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Franklin University

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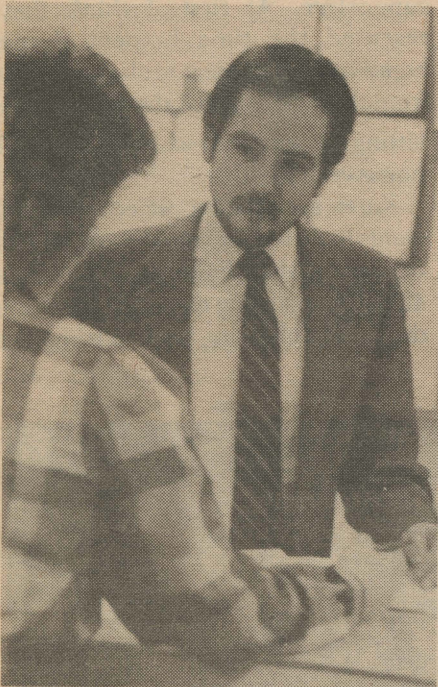
The Franklin Almanac

Vol. 3, No. 4

A student publication of Franklin University

February, 1986

Photo by Larry Blair



Wayne Miller

at the front desk

Miller to direct Academic advisors

Wayne C. Miller was named Franklin University's Director of Academic advising Dec. 20, 1985, filling the position left vacant when Jeff Sherrill was named Director of Personal Counseling in September.

Miller brings 11 years of experience to his new position. Since 1983 he has served Franklin students as Assistant Director of Academic Counseling. Before coming to Franklin in 1981, he worked for two years as an academic and career counselor for the State Prison Program at Spring Arbor College, Spring Arbor, Michigan, and from 1975-1979 was an academic advisor at John Wesley College, High Point, North Carolina.

Miller feels he can best promote academic advising by providing "accurate and consistent information and advice in a considerate atmosphere with a staff that has the experience and caring attitude to correctly direct, through advising and counseling, a student toward his or her career goals."

Inside this issue:

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The "whole" donut story p. 4

Disability Services staff works to remove all barriers to education

by Kimberly S. Crawford
Almanac Staff Writer

Franklin University works to make all activities and services within the university accessible to all students regardless of their disability.

Disability services are based on the individual needs of the student. They are devised to aid students having hearing, visual, speech, physical and learning disabilities.

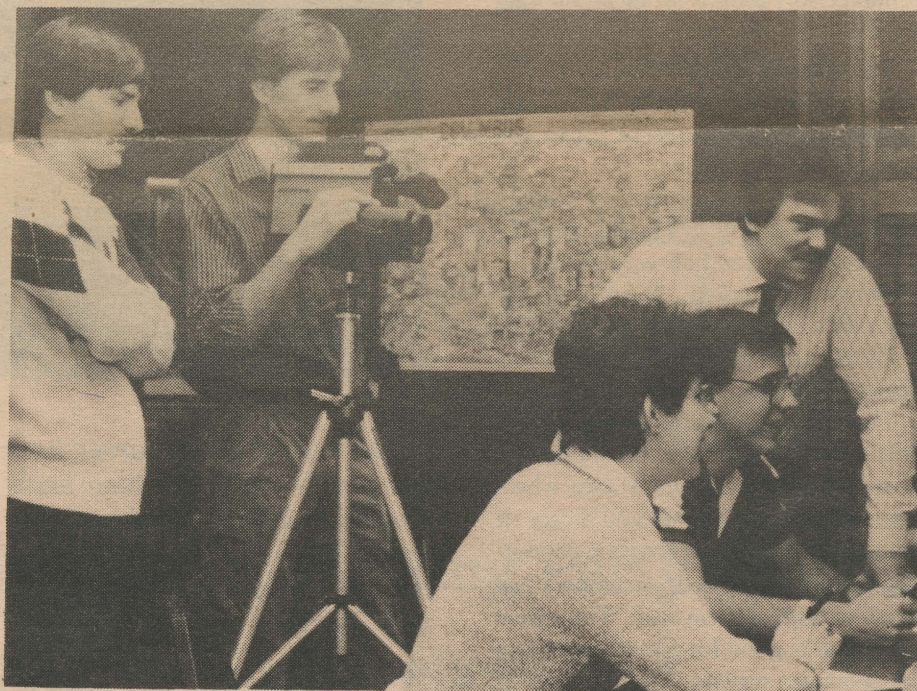
Services available to aid in admissions and adjustment to university life include academic counseling, priority registration, selective scheduling, career counseling, personal counseling, and referrals.

