



Academic Advising Handbook

Last updated 11/14/19

SECTION ONE - ACADEMIC ADVISING

“Academic advising is the very core of successful institutional efforts to educate and retain students. Academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success.” (Nutt, 2003)

The National Academic Advising Association (NACADA) aspires to lead within the global education community, theory, delivery, application and advancement of academic advisement. NACADA promotes and supports quality academic advising to enhance the educational development of students.

CORE VALUES OF ACADEMIC ADVISING

The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.

Caring: Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

Commitment: Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

Empowerment: Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

Inclusivity: Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

Integrity: Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Professionalism: Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

Respect: Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students’ views and cultures, maintaining a student-entered approach and mindset, and treating students with sensitivity and fairness.

NACADA: The Global Community for Academic Advising. (2017). NACADA core values of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>

Nutt, Charlie L. (2003). Academic advising and student retention and persistence from the *NACADA Clearinghouse of Academic Advising Resources* Web site <http://www.nacada.ksu.edu/tabid/3318/articleType/ArticleView/articleId/636/article.aspx>



ACADEMIC ADVISOR COMPETENCIES

Foundations Knowledge

- Theoretical Frameworks
- NACADA Core Values
- Knowledge of higher education issues

Knowledgeable of college student characteristics

- General knowledge of college students
- Specific knowledge of student populations you are advising

Career advising knowledge and skills

- Knowledgeable of general education requirements and academic majors
- Knowledge of occupational, workplace relationships

Communication and interpersonal skills

- Establish rapport
- Demonstrate the ability to relate to individuals and groups of designated students through the use of basic communication, helping and problem-solving skills
- Knowledge of application of advising at local institution
- Institutional information
- Referral Resources
- Graduation requirements
- Technology use

NACADA: The Global Community for Academic Advising. (2017). NACADA core values of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Academic-advisor-competencies.aspx>

NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx>

ADVISOR ROLE AND RESPONSIBILITIES

The University of Guam is committed to providing effective advising services to students as an essential component of their educational experience. Semester advising is generally required as a condition for enrollment. Students are encouraged to seek academic advising regularly throughout their academic careers, but *students are responsible for initiating advising contact and preparing for advising sessions*. The advising relationship between the academic advisor and the student is protected by confidentiality.

- Provide accurate information about degree and career-related requirements.
- Maintain regularly publicized scheduled office hours for academic advising as needed throughout the semester.
- Maintain academic advising skills through informational courses, seminars, or advising manuals.
- Respond to students' inquiries in a timely manner.
- Address students' needs with confidentiality.
- Empower each student to make independent and informed decisions.
- Use assessment information, course projections, high school course records, academic transcripts and other student data as a means of identifying students' strengths, skills, and potential problem areas.
- Provide assistance to all students in setting both short-term and long-term educational and career goals.
- Assist advisees with schedule planning and course selection on both a long-term and short-term basis. It is important to map out an academic plan in an early meeting to determine which courses need to be taken in sequence, as well as which courses are only offered once every year or every other year, so the student does not miss the opportunity to take a needed or desired course.
- Monitor advisees' academic progress and initiate contact with those who are failing to progress satisfactorily.
- Remain informed about academic policies, procedure, changes in departmental or university curriculum requirements, etc. This includes drop/add, retakes, academic probation/dismissal, academic fresh start, financial aid, etc.
- Remain knowledgeable about career opportunities and prospects in advisees' field of study.
- Be knowledgeable about campus academic support services and refer advisees to these services as needed.
- Determine the level of advisement appropriate for your own comfort and training.

NACADA The Global Community for Academic Advising. (2013). *Components of a Successful Faculty Advising Program* (pg. 16). Pocket Guide Series PG15.

Ford, J.L., (2003). Example University: Academic Advising Handbook. Retrieved from the NACADA *Clearinghouse of Academic Advising Resources* website: http://www.nacada.ksu.edu/portals/0/Clearinghouse/advisingissues/example_univ_handbook.pdf

ADVISEE RESPONSIBILITIES

Students are ultimately responsible for fulfilling all the requirements of the general education and major curriculum in which they are enrolled. Students share responsibility for a successful college experience and are expected to contribute to effective advising sessions by:

- Being proactive in seeking help and advisement in a timely manner.
- Knowing who your advisor is and how to contact him/her.
- Being on time for appointments and prepared with questions.
- Taking notes and keep copies of forms from advisement sessions.
- Working with an advisor to develop and implement both short- and long-term educational and career goals.
- Following UOG academic calendar dates and deadlines.
- Being familiar with and utilize the University catalog, a comprehensive source of academic policies, procedures, course descriptions, and requirements (also available online).
- Frequently check your gotritons.uog.edu email.

- Accepting responsibility for your actions and decisions.
- Informing academic advisor of any special needs, deficiencies, or barriers that might affect academic success.

MULTICULTURAL COMPETENCIES FOR ADVISORS

Advisors have the responsibility to maintain multicultural competence, knowledge, awareness, skills, and sensitivity in all student encounters.

- Advisors will have the multicultural competence to be able to use multicultural awareness, knowledge, skills, and sensitivity to effectively work with students who are culturally different from themselves (Sue, Bernier, Durran, Feinberg, Pedersen, Smith, & Vasquez-Nuttall, 1982).

- Advisors will use multicultural knowledge to be able to recognize themselves as a cultural being and they will use that to learn to appreciate the cultural lens through which they view their students (Cornett-DeVito & Reeves, 1999, p. 39). They will also seek to increase their knowledge of cultures different from their own.
- Advisors will use multicultural awareness to understand what another group is like and how they function without forming a stereotype (Pederson & Connerly, 2005, p. 92). They will also examine their own cultural beliefs, values, and attitudes.
- Advisors will use multicultural sensitivity to continually work on looking past their own worldview and continually gain knowledge and skills that will help them to work with diverse students (Cunningham, 2003).

MULTICULTURAL CONSIDERATIONS FOR STUDENTS

Students also have the responsibility to maintain multicultural competence, knowledge, awareness, skill and sensitivity in all peer and faculty/staff encounters.

- Students will use multicultural competence to work effectively with advisors, other faculty and staff members and peers through multicultural awareness, knowledge, skills, and sensitivity.
- Students will use multicultural knowledge to be able to understand their own cultural identity and how that impacts their perceptions of others.
- Students will use multicultural awareness to understand what groups different from their own are like and how they function without forming stereotypes. They will also examine their own cultural beliefs, values, and attitudes.
- Students will use multicultural sensitivity to continually look past their own world view and continue to gain the knowledge and skills that allow them to work effectively with diverse peers and campus personnel, including advisors.

Cornett-DeVito, M. M., & Reeves, K. J. (1999). Preparing students for success in a multicultural world: Faculty advisement and intercultural communication. *NACADA Journal*, 19(1), 35–44.

Cunningham, L. (2016). Multicultural awareness issues for academic advisors, 2nd edition. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Multicultural-a84.aspx>

Pedersen, P. B. (2002). The making of a culturally competent counselor. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 10, Chapter 2), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA. Retrieved from <http://www.wvu.edu/culture/Pedersen.htm>

Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E. J., & Vasquez-Nuttall, E. (1982). Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*, 10(2), 45–52.



ADVISING IS TEACHING

Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution.

--Wes Habley, *Key Concepts in Academic Advising*, 1994

Both Good
Teaching
and
Advising...
✓ Require
appropriate

- preparation
- ✓ Emphasize good rapport building
- ✓ Require clear communication
- ✓ Emphasize sensitivity to audience
- ✓ Require respect for diverse points of view
- ✓ Create interest through enthusiasm and passion
- ✓ Have a long-term influence on students
- ✓ Are intrinsically rewarding

Advisors should teach students...

- ✓ How to make decisions effectively
- ✓ How to investigate and make decisions on careers and majors
- ✓ How to maneuver higher education channels and to identify and utilize support services

Principles of effective advising:

1. Engage the student;
2. Provide personal meaning to students' academic goals;
3. Collaborate with others or use the full range of institutional resources;
4. Share, give, and take responsibility;
5. Connect academic interests with personal interests;
6. Stimulate and support student academic and career planning;
7. Promote intellectual and personal growth and success;
8. Assess, evaluate, or track student progress; and
9. Establish rapport with students.

Kramer, G. (2003). Advising as teaching. In GKramer (Ed.), *Faculty advising examined*. (pp. 1-22). Bolton, MA: Anker.

Retrieved from <https://www.missouriwestern.edu/advising/wp-content/uploads/sites/296/2014/10/Advising-is-Teaching.pdf>

Academic Advising and The Family Educational Rights and Privacy Act (FERPA)

Faculty and staff academic advisors should be knowledgeable about FERPA. This law enacted in 1974, ensures student privacy of educational records and sets the foundation for student trust in academic advisors.

FERPA Facts

- Student education records must be treated with confidentiality by faculty, staff, and administrators, unless a legal exception applies, or written consent to disclose is provided by the student
- Student--any individual who is or has been in attendance at an institution and about whom the institution maintains education records. Eligible students are those who are 18 years of age or older.

- FERPA ensures privacy from a student's parent or guardian unless a consent form has been filed or tax dependency of a student is demonstrated by submitting to the University a copy of the most recently filed federal income tax return.

FERPA Guidelines

- http://www.uog.edu/sites/default/files/2016-2017_undergraduate_catalog-web_0.pdf

ADVISOR CHECKLIST

As you work with your advisees, this checklist may be useful in examining your strengths in the following areas of: availability, accountability, resourcefulness, and responsiveness.

Registration

- I have checked my advisees' previous and current term grades and discussed their academic progress with them during advising sessions.
- I discussed with my advisees the GPA requirements for general education and the major(s) they plan to pursue and possible scholarship GPA requirements.

- I discussed with my advisees the courses they need to take to stay on track with their major(s) and recorded advising notes in Colleague.

General

- I worked out educational plans with my advisees, encouraging them to think beyond current semester planning to accommodate course sequencing, graduation expectations, and relevant work experience, while continuing to track their progress toward their plans.
- I try to help my advisees understand and work within the university policies.

Availability

- I have regularly scheduled office hours for advisees to meet with me throughout the term and publicize these hours.
- When I schedule office hours for advising, I stay in my office in case students drop by.
- I spend sufficient time with my advisees to answer their questions and address their concerns.
- I take the initiative to have my advisees meet with me.
- I seek out my advisees in informal settings.

Accountability

- I am knowledgeable about resources and services on campus that can fill the gap for adequate student support. I keep current information about these resources and services in my office.
- I make an effort to help my advisees feel comfortable during our meetings by calling them by name, referring to notes from previous meetings, and inquiring about life beyond the classroom.
- I explain to my advisees what my responsibilities are to them, as well as what their responsibilities are to me.
- When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
- I keep a record of my appointment dates with each advisee and note reminders on Colleague.
- When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student and record in Colleague.

Resourcefulness

- If I know of a resource that could potentially be helpful to an advisee, I offer to help contact that source (personally, by letter, over the phone, by email, etc.)
- When working with advisees, I can demonstrate the use of the online course catalog, online schedule, and academic calendar.
- When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.

- I help my advisees with problems involving low academic performance, challenging them to higher academic standards.
- I do not make decisions for my advisees but place most of my emphasis on helping them make decisions for themselves.
- I use my Datatel account to find pertinent information to assist advisees.
- I adhere to FERPA guidelines and do not betray confidential information

Responsiveness

- I am able to be honest in communicating my opinions to my advisees even if those opinions differ from my advisees' opinions.
- When advisees consider changing institutions, I am helpful in exploring alternatives.
- I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.
- I am able to communicate realistic perceptions of my advisees' strengths and potential challenges in relation to their majors and post-college plans.
- With respect to abilities, I focus on my advisees' potential rather than their limitations.
- I follow up on commitments that I make to my advisees.

Adopted from *Advisor Handbook*, Student Success & Academic Advising Center, Missouri Western State University

BEST PRACTICES FOR ACADEMIC ADVISING

<http://www.nacada.ksu.edu/>

The National Academic Advising Association (NACADA) is the leading organization for academic advisors, both faculty and professional advisors. NACADA goes beyond the traditional course registration and scheduling advising approaches and offers a broader vision for academic advising.

NACADA has developed a set of goals that serve as best practices for academic advisors. They include:

1. Assist students in self-understanding and self-acceptance (values clarification, understanding abilities, aptitudes, interests, and limitations).
2. Assist students in considering their life goals by relating their interests, skills, abilities, and values to

careers, the world of work, and the nature and purpose of higher education.

