students, *continued*

Do I have to take the TOEFL test before I register?

In some cases, yes. Undergraduate students who have a TOEFL score of 550 are not required to take the test again. Students who have not taken the TOEFL before coming must take the test before they enroll. Students who earn a score of 550 (52 in all the subsections) and a composition score of at least 56 are not required to take OPIE classes. Students with scores of less than 500 are assigned to full time OPIE.

How many classes do I have to take? USCIS regulations require that undergraduate students register for a minimum of 12 credits each quarter, excluding summer. Students that are enrolled for full-time OPIE are considered to be full time. Students that are enrolled for part-time OPIE are advised that they need to take one or two academic classes so that they will be enrolled full time.

Are there any exceptions to the 12 credit hours per quarter requirement? Yes, there are some limited exceptions. All require certification by the academic advisor on the "Request for a Reduced Course Load" (RCL) form that must then be forwarded to ISFS by the 15th day of the quarter to which it pertains. If the student's request is approved, ISFS will inform the student by email. If the student's request is not approved, ISFS will contact the student by email to request that he/she meet with an ISFS advisor to discuss options. For example, during a student's first quarter in the U.S., the student may be enrolled less than full time due to unfamiliarity with U.S. teaching methods, initial difficulties with the English language, or initial difficulties with reading requirements. During subsequent quarters, undergraduate students may enroll less than full time for only two reasons: improper course level placement, and during the student's final quarter of study. Both of these exceptions can be used only once during undergraduate studies. Please keep in mind that USCIS regulations require that international students receive permission from ISFS in order to be enrolled part time.

What if the required courses offered during a particular quarter are less than a full time course load? Regular meetings with an academic advisor can usually help to avoid this problem. However, since the USCIS regulations do not recognize class availability as a valid reason for part time enrollment, international students are required to register for extra credit in order to be registered for the minimum 12 credit hours during that quarter.

Will dropping a class affect my immigration status?

Yes, if the drop results in your registration for the quarter being fewer than 12 credit hours, the student could be considered to be out of status. Please keep in mind that the USCIS regulations require that international students receive permission from an advisor at ISFS before dropping below full time status.

Will withdrawing from a class affect my immigration status? If the student will receive a "W" instead of a grade, then the student will be considered to have been enrolled full time for that quarter, and there will be no effect on his/her immigration status.

Will failing a class affect my immigration status? Failing a class, in and of itself, will not affect the student's status. Poor academic performance that leads to academic probation or suspension, however, can lead to problems with immigration status.

How does being put on probation affect my immigration status? There is no immediate effect as long as the student is permitted to enroll full time. If the student plans to travel outside the

U.S. however, ISFS will have to verify that he/she will be permitted to enroll for the next quarter. If the student's department cannot verify this due to the fact that the student is on probation, the student will not be eligible for a travel signature until his/her grades have been posted and the department informs ISFS that he/she is in good academic standing.

What if I am suspended from the university? Being suspended will have a serious effect on the international student's immigration status. If this occurs, the student will need to see an advisor at ISFS immediately. In order to maintain status, the student must make "normal progress" toward completing his/her degree. If the student is not permitted to register as a full time student, he/she will not be able to maintain status.

If I have to return home for one year because I was suspended, can I return to the U.S. to study? Probably. If the student has a valid F-1 visa, he/she can reenter the U.S. using an I-20 from another school at any time. If the student is reinstated to his/her program at Ohio University after one year and wishes to return, the student may contact ISFS to request that a new I-20 be issued. If the student's visa expires while he/she is at home, the student will need to use a new I-20 from Ohio University or another school to apply for a new visa. The student's application for a new visa should not be denied solely due to academic difficulties, but there is never a guarantee of success when applying for a visa.

Would it be better to just withdraw from all of my classes if I am not doing well? Not necessarily. Withdrawing from all classes puts the student in the same position, with regard to USCIS regulations, as being suspended. Please keep in mind that USCIS regulations require that international students receive permission to withdraw from ISFS before doing so. The students will need to meet with an ISFS advisor immediately to discuss his/her options.

