



**A NEWSLETTER FOR ACADEMIC ADVISORS**

## **Spring First Year Experience (FYE) Learning Communities**

When working with your advisees in planning schedules for the Spring semester, don't forget to share information about the Spring Learning Communities! Learning Communities are available to ALL first-year students. Students who participate in the First-Year Experience register for three courses that are connected by a theme. The same students register for all three connected courses to form a learning community. Class sizes are restricted to approximately 20 students with some exceptions. Instructors work together to create meaningful assignments around the theme and across the courses. Following is a listing of Spring Learning Communities, along with instructions on how students register for a Spring Learning Community.

### **SPRING 2012 LEARNING COMMUNITY DESCRIPTIONS & CONNECTED COURSES**

#### **DISCIPLINE-SPECIFIC LEARNING COMMUNITIES FOR MUSIC MAJORS OR MUSIC MINORS**

##### **Propaganda, Music, and Revolution**

Art and music have been closely linked to movements of nationalism and revolution, both as tools of propaganda and as reflections of national pulse. These classes will examine the relationships between social, industrial, and political revolutions of the last two-and-a-half centuries, and the art, literature, and music that were born of each. Specifically geared toward music majors and minors, there will be an additional focus on the musical devices—rhythm, meter, melody, and harmony—common to songs of protest and patriotism, eulogy and euphoria.

**INT 110 First-Year Seminar (2 cr.)//10:00-10:50 a.m. WF//Erik Anderson**

**MUSC 124 Music Theory II (1 cr.)//8:00-9:15 a.m. TR//Erik Anderson**

**HIST 102 Western Civilization II (3 cr.)//11:00-11:50 a.m. MWF//Dan Ringrose**

#### **FOR PRE-PROFESSIONAL & BIOLOGY MAJORS**

##### **The Reality of Monsters**

Is Godzilla really that big? Can Aliens reproduce that fast? Do they have to use humans and pop out of their chests? Movies can be both believable and unbelievable. In this FYE, we fuse animal biology and applied statistics to answer these questions and determine the reality of monsters.

### **September 2011**

## **Advising Tip of the Month**

Have you worked with an advisee who struggles with Math or who is returning to college as an older than average student and might need a Math refresher before enrolling in Math 102? ASC 92 through the Dakota College at Bottineau is a beginning level algebra course which covers fundamental operations, factoring, fractions, exponents, radicals and equations. The course content is reinforced through ALEKS, an online system that uses ongoing assessments to create individualized educational learning plans that can be accessed through the Internet. The core system is an efficient and effective adaptive assessment tool that determines quickly and precisely what the individual student knows. Based on the assessment data, the system creates an individualized learning plan for each student which includes explanations, videos, animations and algorithmically generated problems. Report driven lessons will be taught both individually and whole class. Students who are interested in taking ASC 92 must sign up to be a collaborative student. More information on the collaborative process can be found at, <http://www.minotstateu.edu/online/collaborative.shtml>.

#### **CONTACT INFORMATION**

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(701) 858-3265

**INT 110 First-Year Seminar (2 cr.)//2:00-2:50 p.m.  
TR//TBD**

**MATH 240 Applied Statistics (4 cr.)//12:00-12:50 p.m.  
MWR//Laurie Geller**

**BIOL 151 General Biology II: Introduction to Zoology (4 cr.)  
11:00-11:50 a.m. MWF; 12:00-1:50 p.m. T//Chris Beachy**

### **FOR COMMUNICATION DISORDERS MAJORS Speak Up and Branch Out!**

Just as a tree has many branches, communication disorders, too, has many branches. Which branch will you choose? Are you out on a limb? Afraid to speak up? Explore the various branches of communication disorders, discover the opportunities to merge public speaking skills with community outreach, and prepare to plant your future on solid ground.

**INT 110 First-Year Seminar (2 cr.)//3:00-3:50 p.m.  
W & 2:00-2:50 p.m. F//Melissa Herzig**

**COMM 110 Fundamentals of Public Speaking (3 cr.)  
9:30-10:45 a.m. TR//Nancy Pearson**

**CD 150 The Profession of Communication Disorders (2 cr.)//2:00-2:50 p.m. MW//Orlene Schroeder**

### **LEARNING COMMUNITIES OPEN TO ALL FIRST-YEAR STUDENTS**

#### **Money Matters**

Personal finances from the cradle to the grave, and beyond. Explore your finance future with technology tools, trailers (bloopers & successes), and teachings!