3. Assist students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career consideration, and selection of courses).
4. Assist students in developing decision-making skills.
5. Provide accurate information about institutional policies, procedures, resources, and programs.
6. Refer students to other institutional or community support services.

TAKING A PROACTIVE AND POSITIVE APPROACH TO ACADEMIC ADVISING

There are several ways for an academic advisor to positively approach their responsibilities. While some of these approaches may seem like common sense, doing these things can enhance the advising relationship and the advising process.

1. Get to know your advisees' names and use them.
2. Post your office hours and keep advising appointments.
3. Prior to an advising appointment, review your notes from previous advising appointment or look up the student's information electronically.
4. During advising meetings, show students you are listening carefully by taking notes, asking clarifying questions and maintaining eye contact.
5. Anticipate student needs and be prepared to address them. Remember that students often don't know what they don't know.
6. Refer students to the appropriate campus resources and follow up on the recommendations and referrals.
7. Prior to the student leaving your office, ask them "Is there anything else that I could do to assist you? Have I answered all of your questions?"

(Noel/Levitz, 1997)

CONDUCTING THE ACADEMIC ADVISING SESSION

There is no one right way to conduct an academic advising session; it often depends upon the reason for the meeting (i.e. registration advising, class concerns, deciding upon a major). The scenario below offers general guidelines and suggestions for conducting a productive advising session.

1. Opening. Greet students by name, be relaxed and warm. Open with a question e.g., "How are things going?" or "How can I help?"
2. Ask open-ended questions. Conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. A good question might be, "What have you thought about taking next semester?" or "What are some things that have made you think about a business as a career?"
3. Avoid out-talking the student. Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.

4. Accept the student's attitudes and feelings. A student may fear that the advisor won't approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.
5. Avoid cross-examinations. Do not fire questions at the student or put the student on the defensive.
6. Silence in the session is OK. Most people are embarrassed if no conversation is taking place. The student may be groping for words or ideas so let them have some time to think about what they want to say.
7. Reflect the student's feelings. Try to understand what the student is saying. For example, it is better to say "You feel that professor is unfair to you." Rather than "Sometimes everyone has trouble getting along with professors."
8. Admit what you don't know. If a student asks a question regarding facts and you do not have the facts, admit it. Either acquire the information during the advising session or call/e-mail the student back with the information.
9. Communicate time limit to the student. It is better if the student realizes from the beginning that you have a fixed length of time for the session.
10. End the session on a professional note. 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."

(Crockett, 2001)

Retrieved from https://www.clemson.edu/academics/advising/documents/final_2016_5_advising_resources.pdf

HOW TO REFER STUDENTS

1. Referral decision--ability to determine whether a referral should be made.
 - A. Determination of problem(s)
 - B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
 - C. Determination of possible agencies or persons to whom the student may be referred.
2. Referral process--ability to professionally refer the student to the proper person or agency for help.
 - A. Explain in a clear and open manner why you feel it desirable or necessary to refer.
 1. Take into account the student's emotional and psychological reaction to the referral.
 2. Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
 - B. Explain fully the services that can be obtained from the resource person or agency you are recommending.
 - C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.

- D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.
 - E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
 - F. Assist the student in formulating questions to ask or approaches to take.
 - G. Transmit to the person or agency who will assist the student all the information essential for helping the student.
3. Follow up--ability to evaluate the appropriateness and effectiveness of the referral.
- A. Determine if the student kept the appointment.
 - B. Discuss with the student his or her evaluation of the help received from the agency or person.
 - C. Determine whether you selected the appropriate source of help for the student (Crockett, 1988, p. 331).

WHEN AN ACADEMIC ADVISOR SHOULD BE CONCERNED

The following behaviors and attitudes may indicate that a student could benefit from additional assistance. If you are not professionally qualified to address these issues, please refer the student to the EMSS Behavioral Counselor (Dean's Office, Student Center Building) or ISA Psychological Services (Humanities and Social Sciences Building, Room 202)

Unusual Behavior

- + Withdrawal from usual social interaction.
- + Marked seclusion and unwillingness to communicate.
- + Persistent antisocial behavior such as lying, stealing, or other deviant acts.
- + Lack of social skills or deteriorating personal hygiene.
- + Inability to sleep or excessive sleeping.
- + Loss of appetite or excessive appetite (starving or bingeing behavior).
- + Unexplained crying or outburst of anger.
- + Acutely increased activity (i.e., ceaseless talking or extreme restlessness).
- + Repeated absence from classes.
- + Unusual irritability.
- + Thought disorder (i.e., the student's conversation does not make sense).
- + Suspiciousness, irrational feeling of persecution.

Traumatic Changes in Personal Relationships

- + Death of a family member or a close friend.
- + Difficulties in marriage or family relationships.
- + Dating and courtship difficulties.
- + Sexual abuse (i.e., rape, incest, harassment).
- + Terminal/chronic illness of a family member.

Drug and Alcohol Abuse

- + Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking).
- + Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory).
- + Being a child of an alcoholic or drug dependent parent.

Academic Problems

- + Dramatic drop in grade point average.
- + Poor study habits.
- + Incapacitating test anxiety.
- + Sudden changes in academic performance.
- + Lack of class attendance.
- + Career Choice Problems
- + Dissatisfaction with academic major.
- + Unrealistic career aspirations.
- + Confusion with regard to interests, abilities, or values.
- + Chronic indecisiveness or choice conflict.
- + Uncertainty of career alternatives.

(Crockett, 2001)

Retrieved from https://www.clemson.edu/academics/advising/documents/final_2016_5_advising_resources.pdf

DRUGS AND ALCOHOL ABUSE

College Drinking

Harmful and underage college drinking are significant public health problems, and they exact an enormous toll on the intellectual and social lives of students on campuses across the United States.

Drinking at college has become a ritual that students often see as an integral part of their higher education experience. Many students come to college with established drinking habits, and the college environment can exacerbate the problem. According to a national survey, almost 60 percent of college students ages 18–22 drank alcohol in the past month,¹ and almost 2 out of 3 of them engaged in binge drinking during that same timeframe.²



Consequences of Harmful and Underage College Drinking

Drinking affects college students, their families, and college communities at large. Researchers estimate that each year:

Death

About 1,625 college students between the ages of 18 and 24 die from alcohol-related unintentional injuries, including motor-vehicle crashes.³

Assault

About 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking.⁴

Sexual Assault

About 97,000 students between the ages of 18 and 24 report experiencing alcohol-related sexual assault or date rape.⁴

What is "binge drinking"?

Many college alcohol problems are related to binge drinking. Binge drinking is a pattern of drinking that brings blood alcohol concentration (BAC) levels to 0.08 g/dL. This typically occurs after 4 drinks for women and 5 drinks for men—in about 2 hours.

Drinking this way can pose serious health and safety risks, including car crashes, drunk-driving arrests, sexual assaults, and injuries. Over the long term, frequent binge drinking can damage the liver and other organs.

Academic Problems

About 1 in 4 college students report academic consequences from drinking, including missing class, falling behind in class, doing poorly on exams or papers, and receiving lower grades overall.⁵ In a national survey of college students, binge drinkers who consumed alcohol at least 3 times per week were roughly 6 times more likely than those who drank but never binged to perform poorly on a test or project as a result of drinking (40 percent vs. 7 percent) and 5 times more likely to have missed a class (64 percent vs. 12 percent).⁶



Alcohol Use Disorder (AUD)

About 20 percent of college students meet the criteria for an AUD.⁷

Other Consequences

These include suicide attempts, health problems, injuries, unsafe sex, and driving under the influence of alcohol, as well as vandalism, property damage, and involvement with the police.

Factors Affecting Student Drinking

Although the majority of students come to college already having some experience with alcohol, certain aspects of college life, such as unstructured time, the widespread availability of alcohol, inconsistent enforcement of underage drinking laws, and limited interactions with parents and other adults, can intensify the problem. In fact, college students have higher binge-drinking rates and a higher incidence of driving under the influence of alcohol than their non-college peers.

The first 6 weeks of freshman year are a vulnerable time for heavy drinking and alcohol-related consequences because of student expectations and social pressures at the start of the academic year.

How much is a drink?

To avoid binge drinking and its consequences, college students (and all people who drink) are advised to track the number of drinks they consume over a given period of time. That is why it is important to know exactly what counts as a drink.

In the United States, a standard drink is one that contains about 14 grams of pure alcohol, which is found in:

- » 12 ounces of beer with 5 percent alcohol content
- » 5 ounces of wine with 12 percent alcohol content
- » 1.5 ounces of distilled spirits with 40 percent alcohol content

Unfortunately, although the "standard" drink amounts are helpful for following health guidelines, they may not reflect customary serving sizes. A large cup of beer, an overpoured glass of wine, or a single mixed drink could contain much more alcohol than a standard drink. In addition, while the alcohol concentrations listed are "typical," there is considerable variability in alcohol content within each type of beverage (e.g., beer, wine, distilled spirits).



Factors related to specific college environments also are significant. Students attending schools with strong Greek systems and with prominent athletic programs tend to drink more than students at other types of schools. In terms of living arrangements, alcohol consumption is highest among students living in fraternities and sororities and lowest among commuting students who live with their families.

An often-overlooked preventive factor involves the continuing influence of parents. Research shows that students who choose not to drink often do so because their parents discussed alcohol use and its adverse consequences with them.



Addressing College Drinking

Ongoing research continues to improve our understanding of how to address the persistent and costly problem of harmful and underage student drinking. Successful efforts typically involve a mix of strategies that target individual students, the student body as a whole, and the broader college community.

Strategies Targeting Individual Students

Individual-level interventions target students, including those in higher-risk groups such as first-year students, student athletes, members of Greek organizations, and mandated students. They are designed to change students' knowledge, attitudes, and behaviors related to alcohol so that they drink less, take fewer risks, and experience fewer harmful consequences. Categories of individual-level interventions include:

- ▶ Education and awareness programs
- ▶ Cognitive-behavioral skills-based approaches
- ▶ Motivation and feedback-related approaches
- ▶ Behavioral interventions by health professionals

Strategies Targeting the Campus and Surrounding Community

Environmental-level strategies target the campus community and student body as a whole, and are designed to change the campus and community environments in which student drinking occurs. Often, a major goal is to reduce the availability of alcohol, because research shows that reducing alcohol availability cuts consumption and harmful consequences on campuses as well as in the general population.

Alcohol poisoning and college students

Thousands of college students are transported to the emergency room each year for alcohol poisoning, which occurs when high levels of alcohol suppress the nervous and respiratory systems and the body struggles to rid itself of toxins produced from the breakdown of alcohol. Signs of this dangerous condition can include:

- ▶ Mental confusion, stupor, coma, or the person cannot be roused
- ▶ Vomiting
- ▶ Slow or irregular breathing
- ▶ Hypothermia or low body temperature, bluish or pale skin

Alcohol poisoning can lead to permanent brain damage or death, so a person showing any of these signs requires immediate medical attention. Don't wait. Call 911 if you suspect alcohol poisoning.

A Mix of Strategies Is Best

For more information on individual- and environmental-level strategies, the NIAAA *CollegeAIM* guide (and interactive Web site) rates nearly 60 alcohol interventions in terms of effectiveness, costs, and other factors—and presents the information in a user-friendly and accessible way.



In general, the most effective interventions in *CollegeAIM* (which stands for College Alcohol Intervention Matrix) represent a range of counseling options and policies related to sales and access. Yet, while school officials should be aware of the strategies that came out on top in the ratings—and those that rated poorly—they should use *CollegeAIM* as a resource to find the best mix of individual and environmental strategies for their unique circumstances. After analyzing alcohol problems at their own schools, officials can use the *CollegeAIM* ratings to find the best combination of interventions for their students and budgets.

The greatest chance for creating a safer campus will likely come from a combination of individual- and environmental-level interventions that work together to maximize positive effects. Strong leadership from a concerned college president, in combination with an involved campus community and a comprehensive program of evidence-based strategies, can help address harmful student drinking.

