

The Prerequisite

University College's
Advising E-Newsletter



From the Dean's Desk

by Dr. Kemille Moore

This month I will continue on with the NACADA core values. I left off at 5) **Advisors are responsible to their educational community.**

“Academic advisors interpret their institution’s mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.”

This core value from NACADA reinforces for me that just as University College must be connected to the UNCW community in a myriad of ways, so must UNCW administrators, faculty members, advisors and staff members be connected to the greater Wilmington area. All of us are already connected in many ways. We have children in local schools, we worship at local churches and synagogues, we walk our beaches and we frequent our parks. True connection and knowledge of a region goes deeper—and I believe most members of the UNCW community are connected in this deeper and more powerful way. It is through our work with schools, state and local agencies, and non-profit organizations that we gather information about programs and resources that will help our students succeed at UNCW and as members of the larger community of greater Wilmington and New Hanover County. It is our responsibility as advisors and mentors to encourage our students to engage with these programs and resources to form their own powerful connections.

Orientation is just around the corner.....

It’s getting close to that time of year again when hundreds of students and their parents will descend upon our campus for Freshman Orientation. This year we are again expecting a yield of 1,950 students.

For the first three weeks in June, University College will be involved in both day one and day two of all six sessions. On day one, Dean Moore will be conducting the ABCs, a presentation that provides valuable information about what it means for students to be entering University College, the types of programs offered, some college jargon to familiarize themselves with, and it includes some essential details about academic advising. On day two, students meet in small groups in rooms across campus with several academic advisors who help guide the students in their course selections.

Michelle Vliem has been coordinating the advising portion of orientation for the past three years, making it a seamless process. She will be shadowed this year by Elaine Hogan who will be assuming the orientation responsibilities next year. Elaine is confidently up to the challenge and we are confident in her!

Important Dates:

Spring semester ends.....	May 6th
Transfer student orientation.....	May 12-13th
Summer Session I classes begin.....	May 14th
Drop/Add for SSI ends.....	May 19th
State Holiday/No Classes.....	May 25th

Brown Bag Announcement

The Brown Bag series will be continuing so keep watching your email for updates on what’s next.

Thank you to those who have participated in the Brown Bag this month. A presentation on “Prescription Drug Abuse: Identifying Campus Use and Developing Effective Prevention” was given in collaboration by Rebecca Caldwell and Aimee Hourigan of Crossroads and Dr. Erin Farley and Dr. Christina Lanier of the Sociology & Criminal Justice department. Jamie Brenner served as facilitator.

Participants: Jenny Adams, Scott Amundsen, Tim Bass, Kathleen Benzaquin, Tammy Bulger, Melanie Canfield, Linda Collins, Tanya Croom, Deron Fort, Ginny Guerry, Amy Hathcock, Elaine Hogan, Amy Knebel, Colleen Kolb, Tom Kunz, Nancy McLemore, Kelly Moore, Shelly Myers, Michelle Vliem, Will Wilkinson, and Nancy Woodside.

Early data regarding job search shows slight upturn



by Mike Phillips

As I sit here on this proverbial ‘Titanic’ telling students that we’re not going to drown, I am feeling that more students are starting to believe me. It could be because some of the numbers are turning around ever so slightly (or because there aren’t many life rafts in the first place). Don’t get me wrong, I have read my fair share of gloom and doom articles from a variety of professional sources, but when I see some positive numbers, I feel compelled to share them.

The Career Center professional organization known as the National Association for Colleges and Employers (NACE) just released some early data regarding the job search. Here is what they found in a survey of 11,000 May 2009 graduates:

- 19% of seniors who have applied for a job have already obtained one
- Top majors were Accounting, Engineering, Business Management, Computer Science, and Health Sciences
- Males experienced a slightly higher rate in obtaining a full-time position: 21% compared to female 17%
- 43% of female Accounting majors had already obtained full-time positions!

