

The Prerequisite

University College's
Advising E-Newsletter



From the Dean's Desk

by Dr. Kemille Moore

Welcome to November and the last third of fall Semester 2009. Can you believe it? There is hardly time to reflect upon the first part of the year when the second part starts coming straight at us. Hang in there.

When I do get an occasion to reflect upon the work that is done in University College, and when I have the chance to observe all the busy folks working in our office, I remember how much goes on in addition to advising around here. University College is the academic home of many dynamic first year programs at UNCW. I say we are the "academic" home because most of our curricular programs are the results of strong partnerships between University College and other offices on campus. Beginning on page 5 of this edition of our newsletter you will see some program updates about Cornerstone Learning Communities, Global Perspectives Initiative Learning Community, Freshman Seminar, and Synergy: UNCW's Common Reading Experience. We also have a growing Pre-Health Professions Advising program that is mentioned in this month's updates under the Cornerstone Learning Communities. I would like to take a few lines in our upcoming newsletters to provide you a brief overview of these programs. It is our commitment to excellence in these initiatives that help us fulfill this portion of our mission statement:

"Through its advisors and academic support programs, the University College works with students in their formative semesters to assist them in developing their interests, skills and talents to the fullest extent."

Spring 2010 Billing—Spring 2010 bills will be available to students and authorized users on November 16, 2009 and are due December 14 to avoid pre-registered class cancellation.



What Our Students Are Saying...

"Maggie Bannon is great and I always look forward to meeting with her. She has a great personality and I completely trust her when it comes to planning my future education at UNCW."

"Nancy McLemore has been very friendly and helpful every time I have met with her. A truly wonderful lady. Thanks!"

"Tim Bass is very caring and shows much consideration. Very helpful."

"Jamie Brenner was a very helpful advisor. I have a much clearer idea of what I need to do to achieve my academic goals."

Important Dates:

SeaNet opens for spring pre-reg.....Nov. 2nd
SeaNet closes for spring pre-reg.....Nov. 13th
Thanksgiving Break.....Nov. 25-27th
Last Day of classes.....Dec. 2nd

Attention Advisors:

Please return your Pre-Registration
Advising Report to Melanie
by Tuesday, November 17th

PDT Upcoming Event

November 10 Brown Bag Noon – 1:00pm Westside Hall Conference Room (1017)

Topic: Case Studies

Bring your best stories! Advisors will share challenging cases as well as success stories. You can share your own experiences or assist fellow advisors to plan strategies to address their cases.

Please email Shelly Myers with suggestions for future Brown Bag discussions. (myersm@uncw.edu)



November 2009

1

Issue #9

Hot!

Important Advising Updates

November 2009

2

Issue #9

CAMERON SCHOOL OF BUSINESS

- Encourage advisees to fulfill the math requirement as soon as possible.
- ECN 221 (Pre-requisite MAT 111)
- ACG 201 & ACGL 201 (Co-requisite MAT 111)
- Register for ACG 201 and ACGL 201 simultaneously. Students will receive an error message if they try to register for the lecture and lab separately.
- QMM 280 is the required course for business students. STT 215 can be substituted for QMM 280 when it comes in as AP credit or TRN credit. If the student plans to enroll in the MIS or OM programs they may be required to take QMM 280. (The BANNER system, however, is NOT set up to acknowledge this and is manually handled by CSB.) Any substitutions must be approved and made by either the CSB Student Services department or department chairs.
- Overrides in general should be referred to the Cameron School of Business.

FIRST-YEAR PRE-HEALTH STUDENTS AND NATURAL SCIENCE REQUIREMENTS

Pre-Health students should be in at least one science during their first year. If they took BIO 201 or CHM 101 in the fall, please encourage them to continue with another appropriate science course this semester. If they have not yet taken a science, it is crucial that they begin taking BIO 201 or CHM 101 in Spring. Beginning sciences early allows students to smoothly progress through the sequential science prerequisites for medical school and graduate programs in health fields. Thank you for continuing to utilize the pre-health website (www.uncw.edu/prehealth) and for the referrals of students who have questions!

AMERICAN SIGN LANGUAGE

American Sign Language courses are found on SeaNet under "American Sign Language", not ASL.

GEOLOGY

- GLY 250 "Beaches and Coasts" is being offered during Spring 2010. Dr. Lynn Leonard will approve it as a substitution for Basic Studies – physical science.

