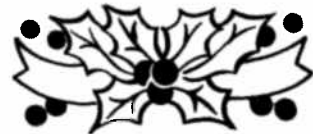
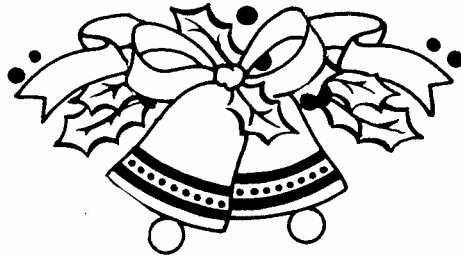


ASSOCIATION OF PROFESSIONAL ADVISERS AND COUNSELORS

# APAC NEWSLETTER

JANET KIME, EDITOR

NOVEMBER, 1983



## DECEMBER MEETING -- A CHRISTMAS PARTY!

Our December gathering will be our third annual potluck Christmas party, held over the noon hour on Wednesday, December 14, in 1 B Gowen. The last two Christmas parties have been very enjoyable affairs -- good company and good food. Lynda West will be trying to keep a handle on what everyone is bringing, so we don't end up with twelve plates of deviled eggs and a can of olives; you can call her at 543-2770 to signal your intentions or find out what is needed. Do join us!



## MATH 105 -- CR/NC FOR ONE LAST QUARTER

MATH 105, which has been taught CR/NC only for the past several years, will be taught on a graded basis beginning Spring quarter, 1984. The change was originally approved for Winter quarter, 1984, but the CR/NC notation was not removed from the Winter quarter Time Schedule before it was printed. In keeping with the university's long-standing policy of truth in advertising (hmmmm), the change has been postponed until Spring quarter.

PLANS UNDERWAY FOR SECOND REGIONAL ADVISING CONFERENCE

-- Gail Wilkie

The second annual Northwest Academic Advising Conference will be held on March 22 and 23, 1984. Hosted by Simon Fraser University, near Vancouver, B.C., the 1984 conference promises to be exciting.

Focusing on the theme "Communication in Advising," the two-day conference will provide an opportunity for advisers, counselors, and administrative personnel to exchange ideas, insights, and information about a variety of communication-related issues. The purpose of the theme is to generate examination of such topics as: the impact of computers on advising, improving verbal advising skills, utilizing test score information in advising, helping the re-entry student, advising and litigation, writing a student handbook, communicating with the administration, encouraging faculty advisers, etc.

Specific program proposals, however, must come from you. If you plan to attend the conference and are willing to lead a program or discussion session, please submit your proposals by December 1 to Gail Wilkie, Political Science, DO-30. If you did not recently receive a yellow flyer calling for program proposals, please contact Gail at 543-9456.

Approximately 90 people attended last year's conference at Pacific Lutheran University, the first regional conference to be held in the northwest. With an expanded mailing list that includes colleges and universities in Oregon, Idaho, Washington, and Canada, this year's steering committee is planning for larger attendance. The 1984 conference registration fee will be kept as close as possible to the 1983 \$10.00 fee. Program and registration information will be mailed in late January.

REPEATED COURSE POLICY

Under the current repeated course policy, adopted in Winter quarter, 1983, a student may not repeat a course if his/her first grade was 2.0 or higher -- however, the university has no way to prevent the student from registering for the course. It was necessary, then, to come up with a way of recording these "illegally" repeated courses on transcripts. The current final solution is illustrated below. On the courses's second entry, the credits will be circled and "DUP" for "duplication" will be written on the transcript. The grade will also be circled, and in the grade-point column the grade points will be erased and "RPT" for "repeated" will be entered. Neither the credit nor the grade will be entered in the student's totals.

8231545	WINTER QTR 83	CC-256-00-	P MAJ 1
CMU 200	COMMUNICTN PROCESS	5.0	2.1 10.5
DRAMA 230	INTRO CHLDRNS DRAMA	2.0	1.4 2.8
ENGL 231	SHAKESPEARE	5.0	2.5 12.5
RES 0		12.0	25.8 2.15

8231545	SPRING QTR 83	CC-256-00-	P MAJ 1
CMU 200	COMMUNICTN PROCESS	DUP (5.0)	(2.8) RPT
SOC 110	SURVEY SOCIOLOGY	5.0	2.9 14.5
SPCH 220	INTRO TO PUBLIC SPK	5.0	3.0 15.0
RES 0		10.0	29.5 2.95

When a student repeats a course legally (i.e., the student completed the course only once before, and received below a 2.0), the duplicate credit will be circled, noted, and removed from the credits-earned total, but the grade stays and will be calculated into the student's grade-point average.