**NT 110 First-Year Seminar (3 cr.)//11:00-11:50 a.m.  
MWF//Kristi Berg**

**BOTE 127 Information Processing (3 cr.)//9:00-9:50 a.m.  
MWF//Jan Repnow**

**FIN 251 Personal Finance (3 cr.)//9:30-10:45 a.m.  
TR//Jerry Stai**

#### **The Whole Is Greater Than the Sum of its Parts**

This experience will explore how individuals, processes, procedures, ingredients, components, and segments of a whole enterprise, product, or entity each have worth, but ultimately, have more worth when joined together than individually. We will explore how collaboration and cooperation can bring additional worth to projects, products, and enterprises. Complete your wellness/personal development and a humanities general education requirement with this trio of courses. Introduction to Theatre explores the individuals needed to put together a theatre production, from the audience to the playwright to the performer; all are necessary to make it happen. Ceramics I is an introduction to the ceramic arts. Students learn about the many facets ceramics and the ceramic techniques necessary to create artworks, as well as the language to discuss them.

**INT 110 First-Year Seminar (2 cr.)//11:00-11:50 a.m.  
TR //Cheryl Nilsen**

**ART 250 Ceramics I (3 cr.)//1:00-3:50 p.m.  
TR//Linda Olson**

**THEA 110 Introduction to Theatre Arts (3 cr.)  
12:00-12:50 p.m. MWF//Kevin Neuharth  
The Bigger Picture**

Have you ever thought about the ripple effect that your life will have on the lives of others, or, in turn, how their lives will affect you? Read the book *The Immortal Life of Henrietta Lacks* and consider the question: what part of you will live on? What will be your legacy to the world? Join us for an artistic, historical, scientific, and ethical exploration of these questions.

**INT 110 First-Year Seminar (2 cr.)//10:00-10:50 a.m.  
TR//Heidi Super**

**HUM 253 Humanities (3 cr.)//9:00-9:50 a.m.  
MWF//Lynne Rumney**

**HIST 104 U.S. History after 1877 (3 cr.)  
2:00-2:50 p.m. MWF//Ernst Pijning**

#### **Can You Read the Signs?**

Body language, facial expressions, gestures, what you say and how you say it—All speak volumes and often do not accurately communicate your message. Explore barriers that lead to miscommunication or that prevent communication. Break down these barriers by learning how to use your body (yoga, storytelling, ASL) and your voice to communicate more effectively with others, including the D/deaf community.

**INT 110 First-Year Seminar (3 cr.)//12:00-12:50 p.m.  
MWF//Aili Smith**

**COMM 110 Fundamentals of Public Speaking (3 cr.)  
10:00-10:50 a.m. MWF//Paula Lindekugal-Willis**

**SPED 113 American Sign Language I (3 cr.)  
11:00-11:50 a.m. MWF//Jodi Connell**

## **How do students register for a Learning Community?**

### **Students can register in one of three ways:**

1. Students could sign up for Spring 2012 learning communities during the CONNECT sessions. Students will be informed that they have signed up for a specific learning Community. Advisors should ask students if they have registered for a spring learning community during their advising appointments with first-year students.
2. If students are interested in registering for a learning community prior to early registration in October, the student can email Beth Odahlen in the Center for Engaged Teaching and Learning, indicating that they would like

to enroll in a specific Spring 2012 learning community. If students elect this way of registration, students should inform their academic advisor that they have enrolled in this learning community during their advising appointment. Advisors may want to ask students if they have registered for a spring learning community when meeting with first-year students.

3. Advisors can assist students in selecting a first-year learning community for Spring 2012. Priority will be given to students who have not already participated in a learning community. After the advisor and student agree on a learning community that will fit the student's academic needs, the student and advisor can email Beth Odahlen to enroll in the spring learning community.

## MSU's Early Alert Program

The EARLY ALERT program is a retention tool to improve students' persistence and success at Minot State University. The program is based on the model that the faculty will be proactive, supportive and involved in facilitating the academic components of student retention. Faculty awareness of potential student problems constitutes the backbone of this program. Through EARLY ALERT, faculty contribute directly to retention by assisting with the early detection and intervention of students who are doing poorly in class, chronically absent from class, or experience other kinds of problems that affect academic performance.

It is encouraged that students connect with the appropriate support services and resources as early in the semester as possible. However, we know that at any given day any student can be "at-risk". Therefore the EARLY ALERT program is in place year round.

