

Be in the Know



Just when you thought your student was settled in for the spring semester, you discover that it is time to register for summer and/or fall classes! It is important for students to meet with their adviser to plan a course schedule for summer and/or fall. While your student was given a curriculum guide for majors at orientation, spring is the time when the degree-granting colleges typically publish curricular/program changes. Since the Academic Advisement Center coordinates the publishing of those changes, your student's adviser is the best source for the most up-to-date information about your student's major. If your student is still exploring majors, this also is a good time to discuss what steps may be taken to find a suitable major. Because our advisers are well-trained in career planning, they make wonderful resources for career exploration.

The Academic Advisement Center (AAC) is very busy from March through the beginning of Fall semester. To assure that your student has an opportunity to speak with an adviser about scheduling, please encourage your student to contact us early at 330-972-7430.

GAIL TANKERSLY
ACADEMIC ADVISER

A Summer/Fall Registration "To Do" List

Summer 2007 course selections were posted to ZipLine on UA's main Web site early in February. Fall courses were posted to Zipline early in March. Some considerations for your student to keep in mind:

Be Informed!

- _____ Check the Registrar's Web site <http://www.uakron.edu/registrar/Dates.php> for registration eligibility dates.
- _____ Check your Student Financials page (also through ZipLine) for any "holds" that may be on your record.

Be Organized!

- _____ Make an appointment with your academic adviser to discuss your Fall semester class schedule. Remember that appointment times fill quickly. Call 330-972-7430 at least two weeks in advance of the time you want to come in to see your adviser.
- _____ Review your curriculum guide so that you know what courses you should consider.

- _____ Clear your "holds," if any.
- _____ Review your mid-semester grades so that you can discuss possible repeats or drops, should they be necessary, with your adviser.
- _____ Create a tentative schedule.

Be Advised!

- _____ Discuss your current academic progress with your academic adviser.
- _____ Update your adviser on your educational and career goals.
- _____ Complete a Scheduling Worksheet (available from your adviser).
- _____ Enroll online in courses for your next semester on the first day that you are eligible.
- _____ Print a copy of your new schedule.



University College Welcomes New Staff



University College is pleased to announce the addition of new staff members to the Academic Advisement Center, Academic Advising for Student-Athletes, UA Adult Focus, and the Dean's Office. Many of these individuals will be working with your students and will contribute to the University's student success efforts.

The Academic Advisement Center in University College welcomed two new full-time advisers: Bernadette Citano and Christy Helffrich. Citano holds a master's degree in higher education and student personnel from Kent State University, and has diverse experiences in higher education, including a background in teaching and adult and international advising. Helffrich received a Bachelor of Arts in Business and Organizational Communication degree from The University of Akron and a master's degree in higher education and student personnel from Kent State University. She has experience at the collegiate level in student development, Greek Affairs, new student orientation, and advising. Both look forward to serving your students in University College.

The new director of academic advisement for student-athletes is Anne Jorgensen, who until January was the director of undergraduate programs and assistant to the dean in the College of Business Administration. Joining Jorgensen is newly-employed office assistant, Amy Chambers, and graduate assistant, Kristin Marco, who is a recent graduate from UA's College of Business Administration and former member of the Women's Basketball Team. The department also is in the process of hiring an academic adviser to join the staff. Their office has been moved to the James A. Rhodes (JAR) Arena, Room 175.

Sandra Jovicic was appointed interim director of UA Adult Focus in January. Jovicic earned both her bachelor's and master's degrees in applied mathematics from The University of Akron, where she has also served as a mathe-

matics instructor and research assistant. UA Adult Focus offers a wide range of services and programs to help adult learners with the transition to college and assist with academic and career choices.

The University College Office of the Dean also welcomed Greg Dieringer as an assistant dean. Prior to his position in the dean's office, Dieringer served for more than 11 years in UA's Office of Admissions. Dieringer earned his bachelor's degree in secondary education and master's degree in higher education administration from UA. He brings a variety of experiences to the dean's office. He looks forward to continuing his work with the Postsecondary Enrollment Options Program, teaching in the Pre-Education Learning Community, and working to develop UA's Service Learning Program.

These new administrators look forward to working with your son or daughter to help them reach their full academic potential!