What if I am ill and cannot attend school? USCIS regulations make provision for students to apply for a medical leave. Students must provide a letter from a physician, and can be approved for part time enrollment or non-enrollment for a quarter at a time. Medical leaves are limited to 12 months for each academic level, i.e. bachelor's degree, master's degree, etc. Students must apply for a medical leave by meeting with an ISFS advisor prior to the 15th day of the quarter for which the medical leave is requested.

Please do not hesitate to contact the Office of International Student & Faculty Services at 740.593.4330 if you or one of your advisees has an advising question or concern.



Advisor Profile

BENITA BLESSING

By Patrick Heery, University College PACE Publications Assistant



College students, like all people in transition, often feel isolated, struggling to define who they are and where they belong. But “they are not alone.” This is the message of Dr. Benita Blessing, a tenure-track European Women’s and Gender History professor who arrived at Ohio University in 2001 and who has served as an academic advisor for her department ever since, having earned two PhDs from the University of Wisconsin in History and Education Studies, and having

spent five years teaching at American colleges in Germany and Italy.

“They are not alone.” No, they are not, at least not as long as Ohio University has faculty like Dr. Blessing, who meets with some advisees several times a week for sessions as long as an hour; who has Safe-Zone training and tries to work with the LGBT community; who has set up an internship program for students at the Athens Historical Society; who often meets with her advisees in Baker’s Front Room so that they feel more comfortable; and who advises the student Undergraduate History Association. Throughout all of this, Dr. Blessing has attempted to create a balanced synthesis of teaching, academic advising, and research, seeing each as contributing to the other two. She has found time to publish a book entitled “Anti-Fascist Classroom” and to work on another book examining East German children’s fairy tales and films in light of gender and identity construction. She regularly attends university advising training sessions.

She has encountered a significant number of female students, and an increasing minority of male students, who feel marginalized and raise questions about the possibility of balancing a career and a family. These students wonder if they have to subscribe to various gender roles and mores, or express interest in professions that are traditionally associated with the opposite gender. Dr. Blessing has tried to advise them through these difficult questions.

Dr. Blessing’s success as an academic advisor is in part a representation of an alternative advising model within the History Department where a select number of faculty volunteer to serve as advisors, while other faculty who have skills or interests elsewhere take up the remaining service responsibilities. Dr. Blessing likes this system as it allows faculty increased flexibility, freedom and diversity, maximizing their individual abilities. It also has created a small group – a community, in other words – of committed advisors who meet regularly, provide considerable support to one another and discuss new updates and advising approaches. It a community which she may have otherwise found only in a small department. Additionally, the student Undergraduate History Association assists with advising, bringing a whole new dimension to the process. In fact, Dr. Blessing thinks that she probably would not have remained an academic advisor if it were not for this system due to a variety of workload issues and hurdles in understanding the DARS, which she collectively and ever so affectionately refers to as a “labyrinth.”

She emphasizes that she learns as much from her students and advisees as they learn from her. Her advisees often, for instance, convey ways in which she can improve her teaching style. This was especially true when she taught as part of an Learning Community. Dr. Blessing enjoyed the experience immensely and believes that working with incoming freshmen has made her a better instructor. She looks forward to the day when all freshmen are part of an Learning Community! Other rewarding moments are when she

Dr. Blessing, continued

meets a senior whom she helped as a freshman and sees how far that person really has come. Her most powerful moments are perhaps when a student tells her – and her alone – that he or she has a serious illness, is dealing with sexism, struggling with identity issues, or bearing the weight of some other kind of crisis. Though she may not be able to fix the situation for them, she can listen and send them to those who might be able to help (Counseling and Psychological Services, for instance); and she can show them a way to maintain their academic work in the midst of these crises. That’s what advising is all about to Dr. Blessing: it is a system that tells the student, “We are here for you.”