NACADA Advising Resource of the Month

MULTICULTURAL AWARENESS FOR ACADEMIC ADVISING

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Multicultural.htm>

Web links, articles, and bibliography

UPCOMING CTE WORKSHOPS

These informal workshops sponsored by the Center for Teaching Excellence can help provide you with tips in working with students, either through advising or in the classroom. For information, contact the CTE at 910-962-3034. No registration is required, and all workshops are held in the CTE conference room (Randall Library, 2nd floor, rm 2038).

- 11/5 3 p.m. - **Millennial Learning Styles and You**
John Fischetti
- 11/12 3 p.m. - **Setting Effective Boundaries with Students**
Carrie Clements
- 11/10 1 p.m. - **Facebook, Second Life and Ning; Using social networking sites in Teaching**
Shane Baptista
- 12/3 12 noon - **Pizza party with Rosemary DePaolo**- Clock Tower Lounge





Focus On... Melanie Canfield

*Executive Assistant
University College*

November 2009

3

Issue #9

I have been working in University College since July of 2006. Before then, I was as an Office Manger in University Learning Services (at that time it was called the Tutoring & Learning Center). I am probably the one person in University College that advisors will hear from the most, besides Shelly.

My duties in the office are varied, but probably the one with the most impact on advisors is the advisee assignment. Every summer I start making new advisee assignments after the June Orientations. It's a challenging puzzle of trying to put nearly 2,000 new freshmen with an advisor, and some of you may wonder why you get the students that you do. Well, let me try to explain it.

First, I run a report that breaks the students down into who is an Athlete, who is in Honors, and who is a Teaching Fellow. There are some students who will fall in two of those categories, and I have to assign those students based on an established order. Honors trumps the other two categories, so if I see a student is a Teaching Fellow and in Honors, the student will be assigned to Honors. All students in these three categories go to a select group of advisors who generally advise only these students for UC and who are the advisor of record for the Seminar class in which the students are enrolled.

Next, I look at the report again for all students who are signed up for a Freshman Seminar and I assign them to the instructor of record. Not all the instructors for Freshman Seminar are advisors for us, so those sections are assigned to "connect" advisors—advisors in UC who visit the class at least twice a semester. This year, because the advising numbers were low for some faculty advisors, I assigned a few sections of UNI to faculty advisor who were not teaching the class.

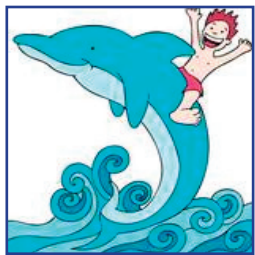
The students who are not signed up for Freshman Seminar are then split amongst all advisors. I try to give advisors the students who have indicated an interest in their particular area of expertise, but sometimes that is not as easy to do as one might think. For example, we have more students who indicate an interest in Marine Biology, than say, Criminal Justice, so I have to spread out those MBY students to several different advisors.

Some of my other duties in the department are maintaining the web site and updating the program sheets that are uploaded there; running various reports; answering the UC email; and designing the Pre-Requisite e-newsletter. This fall, I've had the privilege of teaching my first Freshman Seminar class and advising those students. It's been a rewarding experience. First of all, I gained so much more respect for all of the teachers I've ever had because I never realized how stressful and time consuming putting together a syllabus can be! (*Special thanks to Nanci Boldizar for letting me plagiarize her syllabus.*) Keeping the students' attention at 3:30 in the afternoon has been a challenge, but I found that if I have them work in groups that they stay more engaged and interested in the material being covered. Most importantly, I have really enjoyed getting to know all the students better by meeting with them one-on-one for pre-registration.

On a more personal note, I was born in Cooperstown, New York, (yes, the Home of Baseball) and I lived in Lake Worth, Florida for eight years before moving to Wilmington in 1999. I've been married to John for 10 years and we have, let's say, *several* cats. I earned a Masters in Liberal Studies from UNCW in December of 2008. And, I'm still working on my first novel.

The online advising system has made 4,273 appointments as of 10/27/09....
and pre-registration is not over yet!

Thank you, Tom Janicki!!!!