DR. KARLA MUGLER
ASSOCIATE PROVOST AND
DEAN OF UNIVERSITY COLLEGE

Mark Your Calendar

Summer Sessions

Begin May 21, 2007

Fall Semester 2007

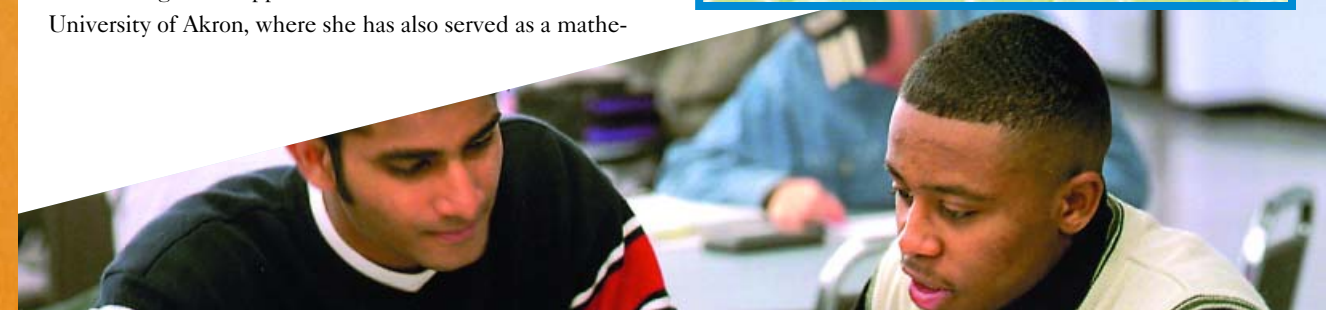
Begins Aug. 27, 2007

First-Year Lecture

Featured Author: Debra Johanyak
E.J. Thomas Performing Arts Hall
Sept. 19, 2007

Majors Mosaic

Oct. 3, 2007



The Career Advantage Network... A Step Towards Career Success

Now that you have successfully helped your student navigate through their first year of college, it's time to turn your attention to assisting them with the next steps in their college career. We know many students enter college somewhat uncertain as to their major and possible career path. Many students will change their major at least three times over the course of the next few years. So The University of Akron has developed resources that will enable your son or daughter to navigate the path to a successful career.

In order to help you prepare for the future emotions and possible major changes your son or daughter may experience over the next three to four years, it might be helpful to understand that they will move in and out of four career stages: self-discovery; exploration; experience and transition. Be assured that no matter where your student is in the career decision process, there are staff and services available to assist them. The experience stage (usually the junior year) is a key time for students to participate in a co-op or internship experience. The following three students exemplify the types of success that UA students have experienced over the years:

Jordan Wlotzko recently interned at the Adult Parole Authority, where he received a little taste of life as a parole officer. Jordan's duties consisted of accompanying officers while they performed field work, being exposed to the structure of the Department of Rehabilitation and Correction, and interacting directly with offenders under the supervision of a supervisor or parole officer. By the end of the semester, Jordan was given a few cases with which to work. Lee Adams, parole services supervisor and Jordan's intern supervisor, states that it is important to expose interns to the day-to-day operations, in order for them to gain hands-on experience.

According to Jordan, the most important things he learned from his internship were how to manage his time wisely and how to handle responsibility. Even more beneficial to Jordan is the full-time position he was offered at Oriana House, which would not have been possible without the skills he developed as an intern.

Rodney Armstrong, an electronics engineering technology student, had a chance to work for FILMCO, a division of the LINPAC group, developing PVC films like the kind used to cover foods in supermarkets. Not only was Rodney able to gain hands-on experience working with the equipment, but he was also introduced to other aspects of engineering. He was able to work with chemical engineers in the development of the PVC and learned about its chemical properties. Aspects of mechanical engineering were also involved with heavy emphasis on his background in electronics. Rodney was even able to develop his international business skills when company partners from France visited the facility to check on a new product line that Rodney was helping to develop.

Melissa Barnes, a sales and marketing major, worked as an intern at Northwestern Mutual and was able to put her education to good use. Melissa has made a name for herself being ranked 26th out of 3,000 interns nationwide at Northwestern Mutual. In fact, the six University

of Akron interns who work at Northwestern Mutual have all earned the coveted goalpost, which is awarded to financial representatives for a successful month of sales. Melissa's typical day starts with intern meetings before she makes contact with potential clients. She meets with three to five clients a day.

While only three students are highlighted, there are thousands who participate in experiential learning opportunities each year. The Center for Career Management works with co-op/internship students in five colleges on campus; last year alone that represented students from 99 different majors with an average intern salary ranging from \$10 - \$17 dollars an hour. The experiences students gain from participation in a co-op or internship also are supported by a recent employer survey, conducted by the National Association of Colleges and Employers, which indicated that co-ops and internships are one of the top three ways employers recruit new fulltime employees.

For more information please visit our Web page at www.uakron.edu/ccm and click on the parents section. Encourage your son or daughter to make an appointment with one of our staff members or stop by Simmons Hall Room 301 to learn more about how we can assist them in launching their careers.

CYNTHIA MAKO ROBINSON
INTERIM CO-DIRECTOR OF THE CENTER FOR CAREER MANAGEMENT

Making Friends Online? Proceed with Caution.

Have you heard names like MySpace or Facebook? Not sure what those things are? Chances are your students know a lot more about it than you do. In fact, according to research published in January by the Pew Internet & American Life Project, more than half of all teens use these online social networking sites. The sites basically use a Web site template to allow students to post personal profiles online. The profiles can contain pictures, videos, personal likes and dislikes, and even some postings from friends. They can become a sort of communal, virtual bulletin board. Friends can leave each other notes about where they're going that night, or simply wish each other "happy birthday."