Probation Numbers Plummet

Submitted by Dr. Dale Tampke, Allen Student Help Center, and Jenny Klein, Allen Student Help Center

This fall quarter was a successful one for many more students than it has been in the past. 75 fewer students were placed on probation after Fall Quarter 2007 than after Fall Quarter 2006. Much of the improvement occurred in University College, where the percentage of students on probation dropped from 14.6% to 8.7%. This continues a three-year trend of dropping rates of students on probation, since it reached a high in University College in 2004.

Students who are on probation will attend a 90-minute academic success workshop during Winter Quarter. Already, more than 500 students have registered for their workshop, leaving under 200 students who still need to register for a workshop.

At Academic Success Workshops students review their goals and learn about University resources that are available to assist them. Opportunities at the Academic Advancement Center, the Writing Center, and Counseling and Psychological Services are highlighted. Students also learn how to compute their grade point average, and see the effect of retaking a course. Finally, students are fully informed about the implications of academic probation. By the time the workshop is over, they are aware that a term grade point average below 2.0 could result in their dismissal.

This year students “in the gap” are also attending the academic success workshops. Students “in the gap” are those who are not on probation, but who also have not met the GPA requirements of their college. In Business and Education, for example, students between a 2.0 and a 2.75 fall into this category. There are also two fraternities that have required their members who are below the organization’s academic standards to attend a workshop. These students, even though they are not in jeopardy of being dismissed from Ohio University, still need academic assistance and motivation to return to good standing within their college or their organization.

To assist students who are not performing up to their potential, the Allen Student Help Center also increased the advertisement of the Learning Strategies course (UC 110) during Winter Break. Several colleges included fliers about the course with their probation letters, and the Allen Student Help Center staff contacted over 100 struggling students via phone to suggest that they take the course.

Advising Resources

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

By Kevin Geiger, University College Graduate Assistant

Interested in gaining new ideas and information on advising students?

The National Academic Advising Association (NACADA) offers a comprehensive website at <http://www.nacada.ksu.edu/Resources/index.htm> that provides articles and research done by academic advising professionals across the country. NACADA's Clearinghouse website offers a myriad of informative advising resources, as well a complete list of national and regional advising conferences and events, such as:

NACADA Annual Conference

Taking Advising to New Heights. October 1-4, 2008. Chicago, IL

Regional Conferences

A Grand Odyssey: Academic Advising's Impact on the Student Experience. April 6-8, 2008. Grand Rapids, MI.
The Concept Model of Advising. April 16-18, 2008. Pittsburgh, PA

Faculty Advising: Collaborating for Success - Summer Institute. June 19-20, 2008. Portsmouth, VA.

Webinars

Webinars – or “webcasts” / “web conferences” - are real-time professional development events presented over the Internet. Webinars are 60-90 minute, focused presentations concerning topics of importance to professional academic advising.

A detailed list NACADA's 2008 conferences and events is available at <http://www.nacada.ksu.edu/Events/index.htm>.

THE ACADEMIC ADVISING PROFESSIONAL DEVELOPMENT FUND

Allows faculty and staff to attend NACADA events, including but not limited to the Summer Institute on Advising, national, regional, and state conferences, seminars and workshops. This fund is available to help offset the costs associated with the professional development events. For more information, contact David Descutner, University College Dean (descutne@ohio.edu) or Michael Bila, UAAC Chair (bila@ohio.edu).

OHIO UNIVERSITY, UNIVERSITY COLLEGE ADVISING WORKSHOPS

Helping Students Make “Major” Decisions – Spring Quarter

This workshop will focus on advising undecided students & major-changers toward a major. Offered on two dates: Wednesday, April 9th from 3-5, or Friday, April 11th from 10-12, in Baker University Center (<http://www.ohio.edu/univcollege/advising/training.cfm>).

To register, please contact University College (593-1935), or email Laura Chapman, University College Assistant Dean (chapmanL@ohio.edu).