The notations and recalculations just described are all done manually by the Grade Recording staff. If the student marks out the "repeating course" circle on the mark-sense form, Grade Recording will be notified and the student's transcript will be changed. The student may also stop by the Grade Recording Office, 248 Schmitz, and fill out a slip notifying the office of the repeated course. If not corrected earlier, repeated courses will be caught in the final check when the student applies for graduation. To avoid unpleasant last-minute surprises, advisers who notice uncorrected repeated courses on student transcripts should notify Grade Recording. A brief note is best.

There has been a recent reinterpretation of one aspect of the repeated course policy. Under the new policy, a student may not repeat a course if s/he received a 2.0 or higher grade. We had interpreted this to apply only if the student took the course the first time after the new policy went into effect -- that is, we had thought that if a student took a class before Winter, 1983, s/he was allowed to repeat it no matter what the first grade. It has been decided, however, that students will be allowed to repeat a course only if the first grade was below 2.0, no matter when the course was first taken. For example, if a student took MATH 124 in Autumn, 1979, and received a 2.1, and now wants to repeat it, officially he is not allowed to do so. If he does register for MATH 124, it will be recorded on his transcript with both the credit and the grade marked as above and removed from the totals.

## STUDENT NUMBER CODES

Although it is not widely known, UW student numbers contain a code which can be used to determine the quarter in which the student entered the UW. The first two digits of the number, of course, indicate the year of entry. The student number 8325561, for example, indicates the student entered the UW in 1983. In addition, the third digit of the student number is assigned according to the quarter the student entered, as follows:

1	summer
2,3	autumn
4	winter
5	spring

Thus, one can determine the date the following students started classes at the UW:

8147739	Winter, 1981
7725331	Autumn, 1977
8211411	Summer, 1982

Academic advisers in Arts and Sciences will immediately see the value in knowing these code numbers: you can use them to determine quickly whether a student must follow the puce or the fuchsia distribution list. However, in fact the codes are assigned by the Admissions Office because they file student records by the quarter of entry; the codes help simplify retrieval of student records. This is why, when you call Admissions about a student, they need the student's number to find the file.

And you heard it here first.

## SIX GOALS OF GENERAL EDUCATION

— Kathleen Waldron

One of the hottest issues at the NACADA conference in St. Louis was how educators should be preparing students to function in a changing world. If the amount of information doubles every 5-1/2 years, should students be expected to learn information, or rather should they learn some skills to deal with changing information -- and, if so, what might these skills be. One of the reports that was referred to by several speakers was the Carnegie Foundation's report on the goals of General Education. The report suggests that the educational outcome of General Education should include competency in these six areas:

Communicating: can send and receive information in a variety of modes (written, graphic, oral, numeric, and symbolic), within a variety of settings (one-to-one, in small and large groups), and for a variety of purposes (for example, to inform, to persuade, and to analyze).

Solving Problems: can analyze a variety of problems (for example, scientific, social, personal); select or create solutions to problems; and implement solutions.

Clarifying Values: can identify one's personal values and the personal values of other individuals; understand how personal values develop; and analyze the implications of decisions made on the basis of personally held values.

Functioning within Social Institutions: can identify those activities and institutions which constitute the social aspects of a culture (for example, governmental and economic systems, religion, marital and familial institutions, employment, and civic volunteer and recreational organizations); understand the impact that social institutions have on individuals in a culture; and analyze one's own and others' personal functioning within social institutions.

Using Science and Technology: can identify those activities and products which constitute the scientific/technological aspects of a culture (for example, transportation, housing, energy, processed food, clothing, health maintenance, entertainment and recreation, mood-altering, national defense, communication, and data processing); understand the impact of such activities and products on the individuals and the physical environment in a culture; and analyze the uses of technological products in a culture and one's personal use of such products.