For more information, please visit www.collegedrinkingprevention.gov/CollegeAIM

¹ SAMHSA. 2014 National Survey on Drug Use and Health (NSDUH), Table 6.888—Alcohol Use in the Past Month among Persons Aged 18 to 22, by College Enrollment Status and Demographic Characteristics: Percentages, 2013 and 2014. Available at: <http://www.samhsa.gov/data/files/default/files/NSDUH-DrUGs2014/NSDUH-DrUGs2014.htm#tab6-888>

² SAMHSA. 2014 National Survey on Drug Use and Health (NSDUH), Table 6.898—Binge Alcohol Use in the Past Month among Persons Aged 18 to 22, by College Enrollment Status and Demographic Characteristics: Percentages, 2013 and 2014. Available at: <http://www.samhsa.gov/data/files/default/files/NSDUH-DrUGs2014/NSDUH-DrUGs2014.htm#tab6-898>

³ Hingson R, Zha W, and Weitzman E.R. Magnitude of and trends in alcohol-related mortality and morbidity among U.S. college students ages 18–24, 1998–2005. *Journal of Studies on Alcohol and Drugs* (Suppl. 16) 12–20, 2009. PMID: 19538908 <http://www.ncbi.nlm.nih.gov/pubmed/19538908>

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What is Ethical Behavior for an Academic Adviser?

Joyce Buck, John Moore, Marion Schwartz, and Stan Supon, Penn State University

There is a moral contract that each of us subscribes to when we become academic advisers. We are in a position of responsibility to students and to the institution; therefore, we are obliged to behave morally. Moreover, there is no way we can ignore this responsibility, for there is no ethically neutral place from which to advise. So how do we fulfill the contract to which we have subscribed? There is no list of moral principles that can cover all situations in a foolproof way. Instead, we offer the following discussion of areas or of ideas where the issue of right conduct is especially crucial or pertinent.

Legal responsibilities/moral responsibilities

When you started as an academic adviser, you took on certain legal obligations. You became part of a larger legal entity: you are the University, and your actions are the University's actions. On a day-to-day basis, the legal obligations that pertain to the advising process are actually few. It is hard to get yourself or the University sued if you act in good faith and with students' interests at heart. But it can happen.

The relationship between students and the University is contractual. This circumstance means that you as a spokesperson of the University must be careful about making any claims that you can't back up, such as regards fulfillment of degree requirements, guaranteeing employment in a certain field, and so on. Even spoken statements, like "I'm sure that the College of Science will allow you to graduate without this course," or "Major in food science and you'll get a good job in the field," whether true or not, are potentially dangerous because their utterance changes the terms of the contract between the student and the University. Only write or speak claims of which you have certain knowledge or that you have the power to bring about. If a student can prove that the adviser made a claim and that claim is not being fulfilled, the adviser/University might be asked to deliver on a promise or be sued.

Be careful, too, about defamation. "Defamation is a false statement made by one person to another about a third person that damages the reputation of the third person. For example, an adviser who mentions to another faculty member that one of his advisees cheated his way into medical school could be liable for slander (spoken defamation). If the communication were put into writing, it is called libel (written defamation)." (Donald D. Gehring, "The Legal Limitations on Statements Made by Advisers," NACADA journal, Vol. 7, No. 2 [Fall 1987], p. 64). We advisers like to talk about our students with each other. This is good. But magnifying problems to make the narrative more interesting is not. Be careful lest exaggeration lead to defamation.

No one would question that we need to take pains to provide the best advice we can to each student we meet. No one would question that we should take students' best interests to heart. But there are a thousand ways to do these things. Some obvious ways to fulfill moral obligations are to present students with all options, not just those you want them to follow; to get your students to take responsibility in advising and curricular matters; and not to cast aspersions on a colleague, class, or student. Don't recommend or not recommend a course or colleague based on hearsay alone.

Our moral obligations as advisers *should* correspond in every way with our legal responsibilities. To what extent are we responsible to students? To what extent are they really responsible for their own progress toward graduation? Penn State's faculty senate policy says that students are responsible for such decisions. Indeed students can take action contrary to what we urge them to do. But legally and morally we owe them those recommendations and admonitions. We owe them our counsel and the moral responsibility of standing by our counsel. Although we are legally not required to do so, when we are wrong, we need to make things right.

Bias and harassment behavior

Bias and harassment include but are not limited to harassment along any of the following lines: gender, race, culture, age, sexual orientation, disability, and intellectual abilities. We humans are forced to see the world from a particular, limited point of view. We cannot see things or people as they really are; we are forced to make judgments about them according to our own lights. This viewpoint means that we are biased by our very nature. It is natural to group things and people together according to the ways in which they are similar. It is, furthermore, quite natural to respond to

things and people based on this perceived similarity. But in the advising relationship, we must strive to fight against our natures and respond to people as individuals, suspending judgments that force themselves into our minds, judgments that are based on a perceived similarity between the person before us and a category of persons with which we are already familiar. In fact, we are arguing here against categorization, even though we realize that it is literally impossible to do away with categories.

Though it is impossible to resist categorization, you can still behave *as though you* were not categorizing people and judging them on their similarity to others. You certainly have the freedom of your thoughts. But you cannot let categorization govern the ways in which you listen to the student you are with. Similarly, you cannot let yourself exhibit any behavior – regardless of your inner thoughts – that could be considered harassment, because you need to relate to the student as a student and not as an object, a category, or a thing to be dominated. Your student needs to see you as a human being, not as a power broker.

In fact, all forms of harassment get back to an issue of power. We have earlier advocated that you regard your advisee as an equal who is entitled to your respect. This attitude demands that any power not being used for the greater benefit of the student should be relinquished or eschewed. Even pity at a physical or a learning disability is a form of exercising power (to feel pity is to engage in a power relationship: one is up and superior, one is down and inferior). Charity is not a virtue when it allows one to feel superior.

A good way to become aware of (and hence to cut down on) your own biases is to monitor closely how you refer to students in the third person when discussing cases with other advisers. If you find yourself saying things like “This student, a girl in engineering ...” instead of “This engineering student ...” when engineering is the only relevant factor, then you have two strikes against you already. You may be basing other judgments on extraneous factors as well.

Conflict of interest

Sometimes your role as a private individual comes into conflict with your role as an adviser. Sometimes the multiple roles that are part of the moral contract of being an adviser come into conflict with each other: for example, your legal versus your moral obligations; or your role as student advocate versus your role as institutional representative. Sometimes what the student wants very much conflicts with what you want for the student. But there is no rule for dealing with conflict of interest; you, yourself, must decide which role should gain ascendancy.

If things reach a point where you are exerting undue and untoward pressure on the student or yourself, the only thing to do is to withdraw from the situation. Refer the student to a higher authority, or ask another adviser to take over the situation for you. At the very least, consult with a colleague to find out what that person might have done in a similar situation.

Three dialectical tensions

There are at least three continua along which moral behavior must be located for each new adviser. That is, new advisers must decide where they are comfortable on each of three sliding scales. Each veteran adviser needs to keep revisiting these dialectical tensions so as not to get stale.

The first is *neutral vs. prescriptive*. To occupy a position on the neutral side of this scale is to be reluctant to tell students what to do, preferring to let students discover the appropriate action with a little guidance. A neutral adviser will patiently provide information to help students decide on a course or a major, but will draw the line at making a recommendation. A prescriptive adviser doesn't hesitate to render an opinion, sometimes using the authority of the position of adviser to make the recommendation stick. Both positions, if taken to the extreme, can be dangerous to students.

The second is *encouraging vs. discouraging*, or always being optimistic vs. being cruel to be kind. On the one extreme are advisers who only look for ways to give positive messages to students. Such advisers, if they exist at all, would never criticize students for, say, bad grades, lest they become discouraged and go from bad to worse. On the other extreme are advisers who might relish every opportunity to chastise or look for negative consequences. These advisers are the

sort who seem to lay every mishap that befalls a student on that student's doorstep. Neither extreme is likely to be right. Where you decide to place yourself on this continuum probably depends on what you believe would be right for the individual student before you.

Last, there is *judgmental vs. nonjudgmental*. This tension only exists within the adviser, not in the interaction with students. It is a basic attitude that you hold, a stance that you take, a way of looking at the world. You can either form judgments or not, or be somewhere in between. To be nonjudgmental is to accept without criticism what students say; to be judgmental is to not accept anything without subjecting it to scrutiny. Neither position is right or wrong. Both positions, if taken to the extreme, can affect students adversely. You need to locate yourself along this continuum in order to assess the moral position you hold vis-a-vis your interlocutors.

Summary

1. In talking with students, make no claims based on uncertain knowledge. Avoid hearsay.
2. An adviser must be a custodian of the student's good reputation.
3. Present students with all the options open to them, not just the ones you favor.
4. An adviser who misadvises a student has the moral obligation to make things right.
5. Acknowledge one's biases and respond to students as unique individuals and not as members of a group or category.
6. Advisers advise; students decide.

Seek the elusive middle ground.

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Steps to Establishing Student Relationships

A Caring Attitude

Authored by Jerry L. Ford

The finest possible educational environment includes the availability of outstanding academic advising and a genuine caring attitude toward the student - inseparable partners in higher education. Some simple suggestions for demonstrating a genuine caring attitude by all advising personnel include:

1) Greeting advisees with a smile.

Care enough to greet advisees with a warm welcome and a million-dollar smile to help ease student anxiety. Your smile costs nothing, yet it means everything!

2) Radiating a friendly attitude

Be sure that a friendly attitude radiates from your office setting. Try to make advisees feel that in your office they can expect concern, compassion, friendliness, encouragement, trust, and confidence. Anyone with advising responsibilities (including the office secretary or receptionist) must never react to a student as though the student is an interruption of work. The student, after all is the office work!

3) Having an interesting office

Strive to have a physically attractive and interesting office - perhaps with live plants, paintings or pictures on the walls, and soft background music. The office might be decorated in a specific theme such as the school mascot or a particular kind of plant or color scheme. The office should be a haven of enjoyment and conversation for advisees who enter.

4) Knowing the names of advisees

Be sure to familiarize yourself with the names of advisees. Call the students by their first names so that they will feel at ease during advising sessions.

5) Avoiding threatening actions

Care enough to avoid threatening body language. When possible, sit on the same side of your desk with your advisees. You should not let the desk of authority separate you from your advisees and thus cause you to lose some of your advising effectiveness. Also, you should face the advisee squarely. This posture transmits the message that you are available to the student, that you care about the student, and that you want to assist the student.

6) Maximizing efficiency

Demonstrate your caring attitude by maximizing efficiency and minimizing mistakes when dealing with advisees. Have enough pride in advising activities so that your work is as error free as possible. University life and academic programs are too complicated for guess work. Accurate information, appropriate forms, and other advising responsibilities should be correct the first time to reduce advising hassles for both the student and the advisor. And, if mistakes are made, admit them.

7) Letting the "Shuttle Stop with You"

When an advisee has a question or needs help, let the "Shuttle Stop with You." No student should leave your office without getting assistance. If you don't know the answer or you can't solve the problem, take time to identify the

problem solver, locate the problem solver, and involve the problem solver in assisting the student.

8) Seeing advisees frequently

Show advisees that you care about them by seeing them frequently and on an informal basis. Visit with them in the cafeteria and the student center, in corridors between classes, and at various campus functions. Be approachable, flexible, and accessible, and by all means share your phone number, office location, and office hours with your advisees.

9) Being a good example

Exemplifying a caring, helpful attitude in deeds and actions can make or break your advising reputation. The word can spread almost instantly about the type of person and advisor you are and about the type of office you operate. Is a red carpet rolled out, or is a thorn bush posted?

10) Practicing empathy

You should put yourself in the shoes of your advisees. To paraphrase the golden rule, "Do unto your advisees as you would have had your advisor do unto you."

Outstanding academic advising and a genuine caring attitude - combine them, practice them, and share them; then reap the benefits!

Retrieved from
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How to Study in College

By Eileen Tracy, B.A. Honors, Oxford University; M.A., University of East London

10 “don’ts” guaranteed to make you feel like dropping out tomorrow. In other words, here’s a tried-and-tested guide to failing at college.

1. Learn passively. Passive learning may make you go blank in your exams, but it’s truly wonderful in every other way. It means avoiding all active learning. You learn something actively if you reproduce it in a form that’s wholly yours. Active learning is saying it in your own words, perhaps from memory; turning it into a quick illustration, mind map, or graph; summarizing it; reducing it to a list of points or key words; spending 10 minutes planning your answer to an exam question on the topic—these are all examples of active learning. But as you can imagine, they require work. Passive learning merely requires that you reread your notes, maybe transfer them to the computer, certainly highlight them all prettily. It stays “secretarial,” sparing you the pain of learning anything, yet relieving you of the guilt of doing nothing: after all, you’ve spent hours at your desk, right?