ADVISING LISTSERV

We will provide updates and announcements for these workshops and training sessions via the UNC Advisors Listserv throughout the quarter. Further, please feel free to pose any questions, seek additional information, or post any additional professional development opportunity through the UNC Advisors Listserv. As a reminder, to send a message – type in “To:” - UNCFacultyAdvisors@ouvaxa.cats.ohiou.edu, then compose and send your message to all listserv subscribers. For additional information regarding the University College Faculty Advisors Listserv, or subscribing to the listserv, please email Kevin Geiger at kg189200@ohio.edu.

UAAC MEETING - SPRING

Wednesday, May 7th at 3pm.

Baker University Center 240.



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 College of Education

The College of Education includes five teaching areas: Early Childhood Education (preschool- grade 3), Middle Childhood Education (grades 4- 9), Adolescent to young Adult Education (grades 7- 12), Special Education, and Multi-Age Education (Foreign Language or Physical Education). Early Childhood Education and Physical Education majors are also offered through the College of Health and Human Services.

For teaching majors except Early Childhood and Special Education, students may apply the first two weeks of each quarter. Early Childhood Education and Special Education majors are subject to more selective admissions, and enrollment in these programs is limited. These majors have different application requirements and deadlines. Applications for Early Childhood are accepted once per year by June 1, and students are notified of the outcome of their application by August 1. The deadline for the Special Education Selective Admissions Application is April 15.

Students are pre-majors and may not take 200-level education classes until they meet the following requirements: 45 credits with 2.75 GPA; Praxis I (PPST/CBT) entrance score or ACT/SAT score of at least 21/990; "C" or better in COMS 103, PSY 101, Tier I math and English, and EDTE 150; successful BCI background check; TB test results; and a completed application for Professional Education. Early Childhood majors should instead complete the following courses with a "C" or better before applying: COMS 103, PSY 101, Tier I English, one science course with lab from an approved list (see online Catalog), two math courses at the level of MATH 120 or higher, HCCF 160, HCCF 160A, and HCCF 170.

Transfer requirements are subject to change, and interested students should contact the college office at McCracken Hall 124, 740.593.4400.



Curricular Updates

NEW COURSES IN GENERAL EDUCATION TIER II

The following have been added to Tier II effective Winter 2008:

CLWR 222 "Difficult Dialogues: Religion, Gender and Sexuality" (4 credits) has been added to 2H (Tier II Humanities)-- This course examines the history of our most deeply rooted religious beliefs about gender and sexuality. It is offered this quarter and in Spring 2008 (1-3 TTh, 100 seats).

GEOL 135 "Natural Disasters" (4 credits) has been added to 2A (Tier II Applied Science & Technology)-- This course analyzes threats associated with living on a dynamic planet and focuses on the origins and physical natures of hazardous geological events using case studies of actual disasters. It is not offered this quarter or in Spring 2008.

HIST 122A "The First Universities: History & Learning in Europe, 1100-1600" (4 credits) has been added to 2H (Tier II Humanities)-- This course examines the history of the first universities and their role in medieval European history as well as the relevance of these topics to the modern university and its place in society. It is not offered this quarter or in Spring 2008.

Dr. William Allen

A MAN WORTH KNOWING

By Patrick Heery, University College PACE Publications Assistant



Walk through the doors of the new Baker Center and you may stumble across a place known as the Allen Student Help Center, named after Dr. William Allen, the creator of the disproportionately represented student mentoring program called LINKS. Dr. Allen is the man who, to many, personifies the University's commitment

to student success and retention; the man who, when he retired - very quietly - in 2006 as Associate Dean of University College, having begun his work at Ohio University in 1969, became the longest employed African American administrator in the history of the University. He was an obvious pick for the center's name, for while others interpreted academic advising as a secondary concern, Dr. Allen defined himself first and foremost as an advisor and servant of the students.