I'm swimming in a dolphin tank

by Mike Phillips

...and then I realize that my knowledge of math and science is horrible. But it sounded so cool to be able to pet Shamu and make a spectacle of myself at SeaWorld. The view looked similar for Notre Dame's Rudy Ruttiger who spent so much time practicing to reach his dream only to play all of what? 2 or 3 plays in the last series of ONE game?

Tom Rath (2007), who assisted Donald Clifton in the *Strengthsfinder 2.0*, mentions what he calls the misguided maxim that "You can be anything you want to be, if you just try hard enough." How strong is that fabric of our culture that overcoming deficits and correcting weaknesses seems essential?

As I spoke with a class of UNI students yesterday during one of our regular presentations, I realized how many of them are creating "Rudy" scenarios for themselves by chasing a dream and not a STRENGTH. I see the disconnect when reviewing assessments and/or the Card Sort Activity when a student that seemingly has no interest in REALISTIC and INVESTIGATIVE areas, still wants to pursue science and math.

It's no secret that the overwhelming number of students that come to me are chasing either a parent's dream, a myth they once heard about salaries, or what the media is telling them. I can "find a home" for most of them and will continue to do so in the Pre-Registration period. Continue to send me your "Rudy's" and I'll see that they play the whole game in a major where they truly belong.

Rath, T. (2007). *Strengths Finder 2.0: A new and upgraded edition of the online test from Gallup's Now, Discover Your Strengths*. New York: Gallup Press.

Mike is a Career Development Counselor with UNCW Career Services. Besides working with deciding students, he is a liaison with English, Communication Studies and some of the humanity departments. Mike has his B.S. in Food and Nutrition from Florida State University and his M.A. in Education Administration/Student Affairs from the University of Nebraska-Lincoln. He can be reached at 910-962-3174 or phillipsm@uncw.edu.



Tips on Making Effective Referrals

Pre-registration advising presents many opportunities for referrals to other campus resources. Although advisors do have lots of experience and information, we cannot be expected to know all the answers and be able to solve all problems. Here are some tips for making effective referrals and recommendations:

- Inform yourself of campus resources. Pay particular attention to the name of contact people and the chain of command in various offices. Ultimately you will develop an invaluable sense of which people in each area are most helpful and responsive.
- Keep a list of names, offices, and telephone numbers on hand for quick reference. Show students the website for the office.
- Listen carefully for expressed and implied needs. Often students won't ask directly for help, but they very much need a referral. They may also focus their concerns in an area that is less crucial to their needs than another. Listen carefully and ask questions to get at the heart of the issue.
- Try to make students comfortable. Students are often uneasy about following through with a referral. Point out the friendliness, accessibility, and helpfulness of the people you are sending them to. Tell them what to expect once there or give them a specific name, if possible.
- Keep the chain of referrals as simple as possible. Often students will have to visit several offices for a specific outcome. Help students reduce the run-around by finding ways to eliminate steps or by providing them with a proper sequence of steps.
- Help students draw up agendas for referrals. Help them jot down crucial questions for getting the most of their visits.
- Facilitate the referrals. Call ahead while the student is in your office or even walk the student to the office. Telephoning can be helpful in two ways: it can help ensure that you are sending students to the right place, and it can give you the opportunity to make an appointment.

• Follow up with students after the referral. Call or send an email a week or so after the referral or schedule a follow up appointment when you make the referral. Make notes in your advising files and ask students on their next visit about the results of their contacts. If students haven't followed through, find out why and discuss the reasons. See if you should make a different referral, or if you need to become more involved in ensuring contact. Don't take the process over from your students, however, since it is their responsibility to see that their needs are met.

Roundy, Jack. "Tips on Making Effective Referrals in Academic Advising." *Academic Advising News*, Vol. XIV No 2, April 1992, 2, 10.

Beyond Advising: What UC Students Have Been Up To

UC Curricular Program Updates -- Fall 2009

Cornerstone Learning Communities Maggie Bannon, Coordinator

Cornerstone Learning Communities (CLC) continues to be a very popular Freshman program; students rush to apply and many are put on a wait list. This semester, 198 freshmen participated in this residential learning experience, living and learning together in Cornerstone Hall. All learning communities include two Basic Studies courses and an Integrative Seminar. Here are this year's Learning Communities.

For full descriptions, visit <http://www.uncw.edu/stuaff/housing/clc/coursesoffered.htm>.

