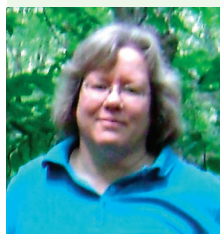


# The Prerequisite

University College's  
Advising E-Newsletter



## From the Dean's Desk

by Dr. Kemille Moore

It is my privilege to write the welcome for this month's UC e-newsletter. Dr. Moore is abroad visiting family. I know she would want me to thank everyone for their hard work during advising and pre-registration. This was my first experience advising at UNCW. I have been very impressed with the level of concern and dedication shown by the UC professional and faculty advisors and other professional advisors across campus.

Our ability to effectively serve our students is contingent upon our willingness to work together. This idea is reflected in Core Value #2 of the National Academic Advisors Association (NACADA). Dr. Moore began the review of these values in the October e-newsletter with core value #1: Advisors are responsible to the individuals they advise. Core value #2 is below.

This month reflect on your campus connections. Challenge yourself to build a relationship with someone you don't know well. Build on a relationship you already have by reconnecting with a long-time colleague. Expand your network of contacts to become the best advisor you can be.

*Shelly Myers*

### And the winner is....

The title for the advising e-newsletter, winning with a majority of the votes is "The Prerequisite." "The Prerequisite" was submitted by Tim Bass from Creative Writing. Runners-up included "UC: The Plan" submitted by Kathleen Benzaquin and "Call of the Jackalope" submitted by Linda Collins. Thanks to everyone else who sent in entries and voted.

Since sending out the first e-newsletter several people have asked how they can submit articles or announcements. If you have something you would like to submit, email it to [myersm@uncw.edu](mailto:myersm@uncw.edu). The deadline is the 15th of each month. "The Prerequisite" will be emailed the third week of each month. We will do our best to include all submissions that are received.

Lastly, for those of you who actually did the crossword puzzle the very last clue (#25 across) was incorrect. It should have been "a student graduates with this distinction if he or she has earned a grade point average of 3.70-3.89." If you are interested in making your own crossword puzzles, check out [www.crosswordweaver.com](http://www.crosswordweaver.com). It's a fun way to make a quiz.

*Happy Holidays!*

### Important Dates:

Summer 2009 Schedule available in SeaNet.....	Dec. 4
Payment Due.....	Dec. 8
Student Accounts emails students if classes have been dropped.....	Dec. 11
SeaNet reopens.....	Dec. 15 (Remember...all students have been assigned new alt pins)
Grades due by 2:00 p.m.....	Dec. 16

November 2008

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Issue #2

## THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

### 2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

# *The Decided Challenge of Working with the Undecided Advisee*

by Tim Bass

UC Faculty Advisor

November 2008

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Issue #2

My advisee takes her seat across from me.

I look at her, then at the file, then back at her.

“So,” I say, “what are you considering for a major?”

She looks down.

“I have no idea,” she says.

In her voice, I hear a tone that sounds a lot confused and a little ashamed. She is a college student. She sits in the office of her academic advisor, who has her official-looking folder on his desk, and he’s asking a question she can’t answer. Many of her friends have chosen their areas of study, and several even have a clear view of their career paths beyond college. Why, she seems to wonder, can’t she do the same? Her own words indicate her self-consciousness, her feeling of being ill-equipped: There are ideas about college majors, but she has none.

As an advisor, I find myself in this situation once or twice a semester. (That number must be far higher for University College advisors, whose advisee rolls run well into triple digits.) The student’s response—“I have no idea”—often surprises me. Usually, the file shows some indication of an intended major, probably jotted in haste during Freshman Orientation. These days, with so many students arriving at UNCW bearing a load of credits in Academic Placement and college-transfer courses, along with plans to attend graduate school, I find the “undecided student” to be the exception, not the rule.

I have no training in how to handle undecided students. But training isn’t critical. My responsibility, after all, is to help my advisees negotiate the early courses—the Basic Studies, the pre-requisites, the intro-level classes that lead to something bigger. Still, that doesn’t cover all my responsibility. As advisors, we’re fooling ourselves if we try to play off academic advising as simply “helping students pick their classes.” We all know the job reaches far beyond that. This is especially true when we have undecided students.

My response is to show no reaction, nothing to indicate that I see a problem here. Because I don’t. My first goal is to ease anxiety.

“No sweat,” I say to the undecided student. “You have time to make that decision. For now, take your Basic Studies classes, and think it over.”

I talk to the student about areas of interest—which courses she enjoys, which ones challenge her, which ones she feels confident about. I suggest a visit to the Career Center.

Often, I find that the undecided student possesses a variety of intellectual interests. Three years ago, my most undecided of undecided advisees was a young man who was willing—even anxious—to take any course listed on the Basic Studies sheet. Like most undecided students, he was anything but closed-minded. (He remained undeclared until, finally, he chose recreation/tourism and commercial, with a minor in environmental studies.)

