

Undergraduate Advising Council Minutes

January 25, 2010 3-5 pm

Attendees: Nicole Young, Erica Byrnes, Andrew Wehle, Theresa Vernetson, Sarah Eberhart, Glenn Kepic, Jaime Little, Kari Ward, Maureen Cox, Ella Tabares, Danae Simonsen, Garrett Beatty, Robin Rossie, Roxanne Barnett, Henry Anderson, Ruth Brumbaugh, Jeff City, Marie Gavidia, Gregg Henderschiedt

Committee Reports

Campus Affairs Committee: Jeff City discussed the January “Meet the Advisor” event. He also circulated a form to determine when advising offices/colleges see students during peak and non-peak advising times, so that advisors can provide this information to students at future tabling events. At future “Meet the Advisor” events, Jeff hopes to have 2 advisors present per hour. The group plans to rotate the location of these events (Turlington Plaza, Plaza of the Americas) to increase our exposure.

Professional Development Committee: Glenn Kepic asked for volunteers to lead the next professional development workshop, which is slated for February 15th, from 3-5pm. Erica encouraged attendees to see her about possible topics.

Communications Committee: Kari thanked those who blogged in last week’s edition of The UF Advisor.

Discussion Topics

New ISIS Admin Screen: Roxanne Barnett informed the group that there will be a new ISIS Admin Screen to adjust students’ excess hours. Based on a study she conducted of Fall 2009 matriculants, she does not expect that a large amount of students will need this kind of adjustment. Primarily, those who need adjustments will be community college and in- or out-of-state four-year university transfer students. The OUR created a screen similar to the “Adjust Transfer Credit” screen as a way to eliminate all four-year work that does not apply to degree requirements. Advisors can click on the “Adjust Transfer Credit” link (it will automatically default if excess hours is applicable). To eliminate excess credit, just select “No” from the drop down box and hit the submit button. UF will be required to monitor all students whose hours are adjusted in this fashion until they graduate. We are still a term or two away before our Fall 2009 matriculants reach this point. Roxanne will send notification to students, warning them that they may incur additional fees for taking more than their allotted hours. This screen will make it easier to complete the number of credits counted toward excess hours. After Roxanne shared this information, a discussion ensued about the overall topic of excess hours and whether UF was fulfilling the intent of the Florida Legislature’s mandate trying to prevent students from earning that will not apply towards their degree. Roxanne continued, stating that she has hard copy reports that she will give out today. She asked advisors to work through the reports soon and then contact her so that we can notify students prior to advance registration about the possibility of them incurring an excess hour charge.

CLASR: Erica Byrnes reported that the Council of Dean's has reviewed and revised the process for monitoring the CLASR. They developed a revised CLASR Implementation Process (see handout). Glenn Kopic was concerned about further decentralizing the process, and suggested that might create inequities between colleges. He also did not like the statement that "advisors should encourage students to meet CLASR requirements via courses, not testing." Advisors currently lack testing information. Mary Ann will look into CLASR testing options and report back to the group. Erica thought that the rationale for the changes is because students were being given the run-around and then sent to OUR for CLASR advising. Robin Rossi indicated that the new CLASR contract form will be standardized for all colleges to insure consistency. Erica wondered where the form will be available and who will oversee it? In an average academic year, 20 students petitioned for a CLASR extension. Glenn wondered if there will be prep courses available for the CLASR? Roxanne wondered how students' holds would be affected if the student changes his or her major? Ella Tabares was concerned about students having to sit out a term because of not fulfilling the CLASR contract. Erica thinks the push will be toward the student sitting out a term and going to a community college to finish the CLASR requirement(s) which might then require us to waive the residence requirement. Erica ended the discussion by summarizing these concerns, which she will present at the next CAD meeting.

Disability Resource Center Presentation – Jim Gorske, Director of the DRC gave an overview of the Disability Resource Center (with slide handouts) . 1500 students w/disabilities registered w/DRC during FY2008-09 with a breakdown as follows:

- 31% Students with AD/HD
- 30% Learning Disabilities
- 17% Psychiatric Impairments
- 10% Medical/Chronic Health Conditions
- 6% Physical/Mobility Impairments
- 6% Other: Hearing, vision, TBI, Aspergers

a. Over 6,000 exams proctored last year by DRC.

b. Jim then went over DRC accommodation process as a reminder for all in attendance.

1. Student self-identifies and provides documentation to the DRC
2. DRC reviews documentation
3. DRC conducts interview with student regarding appropriate accommodations
4. DRC prepares accommodation letters for the student to provide to his/her instructor(s)

c. What constitutes appropriate documentation?

1. Statement of diagnosis
2. Summary of information gathered from clinical interview, tests, etc.
3. Description of symptoms, severity, medications or other treatments, accommodations
4. Signed by applicable medical professional

d. Some students given one semester "courtesy" to get documentation in. Jaime Little concerned about how many students are given this courtesy and if any time restrictions on age of

documentation. Jim Gorske explained only 15-20 “provisional/courtesy” accommodations students in a given term. Jim also explained that typical documentation requires that documentation be from when student was at least 16 years of age. Psychological evaluations must be within last 12 months.

- e. Accommodations – Jim went over student and faculty responsibilities if accommodations are needed.
 - 1. Students: must submit letters to instructors if they want accommodations for a particular course (cannot be given retroactive accommodations)
 - 2. Faculty
 - a. Syllabus statement regarding accessing accommodations
 - b. Provide and arrange for accommodations specified in DRC letter
 - c. Consult with student to be sure he/she is clear on requested accommodations
 - d. Ensure confidentiality of disability information
 - e. If required, ensure instructional material available in alternative format
- f. Advising considerations for students with disabilities.
 - 1. When discussing scheduling, be sure to address distance between course locations, length of time between classes, time of day of classes, mix of classes, and format of classes. See Mangrum and Strichart (1988, *College and the Learning Disabled Student*) for additional tips.
 - 2. Glenn Kepic asked about where is best place to refer students who self identify as having problems but have not been tested. Jim Gorske responded:
 - a. Two on-campus connections ADHD/ADD at mental health center for evaluations (approximately \$100) plus there are 20 scholarships for testing (10 fall, 10 spring) students can sign up for scholarship at beginning of term.
 - b. Local referral list with a cost range of \$300 - \$1800 some have payment plans or sliding scale.
- g. Other DRC support
 - 1. Learning strategies
 - 2. Support groups
 - 3. Mini-orientation on how to best utilize DRC resources
 - 4. Assistance with standardized testing accommodations (i.e. LSAT, GMAT, GRE, etc.)
 - 5. Squitieri Scholarship Grant , Johnson Scholarship, and Richard Scholarship (– for students with disability from birth)

Meeting called to a close at 4:45 and Jim Gorske offered to give tour of DRC for those interested in seeing new office in 001 Reid Hall.