Dr. Allen was, and is still, driven by one philosophy: "all human beings have worth and value, and given the right circumstances, preparation, nurturing and support, achievement is possible." It was with this philosophy in mind that he left an indelible mark on the face of Ohio University, creating in addition to LINKS:

- a "companion program" called OU START, recognized by the Ohio College Personnel Association with the auspicious Award of Excellence;
- the advising program for undecided students which continues to this day and which was, in 1986, recognized with a national award by NACADA, the National Academic Advising Association;
- the still operating quarterly publication, "The Advisor," co-editing the first issue with Jan McMannis in 1978, and, among other programs;
- Project Excel, now known as Turning Points, designed to improve the retention of reinstated students by using a probation counseling approach

Prior to the creation of LINKS, retention rates for African American students once got so bad that Ohio University was losing one out of every two students between their freshman and sophomore years. Ohio University was not alone in this trend. It was happening all over the nation. LINKS was Dr. Allen's creative response to this pervasive problem. Although to this day most universities are still "talking" about what to do with the retention rates of disproportionately represented students, Ohio University, because of Dr. Allen, is not talking, but doing something — something which, I must add, has been very successful.

Many of his students went on to become administrators and educators at Ohio University. He made his students his colleagues - sometimes quite literally. Admired by all, he

received the Outstanding Administrator Award in 1991. At the presentation ceremony, Ohio University President Ping chose to quote from one of the nomination letters: "Dr. Allen is open, unbiased, a problem-solver, ethical, a positive influence on students, a true educator, but above all a wonderful human being."

As an educator and as a person of color, Dr. Allen's world necessarily extended far beyond the Hocking River Valley. He served as an Intern with the American Council on Education in 1978. In 1981, President Jimmy Carter and his staff hand-picked Dr. Allen to join about fifty other African American educators as a Fellow in the Education Policy Fellowship Program, part of the White House Initiative on Black Colleges. Throughout his tenure at University College, he served, at varying times, as an academic advisor, as the Director of Advising and as the Coordinator of the Bachelor of General Studies degree program.

The Help Center is a representation of how he touched the lives of students of all races and backgrounds. Dr. Allen particularly wanted to help those students who were at a disadvantage. He liked the tough cases. The Student Help Center, administered by University College, exists to do one thing: to serve the students through academic advising — an objective which, in manifold ways, was established and furthered by Dr. Allen. The Center, patterning itself off Dr. Allen's legacy, goes beyond the DARS, helping students set personal and academic goals, realize their potential, and meet "high-level academic standards." The Center also oversees student-retention initiatives and works closely with the Office of Diversity and the LINKS program.

The Allen Student Help Center, according to its director, Dale Tampke, is an "enduring reminder" of the legacy left by Dr. Allen, a legacy of momentous, though too often "unsung," accomplishments. It is appropriate that the Allen Student Help Center is located in Baker, the central hub of the campus, because that is where Dr. Allen's legacy remains rooted: at the heart of Ohio University.

An unabbreviated version also appears on the University College Website, www.ohio.edu/univcollege.



A Farewell to Dr. Rick Linn

(BUT NOT A GOOD-BYE)

By Patrick Heery, University College PACE Publications Assistant



The Boy Scouts have a motto: leave it better than when you came. I don't know if Rick Linn was ever a Boy Scout or not, but he certainly took the motto to heart. Linn has served, with love and passion, as the Director of Precollege for the last eight years, and he is currently moving on to new things (I won't use the word "retiring" because both he and his

wife have forsworn all use of that word). Linn would like to spend more time with his family, small farm, and the community, while furthering his artistic interests, as his background is in music. "It's been," Linn will tell you, "a great ride."

Having served as, among many other things, Dean of Students at the University of Northern California and as the Director of Orchestral Programs at Wright State, Linn came to Ohio University to organize a conference for the Women's Studies Department concerning women in music. He eventually realized that organizing Precollege was not all that different from putting on a conference, and that's where it all began.

Over the last eight years, Precollege has undergone a dramatic evolution. Whereas once the Precollege student advisors' average GPA was 2.4, their average GPA is now 3.5, and their evaluations are overwhelmingly positive. Many have even gone on, as a result of their experience, to work in higher education, and often in orientation programs.