This help does not end with aid outside classroom time. Franklin provides readers, notetakers, tutors, proof-readers, taped textbooks, large print materials, interpreters, and adapted testing to best equalize educational opportunities.

There is a strong humanistic concern within the program. Linda Turley, Coordinator of Disability Services, stated, "I feel that the most important aspect of my job is to provide an environment in which students find individual support and encouragement."

Students wishing to utilize Disability Services must provide verification of disability to Linda Turley. To obtain more information contact:

Disability Services
Room 130 Frasch Hall
201 S. Grant Ave.
Columbus, Ohio 43215-5399
(614) 224-6237 ext. 246



Paul Harrell, Gary Block, Eddie Powell, Dan Bradley and Jacque Hanks, part of this year's Ad Fed competition team, handle behind-the-scenes chores as part of their primary research. The five are videotaping a focus group. Mel Jacobs serves as advisor to the team. District competition will be held April 17 in Cincinnati.

Franklin boasts one-of-a kind major

Franklin University offers its students a new degree program under the Division of Social and Behavioral Science entitled Employee Assistance Counseling. "There's no other undergraduate program of its kind offered at any other college or university in the nation," according to George S. Braucht, professor of psychology. Franklin University is a leader in preparing students for this relatively new field.

The program is designed for those employees whose job performances are affected by their personal lives. These problems may include drug and alcohol abuse, stress, health and emotional problems.

"Employee assistance services have very successful possibilities for any organization," said Braucht. These

counselors evaluate employee problems and needs. They also perform short-term counseling and make referrals to the appropriate social service agencies. Many counselors conduct educational workshops on topics such as personal financial management or single parenting. Some even operate 24-hour hotlines for their employees. In addition management may call on counselors to evaluate employees on a specific issue.

According to Braucht, organizations benefit from helping their employees as opposed to firing them. It is more economical to keep an experienced employee because it saves on training reduces absenteeism and on-the-job injuries, and increases morale and production.

In general, Braucht said, students who succeed in this 124-credit hour program and career field are those who are outgoing, analytical, observant, compassionate and able to communicate effectively with all personnel. He added that the Employee Assistance Counseling Association was formed to enhance the education a student receives in the classroom. It provides an opportunity for members to grow personally and professionally by arranging workshops and special programs for them. These types of programs include: corporate health management, alcohol and drug abuse treatment and prevention, stress management, labor/management employee assistance program interface and wellness programs.

Student juggles career and family commitments

Photo by Larry Blair



By Jane M. Domain
Almanac Staff Writer

Spare time is a thing of the past for Franklin University freshman, Karen Forth. In addition to being a full-time student, Karen works as an executive secretary in the Ross Laboratories Medical Department and is a wife and mother of two daughters, Michelle, 17, and Mardi, 12½.

*Work by day
and school by night*

If that schedule isn't enough to keep her busy, she still finds time to cook, clean, and do laundry, although she admits, "My family is eating more pizza these days!"

Karen, 36, is in her second trimester at Franklin pursuing a bachelor's degree in Business Management. Eventually she wants to work as an administrator and has found it difficult without a diploma. She also hopes to set a good example for her daughters by conveying the importance of a college education.

Once she decided to take the plunge, she had little time to change her mind. "I registered on Friday, took the placement tests on Saturday, and attended my first class on Monday!"

The amount of homework came as a surprise. "I thought if I paid attention in class and took notes, I could probably do my homework on my lunch hour at work. I found out very quickly that I couldn't!"

Karen describes her daughters' responses to her student status as "pretty supportive. At first, I think they resented the time I spent doing homework, because it took time away from them. We solved the problem by sitting down and working on our homework together."

Karen says she's a perfectionist and wants to do well at Franklin. After a bit of coaxing, she admitted to achieving a 4.0 GPA and being named to the President's List following her first trimester.

