

DEANotes

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WheelerNotes

Call for Proposals, Learning Communities:

Somehow another year has evaporated, and we are at the point of deciding what our slate of learning communities will be in Fall, 2005. Multiple factors will determine what we offer, but we would like our decisions to be informed by proposals from faculty members interested in teaching in learning communities. [For a full description of the nine communities presently in session, you might like to visit the Advisement Center web site <http://www.advise.armstrong.edu> and follow the trail to learning communities.] If you have such an interest, we would be pleased to receive a half-page proposal (email or snail mail) from you relative to any of the following opportunities. In framing your proposal remember that the target population is not honors students, but the wider student population that populates all of our courses.

1. Thematic Learning Community Large-Scale: Proposal should identify a team of 2 or 3 faculty members and a theme that would be developed across 2 or 3 core courses taught by that team. [See Learning Communities 4, 5, and 6 at Learning Community Web Site]
2. Thematic Learning Community Small-Scale: Proposal should identify a faculty member who would teach both a core course and a section of AASU 1100 integrated across a theme. One or two other core courses would be added to this community and could be lightly integrated as opportunity presented. [See Learning Communities 7, 8, and 9 at Learning Community Web Site.]
3. Learning Community directed at special population: We would be pleased to receive a half-page proposal by email or memorandum identifying a faculty member would be interested in helping build a learning community directed at special student populations [See Learning Communities 1, 2, and 3 at Learning Community Web Site.]

4. Expression of Interest: Even if you do not have a learning community to propose, we would like to know of your interest in teaching in a learning community.

Many of the faculty members who have taught in learning communities have spoken enthusiastically of the experience, in some cases indicating that not only was it a good experience for students, but provided opportunities for faculty development. However, we also are able to provide small encouragements to faculty who participate. In some cases the sections have a smaller enrollment that ordinarily, in other cases, a \$200-300 travel stipend is provided, and in still other cases “more generous than usual stipend” is provided for teaching sections of AASU 1100. If none if this is attractive, we also promise at least one free lunch with very collegial companions for faculty participants. If interested please respond to Ed Wheeler at College of Arts and Sciences or wheeled@mail.armstrong.edu.

The Most Important Fifteen Minutes of the Semester (Volume 2):

November rushes toward us and with those halcyon days of cooler weather and Thanksgiving come hordes of students seeking advisement. Please remember that for many of these students, the advisement period is the single most important fifteen minutes (twenty minutes, twenty-five minutes) of the semester. This may be the only time during the semester in which a trained academic helps the student develop aspirations and find connections between those aspirations and the program of study that he or she is completing.

We often end up in advising conversations with students who are not intent on studying our discipline ... hence it is important to have as broad a perspective as possible on the impact of each discipline on a student's intellectual and career development. To this end, Mark Finlay has been writing a series of DEANotes articles touching on such issues as “Med School Advisement Tips” (see

October 13, 2004 DEANotes) and “Law School Advisement Tips” (see January 14, 2004 DEANotes). These and all other issues of DeaNotes can be found at <http://www.as.armstrong.edu>. Another premium resource is found on the web page for the advising center <http://www.advise.armstrong.edu> under *Advisor Resources*.

Final word: After 34 years as an academic advisor in several different institutions, I can testify to the truth of the following statement: The department that gives well-informed advice to all students in both formal and informal conversations whatever their current academic direction receives more than its fair share of majors. Students gravitate to departments that advise well.

A Retrospective Report on Certificates: In a series of articles in the 2002-2003 edition of DEANotes we discussed one of the newer animals in the academic zoo, *undergraduate certificates*. At that time we discussed in some detail each of the five undergraduate certificates available in the College of Arts and Sciences and identified the published the names of coordinators of the various certificates. Because Dr. Robert Kolodny’s untimely death left the Forensic Science Certificate uncoordinated and because we have new information on the number of certificates that have been awarded, we provide the following table (current through December 2003):

Certificate	Number Awarded	Coordinator
European Union Studies	0	Dr. Arens
Latin American Studies	7	Dr. Deaver
Women’s Studies	0	Dr. Winterhalter
Financial Economics	1	Dr. Saadatmand
Forensic Science	1	Dr. Byrd

These data do not reflect the students presently involved in completing the certificate nor the large number of students who opted to complete the minor in Women’s Studies rather than the certificate. We appreciate Dr. Byrd’s willingness to assume responsibility for the Forensic Science certificate. Please direct students interested in one of these certificates to the appropriate person. For a thorough discussion of each of these certificates and the rationale for the existence of undergraduate certificates, see the November 12, 2002 and January 17, 2003 editions of *DEANotes*. See <http://www.as.armstrong.edu>.

FinlayNotes

Financial Aid Facts and Myths

During advisement sessions, students are just as likely to ask for advice about financial aid matters than about the great academic issues of our time. Thus it was helpful that Ms. LeeAnn Kirkland, Director of the Financial Aid Office, delivered a handy summary of some facts and myths associated with financial aid policies at a recent Faculty Forum.

Facts

- Each student has a Financial Aid counselor available
- Financial Aid and Scholarship applications must be completed each academic year
- All basic information is available at the Financial Aid website, www.finaid.armstrong.edu
- Most grants, loans, and non-local scholarships require students to follow Standards of Academic Progress (SAP) policies. Under SAP, students must
 - 1) Complete at least 67% (not 66.66%) of all classes attempted during the Fall and Spring semesters.
 - 2) The following grades are considered not acceptable: W, WF, F, U, V, I, NR.

Myths

- Some grades do not affect financial aid (all grades can effect aid)
- Students on the HOPE scholarship must be full-time. (only the amount of book allowance is affected)
- HOPE just happens. (No—students must apply and maintain eligibility).

Faculty Notes

Dr. Nancy White, History, has been given the Elizabeth J. Somer Leadership Award in recognition of her work with the women of Mount Vernon College as a teacher, mentor, and administrator.

Dr. Dale Kilhefner, Mathematics, presented his paper "You Can Excel with a Spreadsheet" at the Georgia Math Conference at Rock Eagle on October 15. His presentation, to mostly high school and middle school teachers, showed a variety of ways of using Excel to carry out investigations in algebra.

Dr. Paul Hadavas, Mathematics, delivered a talk "Tools for Outside-the-Classroom Enhancement of an OR Course" at the INFORMS Annual Meeting (Institute for Operations Research and the Management Sciences) held October 24-27, 2004, in Denver, CO.

Deadlines and Dates

1 Nov Advisement begins
3 Nov Preregistration begins
5 Nov A & S Curr Comm meets
8 Nov AASU Faculty meeting
23 Nov Yes, there is class
24 Nov No, there is no class
24 Nov Items for A & S Curr Comm due
30 Nov Preregistration ends

I am rich today with autumn's gold,
All that my covetous hands can hold;
Frost-painted leaves and goldenrod,
A goldfinch on a milkweed pod,
Huge golden pumpkins in the field
With heaps of corn from a bounteous yield,
Golden apples heavy on the trees
Rivaling those of Hesperides,
Golden rays of balmy sunshine spread
Over all like butter on warm bread;
And the harvest moon will this night unfold
The streams running full of molten gold.
Oh, who could find a dearth of bliss
With autumn glory such as this!
- Gladys Harp