You also may have seen reports in the media about cyberstalkers and cyberbullies. While these dangers are quite serious, you may be somewhat relieved to know that research into online social networks indicates that most students are cautious about how they use the services.

For example, 66 percent of teens that have created profiles say that their profile is not visible to all Internet users. They are savvy enough to use privacy controls available on most sites to close their profiles to people they don't already know.

Many students use the online networks as a way to extend their connections with their friends from the "real world." In fact, 91 percent of all social networking teens say they use the sites to stay in touch with friends they see frequently, while 82 percent use the sites to stay in touch with friends they rarely see in person. (Pew, 2007).

On the Akron campus, most students use Facebook. Its popularity on college campuses grew tremendously in 2006, and on many campuses more than 90 percent of all undergrads are plugged in to

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Learning Assistants' Advice to Parents and Family Members

Learning assistants are specially trained peer tutors who can assist your student with the learning process. They collaborate with faculty mentors to work as teams to advance your student's critical thinking skills and problem-solving abilities. Because learning assistants have already mastered key study strategies themselves, they can be an excellent source of advice for your student, both inside and outside of the classroom.

- **ENCOURAGE** your student to always attend class, because it is the single greatest indicator of student success. Moreover, encourage them to **UTILIZE** all resources that are designed to support their academic and emotional well being — including the tutoring center, math labs, writing labs, study skills center, Center for Career Management, and the Counseling, Testing and Career Center. Finally, encourage your student to form study groups as a way of promoting academics and also getting connected to his or her peers.
- **DEVELOP** a respectful relationship with your student as a maturing adult. Try to wean yourself away from thinking of your student as a child and **LEARN** to treat him or her as a peer.

- **PARTICIPATE** actively in conversations with your student about how important a quality education is to leading a successful life.
- **THINK** about how difficult life can be at your student's age; and **REMEMBER** how different the world is today, compared to when you were your student's age. Ask probing questions about what your student is learning.

- **LISTEN** to any concerns your student may have about their uncertainty about deciding on a major.
- **PRAISE** your student's accomplishments, no matter how small.
- **UNDERSTAND** your student's frustrations in adjusting to the differences between high school and college, including the degree to which your student is solely responsible for his or her academic success.
- **FOCUS** your student's attention on the fact that their college education is just one more step in a lifetime of learning.
- **ESTABLISH** realistic financial expectations with your student so that they can focus on academic success.
- **COMMUNICATE** your expectations regarding your student's success clearly — and often. Most importantly, communicate to them that you want them to find a major, and ultimately, a job that they will be passionate about, and above all, enjoy!

Studying for final exams is stressful for your student, but it need not be, because tutorial assistance is available from the second week through the 15th week of the term. Tutoring is not available during finals week as these student tutors must also study for exams. Math tutoring is available from 9 a.m. to 8 p.m. Monday through Thursday, and from 9 a.m. to 1 p.m. Friday. No appointment is necessary. Tutorial Services in Carroll Hall 215A also offers academic assistance for all General Education courses and many key foundations courses in different academic disciplines, including, but not limited to, nursing, engineering, respiratory therapy, and criminal justice. Students can schedule two one-hour appointments per week. All peer tutors have received 30



hours of in-class training and 15 hours of outside of class training. They are hired according to the following criteria: overall GPA of 3.0 or better, B+ or better in any class they want to tutor, excellent communication skills, and a sincere desire to help your student succeed academically and in life.

DO

- Ask questions
- Offer your student a quiet place to study

- Attack concerns together
- Help your student become independent
- Give emotional support by helping your student to step aside from a problem that creates academic stress
- Send your student "treats" (even if it is only a bag of cookies)
- Help your student become independent
- Assist your student in setting realistic goals by helping them analyze their strengths and weaknesses
- Encourage choosing a career in which your student is essentially "being paid to have fun"

DON'T

- Nag or hover
- Be negative
- Be distant
- Call your student's professors to check up on him or her
- Be afraid to ask questions

PAM HOLLINGER
COORDINATOR OF TUTORIAL SERVICES & LEARNING ASSISTANTS PROGRAM

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Making Friends Online

the service (Stutzman, 2005). For many students, it's a way to stay connected with friends at other universities, or to plan their social life here.

However, we also see students who sometimes do not appear to recognize that Facebook is a public environment. People can see pictures on a student's profile, and they can read what friends say to one another if the profile is left open to the public. Students can, and do, wind up facing judicial action based on something they post online. This can include legal troubles both on and off campus. Students who have posted photos of late night underage drinking, for example, have risked losing their positions on athletic teams, being kicked off campus, and in some cases, facing criminal charges.

Many students use online social networks in a safe and responsible way. However, you should talk to your student about their online presence. In fact, you may want to ask your student to share their Facebook or My Space accounts with you to see what it is all about. A serious discussion about creating a positive online identity will help your student display wisdom and caution about their online presence.

PHIL HOFFMAN
GENERAL MANAGER OF Z-TV



Rodney Armstrong