Introduction to Working with Undecided Students
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Abstract
This topical session focuses on undecided students (variously known as “undeclared” or “exploratory”) to understand their characteristics and their reasons for being undeclared. Beginning with practical applications of advising strategies for this cohort, advisor attitudes, knowledge, and skills essential to be effective with this student population will be discussed. To extend to underlying principals that inform academic advising in these instances, various theories pertaining to student development and learning will be highlighted. Advising strategies and institutional models that are designed to support and assist undecided students will also be reviewed.

Outline
I. Undecided students: who and why
II. Types of Undecided students
III. The role of the advisor
IV. The importance of theories
V. The utility of the Holland Code
VI. The advising interaction
VII. Undecided student self-assessment
VIII. Methods of advising undecided students
IX. References

Bibliography