#1 - The Art and Science of Community

Themes in Literature (ENG 290), American History from 1865 to Present (HST 202), Integrative Seminar

#2 - The Explorers: Cultural Anthropology and Global Citizenship

Human Societies (ANT 205), Themes in Literature (ENG 290), Integrative Seminar (UNI 105)

#3 - Green Wave: The Global Generation

Introduction to Environmental Studies (EVS 195), College Writing and Reading (ENG 101), Integrative Seminar (UNI 105)

#4 - I Want To Help People: Academic and Personal Development in Preparation for Health Professions

General Chemistry (CHM 101), Principles of Biology: Cells (BIO 201), Integrative Seminar (UNI 105)

#5 - Lights! Camera! Optics!

History of Photography (ARH 205), Introductory Physics (PHY 105), Integrative Seminar (UNI 105)

#6 - The Soundtrack of History: German Music & Literature

Survey of Music Literature (MUS 115), German Literature in Translation (GER 209), Integrative Seminar (UNI 105)

#7 - The Unseen: Microbiology & Its Impact on the Human Condition

Microbes and Human Society (BIO 190), Themes in Literature (ENG 290), Integrative Seminar (UNI 105)

#8 - Vital Signs: Navigating the Journey from Freshman Year to Medical School

General Chemistry (CHM 101), Principles of Biology: Cells (BIO 201), Integrative Seminar (UNI 105)

Global Perspectives Initiative Learning Community Amy Hathcock, Coordinator

The Global Perspectives Initiative is the newest UC freshman success program. Delivered in partnership with the Office of Diversity and strong collaboration with the Center for Service Education and Leadership, Global Perspectives is a comprehensive program that strives to:

- foster a strong sense of community
- enhance leadership abilities
- promote personal development and cultural exploration
- produce engaged citizens of the world

This new program is unique in that serves the students through both their first and second years. This Fall semester, 50 students in this learning community enrolled in the following common courses:

- COM 104 (Bruce McKinney)
- UNI 292 (Amy Hathcock, Jorge Figueroa)
- SOC 105 or HST 104 (Steve McNamee, Yixin Chen)

In the Spring semester, these same students will share another course focused on service and leadership. In the second year, students have the opportunity to enhance their multicultural understanding by attending various campus and community programming. Through the entire program, GPI participants will earn 11 credit hours towards graduation, complete 3 UNCW Leadership Certificates, and develop a personalized education plan.

Synergy: UNCW's Common Reading Experience Jenny Adams, Coordinator

The Fall 2009 Synergy Common Reading selection is *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah. In the award-winning, best-selling memoir, Beah, now twenty-eight years old, tells the riveting story of his life as a child soldier in Sierra Leone, Africa, fighting for the government army. His story is a powerful personal account of war and violence but also of redemption and hope.

During the Fall, the book was used in Freshman Seminar and various courses. There have been numerous events surrounding the book and its topics, including discussion groups, a keynote speaker, films, and faculty panel. A World ACTion Festival is planned for Nov. 5 11:30-1:30 in Burney Center. The festival will focus on the themes of human rights, social justice, and activism with student organizations, community and campus organizations, performances, and speakers.

For more program and book information, visit www.uncw.edu/commonreading.

UC Curricular Program Updates continued from page 5

Freshman Seminar (UNI) Rebecca Stultz, Coordinator

This year, 1619 new freshmen elected to take a Freshman Seminar to ease their transition and enhance their first year experience. This amounts to approximately 83% of our incoming freshmen. There were 68 sections including the Teaching Fellows and Honors seminars. Our traditional seminars accounted for the majority of these sections; however, UC continues to offer freshmen seminars with a special focus:

- The EDGE - focuses on community involvement and civic engagement
- The 7 Habits of Highly Effective College Students • Learning Links - seminars linked to a Basic Studies course
- IBEC (Isaac Bear Early College) – provides a quality college-ready education
- Athletes – supports the academic success of incoming UNCW athletes
- Cornerstone Learning Communities • Global Perspectives Learning Communities

Thanks to the dedicated efforts of our 30 Freshman Seminar instructors, representing 30 departments and offices across the UNCW campus.