2. Never review anything you’ve learned.

Take a short break. Then quickly review what you learned (in other words, check that you know the essentials by heart). Then leave it: a night’s sleep will deepen your understanding and aid recall, because it is through sleep (and also through breaks) that your brain processes what you’ve learned and gives you a sense of where it fits with what you already know.

- **The next day, review a second time.** It shouldn’t take more than a few minutes, thanks to that magic night’s sleep. This second review seals the information in your memory for a week.
- **Review it a third time after that week.**
- **Then give it a fourth review one month later.**
- **A fifth and final review at the end of the term** commits the information to your long-term memory.

Note that this is a guideline and need not be followed exactly. The main point is that we tend to forget what we learn unless we review it about five times, at increasing intervals. But honestly! Who has time to organize five little reviews of a topic when the entire syllabus can be crammed into one simple last-minute, pre-exam panic?

3. Give yourself no breaks. Just aim to sit at your desk until the work’s all done. Because academic work expands to fill all time available, your task will never end, so you’ll get much sympathy from friends and family. After 40 minutes, concentration decreases, particularly when you’re trying to read for information; so the most efficient students tend to work in half-hour bursts broken by short breaks, and briefly reviewing what they learned after each break. But then, these students get such good grades, they have no friends.

4. Learn everything through logic. Passed down to us from Ancient Greece, successfully used over millennia, all memory tricks, or “mnemonics,” involve the use of imagination. Let’s say you have to learn a list of key words, such as the 12 signs of the zodiac, but you have only one minute. Logic, obviously, would fail you here. But now just picture a caper (Capricorn) falling into an aquarium (Aquarius) at the zoo—and being promptly eaten by a fish (Pisces). Imagine that fish then filling with air (Aries). (As a sort of allergic reaction to capers, if you like.) A couple of bulls’ horns sprout out of this poor fish’s head (Taurus). Two fish-loving twins (Gemini) raise the alarm. But they

can't be heard because at that precise moment, a tiny crab (Cancer) is pinching one of the zoo's largest lions (Leo)—much roaring, etc. Richard Branson (Virgo) is called in to throw money at the problem, but decides that on balance (Libra), he'd rather keep spending his money on space travel. Whoa! This kind of psychedelic storytelling is for kids, not serious college students. Leave mnemonics well alone.

5. Fear deadlines. Anything with the word “dead” in it should be avoided, right? The writer Mark Twain confessed that his secret for getting complex, overwhelming jobs done was to break them all down into small, manageable tasks and then get started on the first one. In other words, he gave himself many little, teeny-weeny, friendly deadlines. Maybe he even put these little deadlines into some sort of schedule, and presumably, scheduling his tasks in this way gave him time to do things other than write great American literature all the time. But Twain is now dead. See what deadlines did to him?

6. Be perfect. Take your as-long-as-your-arm reading list. It may have been designed by a college professor to impress his or her colleagues rather than to serve your student needs—but let's not think too deeply here. Let's just read each and every single listed book from cover to cover. Effective students aren't so conscientious, and will settle for a “good enough” approach instead, which enables them to decide which reading is most important and prioritize it, skim instead of read, browse, find summaries on the Internet, get a sense of the main points, and still have time for tennis—cheats!

7. Get hyperstressed studying for exams. Prepping for exams doesn't need to be this big enterprise. If you've been paying attention in class, just brush up on your weak spots. Start with the likely exam questions and then fill in the knowledge you need. Review what the professor is most likely to ask you about. Take 10 minutes and sketch a mental answer to a question. People get hyperstressed “studying for exams.” They think of it as trying to memorize every brick in the wall, so they cram and reread everything, a lot of which is irrelevant to the exam. Nobody can work like that. It's crazy. But a student who knows the basic stuff will score points. The basic information is always what the professor is looking for—it's the easiest to score and the most relevant.

8. Lose sleep. Persistent sleep deprivation has been found to lower people's IQ and, with it, their ability to do difficult tasks. This is why brain surgeons are absolutely required to sleep regularly. Well, never mind, you're not studying brain surgery, and anyway, you can work through the night and sleep after the term's over.

9. Sleep during lectures. Your mind can process up to 800 words a minute; the average person can only speak at a quarter of this speed. One way to stay alert in lectures and classes is to sketch out the outline of the talk or discussion, perhaps putting together a few exam-style questions based on what you hear, and making selective notes accordingly. But it's easier just to doze—or scribble down everything you hear. If you can make out your own scribbles, that is.

10. Listen to your ego. Your ego's main purpose in life is to connect your identity and self-worth to your grades. It makes you take everything too seriously: “This class is essential to my survival.” It makes you see only the future: “I can start to enjoy life in three years' time once I've got my degree”—or the past: “I've failed before, I'm bound to fail again.” It will try to make you feel special but alone: “I don't need help”; “There's no one to turn to.” Another way in which your ego can spoil an otherwise perfectly pleasant day is to make you squirm (sometimes smirk) by comparing you to others: “So-and-so here is better/worse than me because they're older/younger/the same age/more advantaged/less advantaged/enjoy the same advantages but do less/more work. . .” and so on. The ego is quite a talker and loves extremes. Seen through its eyes, a good grade makes you a winner. A bad grade or a moment's procrastination proves you're a loser. Nothing could be further from the truth. Life is full of helpful people and second chances, and in the long run, attitude matters more than grades. But don't take my word for it.

How to Study for a Test

By Dr. Laurie Rozakis, Farmingdale State College, State University of New York

If you really want to do well on your college tests, these tips will help you do your best:

Set up a study schedule. Cramming doesn't work. Start studying at least a week ahead of time and then study 10 or 15 minutes at a time until you know the content. I see a lot of students who just don't know the stuff. If I ask on a test, "When did Shakespeare live?" or "What is hubris?" you either know it or you don't. You can't dance around it.

Learn the test format. Ask the professor, "What is the format of the test—multiple choice, fill-in-the-blank, short answer, essay, or hybrid?" Ask the professor to go over the format so you can avoid that moment of panic when you're facing something you didn't expect. If it's an essay test, practice writing essays. If it's a multiple-choice test, memorize key facts. And so on...

Make a reference sheet. Pretend that the professor is going to let you bring one page of notes to the test. Create a handwritten cram sheet, writing on both sides of the page, single-spaced. The act of hand-writing the notes brings together all the key information you need to know for the test—the order of the planets, the quadratic equation formula, whatever. It forces you to go through the text, to go through your notes, and to make sense of what you've learned. Don't keyboard it: hand-write it. If you can't make that sheet, you're not ready. If you can't do it, take the notes you do have to the professor and say, "I don't understand what this or that means. Can you help me?"

Eat breakfast. It's not okay to skip it. Maybe you've had an energy drink and a pack of potato chips—you're still starving. You can't do your best if you haven't eaten real food.

Come prepared. Bring the supplies you need for the test: a pen, a No. 2 pencil, your calculator, etc. Don't show up and say, "I don't have a pen, or I don't have a flash drive," or whatever. That doesn't cut it with a college professor.

Bring a watch. You probably won't be allowed to use your phone clock to pace yourself, so get a cheap watch. If there are 60 questions on an hour-long test, you have one minute per question, so you have to pace yourself. You're seriously harming your chance to do well if you don't pace yourself and spend too much time on a handful of questions.

Work steadily. You've got your watch; figure out how much time you've got and keep going. You're a sled dog in a Jack London novel. Leave yourself a few minutes to check your work.

Don't cheat. Any college's policy is "you cheat: you fail." Cheating just isn't worth it. You're better off failing than getting kicked out for cheating. There's an enormous amount of cheating. I've seen students taking photos of somebody else's test. Just don't do it.

Work carefully. Be careful to fill in the test correctly. Don't miss filling in a bubble. Proofread your essays. Be sure to check that you've read the entire test: I know students who have missed the last page!

Work to impress. Try to show the professor you know something; you're better off putting down a partial answer than no answer. The professor sees it and thinks, "The student missed this point but got that." As a professor, these partial answers help me realize what information I have to reteach, so your writing down even partial answers helps me as much as it helps you.

TIPS FOR ACING ESSAY TESTS

Start by brainstorming ideas. You can draw a circle on paper and write your main idea in it. Then draw spokes out from the circle and list supporting ideas on them. Another way to brainstorm is to list three to five big ideas. Suppose my essay question is: "Lawyers are expected to give free legal advice at some point in their careers. Should doctors also be expected to give free medical care?" I might write down ideas like "cost, liability, and time." Now I look back

at my list. What do I want to say about each idea?

Another way to brainstorm is to answer the 5 W's and an H—who, what, when, where, why, and how. Suppose you're writing about a leader such as Nelson Mandela or Martin Luther King, Jr. Brainstorm answers to the 5W's and an H to make sure you have the facts you need.

Make a quick outline. Use the classic five-paragraph college-essay format: An introduction with a thesis; points 1, 2, and 3; and a conclusion. Here's a quick outline: "Standardized tests should be abolished: (1) Intro, (2) They're costly, (3) They're time-consuming, (4) They're not reliable, (5) Conclusion." Here's another: "The Big Bang Theory is the funniest show on TV: (1) Intro, (2) Characters, (3) Plot, (4) Dialog, (5) Conclusion," This format helps you organize your ideas in a logical manner.

If it's a comparison-contrast essay question, do four paragraphs instead of five: (1) Introduction and thesis, (2) Similarities, (3) Differences, (4) Conclusion.

Start writing. You don't have to start at the beginning. You might start with paragraph 2, for instance. Figure on writing about 350 to 500 words in an hour. If you write fewer words, you're probably not answering the question with sufficient detail.

Make sure you're answering the question. Essays often get poor grades because they go off course. If you're supposed to be writing about doctors giving free care, don't take a long detour into the whole issue of health care.

Make a good case. Come up with good reasons for your point of view. I'm the justice for the college traffic court. Most of the students who come before me with a traffic citation have no argument to make. They just say, "It's not fair," "I can't afford it," or "You're mean to me." I say, "Sorry. Life is tough." But if they bring me logical explanations, relevant photos of the scene, and reliable-witness statements, they most likely will make their point and avoid a fine. One student got cited for having a clear plastic cover on his license plate, which is against the law in our state but is not part of our campus regulations. He made that point effectively, and the ticket was dismissed. Give me information that's specific enough to convince me. Muster quotes, statistics, photos, and references that are relevant and persuasive.

Use specific examples to make your case. "Unlike lawyers, doctors should not be expected to provide free medical care because they have to go to school for 12 years, while lawyers go for only 7 years. Medical school costs far more than law school," and so forth.

Draft for about 35 to 40 minutes if you have an hour. Spend the rest of the hour editing, revising, and correcting. If you're on a computer, use the spell check and grammar check—the squiggle isn't there for decoration. If you can't figure out what the problem is, scrap the sentence and start again. If you're handwriting, be aware of the problems you have as you write. For instance, people tend to misspell the same words. If that's your issue (there/their/they're), focus on getting it right. If you know you have a tendency to write run-ons and fragments, focus on that. Watch out for things you know you have a problem with.

Proofread. It might take you from a D to a B. You'll smack your forehead later when you see the mistakes you could and should have fixed. Never leave an essay test early. You think you're done? Guess again. When you finish drafting, look up for a minute or two, then look back at your paper. You'll see things you didn't see before.

So brainstorm, outline, draft, revise, and proofread. Use all of your time.

After the test, don't beat yourself up. If you didn't do well, go to the professor and say, "What do you suggest so I can do better next time?" Most professors will help you if you ask for it, or they can direct you to a resource center to get help. Almost every college has free resources for students—a writing center, a tutoring center, a testing center. They're there. Use them!

How to Think Critically

By Diane F. Halpern, Minerva Schools at Keck Graduate Institute and Claremont McKenna College

So many young people haven't developed the critical-thinking skills you go to college for. And that's the great thing about college—if you study hard and take the right mix of classes, you can learn to think critically. Critical thinkers don't fall for the fake and the phony. They spend their money, time, and energy on things that do work.

Critical thinking means seeing both sides of an issue. If you're a critical thinker, you want evidence for a claim, and when the evidence doesn't clearly favor one side or the other, you keep an open mind.