Using the Arts: can identify those activities and products which constitute the artistic aspects of a culture (for example, graphic art, music, drama, literature, dance, sculpture, film, architecture); understand the impact that art, in its various forms, has on individuals in a culture; and analyze uses of works of art within a culture and one's personal use of art."\*

How do your department's requirements address these needs? How do the UW's proficiency and distribution requirements meet these goals? What can we as advisers and counselors do to help students gain these competencies? It is something to think about. Any comments?

\* From Increasing Student Competence and Persistence by Aubrey Forest, a report of the College Outcome Measures Project of The American College Testing Program.

## COMPUTER SCIENCE MEETINGS

On the first Wednesday of each month during the academic year, the Computer Science department will be holding question-and-answer sessions for prospective majors, at 3:30 p.m. in 422-A Sieg Hall. Students should pick up a copy of the Computer Science Undergraduate Handout at 114 Sieg and read it through before attending a meeting. Topics to be covered in the meetings include the application process, the curriculum, and careers in computer science.

## ON INTEGRATING ACADEMIC AND CAREER ADVISING

— Gail Wilkie

As an adviser of students in the liberal arts, I am troubled by the implications of such questions as "What can I do with a major in \_\_\_\_\_?" or "What jobs do students in this major get?" Somehow implicit in such questions is the inquiring student's assumption that I can or should produce a listing of job opportunities. Last month I attended the National Academic Advising Conference in St. Louis, Missouri, hoping to learn how others address this advising issue. I attended several conference sessions related to the integration of academic and career counseling. One session in particular did at least clarify for me what is so disconcerting about the question, "What job can I get with this major?"

Gary Snodgrass, Assistant Professor of Psychology and Counselor at Southwest Texas State University, underscored the misconceptions commonly held by students choosing their majors. Namely, students often assume that there is a direct correlation between the requirements for a particular major or degree program and an occupational group. They do not recognize that a college major may be applicable to a broad range of occupations. Instead, they mistakenly equate their selecting a major with making a specific, sometimes quite limited, career choice. Then, relying on the required curriculum for the major, these students take a very passive rather than active approach to career planning. They believe that by completing their college requirements, they are preparing for the work world.

Snodgrass went on to point out that students are often urged by parents, faculty, and even advisers to choose their majors early so that they do not "waste" time. And how often we hear students lament, "But this course doesn't count for anything." Students who are being pressured to select a major demand immediate, facile answers to their questions and expect an adviser's quick assessment whether or not this is the right field, meaning career choice, for them.

What Snodgrass recommends is that we help student to understand that they are responsible for defining their vocational goals. We can assist students with their identification of career goals and then with university resources that may help them realize their goals. He presents a three-step career development paradigm in which choosing the major is the last step in the process:

1. Students identify their personal interests, skills, and goals. A wealth of career development literature is available which can be used in the goal-identification process.
2. Students identify the career preparation, undergraduate and graduate, as well as the experience necessary for realization of their goals. They need to be aware of coursework that can help them improve or acquire specific skills, of requirements for admission to graduate or professional schools, of volunteer or internship experience relevant to their career interests.
3. Students then plan a program of study, selecting the major, relevant elective coursework, and extra-curricular activities. Experimental learning should be intergrated with their academic classroom work.

As advisers, then, we cannot provide students with an answer to the question, "What can I do with a major in \_\_\_\_\_?" However, we can guide them to the decision-making process involved in their formulating career objectives and selecting their majors.

1983-84 APAC MEMBERS

Michael Allen	History	Karl Kraber	Aerospace Studies
Betty Anderson	Art	Julie Lassiter	Landscape Architecture
John Armstrong	Social Work	Joyce Lumsden	Mechanical Engineering
Mary Ellen Asmundson	Placement Center	Linda Minato	Student Employment
Roxanne Baker	Disabled Student Services	Betty Moering	Speech and Hearing Sciences
Holly Bauman	Business Administration	Colleen Morisset	Business Administration
Kim van Becker	OMA	Virginia Morrison	Business Administration
Elizabeth Boba	Classics	Charlotte Nelson	Education
Wanda Boykin	Arts and Sciences Central	Dick Newcomb	Arts and Sciences Central
Darlene Bush	Computer Science	Francine Shafer	Business Administration
Janet Cantelon	Financial Aid	Shirley Shimada	Education
Nancy Clarke	OMA	Steve Simeona	OMA
Nancy Cooper	Chemistry	Richard Simkins	Arts and Sciences Central
Megan Davis	Financial Aid	Mary Skinner	Pharmacy
Steve Dunthorne	Art	Larry Smith	Military Science
Susan Gillis	Kinesiology	Charlotte Utting	English
Carol Josselyn	Ombudsman	Kathleen Waldron	Arts and Sciences Central
George Kakiuchi	Geography	Lois Werelus	Sociology
Judi Kalitzki	Business Administration	Lynda West	Physics
Doris Kelly	Arts and Sciences Central	Gail Wilkie	Political Science
Janet Kime	Arts and Sciences Central	Mike Worley	Electrical Engineering

