The Advising Edition: Many of articles in this DeaNotes concern advising. This October attention to advising reflects both the importance of the activity and the fact each of us will soon be involved in advising aplenty. As we “gird up our loins” for this activity, I thought it might be useful to reflect on an unexpected visit I received last spring from the Executive Committee of the Student Government.

Last Spring the Executive Committee of the Student Government Association made an appointment to come to Lambdin to talk about advising. One of the issues raised by these students was their desire to talk about “more” than the schedule of the next semester in their conversations with their advisors. This group of students was particularly interested in talking “their next steps” in the collegiate process and what they could expect in their majors; I suspect that other students would have different pressing issues.

My belief is that most of our advisors are committed to talking about “more” than just the next semester’s schedule. However, since some of us are new to advising and others of us have been at it so long that we may have grown a bit weary, I thought it might be worthwhile for us to remind ourselves that when advising is done well two things are accomplished:

1. the faculty member reviews briefly the schedule for which the student hopes to register and
2. the faculty member and student have a brief conversation about the “bigger” picture (strategies to improve success at studies and career, where the student hopes to go after Gordon, what the student hopes to do, and how current course work fits into that picture).

Necessarily, the advising at New Student Orientation must focus on the task of building a schedule. By the Fall advising period, however, we are most successful when the second goal is given primary attention. When possible, I hope we will request (insist?) that the student prepare a tentative schedule before the advising appointment. A quick look and brief comment will then take care of Item (1). Hopefully this will permit more complete attention to Item (2).

Last One Out of the Door: Some weeks ago Vice President Fruitticher convened a faculty/staff committee to look at ways the college can save money in these difficult times. One of the most often repeated suggestions involved making sure that the classroom projection equipment is turned off at the end of the day. Not only does the equipment use a lot of electricity, each replacement bulb costs several hundreds of dollars. If you are the last user in the classroom in a day, the GC community would very much appreciate your taking time to turn off the projector in that classroom. This task should be made a little easier by initiative announced in the next article. [Editorial Note: Early readers of this article suggested that the projector should be turned off after every period unless arrangements have been made with the following instructor to leave it on. This suggestion potentially increases the savings, but was not part of the request passed to this author by the committee.]

IC Draws Evening Duty: In Spring 2010 we are going to experiment with teaching virtually all on-campus evening classes in the IC building. This will reduce energy consumption, will facilitate locking down the buildings, and will allow campus police to focus their attention on protecting access to and from the IC building. It also means that if you are ending a class after 5:00 pm in the Academic Building, Smith Hall, or Russell Hall, you are likely the last person to use that classroom. Please give careful attention to turning off the electronics in that classroom.

Advisors and Financial Aid: The complex nature of financial aid requirements defy summary in a short article. However, here are two items from those requirements that are particularly important for faculty advisors to know:

1. Students can receive full Pell awards if they take at least 12 semester hours. However, they can receive a prorated amount of a full Pell award if they take fewer than 12 semester hours. Some of
our students who have complex family and work requirements would be much better served to slow down and take only 6-8 hours a semester [which would earn them a 50% Pell award] or 9-11 hours a semester [which would earn them a 75% Pell award.]

2. Students must pass at least 67% of all courses attempted to make Satisfactory Academic Progress and maintain financial aid. If your advisee makes a habit of withdrawing with a W from courses, he or she is in jeopardy of losing financial aid, even if his or her grade point average continues to be satisfactory.

BaskinNotes

**Music majors:** If you advise a new or continuing student who wants to become a music major, please send the student to Dr. Wallace or Dr. Boumpani for advising. Students who want to concentrate in music must first audition. If they are accepted into the program, their scheduling requirements are specific.

**Students who wish to take a foreign language:**
If a student has taken two full units of a foreign language in high school, the student will most likely need to take the 1002 course rather than 1001. Students in doubt should contact Dr. Guffey or Dr. Broome this semester, if possible.

GahrNotes

**Six things to know about advising in Math and Science**

1. **BIOL 1107K** and **BIOL 1108K** are designed for science majors. While that does not mean a non-science major will not succeed, students with weak math and chemistry skills may have a hard time. Please encourage non-science majors to take **BIOL 1111K** and **BIOL 1112K**, unless they have particular intent in enriching their knowledge of biology.

2. Science majors who are not ready for **MATH 1113** (Pre-calculus) must take **MATH 1111** (College Algebra). They may not take MATH 1001. If you are advising LS students who plan to be science majors, please keep this in mind.

3. All science majors are strongly encouraged to take **CHEM 1211K** and **CHEM 1212K** in their first year. If your major requires Organic Chemistry (**CHEM 2401**), you MUST take CHEM 1211 in the fall semester of your freshman year, if you want to graduate in 2 years.

4. A non-science major can take **MATH 1111** (Algebra) and have it count in Area A. However, the mathematics faculty does not encourage this unless the student’s major requires it or the student desires to enhance the algebra foundation he or she learned in high school.

5. Non-science majors should be advised against taking **CHEM 1211**, unless they have a specific interest in chemistry. Non-science majors typically struggle/suffer with the math component.

**Partnership for a STEM (Science, Technology, Engineering and Mathematics) Regional Institute**

This past Spring Drs. Mustapha Durojaiye, Beike Jia, Joscelyn Jarrett, Lynn Rumfelt, and Marwan Zabdawi attended the USG STEM State Institute on the Teaching and Learning of Science and Mathematics sponsored by the Office of Educator Preparation, Innovation and Research of the Board of Regents of the University System of Georgia, through the NSF PRISM project. Early this fall, they joined forces with their counterparts from Clayton State and West Georgia to form a STEM Regional Institute and wrote a grant proposal to sponsor a professional development workshop promoting techniques to enhance the teaching and learning of STEM.