Linn worked to develop the Precollege advisors into intensively trained, highly competent educators. Linn also helped, along with Dean David Descutner and his University College colleagues, to establish a peer mentoring program for freshmen, and he works with Wendy Merb-Brown in coordinating the Learning Communities with Precollege.

These things happened because of an idea: the idea that "it's not 'if you build it, they will come,' but rather, if you give them the tools, they will build it themselves." You might be surprised, however, to learn that Rick did all of this as only 60% of his job. Yes, that's right, Precollege was only a part of what Rick was doing at Ohio University, as the other 40% of his job in University College has revolved around academic advising.

If you happen to stop by Rick's cabin some day, a cabin he built himself, you might notice a rocking chair on the porch. It was a gift from his students. Fittingly, he has never rested enough to sit in it. And trust me, even after this "retirement," you won't find Rick sitting in that chair. As he likes to say, there's just too much more living to do.

Regional Campus News

A NOTE ON A PASSING

Regina "Reggie" Cunningham, 57, of Chillicothe, died Thursday January 3, 2008, at the Ohio State University Hospital. Reggie was a graduate of Leesburg (Fairfield) High School, Class of 1968. She retired as the Admissions and Registration Coordinator from Ohio University-Chillicothe in 2004 following 34 years of service. She was a wonderful cook and enjoyed spending time with her family and friends. Some of her hobbies included sun bathing at the beach, reading, gardening, and watching the food network. (Excerpt from her obituary)

According to Bill Willan, Associate Vice President for Academic and Student Affairs, "She was known as an advocate for students, and will be missed by colleagues on all six of Ohio University's campuses."

Please join us in both celebrating the dear contribution and mourning the loss of Reggie Cunningham.



RESOURCES FOR "UNDECIDED" STUDENTS AND THEIR ADVISORS

By Kevin Geiger, University College Graduate Assistant

As the academic year rolls on, many undecided students will begin the process of selecting their majors. As academic advisors, you will be in a position to aide and offer guidance to these students as they search for what they perceive to be the "right fit" for their academic and professional lives. As such it is essential that the advisor and advisee work collaboratively to find this "right fit," and allowing the student/advisee to discover her or his scholarly self while preparing for the world beyond undergraduate academics.

To assist you in these matters, provided below are several useful websites - followed by a brief description - that will be beneficial for both the advisee and the advisor:

<http://www.ohio.edu/careers/>

The Office of Career Services (Baker 533, 593-2909) provides students with major and career advising, career guides, job search assistance and listings, college and graduate school information, a variety of seminars and handouts, and more.

<http://www.ohio.edu/careers/students/cats.cfm>

Career Awareness Through Self-Assessment offers advice and web-based tools, such as FOCUS and the Career Choice Checklist, to help you discover and learn about career options related to your personal attributes.

<http://ohio.edu/careers/students/MajorsInfo.cfm>

Detailed website for learning about career possibilities for a range of majors and the strategies needed to get there.

<http://www.princetonreview.com/college/research/majors/majorSearch.asp>

Outstanding site containing a list of majors and corresponding career options one could pursue related to those majors.

<http://www.bls.gov/oco/>

This U.S. Department of Labor site features the most complete source of information and statistics on careers, the Occupational Outlook Handbook. You can learn everything you want to know about any career in the U.S.: 1) nature of the work; 2) working conditions; 3) employment; 4) training, other qualifications, and advancement; 5) job outlook; 6) earnings; 7) related occupations; and 8) sources of additional information.

http://www.cas.ohiou.edu/undergrad/qlinks/gpa_cal/GPAFull.asp

This is a helpful link which provides the advisor/advisee with a GPA calculator, useful when an advisee needs to attain or maintain a specific GPA for particular admission requirements, or to understand probationary status.

Have a question, suggestion, or a story idea?

The 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, or send items 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/.