So when you see a TV offer for a diet pill and hear all those testimonials from people who say it really worked for them, you don't just go online and pay \$49.99 for a bottle. First, you go online and check out the claim. You look at more than one site. You read what scientists have to say about it. Then decide for yourself what you really want—to lose your hard-earned money on a scam or to lose weight the way your doctor says, by exercising and watching calories. Don't think lose-win—allowing other people to win at your expense.

In the end, critical thinking is about discovering truth, and that's a big reason for going to college in the first place. When the truth wins, everybody wins.

But how can you know what's true? How can you tell a fact from fiction?

Critical thinkers have a toolbox they use to decide what a fact is and what isn't. Here are some of the tools they use:

Appeal to Authority. How do you know the breakfast cereal Gravel-O's has 100 percent of your daily requirement for iron? You'd have to go to the chemistry lab and use complex equipment to find out. Or you could rely on a trustworthy authority to tell you, such as the U.S. Food and Drug Administration, which checks out claims like that. But how do you know the authority is trustworthy? Usually, you consider track record and appropriate expertise. Because of her training, experience, and long relationship with you, your doctor is usually a better authority than a salesman who is trying to sell you pills for losing weight. Your doctor has your interests in mind—the salesman has his wallet in mind.

So “consider the source,” as they say. Politicians, the talking heads on radio, Internet bloggers, salespeople, marketers, lawyers, even some professors are often biased. The word “bias” literally means “slanted to one side.” Of course everyone is entitled to an opinion, but not all opinions are equal. You might believe that it's okay for pregnant women to smoke; my opinion is that it's not, and I can give you evidence and data that back up my opinion.

We all like to hear from people who support what we believe is true, but critical thinkers are always on the alert for bias.

Cause and Effect. “When I wear this wristband, I can jump higher.” A critical thinker immediately thinks, “Well, that's interesting. How do you know you jump higher? Have you actually measured it? How many times? And if so, how do you know the wristband is causing you to jump higher? Could it be something else?”

Just because “A” happened before “B” doesn't mean that “A” caused “B.” There's one pro athlete who never calls his mother on game day because his team lost a couple of games on days when he did call his mother. But is there any way to prove that the one event caused the other? Not likely.

Scientists will test a new drug for years in the laboratory to make sure it's safe and actually helps people. You wouldn't want them to do any less, or you might end up taking medicine that doesn't work or—even worse—poisons you.

Probability. This is a tricky one. “I won't vaccinate my child because a friend got her child vaccinated and he had a

bad reaction.” This means the parent is willing to take a much bigger risk that the child will get a serious disease than the incredibly small risk of a bad reaction. Simple math shows that this parent is not thinking critically. The number of unvaccinated children who get deadly, damaging diseases is far higher than the number of vaccinated children who react badly. All life is a gamble—would you rather take a small risk or a big risk with your child’s life? Critical thinkers prefer the small risk.

False Analogy. If you say something is like something else, you’re using an analogy. If you say “my girlfriend is like a rose,” you’re not saying that she is literally a woody flowering plant with thorns. That’s why you can’t use an analogy to prove anything. An analogy is not a fact.

But that doesn’t stop people from trying to use an analogy to prove something. “College can’t prepare you for life any more than you can learn to swim without going into the water.” This is a false analogy because college and swimming are not at all the same thing. (It also overlooks the fact that you can learn quite a bit about swimming before you go into the water.)

These are just a few of the tools in the critical thinker’s toolbox, and they’re especially important in doing college work.

Other College Success Tips

- ✓ Attend every class whether or not attendance is taken, arriving on time to class so you are not marked absent and/or you don’t miss any important beginning-of-class announcements
- ✓ Sit up front in class. Talk to your professors - ask questions and do not be afraid to ask for help
- ✓ Take advantage of your professors’ office hours throughout the semester (don’t wait until the day before the exam)
- ✓ Manage your time effectively – avoid procrastinating. A daily planner, a to-do list, and/or a desk or wall calendar, etc. will help you keep track of exam dates and assignment due dates
- ✓ Use your syllabus class schedule and record assignments such as tests/exams, research papers, and other important dates.
- ✓ Study and get your work done first. Schedule your social activities for after your work is done
- ✓ Study, in short chunks, on a daily basis. Last minute cramming for an exam is never a good idea
- ✓ Reread and review notes as soon after each class as possible—this helps with retention of information for exams
- ✓ Find your “best” place to study. Make sure it is a comfortable, uncluttered environment that is as free of distractions as possible
- ✓ Form a study group and attend study/review sessions
- ✓ Eat well, exercise regularly, and get plenty of rest so you are alert and feel energized

READ TO REMEMBER

Retrieved from: <http://www.collegesuccess1.com/StudResReading.htm>

Many college students have difficulty with reading and recall because they are storing information in short term memory rather than long term memory. You can master college level reading by applying memory techniques such as those listed in this website. The three steps of the SQ4R (Survey, Question, Read, Recite, Review and Reflect) method of reading is designed to store information in long term memory so that you can actually remember what you have read and be successful on tests. Try these steps:

SQ4R

Step One: Survey and Question

This first step and is designed to help you improve reading speed and comprehension. Quickly skim or survey the chapter turning the subtitles into questions. This should take about five minutes or less. This first step is valuable as a warm-up and helps you ease into studying. It also helps to create advance organizers which serve as landmarks to aid in memory. The questions you ask help to improve your comprehension and concentration. The questioning part is crucial to making reading an active process that keeps you awake and alert.

Step Two: Read and Recite

Read a college textbook a section at a time. Generally texts have a bold subheading followed by explanatory text. Turn the subheading into a question in your mind and read to find the answer. The key to understanding is the topic sentence or main idea. Highlight or underline the main idea if it is important. When you have finished the section, look at the subheading again and see if you can recite or re-say the main point. This process is important to store information in your long term memory.

Step Three: Review and Reflect

This quick step is very valuable in storing information in long term memory. Immediately after you have finished the chapter, do a quick review of what you have learned. Again this should take 5 minutes or less. Look at the subheadings and see if you can recall the main points. Re-read the important points you have highlighted. Reflect on how you can use this information or how it relates to information you already know. While reflecting on the information, think critically about what you have learned. Reflection is the creative and rewarding part of learning. Here are some key questions:

- What is important? What is the significance?
- How can I use this information? What does it mean to me?
- What do I think about the information?

More Useful Ideas

1. If you do not understand what you have read, make sure you understand the word definitions. Look up words that are unfamiliar to you and learn the meanings. You will see these words again on the examinations for the class.
2. As a beginning college student, you may need to re-read if you do not get the main point the first time. Your speed and comprehension will improve with practice.
3. Do not be afraid to mark and highlight your book. Marking and highlighting save your time and improve memory by making review easier.
4. If you do not understand the concepts, talk with your instructor during office hours.
5. Make sure you have the prerequisites for the course. Consult the college catalog or the Counseling Office if you need assistance.

6. Read or at least skim your material before class. You will understand the lecture much better.
7. Do a quick review of your material periodically during the semester and you will be well-prepared and relaxed for the final exams.
8. If you have applied these techniques and still have a great deal of difficulty with reading, consider taking a college reading course. A college reading course can be one of your best investments for college success.
9. Sometimes students have difficulties with reading or memory because of a learning disability. A person with a learning disability is of average or better intelligence who has a problem with learning. Some very brilliant people in history such as Albert Einstein and Thomas Edison have had learning disabilities. Each college has a Learning Disabilities Specialist who is trained to administer assessments to identify and assist with learning disabilities.
10. Match your reading strategy to your learning style. For example, auditory learners may want to read their books aloud. If you are an active learner, you may want to stand up and move around when you read. If you are an introvert, you may enjoy a quiet place with few distractions for learning. If you are an extrovert, try a study group.

TIME MANAGEMENT

Plan Ahead for the Week. Planning ahead for the week is another way in which a college student can make the most of their time while managing a busy schedule. At the beginning of the week, the student should look over classes, commitments and activities that are logged in one's day-planner or calendar.

Create Daily To-Do Lists. Write down any appointments, tasks, or activities.

Create a realistic list. Recognize your limitations so you don't go to bed each night feeling like you didn't get anything accomplished.

Break larger tasks down into smaller chunks. For example, instead of writing "research paper" or even "begin research paper", write "determine topic for research paper".

Prioritize. An assignment due the following day should get higher priority than something due the next week. An especially challenging task should be allotted more time than those that you can whip through.

Cross off as you go. It's important to see that you've completed what you set out to do. Doing so will keep stress at bay.

Transfer tasks. If you don't get something done, transfer it to the next day's list. If it's truly not a priority it might take a few days to get to it.

NOTE TAKING

Why take Notes?

Nowadays, it's possible to attend some classes without taking notes. Some professors or other students might post lecture notes online or handout copies of their presentation slides and although helpful, they don't necessarily lead to long-term learning.

Active listening and participation and taking thoughtful notes will stimulate your brain and help you translate and store information and concepts presented that day. Another benefit to taking good notes is that printouts you receive do not usually contain all the information and ideas actually conveyed during the class period.

SECTION TWO: SUPPORT SERVICES

Academic Advisement for Undergraduate Students

New Students/Transfer Students/Undeclared Students

Dolores Tajjeron

Behavioral Counseling Supervisor

T: 735-0339

Email: tajjerondm@triton.uog.edu

EMSS Annex (Old KUBRE Bldg.)

Arline Leon Guerrero

Academic Counselor & VA Academic Advisor

Email: arlinelg@triton.uog.edu

T: 735-3342

Room 2, Student Center

Sallie Sablan

Academic & ADA Counselor

T: 734-2442

Email: sssablan@triton.uog.edu

Room 4, Student Center

Lorenzo Eduvala

Student Academic Counseling Specialist

T: 735-2271

Email: eduvalal@triton.uog.edu

Room 3, Student Center

Academic Advisement by College/School

College of Liberal Arts & Social Sciences			
Royce Camacho Faculty/Advisement Coordinator	camachor7980@triton.uog.edu	EC117D	
Peer Mentors Elizabeth Elmore Luisette Balmonte	elmoree@triton.uog.edu balmontel@triton.uog.edu	HSS 308	
College of Natural & Applied Sciences			
Katrina Quinata Faculty/Advisement Coordinator	quinatak@triton.uog.edu	SC100	
School of Business & Public Administration			
Jaran Aguon Advisement & Assessment Coordinator	aguonj7261@triton.uog.edu	SBPA 235	735- 2501/25
Iris Lapid Advisement & Assessment Coordinator	lapidi@triton.uog.edu	SBPA 206	
School of Education			
Peer Mentors: Nicole Carrera Tammy Leon Guerrero	carreran@gotritons.uog.edu leonguerrerot9982@gotritons.uog.edu	SOE 2 nd Floor	735- 2400
School of Engineering			
Dr. Sharam Khosrowpahna Dean	khosrow@triton.uog.edu	WERI Room 102	
School of Nursing & Health Sciences			
Jonathan Nguyen Program Coordinator (Advisement)	nguyenj@triton.uog.edu	Health Science Room 100	735- 2650/52

ENGLISH PLACEMENT

Students planning to register for 2018 Fall semester at the University of Guam must take the English Placement Test. Students must bring a photo ID, payment receipts from their admissions application or a copy of this notice and should plan to arrive 30 minutes early for check-in.

New students will receive a personal invitation through email to meet with their assigned academic advisor prior to advisement & registration based on placement, major, and advisor availability.

All entering freshmen and transfer applicants who have not completed at least three (3) semester hours of college-level English composition and at least three (3) semester hours of transferable college-level mathematics course with a grade of “C” or better at an accredited U.S. College or University must take placement examinations in English and Mathematics.

Students may send unofficial transcript(s) to admitme@triton.uog.edu for a preliminary evaluation. Unofficial transcripts must be sent to Admissions Office for consideration.

To preparing for the UOG English Placement Test please visit: [English Placement Test Tips](#) at <http://www.uog.edu/sites/default/files/EPT%202013%20Tips.pdf>

Please visit <http://www.uog.edu/campus-map> to view the UOG map for directions. If more info is required, please contact the English Dept. (671) 735-2725 or Kathleen Duenas kduenas@triton.uog.edu

MATH PLACEMENT

By Appointment: 735-2825 - <https://www.uog.edu/admissions/placement-tests>

For more information on your admissions status, transcript(s), or placement you may contact the following admissions staff.