Their collective efforts were rewarded this past week when they were notified that their STEM Regional Institute workshop proposal entitled “Engaging the STEM Student both In and Out of the Classroom” would be funded by the NSF’s PRISM project for $21,000. The workshop will be held on February 19 and 20, 2010 on the campus of the University of West Georgia. Dr. Zabdawi is the point man for Gordon College and will keep the community apprised of application procedures and other conference details as they become available.

HigginsNotes

1. We will be helping out with advising/registration over here in the Student Success Center again during the first three days of the Spring 2010 semester—January 11, 12, and 13—from about 8:00 AM to 6:00 PM. While I do not expect the overwhelming number of students in January that we had back in August, we will still need lots of help over here. As your Spring teaching/administrative duties start to take on a more definite shape, please look for opportunities in your schedule during which you might help out...
over here. This is “pre-screening”—we will put out a more formal request for volunteers as the date gets closer.

2 When you are advising/registering students for Spring 2010, please note that we have a new system: all students who are registering for English 1101 will be registered for the Regents' Reading test simultaneously when they register for English 1101. The Regents' Reading Test for these students will be administered on March 10, Wednesday. There will be a message to this effect in the schedule book. The only exceptions are English 1101 classes that meet ONCE a week. The Regents' Writing portion of the Regents' Test will be administered to all English 1101 composition students as a part of the composition course.

MilewiczNotes

Honors Advisement and Honors Classes for Spring Term

As we look forward to pre-registration and advising please note that we welcome honors and quality non-honors students into honors classes. I hope you will encourage your best advisees to consider honors courses during our advisement period.

There are four honors courses offered this spring:

1. ENGL 1102-H
   Honors English Composition II

2. PSYC 1101-H
   Honors Introduction to Psychology

3. COLQ 2994-H (A) Honors Social Science Colloquium: Citizenship:
   Citizenship has become an important issue in American politics today. Good citizenship is essential to a working political system and a thriving community, especially in that people are endowed with both rights and responsibilities as citizens. Citizenship is even more complex because many different types of citizenships exist even within one country, all meaning very different things and requiring different actions by citizens. Throughout the semester we shall explore these various definitions of citizenship so that we may understand their differences and the importance of having a multitude of types of citizenship. Students taking this course should find that it offers them more than a survey history or a singular look into one type of citizenship. Instead the course will challenge students to think carefully about what they know of citizenship, to question the very nature of what it means to be a full and active citizen, and to understand better the need for a greater sense of citizenship among all the communities of the world.

4. COLQ 2994-H (B) Honors Math and Natural Science Colloquium: Problem Solving:
   This colloquium will examine strategies for mathematical problem solving and will practice those strategies in several different areas of mathematics. A subset of this class will travel to participate in the Two Year College Mathematics Competition at Gainesville State College. Prerequisites: Either an A in Math 1113 together with registration in Calculus I or a B in one of the courses in the calculus sequence. To sign up for this course you can contact either Dr. Mark Milewicz, Director of the Honors Program, the Office of the Dean of the Faculty (5018), or Dr. Allen Fuller.

All honors courses fulfill core requirements, just as their non-honors counterparts do. Additionally, Honors Colloquia may be taken more than once for credit as long as the topics for each do not duplicate.

Please note that students may not self register for honors courses. They need to contact me (mmilewicz@gdn.edu) to be placed in those sections. My door is always open and I welcome your referrals.

Honors Application Deadlines

- March 1st, 2010
- May 1st, 2010

As the fall progresses I hope you will consider encouraging your best students and advisees to apply to the Honors Program. We have some exciting academic and co-curricular events for honors students this year. If you or your students wish to reference our continuing calendar of honors events, it may be found at:

http://honorsevents.gdn.edu/

All Honors Program requirements, including an interactive online application, are available online at:

http://www.gdn.edu/honors

O'SullivanNotes

I know that many of you advise students who plan to be teachers some day. With the nearly constant rule-changes that afflict the Education Division, this can be a difficult task. Here are a few things you may need to know for this round of advising.

1. The changes that may impact the most advisors are those surrounding Secondary Education majors. Students who plan to teach high school are no longer following the Area F for Education. These students should be told three things.
First, their Area F courses must be in the area they plan to teach (for example Math teachers would follow the Math major). EDUC courses can no longer count in Area F for secondary education majors.

Second, it is still a good idea for these students to take the EDUC 2110, 2120, and 2130 courses as electives if they can because these courses will be needed eventually for their bachelor’s degree work. These courses can count in Area B.

Third, since there really is no secondary education major anymore, all students who plan to teach secondary school should follow the major of the area they plan to teach (math, biology, history, etc.), and they should, therefore, be told to change their advisor to someone in that department.

2. Most of you do not advise for Early Childhood or Middle Grade majors, but you may be asked some questions. For those students, the Education Division did group advising this semester. If you have an early childhood or middle grade student who did not come to one of these sessions, they need to check in with the Education Division soon to see what they missed. Two bits of information will be particularly important for you to pass along to these students, however.

First, none of these students can continue to count PE courses in Area B. Even the 3 hour PE courses cannot count here. These go in Area G.

Second, early childhood majors must take their Area A math course and Area D lab science course as soon as possible because these courses are now prerequisites for Area F courses in the major.

There are new advising sheets for all of the Education majors, and these sheets have all these changes (and more!) on them. If you would like to have copies of these, just contact the Education Division and we will send them to you. It would also be a good idea to encourage your advisees, especially those who say they did not come to one of the group advising sessions, to come see an advisor in Education as a second set of eyes for their schedule and program. The rules change so quickly for Education that it’s hard to keep up with them. Students should just get used to checking frequently with the Education Division.

Thanks so much for all you do for the Education students. If you have any questions about all of this, just call or email.

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