November 2009

6

Issue #9

Setting GPA Goals With Your Advisees

Here are some steps to consider when discussing GPA goals with your students

1. Determine a GPA goal

- What is the overall GPA desired by the student? • Are they striving to be on the Dean's List?
- Are they striving for a GPA that will make them competitive for graduate or professional school?
- Do they need a particular GPA to remain academically eligible?
- Do they need a particular GPA to enter their major of choice?

2. Help the student calculate what they need to earn in the current semester to reach the overall GPA they desire. You can use this equation.

Total GPA hours at UNCW

(does not include transfer, AP/IB/CLEP hours) _____

times

Desired overall GPA X _____

equals

Total required quality points = _____

minus

Quality points previously earned - _____

equals

Quality points needed for desired cumulative GPA = _____

divided by

Current semester's attempted hours / _____

equals

Current GPA (or next semester's GPA) needed to reach
desired overall GPA = _____

3. Plan for the next semester.

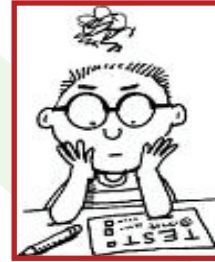
- What study strategies have proven successful for the student in the past?
- Are they aware of academic support services?
- What can the student change in regards to study strategies or time management that can improve their grades?
- What other responsibilities does the student have and how does these help or hurt their academic performance?
- Should the student consider grade replacing courses? • Should the student consider taking fewer credit hours?

4. Planning beyond the next semester.

- Is the student considering summer school at another institution? If yes, explain that transfer credit/grades will not affect their UNCW GPA, but could raise them to a higher retention standard. Also, courses they wish to grade replace must be taken at UNCW.
- Will the student have to attend summer school at UNCW to repair their GPA? How many hours should the student take? Can they retake any courses in the summer for a grade replacement?
- Discuss an alternative major with student's who will have difficulty reaching the GPA required for their desired/first choice major.

Test Your Knowledge: GPAs & Grade Policies

1. What hours are used in determining a student's total credit hours for retention/academic eligibility?
 - a. GPA hours
 - b. Earned hours & transfer hours
 - c. Attempted hours & transfer hours
 - d. GPA hours, transfer hours, AP/CLEP/IB & supplemental credit hours
2. To avoid academic suspension, a student with 25 hours must have this overall GPA at the end of the spring semester
 - a. 1.0
 - b. 1.5
 - c. 1.75
 - d. 2.0
3. Where can students find a GPA calculator online?
 - a. SeaNet
 - b. SeaPort
 - c. University College homepage
 - d. There isn't one available.
4. What is done when a grade replacement is included in a GPA calculation?
 - a. Nothing. All quality points and credit hours are included in the GPA. There is just another (hopefully, higher) grade listed for the course on the student's transcript.
 - b. The GPA is recalculated to exclude the credit hours and quality points earned the first time the course was taken. The new grade and hours are calculated in place of the previous grade and hours.
 - c. It depends on the grade earned the second time the course is taken and if the course is required for the student's major.
 - d. If the grade is a "C" or better, the second time the course is taken, the students' GPA is recalculated.
5. A student is put on academic warning if s/he earns an overall GPA below
 - a. 1.5
 - b. 2.0
 - c. The gpa required by their major
 - d. Depends on their catalog year
6. If a student takes a course at a community college, how is their UNCW GPA impacted?
 - a. It isn't. Transfer credits and grades are not calculated into UNCW GPA.
 - b. If a student earns a "C" or better in a transfer class it is included in their UNCW GPA.
 - c. It isn't, but the additional transfer credit hours could move a student to a higher retention standard.
 - d. a & c
7. A student with 12-14 credit hours will be on the Dean's List if s/he has earned
 - a. a 3.2 semester gpa
 - b. a 3.5 semester gpa
 - c. a 3.5 semester gpa, with no grade below a "B"
 - d. a 3.2 semester gpa, with no grade below a "C"
8. A student with 15 or more credit hours will be on the Dean's List if s/he earned
 - a. a 3.5 semester gpa
 - b. a 3.75 semester gpa
 - c. a 3.2 semester gpa, with no grade below a "B"
 - d. a 3.75 semester gpa, with no grade below a "B"



Test Your Knowledge Answers

- | | |
|------|------|
| 1. d | 5. b |
| 2. b | 6. d |
| 3. b | 7. c |
| 4. b | 8. c |

Happy Halloween!