Degree takes 32 years

By Irene Lightner
Almanac Staff Writer

Richard Thompson, investment manager for the \$1.8 billion Police and Firemen's Disability and Pension Fund of Ohio, is a 1980 Franklin University graduate. It was a long climb to his present position and education was an important part of every step.

Thirty-two years elapsed between the time Thompson began attending Franklin and the day he received a bachelor of arts degree. In 1948, Thompson, newly married and working for the Internal Revenue Service, decided to take advantage of the GI bill. "Everyone else was going to college. Why not?" Thompson said. He chose Franklin because it was "centrally located at the downtown YMCA."

Speaking of the early years at Franklin, Thompson remarked, "It was difficult to get a degree. Franklin didn't offer that many courses and they didn't

run consecutively so you could go right through. You wound-up taking a lot of periphery courses. I wanted to be an accountant so I took a lot of accounting courses."

Three years later, Thompson was close to an associate degree, but decided to drop out and take a second job to support his growing family.

"I never gave college another thought 'til my oldest boy graduated and my youngest son was half-way through," Thompson remarked. "It bothered me that I didn't have a degree." He returned to Franklin and earned a bachelor of arts degree in business and real estate.

Thompson speaks positively of his educational experience at Franklin. "Teachers give you a 'for instance' where a normal professor gives you a case. If the experiences of these people are important enough for them to remember, then you'll remember them also." Thompson believes it is good for the older student and younger student to be exposed to each others opinions. "They don't always match, but it makes you think."

Although Thompson took a break from Franklin, he never stopped going to school. He completed correspondence courses with the American Institute of Banking and the International Institute of Accounting. He also obtained a broker's license and took personnel courses offered to state employees. "I always felt that education was time well spent. I still think that." Thompson continues to take advantage of educational opportunities connected with his job such as the Wharton School of Finance and real estate investment institutes.

Richard Thompson's investment in education continues paying increased dividends.



The student senate turned back the hands-of-time for their back-to-school Winter Bash as they "rocked around the clock." The theme for this year's Winter Bash was "The Birth of Rock and Roll."

Girls were in poodle skirts, bobby socks and pony tails while the guys looked like the original "Greasers." Student Senate President, Lin Hillis, and her 50's band played favorite oldies.

Photos by Larry Blair



Placement tests determine math sequence

By Sharon Cason
Almanac Staff Writer

All degree programs at Franklin University have some mathematical requirement.

So, in order to graduate, whether you like, dislike, love or despise it, you must take math.

At Franklin, as in the case at most universities, the level at which you start in the mathematics program is determined by a placement exam. All new students, who do not have the proper transfer credits, must take this test. The exam is divided into three sections corresponding to the three courses in the pre-professional math sequence. The following is used to describe the exam procedure to new students:

Once a student fails a test and is required to take a course, they must take all subsequent courses in the pre-professional sequence.

According to Jane Sieberth, Developmental Education division chairperson in the area of mathematics, a majority (about 65%) of all students who take the Re-Entry Math test fail, thereby placing into that class.

Re-Entry Math, the first course in the pre-professional sequence, Introduction to Algebra, the second, and Pre-College Algebra, the third course, are all Developmental Education courses. Although students still pay for them, they are pass/no credit applied courses.

Developmental Education courses are designed to help a student succeed in college by strengthening their academic skills and self confidence. As part of the developmental program, Re-Entry Math and Intro to Algebra are mastery based courses. This means that students must master one area of study and attain a certain score on the test for that area before moving on to a new topic.

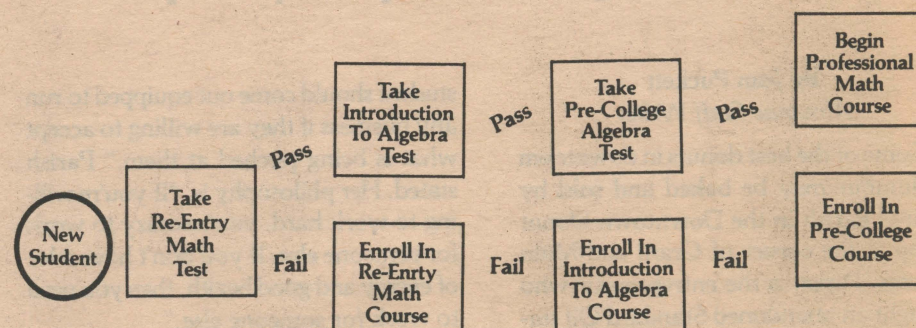
In Re-Entry math, students learn and/or review basic math skills, they are taught "how to study math" and learn how to improve speed and accuracy. Much time is also spent on reducing what is known as math anxiety.