ADMISSIONS STAFF	BY LAST NAME	EMAIL
Cynthia Borja	New Freshman & Transfers – Last Name Beginning with A-L	cynborja@triton.uog.edu
Wendy Mongami	New Freshman & Transfers – Last Name Beginning with M-Z	mongamiw@triton.uog.edu
Marlene Leon Guerrero	New International Students	mssl@triton.uog.edu

The Writing Center

Writing papers may not always be the easiest thing to do. Some people find that writing comes naturally. Others hate the thought of essays and written assignments. Regardless if you're a born-writer, anti-writing, or anywhere in between, the Writing Center can be beneficial to you and your writing. A second pair of eyes is always handy in the realm of writing!

What is the Writing Center?

The University of Guam's Division of English and Applied Linguistics Writing Center, is a student-run tutorial resource. Although students enrolled in English Composition courses are our primary audience, when time and availability allows, we try our best to help students from other English courses, as well as from courses in other fields of study (i.e. Sociology, Communications, Business, etc.). Here, we strive to help students better their writing. Students may come in at any point of the writing process for assistance, from tiny issues like ironing out a thesis statements, to the larger obstacles such as organization or coherence. In addition, the Writing Center offers a variety of other resources.

Where is the Writing Center?

We are located on the second floor of the English and Communications Building in **Room EC204**. Be on the look out for whenever our "Open" sign is on. If it is, please come on in.

How do I get started?

If you have never been to the Writing Center before, we encourage you to pay us a visit and get a feel of the space. If a tutor is available s/he can explain a bit about the Center. If you're eager to jump into a tutoring session, you can take a look at our Schedule and Schedule an Appointment.

How do I do make an appointment?

1. Review your class calendar or syllabus.
2. Note when your paper is due and determine the number of visits you think you'll need before the due date.
3. Visit the Writing Center and talk to a tutor to set your schedule, or click this link to schedule electronically.
4. Do this at the beginning of the semester to be sure you secure a spot before they fill up.

Math Placement Test

Entering freshmen and transfer applicants are required to take the Math Placement Test (MPT). Three (3) semester hours of a transferable college-level mathematics course with a grade of “C” or better at an accredited U.S. College or University or an Advanced Placement score of 3 or higher for AP Calculus AB, AP Calculus BC or AP Statistics may be used in substitution of the Mathematics Placement Test. Students must send official/unofficial transcripts and official scores to the Admissions Office for evaluation.

UOG Accuplacer MPT is an online computerized test that accurately and efficiently assesses students’ current knowledge in math. This test is not timed, but students will be given three hours to finish it. Upon completion of the test, students will receive their placement results instantly.

UOG Accuplacer MPT is also being offered remotely in Saipan. Other remote sites may become available in the future. Students wanting to take the Accuplacer MPT remotely must complete the UOG Application process before registering online.

Students are required to register online prior to taking the test and will need their UOG Student ID number. Links for the online registration are provided on the UOG Placement Test webpage at <https://www.uog.edu/admissions/placement-tests.php>

UOG Accuplacer MPT Preparation Resources:

Free Web-based Accuplacer Study App:
<https://accuplacerpractice.collegeboard.org/login>

Sample Next-Generation MPT Practice Questions:

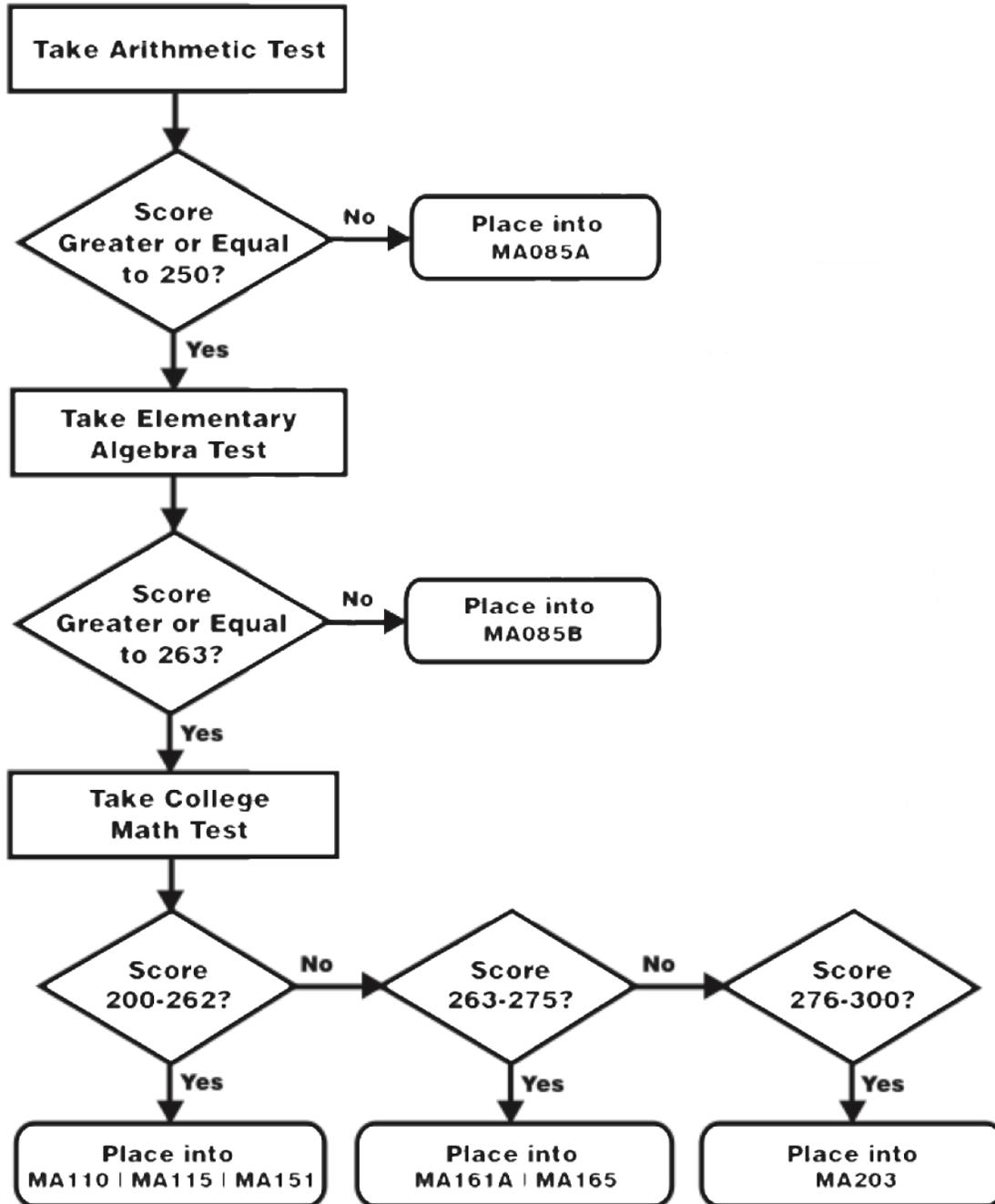
Next-Gen Arithmetic:
<https://accuplacer.collegeboard.org/sites/default/files/next-generation-sample-questions-arithmetic.pdf>

Next-Gen Qualitative Reasoning, Algebra & Statistics:
<https://accuplacer.collegeboard.org/sites/default/files/next-generation-sample-questions-quantitative-reasoning.pdf>

Next-Gen Advanced Algebra & Functions:
<https://accuplacer.collegeboard.org/sites/default/files/next-generation-sample-questions-advanced-algebra-and-functions.pdf>

For general questions or concerns, please call the Division of Mathematics and Computer Science at 735-2825. For questions or concerns regarding registration or rescheduling of Accuplacer MPT, please send an e-mail to uog.accuplacer.mpt@gmail.com.

UOG MATH ACCUPLACER TEST



Math Advanced Placement for New Students

Exam	Score of 3	Score of 4	Score of 5
AP Calculus AB	5 credits of MA203**		
AP Calculus BC*	5 credits of MA203**	5 credits each of MA203 and MA204**	
AP Statistics	3 credits of MA151**		

*Students who score a 1 or 2 on the Calculus BC exam but receive a 3 or above on the Calculus AB sub-score will earn 5 credits of MA203.

**Math Placement Test will be optional and automatic placement in the higher course. For scores 3 or above on the Statistics exam, students will be placed in MA161A/MA165 (unless they take the UOG Math Placement Test or the Calculus AB or Calculus BC exam and place higher).

Math Tutor Lab

Website: uogmathlab.org

Email: mathtutorlab@triton.uog.edu

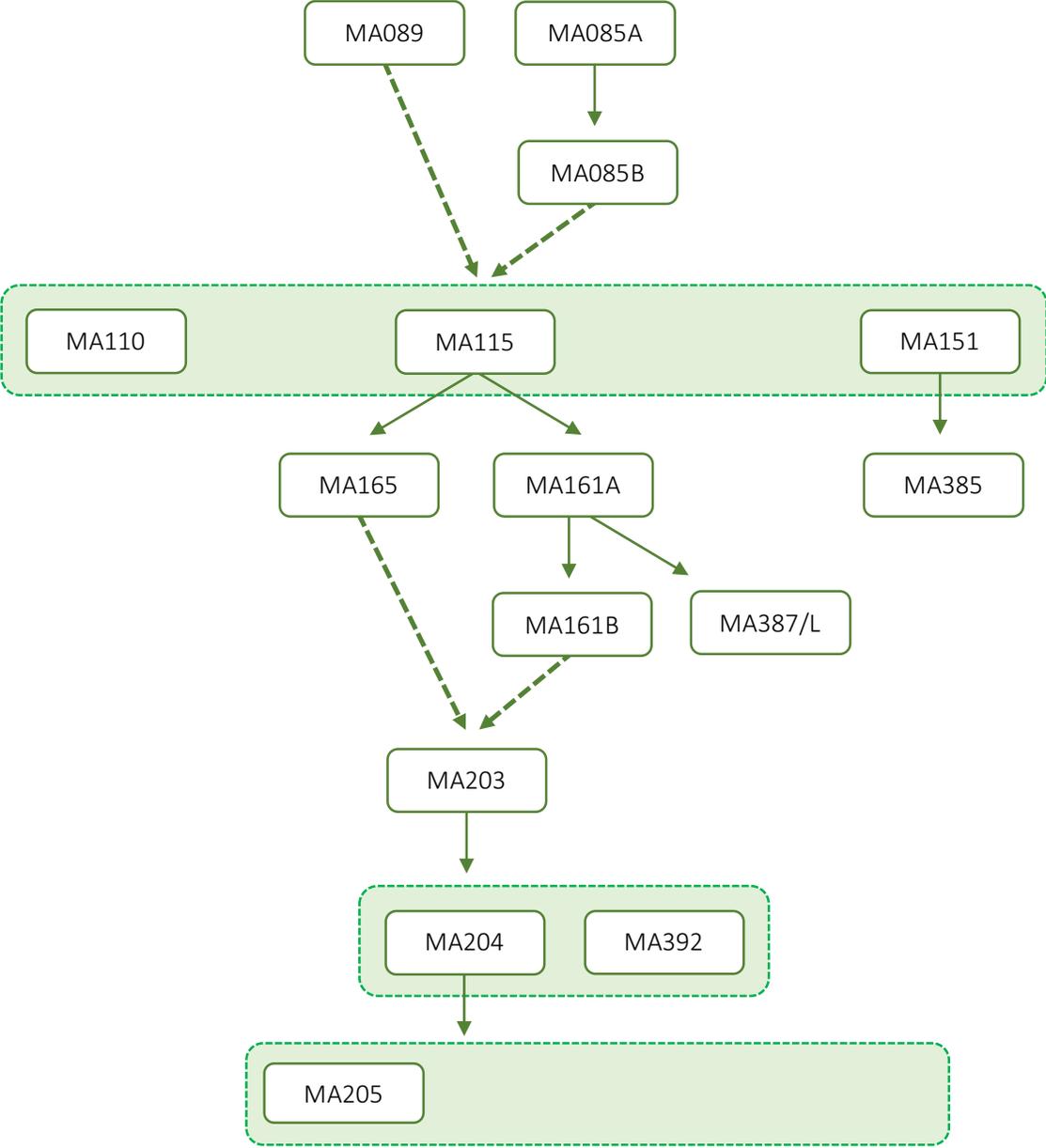
Office Number: 735-2064

Location: Agriculture and Life Sciences Room 230

The Math Tutor Lab is a free tutoring service available to MA085/089 students as well as to students enrolled in other UOG math courses. The Math Tutor Lab is provided by the Division of Mathematics and Computer Science within the College of Natural and Applied Sciences. Students are highly encouraged to book an appointment at uogmathlab.org. However, only students who are enrolled in MA085A/B or MA089 can make an appointment at the tutor lab. Other non-MA085/089 students may be tutored as a walk-in on a first come-first serve basis. Tutors are expected to assist one student at a time to ensure a successful appointment.

