

## MINORITY STUDENT CURRICULUM

### CAREER ADVISORY PROGRAM

#### Introduction

The purpose of this brief proposal is to present an outline describing a minority student, freshman/sophomore, academic and career advisory program. At this point in time there are not any such programs directly prescribed for the need of disadvantaged students. (Disadvantaged students meaning individuals who experienced an educational and social-economic status that did not afford them the opportunity to obtain the skills and financial support needed to prepare for higher education.) (The majority of these students are representative of various ethnic groups.) At the University of Idaho, the number of ethnic or minority students is very low thus increasing the pressure of attending an all white controlled and dominated institution. It is a known fact that freshmen in general go through a very stressful period in adjusting to college life. Some of these students join fraternities or sororities to gain social acceptance and orientation to college life. Generally most minority students do not follow this course for obvious reasons. Furthermore, minority students do not utilize the Counseling Center, therefore the need for a program to assist minority freshmen (target population) and sophomores is long overdue.

#### 1. Administrative Responsibility

The coordinator of the program will come from the Student Advisory Services office and will be under the auspices of the Assistant Dean in charge of minority affairs. The coordinator's responsibilities are as follows:

1. To have an operational and philosophical understanding of the program.
2. To coordinate the needed functions that are required to implement the program.
3. To establish an advisory faculty bank that would be committed to meeting with students on a personal and advisory basis.

4. To evaluate the service in order to facilitate the students' needs being met and give advisors feedback on the total program.
5. [To monitor the number of meetings (student/advisor) per month (a minimum of two meetings per month)] ?
6. To direct and hold in-service training for assistant program coordinators.
7. To make himself available to students, faculty advisors and other personnel interested in program.
8. Coordinate efforts with the tutorial and intercultural programs.

#### ASSISTANT COORDINATORS RESPONSIBILITIES

The Assistant Coordinator will be responsible for meeting with students and developing relationships that would foster a relaxed atmosphere. He or she will help in formulating programs plans that are "action" oriented and encourage the development of students.

#### Specific Duties:

1. To disseminate a monitor sheet to each student's major professor in person. (a copy of monitor sheet in appendix)
2. To do follow-up monitor sheet.
3. To coordinate tutorial assistance.
4. To make referrals when needed.
5. To assist in accumulating data and evaluating the data for ~~program~~ program and student development.

#### FACULTY ADVISOR

Needless to say, one of the program essential foundations is success. Academic advisement is generally construed to mean advising during the pre-registration period and this session is usually on an impersonal level. The student is under stress due the pressures of registration and the need to make decisions quickly. Usually there no further contacts with the advisor the remainder of the semester. Furthermore, stu

*this the Advisors.*



workshops and conferences on minority students have indicated a strong hesitancy of students going to anglo professors for help. Hopefully the advisor can serve as a consultant in terms of general academic dynamics.

### Specific Duties

1. To see students at least twice a month.
2. To work toward developing a personal relationship and show professional expertise with the student. (This might be better understood in terms of sharing <sup>(as advisor)</sup> their own experience in college and guiding the student in the present college environment.
3. To give student an opportunity to identify a professor as a friend and potential professional role model.
4. To keep personal folder ~~and~~ as a reference and make contact notes when needed.
5. To keep a calendar on times met.
6. To use the time in whatever way the advisor and advisee feel would be most beneficial, eg. discuss academic problems, engage in career investigation, visit laboratories, *or just visit*
7. (To write a short letter to family indicating he/she is advisor)? optional

### GENERAL FACULTY

The cooperation and participation of general faculty will be needed for the complete operation of the Minority Student Curriculum Career Program. Each student's professor will be contacted by the Assistant Coordinator once a month with a monitor sheet. The Assistant Coordinator will wait for the sheet and discuss any pertinent matters that need discussing. The professors can feel free to contact the coordinator or other personnel who he might need to meet with <sup>him/her</sup> in reference to minority student needs.

### SUMMARY

There is considerable evidence that this campus is in dire need of a program that will address itself to the needs of minority freshmen students. Last year was indicated

of a high proportion of students doing poor in their academic endeavors. This program is not geared toward patronizing students as if they were helpless children. The ~~object~~ objectives is multifold: 1) students must accept personal responsibility for keeping their appointments with advisors. 2) seek tutors before ~~the~~ they are in deep trouble. 3) assist each other when in need .