We want to help your students prepare themselves to be great candidates for employment. Please remind them that they are welcome, at any time, to set up a practice interview with the Career Center. It will be specified to their target position. We can also review resumes and cover letters during appointments, drop-in hours, or a new link on our website where a student can submit a resume and get it back in less than 24 hours.

We want our students to be well prepared when they hit this rocky sea known as “the job market.” Keep them on this ship with me and we’ll bail it out together!

Reference:

Early survey results show 19 percent of seniors who have applied for jobs have obtained one. (2009). Retrieved April 8, 2009, from NACE Spotlight Online: <http://www.naceweb.org/spotlight/2009/c040109.htm>



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.

Parting Shots:

The best reasons for being an advisor

by Kathleen Benzaquin



As I reflect on my 16 years advising at UNCW (retirement will do that to you...lots of reflecting!), I thought I'd share with you my Top Three highlights about my advising experiences:

3. The Power of Knowledge:

Talk about being a BMOC (or in some of our cases, BWOC)! The more you know about stuff the more you are in demand. Having an understanding of how Basic Studies and majors work is like having Willy Wonka's Golden Ticket; everyone wants to know you and share the chocolate! Your advising load begins to double as your advisees spread the word of your great knowledge and expertise and they send their friends to you for a “second opinion”!

2. The Network of Stars:

When I first came to UNCW I was with General College as a fulltime advisor. We had a staff of 4 people and some departmental advisors. The group has grown tremendously and with it has developed a wonderfully dedicated staff that has made our jobs as departmental and school advisors so much more enriching. And all that training...great for our PDRs and even better for our personal development! And don't even get me started about how much fun it is to listen to the rants of some of our favorite advisors!

1. The Kids:

These kids keep us laughing and keep us young! I love having crazy stories to tell my non-university friends who already think I'm as nuts as the students for enjoying what I do so much. Over the years we all have had our head-shaking moments, uttering comments like “Are you kidding me?” and “If you don't come for the fifth appointment you have made after being a no-show the other four, then I will hunt you down and make you weep (oops...am I the only one who says that??)”. But in all seriousness, these kids are the reason we work so hard to keep them on track and to help them find success in all aspects of their lives. For me, it's been “all about the love” and I will leave knowing I have greatly influenced the lives of many young people. And they leave knowing someone at UNCW truly cared about what kind of people they would turn out to be. So, lift your glass and toast how far the good work that doing that as well, in Italy!!



we have come and we do. I know I'll be although it may be



UC Pre-Health Advisors: Who are they?

UNCW supports three academic advisors with a special focus on serving students interested in health careers. Two are housed in University College - Dr. Linda Collins (collinsl@uncw.edu) who joined UC in March, 2008 and Jamie Brenner (brennerj@uncw.edu) who arrived in January, 2009. Both Jamie and Linda are involved in programming and individual advising of pre-health students. In addition, they collaborate with Dr. Tim Ballard (Ballardt@uncw.edu), Associate Professor, Department of Biology & Marine Biology, who works closely with students in the medical school and graduate school application process and serves as advisor to the UNCW chapter of the American Medical Student Association (AMSA). All three pre-health advisors are active members of the National Association of Advisors for the Health Professions (NAAHP).

Dr. Linda Collins recently celebrated her one year anniversary in UC. Linda practiced as both an Oncology and Certified Palliative Care nurse in New Hanover County for five years prior to coming to UNCW. Nursing is the result of a career change undertaken after two decades spent teaching undergraduate business in New York State at both Ithaca College and Cornell University. Linda views her work as an advisor to pre-health students as a perfect blending of her fascination with science, love of working with undergraduate students and passion for healthcare.

Jamie McClintock Brenner joined the UC staff from Philadelphia where she advised first and second-year students at a health science university. Her particular contribution to the pre-health program at UNCW is firsthand experience advising in the Allied Health fields of Occupational Therapy, Physical Therapy, Physician Assistant studies, and Pharmacy. She has also worked with pre-med students at both Michigan State University and University of the Sciences in Philadelphia.