Please refer to the Math Tutor Lab website for current hours of operation and list of available tutors. For questions or concerns, please call the Math Tutor Lab at 735-2064 or email mathtutorlab@triton.uog.edu

General Math Course Sequencing



MODERN LANGUAGES

What are Modern Languages?

Language is a learned, arbitrary system through which human beings communicate and interact in terms of their own culture. Language, therefore, is best seen as a communication system with vocal and written modes. Modern languages are those 'living' languages that are currently used within a particular cultural or national group. These languages contrast to ancient or 'dead' languages which might well be studied, but are no longer spoken within a culture. Examples of modern languages would be French, Spanish, and Japanese. Examples of dead languages would be Latin, ancient Greek, and Anglo-Saxon.

To study a modern language is, therefore, to study the currently used verbal system of a particular group's written and spoken communication. Spoken languages always reflect living, breathing culture, a culture which has traditions, politics, religion, and a history. Consequently, the full appreciation and understanding of a language should involve the study of the language within the context of its cultural elements as well as its linguistic structure.

Modern languages at the University of Guam

At the University of Guam modern languages are taught as supplements to other programs. Thus a student who is interested in Spanish history could take Spanish language courses to supplement his or her major in History. Likewise, a student who is interested in French philosophy might take a Philosophy major and add the study of French to his or her program. To understand another culture it is important to have some knowledge of that culture's language. The program of Modern Languages at the University of Guam could potentially enable students to add to their studies in this valuable way.

Among the modern languages offered here are lower division courses in Chamorro (the indigenous language of Guam and the Mariana Islands), Chinese, French, Japanese (which is also offered as a major and minor in the Japanese Studies program), Spanish, and Tagalog (the main language of the Philippines). After two semesters (eight hours), the student can expect to have a basic working knowledge of the chosen language. In four semesters the student can expect to achieve proficiency in reading, speaking, and writing the language. Two semesters of the same language are required for graduation from the University of Guam .

Unique to language studies at the University of Guam is the Chamorro Language Competition, which is held during the University's annual Charter Day. The participants come from middle and high schools Chamorro classes and clubs from the Mariana Islands: Guam, Saipan, Rota, and Tinian. Competitions often involve: Poetry recitals, Oratory Choral reading, Chanting, Song with dance, Dance with song Dramatic cultural interpretation, Language proficiency. At the end of the day these competitions are followed by an awards ceremony.

INTERNATIONAL STUDENTS

NOTES TO ADVISORS

1. TOEFL (Test of English as a Foreign Language)

The TOEFL is the admitting examination for international students. A total score of 550 or greater is required for undergraduates and graduates with an acceptable score on each of the subsections. (A score of 53 is the acceptable score on each subsection but this will not be specified in the Bulletin.)

Any prospective undergraduate student with a score between 525 and 549 will be allowed to come before the Admissions Committee. The Committee could admit the student under the condition that he/she enroll in the Intensive English Institute until a 550 on the TOEFL is achieved or a Level 8 is achieved. The student would be allowed to take one college course for credit, with the course to be selected by University of Guam. (This is not allowed for graduate students.)

International students entering as freshmen would not be required to submit SAT/ACT scores in addition to the TOEFL. (We are the only university on the survey that requires both TOEFL and SAT/ACT scores of international students.)

If international students do have SAT/ACT scores that meet our requirements, then they would not have to submit TOEFL scores.

Students who have earned bachelor's degrees or higher at an accredited U.S. college or university would not be required to submit a TOEFL score.

Native speakers of English, such as from Australia, New Zealand, British Isles, Canada, and South Africa, would not be required to submit a TOEFL score.

2. Academic Load for International Students

International students on student visas must be enrolled as full-time students, that is, for a minimum of 8 semester hours. For the first quarter, English 1303 is required unless the student has received transfer credit for English 1313.

International Students Rules for F-1 Students (from DHS website)

Students and Employment

If you would like to study as a full-time student in the United States, you will need a student visa. There are two nonimmigrant visa categories for persons wishing to study in the United States. These visas are commonly known as the F and M visas.

You may enter in the F-1 or M-1 visa category provided you meet the following criteria:

- You must be enrolled in an "academic" educational program, a language-training program, or a vocational program
- Your school must be approved by the Student and Exchange Visitors Program, Immigration & Customs Enforcement
- You must be enrolled as a full-time student at the institution
- You must be proficient in English or be enrolled in courses leading to English proficiency

- You must have sufficient funds available for self-support during the entire proposed course of study
- You must maintain a residence abroad which you have no intention of giving up.

F-1 Student Visa

The F-1 Visa (Academic Student) allows you to enter the United States as a full-time student at an accredited college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or in a language training program. You must be enrolled in a program or course of study that culminates in a degree, diploma, or certificate and your school must be authorized by the U.S. government to accept international students.

M-1 Student Visa

The M-1 visa (Vocational Student) category includes students in vocational or other nonacademic programs, other than language training.

Employment

F-1 students may not work off-campus during the first academic year, but may accept on-campus employment subject to certain conditions and restrictions. After the first academic year, F-1 students may engage in three types of off-campus employment:

- Curricular Practical Training (CPT)
- Optional Practical Training (OPT) (pre-completion or post-completion)
- Science, Technology, Engineering, and Mathematics (STEM) Optional Practical Training Extension (OPT)

M-1 students may engage in practical training only after they have completed their studies.

For both F-1 and M-1 students any off-campus employment must be related to their area of study and must be authorized prior to starting any work by the Designated School Official (the person authorized to maintain the Student and Exchange Visitor Information System (SEVIS)) and USCIS.

For more information on the Student and Exchange Visitors Program, see the "[Student & Exchange Visitor Program, Immigration & Customs Enforcement](#)" and the Study in the States "[Training Opportunities in the United States](#)" pages.

Special Instructions

If you are a B-1 or B-2 Visitor who wants to enroll in school, please see the "[Special Instructions for B-1/B-2 Visitors](#)" page.

HONOR CODE STATEMENT / Special Message to UOG

The University of Guam is a community of academics, administrators, support staff, and students who are devoted to the pursuit of truth and integrity in all of its operations in the conduct of research, coursework, the management of the institution and the relationships of UOG community members. All members of the community are expected to adhere to standards of behavior which exhibit regard and respect for one another. We are all responsible to treat one another in a fair and equitable manner which does not discriminate nor takes advantage of anyone for any purpose due to their status as a student, subordinate, or supervisor.

The University has in place responsibilities and standards of behavior with regard to academic integrity, non-discrimination on the basis of race, sexual orientation, gender, national origin, color, religion, religious creed, age, disability, citizenship status, military service status or any other status protected by law, and interpersonal behavior of a sexual or romantic nature. The University will scrupulously follow these policies and applicable federal and Guam law.

All members of the community have the right to have complaints investigated and managed in accordance with these policies. All members of the community have the right to due process in the management of these complaints. Retaliation is prohibited under these policies, federal and Guam law. Most importantly, all members of the community have a responsibility to read and understand these policies and apply them to their personal behavior. The great University of Guam requires each of us to understand our individual rights; to understand our responsibilities to one another; and to pursue truth and integrity.

How To Register for Classes Using WebAdvisor

What is WebAdvisor?

WebAdvisor is a World Wide Web interface that allows students EASY access to:

- Search for classes
- View their grades
- View their schedules
- Register / Add / Drop classes
- View your schedule
- Access important information about records
- Make payments for Tuition / Dorm fees
- Check account balances

PLEASE NOTE: You can NOT withdraw from a course using WebAdvisor.

Are You Ready to Get your Student ID?

Have you registered for your classes? If the answer is YES, you are ready to get your student ID. You may proceed to the Enrollment Management and Student Success Office located inside the Student Center Building.

Don't forget to bring your current schedule and a photo ID with you.

Please note: there is a \$10.00 fee to replace a lost student ID. Students are required to bring their ID when transacting with any offices inside campus, especially with the Admissions and Records, Financial Aid and Business Office. You MUST show a valid ID whenever you do any kind of inquiries connected to your student records.

The University of Guam student services are always available and we are committed to your student success. The following are common issues that typical college students go through. We listed down available campus resources that can help you resolve whatever it is you have:

PERSONAL NEEDS / ISSUES	CAMPUS RESOURCE
Career Exploration	Academic Advisor/ Career Development Office
Changing academic program	Academic Advisor; Admissions and Records Office
Finding out/ Locating “to be announced” (TBA) classrooms	Respective Course Department; Admissions and Records
Planning course of study	Academic Advisor or Faculty or Dean of College
Experience Personal Issues	Student Counseling Services
Student Faculty Grievance/ Appeal Procedures	Student Life Office
Selecting Courses for Registration	Academic Advisor
Financial Needs	Financial Aid Office
Looking for a Job/ Resume Writing	Student Counseling Services/ Career Development Office
Career Information	Student Counseling Services/ Career Development Office
International Students’ Questions	Admissions & Records Office-International Students Coordinator
Locating Resources for Class Assignments	Library Staff; Instructor
Organizing Time	Academic Advisor; Instructors; Student Counseling Services
Services for Disability	EEO/ ADA Office
Concern about classroom happenings	Instructors; Department Chairs; respective Dean of College
Concern about a Grade	Instructors; Admissions and Records Office
Purchasing Books and Supplies	Campus Bookstore
Payment of Fees and Receipts Documents	Main Cashier; Business Office
Help with Courses that You Find Difficult	Student Support Services (TRIO)
Feeling Disconnected from College	Student Life Office; Student Counseling Services
Help in Writing a Research Paper, Thesis, etc.	Course Instructor; DEAL Writing Center; Room EC204
Clarification about Course Assignments	Course Instructor
Study Tips	Course Instructor; enroll in ID-180
Cravings	Cafeteria, Vending Machines and Bookstore
Chocolate!	Bookstore

Campus Parking Policy

Parking is permitted only within paved parking lots and officially designated parking areas. Fire lanes, active loading/unloading zones, and other areas near facilities that are marked “No Parking” are considered no parking zones. All University grass ground areas and sidewalks on campus are considered no parking areas, unless specifically designated by the University in writing for certain purposes. Authorized parking areas in grassy locations will be identified on an official campus map or will have signs identifying them. Vehicles parked in violation of this policy, and the rules and regulations supporting it, are subject to an official parking violation ticket and/or towing at the violator’s expense.

Vehicles that are parked in accessible parking spaces for p1k windshield placard pursuant to the Americans with Disabilities Act, and other than two-wheeled motor vehicles parked in two-wheeled motor vehicle spaces are also subject to an official parking violation ticket and/or towing at the violator’s expense. Any towed vehicle must be picked up by the registered owner of that vehicle with valid picture identification.

Student’s name, telephone number, e-mail address, mailing address, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of enrollment, honors, awards, degrees completed and dates of degrees conferred, institutions attended prior to admission to UOG, gender, class level, and full-time/part-time status.

Parking on campus is at the owner’s risk. The University accepts no liability for the safety and security of vehicles parked on campus.

The Family Educational Rights and Privacy Act

FERPA is a federal regulation enacted in 1974 that has since had many amendments. Responsibility for oversight of FERPA compliance lies with the department of Education's Family Policy Compliance Office.

For complete information on FERPA, see their website at:

<http://www.ed.gov/offices/OII/fpco/index.html>.

FERPA Facts:

- FERPA is a federal law designed to protect the privacy of students' education records
- A FERPA-related college education record begins for a student when you enroll in a higher education institution.
- At a postsecondary institution, rights belong to the you in attendance, regardless of the student's age.
- Information from your student record is typically not shared unless you're a dependent, gives written permission or there's a health or safety emergency.