Intro to Algebra and Pre-College Algebra are basically equivalent to high school Algebra I and II.

Sieberth said she was disturbed by the number of students who, in high school, took several math courses but still placed in Re-Entry.

She emphasized the fact that in many cases it has been years since a student has had that schooling and retention of material is often a problem.

The number of students who placed into re-Entry has dropped somewhat over the past few years, according to Sieberth. She noted that the emphasis on math skills is increasing, high school standards are getting higher and Ohio law requires two courses in math rather than one to graduate from high school.



Kidney disease affects millions

By Cheryl Splain
Almanac Staff Writer

Of the 4,272 students currently enrolled at Franklin University, 854 have the potential to be affected by the nation's fourth largest killer.

March is National Kidney Month, and April is Organ Donor Month. During the next two months the National Kidney Foundation will increase their efforts to educate students about kidney disease.

According to Verda K. Sharpe, Ex-

ecutive Director of the National Kidney Foundation of Central Ohio, Inc., approximately 13 million people, or one out of every 20 people, are affected by, end stage renal disease. These figures do not include the more than 400,000 hospitalized yearly for less severe disease, such as kidney stones. It is estimated that another 400,000 are treated without hospitalization.

The main purpose of the National Kidney Foundation is to support research about causes and cures of renal disease.

Franklin University Student Senate Preliminary Calendar

February Ice Skating Party (Centrum)

March Easter Egg Hunt
Swimming

April Spring Bash
Student Senate Elections
Educator of the Year

Special Activities include: Video Series—February—April
Spring Break trip to Florida

Look for details of these Student Senate activities in the student newsletter or contact Lin Hillis, President or Kim Barckert, Vice President for details

Persistence pays

By Jean Puckett
Almanac Staff Writer

Some of the best donuts in downtown Columbus may be baked and sold by Muriel Parish in the Downtown Donut Shop at the corner of Grant and Main Streets. Parish is the entrepreneur who bought an abandoned Standard Oil station and turned it into a profitable eating establishment. As a real estate agent, she had tried to sell this piece of property, but eventually realized it was an excellent business location and the area would continue to improve. Parish drove around the area over a period of time to learn what kind of business would do well at this location. She discovered there were no eating places south of Wendy's on Broad Street and nothing north of German Village in this area. It was predicted her business wouldn't last a month. As if to contradict this gloomy forecast, she has added extra parking since 1979, and recently built on to include 30 more seats in the shop.

A Franklin graduate with a B.S. in Business Administration, Parish has high praise for the professors and courses which enabled her to run a business. "A

student should come out equipped to run any business if they are willing to accept what is being pitched at them," Parish stated. Her philosophy is, "If you're willing to work hard, you're crazy to work for someone else. If you don't have a lot of energy and good health, then you need to work for someone else."

Even though Parish has no formal training or previous experience in food management, her restaurant features sandwiches, salads, and a different home made soup each day. She has always offered items in addition to donuts, believing that a person can't live on donuts alone. Franklin students and professors who frequent her eatery have high praise for the quality of food served.

Parish claims she has lived in every "burg" possible, but is originally from New York. She has worked for TWA, the Columbus Public Library, the Marine Corps and she has experience in window display. Originally a student at OSU, she transferred to Franklin because of the convenience of evening courses and the business-related curriculum. Parish says she knows what hard work is since she had a full-time job while pursuing her

education. She continues to work hard doing all the purchasing, some of the cooking, waiting on customers and cleaning up. She also handles the personnel duties of hiring and firing employees. "Some management skills are learned through life's experiences," she states.

Muriel Parish is a real success story and a modern role model for Franklin students. She realizes life is more fun when you're educated and sincerely agrees with the statement, "If you think education is expensive, you should try ignorance."

Photo by Larry Blair



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