My undecided advisee and I comb through the list of Basic Studies courses. I say it’s a good time to take that physical science class. It’s also a good time to take a foreign language. Don’t overlook the social sciences—lots of interesting courses there. And this interdisciplinary category—check out the possibilities here.

At this point, I use an old, corny analogy. I encourage the student to treat the Basic Studies courses like a dinner buffet: Dip into English, dip into philosophy and religion, into geology, into history and psychology and computer science. Try a little of this and a little of that. Find what you like, and then go back for more. (This analogy resonates more around mealtimes.)

In a few minutes, we have a decent lineup of courses that will accomplish two goals: (1) The student will continue making steady progress through the Basic Studies and toward graduation, and (2) she has bought herself another semester to think over her options.

If, later, she chooses a major and finds herself behind—say, in nursing or marine biology or athletic training—we’ll discuss catching up through summer school, and delaying some Basic Studies courses in order to get the lab courses she’ll need.

For now, though, she signs the carbon-copy worksheet. Before she leaves, I assure her that as her academic advisor—I like to use the official-sounding title here—I’m not worried that she hasn’t chosen a major. I tell her she shouldn’t worry, either. A little indecision, I say, isn’t a bad thing.

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*Tim Bass teaches in the Department of Creative Writing. He has been a faculty advisor for the University College since 2000.*



# UC Advisors Know It All!

Solution:



## ACADEMIC ADVISOR PROFESSIONAL DEVELOPMENT

**Attention Advisors -- Please remember to block your calendars for these two events.**

*If you are a UC faculty advisor or a professional advisor outside of UC and you would like to attend,*

*R.S.V.P. to Liz Randall at [randalle@uncw.edu](mailto:randalle@uncw.edu) by December 3.*

### Tuesday, December 9, 2008, Westside Conference Room

9:00am-11:00am QPR (Suicide Prevention) -- Counseling Center staff

11:00am-1:00pm Presentation of Counseling Center Services

Meet & Greet/Brown Bag Lunch with Counseling Center staff

(If attending, please bring your lunch.)

### Tuesday, December 16, 2008, Westside Conference Room

10:00am-Noon Appreciative Advising – Dr. Scott Amundsen



## I'm Going to Make \$90,000 a Year

by Mike Phillips

Ah...you have to love the students who bring a wildly unrealistic view of salaries to a meeting with their career counselor. Sometimes you may even have the opposite view of "the economy is terrible, I'll never get a job". Once I'm able to get around the loftiness of person 1 and the somber outlook of person 2, I begin to create a "treasure map" of sorts for each student.

My partnership with University College is just over one year old and in that time I've seen close to 200 students who need to find their major and career "treasure map". In creating a map, we start with assessments (knowing themselves is really the first battle). Second, we talk about some career options tied to majors. Third, we speak about careers related to the Myers-Briggs type. Finally, we finish by researching various careers (training, salary, 10-year job growth). Provided they follow it, this "map" will lead them to success.

Please feel free to send deciding students who need major/career advice to me at any time. I will help them find treasure, maybe not \$90,000 worth, but can you really put a price on being happy with your major and/or your career?



*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.*

## Q & A with the Registrar's Office

*During this time of year, is there any particular information that the Registrar's Office would like to make academic advisors aware of?*

Be mindful of payment deadlines. The best way for a student to hold on to that great schedule, is to make their payments on time.

*When will students be able to see their Fall 2008 grades?*

The day after the professor posts the grade. Grading opens on Dec. 1.

*When will SeaNet reopen for schedule changes?*

Dec. 15

*What is the Registrar's role with the Dean's List?*

We run academic standing, Dean's and Chancellor's Lists. We code the student's record and then forward the reports to the Chancellor's office for publicity.

*Is there anywhere on SeaNet where a student can see if they are on the Dean's List or if they are under the required academic standards?*

The student's unofficial transcript

*Do you have an idea as to how many students use the repeat course option after the fall semester?*

In Spring 2008 there were 1,274 repeats.

*If a student is not seeing AP or transfer credit on their transcript what should s/he do?*

Send us the score report or transcript. If the student is certain we have received it, they can contact us at registrar@uncw.edu. Processing time depends on the time of year. We're going through a transition now of working with images vs. documents.

*From the Registrar's perspective what is the benefit of using the degree audit?*

If students are going to be successful, they need to be trained on how to use audits. They rely on the audit to track their progress. It eliminates inconsistencies; can be run anywhere, anytime; immediately shows how IP work relates to their program of study; calculates their enrolled hours and GPA instantly; and shows impact of repeats. Lastly, audits are kept updated as curriculum changes are approved in the curriculum committee, or clarifications are passed from the department.

*Thank you to Jonathan Reece,  
Associate University Registrar for these responses.*