UNIVERSITY OF GUAM POLICY AND PROCEDURE FOR STUDENTS AND APPLICANTS WITH A DISABILITY

(BOR Resolution No. 10-11, April 22, 2010)

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University will reasonably accommodate individuals with disabilities, as defined by applicable law, if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program of the University, without undue hardship to the University. Harassment on the basis of disability issues is prohibited.

The University offers reasonable accommodation for students in accordance with the UOG Policy and Procedure for students and applicants with a disability. The ADA Office can be contacted at telephone number (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2243. Students who seek academic accommodations are expected to contact the coordinator well in advance of the commencement of courses, and to provide the requested supporting information to the Coordinator at least four weeks before classes begin. The ADA policy can be found on the University's website: <http://www.uog.edu/administration/office-of-the-president/eoadatitle-ix-office>

EQUAL OPPORTUNITY STATEMENT

The University is an equal opportunity employer and is firmly committed to non-discrimination in its hiring, termination, compensation, promotion decisions and in all other employment decisions and practices and in the application of its personnel policies and collective bargaining agreements. Harassment based on race, sexual orientation, gender, national origin, color, religion, religious creed, age, disability, citizenship status, military service status, or any other status protected by law, is also prohibited by University policy. Prohibited harassment, in any form, is a violation of University policy and will not be tolerated.

Administrators, directors, managers and supervisors must inform employees of the policies prohibiting discrimination and harassment, emphasize the policy of zero tolerance, and deal promptly with any problem situations. Each of us is expected to maintain high standards of honesty, integrity and conduct. Ultimately it is not laws, regulations, or policies that create a quality equal opportunity environment, it is people respecting and encouraging other people.

TITLE IX COMPLIANCE STATEMENT

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University's Title IX Coordinator, located at the EEO/ADA Office, Dorm II, Iya Hami Hall, Room 104, Tel. No. 735-2244, TTY: 735-2243; or to the Office of Civil Rights (OCR).

SECTION THREE: GENERAL EDUCATION

Students who plan to complete a baccalaureate degree at the University of Guam are required to complete the General Education program described in the catalog. The General Education program emphasizes the common need for learning experiences, including an understanding of the fundamentals of major fields of knowledge. It provides opportunities for the individual majors and colleges to include, within the specific career programs they offer, further relevant general educational experiences.

A primary mission of the University of Guam is to prepare students for life by providing educational opportunities to increase knowledge, develop skills, and strengthen values essential to living in our rapidly evolving world. General Education is commonly seen as providing the foundation for programs to fulfill their specific responsibilities. Recent reports indicate that the most successful institutions incorporate general education goals throughout all years of study even within major programs. Integrating the goals of general education across all years also meets Standard 2 of the Western Association of Schools and Colleges (WASC).

General Education Tier Requirements (Effective AY 2017-2018)

Tier I:	Core Foundation	15 credits required
Tier II:	Diversity Foundation Breadth Through Diversity and Direction (STEM & Humanities) Uniquely UOG Direction Building	16 credit hours 7 credit hours 9 – 11 credit hours
Tier III:	Capstone Experience	0 credit hours for GenEd
Total:		45* credit hours <i>(*plus possibly 2 lab hours)</i>

After extensive reviews and discussion the UOG Faculty Senate General Education Review Committee (GERC) developed a three-tiered framework to the General Education curriculum. The three tiers work together to meet the aspirations of academia while fulfilling the mission of the University of Guam and satisfying WASC expectations.

- Tier I (called *Core Foundation*) provides a foundation of the five WASC core competencies.
- Tier II (called *Breadth through Diversity and Direction*) provides the breadth needed for successful and healthy living as well as direction toward and into a major.
- Tier III (called *Capstone Experience*) fosters mastery of the core competencies embedded within program objectives enhanced by the values of modern academia (creativity, innovation, diversity, ethical and civic responsibility, and civic engagement).

General Education Requirements (Effective Academic Year 2017-2018)

GenEd Category	Competency / Breadth of Knowledge	UOG Course	UOG Course Title	Credits
Tier I: Core Foundation (15 credits)				
TIER I: Core Foundation	Written Communication	EN110	Freshman Composition	3
	Oral Communication	CO210	Fundamentals of Communication	3
	Quantitative Reasoning	MA110	Finite Mathematics (<i>or higher MA*</i>)	3
	Information Literacy	EN111	Writing for Research	3
	Critical Thinking	CT101	Critical Thinking <i>(new course starting Fall 2017)</i>	3
Tier II: Breadth through Diversity & Direction (16 credits)				
TIER II: Breadth through Diversity & Direction	DIVERSITY COMPONENT: SCIENCE TECHNOLOGY ENGINEERING & MATH (STEM) 1 Theme 1: Science & Math (take 3 to 4 credits)	AL101/L	Introduction to Agriculture and Lab <i>(formerly AG101/L)</i>	4
		AL102/L	Introduction to Plant Science and Lab <i>(formerly AG102/L)</i>	4
		AL109/L	Insect World <i>(formerly AG109/L)</i>	4
		AL136/L	Science of Aquaculture <i>(formerly AG136/L)</i>	4
		BI100/L	Environmental Biology	4
		BI103/L	Marine Biology	4
		BI201	Natural History of Guam	3
		CH100/L	Introduction to Inorganic Chemistry	4
		CH101/L	Introduction to Organic Chemistry	4
		CH102/L	General Chemistry	4
		CH103/L	General Chemistry	4
		CS200	Computer Applications and Lab	3
		GE203/L	Principles of Physical Geography	4
		MA115	Introduction to College Algebra	3
	MA151	Introductory Statistics	3	
	DIVERSITY COMPONENT: SCIENCE TECHNOLOGY ENGINEERING & MATH (STEM) 2 Theme 2: Human Science (take 3 to 4 credits)	AL101/L	Introduction to Agriculture and Lab <i>(formerly AG101/L)</i>	4
		AL102/L	Introduction to Plant Science and Lab <i>(formerly AG102/L)</i>	4
		AL109/L	Insect World <i>(formerly AG109/L)</i>	4
		AL136/L	Science of Aquaculture <i>(formerly AG136/L)</i>	4
		BI110/L	Human Biology	4
		AL185	Human Nutrition <i>(formerly CF230 Nutrition and Health)</i>	3
		GE101	Introduction to Geography	3
		HS200	Health & Wellness	3
		PI210	Contemporary Ethical Problems	3
		PS215	International Relations	3
		PY101	General Psychology	3
		SO101	Introduction to Sociology	3
	S0221	Sociology of Health & Medicine	3	
	DIVERSITY COMPONENT: HUMANITIES 1 Theme 3: Creative and Expressive Arts (take 3 credits)	AR101	Introduction to Art	3
		AR102	Studio for Non-Majors	3
		EN210	Introduction to Literature	3
		MU101	Music Fundamentals	3
		MU102	World Music	3
MU106		Introduction to Music	3	
MU110		Class Voice	1	
MU121		Beginning Class Piano	2	
TH101		Introduction to Theater	3	
TH102	Acting I	3		
DIVERSITY COMPONENT:	CO106	Introduction to Mass Communication	3	
	GE201	World Regional Geography	3	

	HUMANITIES 2 Theme 4: Human Systems and Organizations (take 3 credits)	HI121	World History I	3
		HI122	World History II	3
		LN101	Introduction to Language	3
		PI101	Introduction to Philosophy	3
		PI102	Contemporary Ethical Problems	3
		PS101	Introduction to Government & Politics	3
		SO202	Contemporary Social Problems	3
		SW110	Introduction to Community Services on Guam	3
		WG101	Introduction to Women & Gender Studies	3
		BA110	Principles of Economics	3
	DIVERSITY COMPONENT: HUMANITIES 3 Theme 5: Cultural Perspective (take 3 credits)	AN101	Introduction to Anthropology	3
		ED265	Culture & Education on Guam	3
		HI211	History of Guam	3
		HI243	History of Micronesia	3
		PI103	Introduction to Asian Philosophy	3
		PS202	Government in the United States	3
		SW201	Social Welfare & Development: Global Challenges	3
		JA217	Japanese Culture and Society	3
	UNIQUELY UOG COMPONENT: Language (take 4 credits)	CM101	Elementary Chamorro	4
		CI101	Elementary Chinese (Mandarin I)	4
		FR101	Elementary French I	4
		GN101	Elementary German I	4
		JA101	Elementary Japanese I	4
		PN101	Conversational Pohnpeian <i>(new course starting Fall 2017)</i>	4
		SN101	Elementary Spanish I	4
		TA101	Conversational Tagalog	4
	UNIQUELY UOG COMPONENT: Regional (take 3 credits)	BI100/L	Environmental Biology	4
		BI103/L	Marine Biology	4
		BI201	Natural History of Guam	3
ED265		Culture & Education on Guam	3	
EN213		Literature, Myth, & Culture	3	
HI211		History of Guam	3	
HI243		History of Micronesia	3	
JA215		Japanese for Tourism	4	
PS225		State & Territorial Government	3	
PY100		Personal Adjustment	3	
	PA201	Public Admin in Guam and in the Western Pacific	3	
DIRECTION BUILDING COMPONENT (take 9 to 11 credits)	Take three (3) courses, each from a different Diversity Foundation theme. One of the three courses must have a Core Foundation, Diversity Foundation, or Uniquely UOG course as a prerequisite. However, students who have declared their major prior to completing this component may take two of the three courses within their major program.			
TIER III: Capstone Experience	Tier III: Capstone Experience (0 GenEd credits)			
	Program Major Capstone Course (zero GenEd credits)	Tier III of the General Education framework is embedded wholly within UOG major program requirements.		

Academic Advisement Sheet General Education Requirements

Advisement Sheet for Students who enter UOG Fall 2017 and transfer students

Name: _____ ID #: _____

Phone: _____ E-Mail: _____

Tier I - Core Foundation (CF): 15 required credits – Minimum grade of C. Complete within first 3 semesters	SEM/YR	CR
EN 110 Freshman Composition (Written Communication)		
EN 111 Writing for Research (Information Literacy)		
MA110 Basic Math.... OR Higher Math Course (Quantitative Reasoning)		
CO 210 Fundamentals of Communication (Oral Communication)		
CT101 Critical Thinking (Critical Thinking)		

Tier II – Diversity Foundation Themes (DF):	Courses Taken	SEM/YR	CR
STEM (one course in this area must include a lab)			
Science and Math: 3-4 credits			
Agriculture: AL101/L, AL102/L, AL109/L, AL136/L Chemistry: CH100/L, CH101/L, CH102/L, CH103/L Geography: GE203/L	Biology: BI100/L, BI103/L, BI201 Computer Science: CS200 Math: MA115, MA151	1)	
Human Sciences: Select 3-4 credits			
Agriculture: AL101/L, AL102/L, AL109/L, AL136/L Biology: BI110/L Geography: GE101 Philosophy: PI210 Psychology: PY101	Anthropology: AN203 Consumer Family Sciences: AL185 Health Sciences: HS200 Political Science: PS215 Sociology: SO101, SO221	1)	
Humanities			
Creative and Expressive: 3 credits			
Art: AR101, AR102, Music: MU101, MU102, MU106, MU110, MU121	English: EN210 Theater: TH101, TH102	1)	
Human Systems & Organization: 3 credits			
Communications: CO106 History: HI121, HI122 Philosophy: PI101, PI102 Social Work: SW110 Women and Gender: WG101	Public Administration: PA233 Geography: GE201 Linguistics: LN101 Political Science: PS101 Sociology: SO202 Business Administration: BA110	1)	
Cultural Perspectives: 3 credits			
Anthropology: AN101 History: HI211, HI243 Political Science: PS202	Modern Language: JA217 Education: ED265 Philosophy: PI103 Social Work: SW201	1)	
Uniquely UOG (UU)			
7-8 credits (4 credits must be from a language)			
Biology: BI100/L, BI103/L, BI201 Education: ED265 Language: Any 101 or 102 Language course Political Science: PS225	Public Administration: PA201 English: EN213, EN333 History: HI211, HI243 Japanese: JA215 Psychology: PY100	1) 2)	
Direction Building (DB)			
9-11 credits			
1) CF, DF or UU as Pre-Req (Can be within a declared Major) 2) DF or Major Exploration 3) DF Exploration outside major requirements (May apply to a Minor or 2nd Major)		1) 2) 3)	

Tier III - Capstone Experience			
Capstone Course: 0 credits in GE (Course within major)			
1) Major Capstone Experience	1)		-