Pre-Health Advising: What does it involve?

One-On-One Advising

One-on-one advising is the core of the pre-health program at UNCW. As UC pre-health advisors, Jamie and Linda work primarily with first-year students, while Tim focuses on the issues relevant to sophomores, juniors and seniors. Throughout the various stages of academic and career development, students require consistent guidance in selecting appropriate coursework to meet minimum and recommended prerequisites for medical school or graduate schools of health. Many times students also seek more information about the wide variety of health careers available to students with strong performance in science and a desire to help people. The pre-health advisors' unique experiences with and knowledge of the UNCW science curriculum, with health care policy and practice, and with professional development regarding advising pre-health students have provided them with special insights to guide students through the preparation for graduate school. They understand subtle differences between professions as

well as the complex mix of personality and experience that medical schools and graduate schools of health look for above and beyond GPA and entrance exam scores.

Pre-Health Programming

The main objective of pre-health programming is to share information with students. In addition, pre-health advisors strive to offer opportunities, such as organized community service events and clinical visits, through which students can develop the intangible qualities that medical schools and graduate schools of health demand in qualified candidates. Current programming consists of annual information sessions and pre-health integrative seminars offered through the Cornerstone Learning Communities. The pre-health program at UNCW also provides a format for creating and updating an on-line portfolio enabling students to track their experiences and accomplishments for easier production of statement of intent essays and resumes during the medical school application and interview process.

Serving Pre-Health Students: What can all advisors do?

Not every pre-health student identifies him/herself as such on the application to UNCW. Many students coming out of high school already recognize that pre-health is not a major and that they must select an academic major in a specific subject during their undergraduate years. Many students who initially state an interest in biology, chemistry, and psychology also have an interest in pursuing a health career in the future. It is a primary goal of the pre-health program that all students who initially or ultimately express interest in pursuing a health career, no matter when they are identified, will eventually meet with a pre-health advisor. In the meantime, several resources are easily accessible to all UC advisors to assist in discussions with students about preparation for health careers. UC advisors are strongly encouraged to review individual cases with pre-health advisors and to refer pre-health students for consultation.

Resources you can use when advising pre-health students:

- The pre-health website (www.uncw.edu/prehealth) contains links to graduate schools of health in North Carolina, lists of recommended coursework for entrance into medical and graduate schools of health, student organizations and local opportunities for shadowing, volunteering and engaging in community service, current events of interest to pre-health students, information about how to start an e-Portfolio, contact information for all three pre-health advisors at UNCW, and much more. If a student expresses an interest in a particular graduate program, encourage him/her to use that institution's website directly for information about admissions and prerequisite coursework.
- One benefit of having easy access to information about coursework and entrance requirements for medical and graduate schools on the pre-health website is that students can revisit their interest at any time and plan again to pursue a health career in the future. Students should not be pressured to abandon goals relating to health careers too soon, but if they are not succeeding in their science course-

Pre-Health Advisors...cont. from page 3

work, they should be encouraged to consider alternative interests, academic programs, and careers.

Tips and pointers for advisors working with pre-health students:

- Pre-health students can major in literally ANY discipline as long as they complete the particular prerequisite coursework that their graduate school requires; major is NOT important but superior GPA and entrance exam scores (MCAT, DAT, GRE, etc.) are critical.
- Students should always refer to their intended medical or graduate school website for specific entrance requirements.
- Students going on to graduate programs of health should take the BIO 240/241 anatomy and physiology sequence which provides a review of all of the systems of the body rather than PED 216/217 which focuses on a subset of systems that relate to body movement.
- Many graduate programs recommend psychology coursework for pre-health students. Introductory Psychology (PSY 105), Lifespan Human Development (PSY 223), and Psychopathology (PSY 347) are good recommendations for pre-health students.
- There is no particular sequence in which prerequisite courses for graduate school should be taken (other than those identified by each department as course prerequisites). It has been recommended that students interested in medical school complete prerequisites prior to or during their junior year in preparation for the MCAT because they take the exam during their junior year. The same is true for students preparing for the PCAT for pharmacy school and the DAT for dental school. Students may also want to wait to take organic chemistry during their junior year so that the material is fresh in their minds for the MCAT, PCAT, or DAT. Some Physician Assistant programs require that students have prerequisites completed prior to submitting their application to the graduate program whereas other programs will allow application if final prerequisites are in progress.
- Students interested in medical, dental, and pharmacy school must plan for intensive, science-focused study for the MCAT, DAT, and PCAT respectively, because those tests measure specific knowledge in various science and other disciplines. The GRE that is required for PA school, Occupational Therapy programs, and Physical Therapy programs is the standardized graduate school entrance exam. While the content of the GRE is not science-specific, students should be encouraged to prepare through personal study or a GRE prep-course in order to maximize their score on the first round of test-taking. Some schools may average

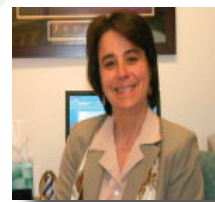
all scores from entrance exams while others consider only the highest score. Students do not want to take any chances with their test scores or take the test once as a “trial run” assuming that they can retake the exam without repercussions.

- Advisors should strongly and consistently encourage students to pursue their extracurricular interests in a meaningful way as to gain leadership experiences and to enhance their ability to build rapport with other people. Documented evidence of shadowing, volunteer and community service activities are crucial elements in all successful applications to graduate schools of health.

When students should be referred to meet with pre-health advisors:

- If a student is uncertain about what major to declare, they can meet with a pre-health advisor to discuss how majors can prepare them for the particular health careers in which they are interested.
- If a student is having difficulty understanding the competitive nature of medical and graduate school admissions, especially in regards to GPA, pre-health advisors would be happy to discuss the realities of application to medical school and graduate schools of health.
- If a student is uncertain about which health career would best suit his/her strengths or goals, a pre-health advisor can provide them with more detailed information.

The most powerful influence that an academic advisor can have on pre-health students is to be realistic while being encouraging. Students with big dreams benefit from cheerleading and confirmation that they can accomplish their goals. They also benefit from a clear explanation of expectations associated with those dreams and a detailed description of the path to success.



Linda Collins



Jamie Brenner

Roles of the Academic Advisor

r e r i u q n i r r e e e f e r r r l
o o e o n d o o o t d c r a i e e l n
t c a t g r t l h u u o r e f n v r o
a r s c n a e d c c t e r e e g l f e
c r i s i s m a n a g e r t r t o r o
i c c d n h t n l t d r s i l r s n r
n a e u s o a u r a a i c n t e m r e
u m o d r u c e e l l s o u a p e c p
m c e n s l x l s o c e n a d x l e e
m e o c a d r o o g e e f c v e b p e
o e e c e e u g r r t r r a o t o m k
c c a n e r u l e e n f o r c e r v d
r p f h c t e e l a g f n m a n p l r
g t c e o o a l r d o n t a t a c o o
a e r t c c e t r e p x e r e e r a c
e n c o u r a g e r c e r l o s g c e
v m i o e y s s l p u r n a l t o r r
r a d e m o t i v a t o r p c a n e o
o s e l t n a d i f n o c t c e h e c
f a l o r e s r e y g m f h c m c c m

advocate
challenger
coach
communicator
counselor
crisismanager
educator
fortuneteller
inquirer
listener
mediator
mentor
problemsolver
referralsource
ruleenforcer
seanetexpert
gpacalculator
shouldertocryon
catalogreader
careerexpert
confronter
recordkeeper
encourager
cheerleader
motivator
confidant



Have a great summer!