To join this elite group of university employees, submit the membership form at the end of the newsletter with your tax-deductible \$5.00 annual dues.

TREASURER'S REPORT

-- Holly Bauman

Income

Balance in Account (as of August, 1983)	\$ 255.77
Dues collected (as of November 15, 1983; 42 members at \$5.00 each)	<u>210.00</u>
<b>TOTAL INCOME:</b>	<b>\$ 465.77</b>

Expenses

HUB room rental for October, 1983 meeting	\$ 5.40
Coffee and tea catering for October, 1983 meeting	15.92
Receipt book and thank-you note cards	8.85
October, 1983 Newsletter	20.12
NACADA dues	30.00
Registration fee, National Academic Advising Conference (to send Gail Wilkie)	80.00
Bank service charges	<u>4.50</u>
<b>TOTAL EXPENSES:</b>	<b>\$ 164.79</b>
<b>BALANCE:</b>	<b>\$ 300.98</b>

This year the newsletter costs are being shared by the Arts and Sciences Central Advising Office, so APAC will be paying for only five issues.

The Executive Board would like to make more money available to members to help finance registration fees to advising conferences or for other professional development purposes. The amount of money we can make available will depend on how much money we collect in dues, our only source of income.

If you have any ideas or comments on how our dues should be budgeted, please contact Holly Bauman, treasurer, or any of the other Executive Board members listed at the end of the newsletter.

ARE YOUR STUDENTS LOOKING FOR JOBS????

-- Linda Minato

The Student Employment Office, 180 Schmitz, has listings for many part-time, temporary, and permanent positions. Employment areas include clerical, career-related, sales, food services, general labor, domestic, childcare, and teaching. There are also some job openings for students who are eligible for the "Stay in School" program. To be eligible for this program, students must be full-time undergraduates, financially needy as determined by the local State Employment Security Office, and U.S. citizens. Please refer interested students to the Student Employment Office, 180 Schmitz, Mondays through Fridays 10 a.m. through 5 p.m. To use the office's services, a student must present his/her ASUW card and one other piece of I.D. Advisers and counselors may contact Linda Minato at 543-1840 with any questions about the service.

YOUR 1983-84 EXECUTIVE BOARD

The constitution of the Association of Professional Advisers and Counselors allows the executive board, elected annually, to establish its own internal organization. This year's board has chosen to assign specific duties to each of its members, as follows:

<u>Darlene Bush</u> Computer Science	Chair	Lead executive board meetings Prepare meeting agendas Present agendas Plan meeting times and places
<u>Lois Werelus</u> Sociology	Secretary	Take minutes at executive board meetings Provide attendance sign-up sheets at general meetings Send thank-you notes to speakers
<u>Holly Bauman</u> Business	Treasurer	Collect dues, maintain financial records, pay bills Report on current budget and expenses Plan meeting refreshments Keep membership records
<u>Lynda West</u> Physics	Newsletter Liaison	Provide information and articles on APAC itself for APAC Newsletter Keep NACADA information
<u>Doris Olch</u> Counseling Center	Meeting Coordinator	Arrange meeting rooms Invite speakers Introduce speakers at general meetings Arrange meeting announcements
<u>Lois Werelus,</u> <u>Lynda West</u>	Greeters	Greet all who attend general meetings Introduce new members Hand out information at meetings

I wish to join the UW Association of Professional Advisers and Counselors. Enclosed is \$5.00, 1983-84 annual dues.

name \_\_\_\_\_

department \_\_\_\_\_

mailstop \_\_\_\_\_

telephone \_\_\_\_\_

Mail to: Holly Bauman, Business Administration, DJ-10.