### The EARLY ALERT process works as follows:

#### A. Identifying the student

Faculty will identify students who are experiencing academic difficulties and submit the Early Alert Referral Form to the Student Success Center. More information will be sent soon to all faculty via e-mail.

#### B. Notifying the student

The Student Success Center staff will review the referral, notify the academic advisor, and contact the student to discuss issues that are leading to academic difficulties and make referrals to campus and community resources when necessary.

#### C. Follow-up with student, faculty and advisor

The Student Success Center will report back to faculty on outcome of the student meeting and referral options and suggestions.

### The goals for an EARLY ALERT program are to:

- Reach struggling students as early in the term as possible
- Connect struggling students to college resources to resolve their academic issues
- Help students to maintain or improve their GPA
- Improve student retention rates

## What Do You Know About Supplemental Instruction (SI)?

The POWER Center (TRiO Student Support Services), along with the Center for Engaged Teaching and Learning (CETL) are currently piloting sections of Supplemental Instruction (SI) for the fall 2011 semester.

Unlike other forms of assistance, SI targets high risk courses rather than high risk students. ALL students are encouraged to attend SI sessions because the courses being targeted have shown to have historically high D/F/W rates for a large number of Minot State University students. The ultimate goal is to provide every individual in the targeted course the opportunity to develop proper study skills, learn material with and through peers, and go beyond the lectures to focus on content relevancy. SI will not replace classroom instruction. Students will still be expected to attend every class session, take notes, and actively participate in class discussions. SI teaches students how to learn while teaching them what to learn. Instead of teaching students study skills in isolation from content material, SI sessions are focused on using study strategies during sessions. Students are then able to transfer those learning capabilities to other disciplines.

SI is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by SI leaders; students who have previously done well in the course and who attend many class lectures, take notes, and help students meet the expectations for the course.

Research validated by the U.S. Department of Education shows that students who participate in SI earn higher final course grades, withdraw at a lower rate, and also persist at a higher rate than students who do not attend SI.

SI is most successful when the supporting faculty member is passionate about the program. If you are an instructor that would be interested in having SI support your course, please let us know and we will make every effort to make that possible.

## Fall 2011 SI Schedule

### Math 102

Mr. Goodman  
Location: Model 329  
Tuesdays  
3:00 – 4:00 p.m.  
Thursdays  
11:00 a.m. – 1:00 p.m.

### Math 102

Mrs. Fricke  
Location: Model 328  
Tuesdays  
12:00 – 1:00 p.m.  
Thursdays  
12:00 – 1:00 p.m.

### Psychology 111

Dr. Dobrinski  
Location: Old Main 308  
Wednesdays  
12:00 – 1:00 p.m.  
Thursdays  
1:00 – 2:00 p.m.

Updated 9/12/11 – This schedule is subject to change if SI sessions become available for more courses and/or sections.

25-27. It is important to begin encouraging your advisees to schedule appointments to see you as soon as possible! Early registration dates often sneak up on our current students and our new students are not always aware when spring registration occurs. Please help to spread the early registration dates to all students by sending your advisees an email with information to prepare for registration. Attached is a document highlighting what students need to do to prepare for Spring registration. Think about e-mailing this document to your advisees, hang copies around your academic department/building, and/or distribute it in your classes. Let's try to increase the number of students who take advantage of Spring registration!

## Fall Advisor Development Workshops

The Advisor Developmental Workshops will allow faculty and staff advisors the chance to share advising techniques, discuss

challenging situations, learn about university resources/ services, improve advising techniques, and receive updates on new policies and university requirements. All workshops will be held in the Westlie Room, 3rd floor of the Student Center. Attend at least two of the workshops and you will receive a **FREE Minot State University Advising shirt!** Information regarding upcoming workshops is listed below.

## Events/Workshops to Share with Advisees

An assortment of student workshops have already taken place this semester; however, there are still a wide variety of student workshops remaining this fall. Please encourage your advisees to attend and share the information listed below! For questions on these workshops, please call the POWER Center at 858-4047 or the Student Success Center at 858-3362.

Day/Date	Location	Time	Topic/Speaker
Th 9/29	Missouri Room	1:00 p–1:50 p	YOGA-Stretch Your Mind & body
Tu 10/11	Conference Room	12:30 p–1:55 p	Etiquette Lunch
Th 10/20	Missouri Room	1:00 p–1:50 p	Bouncing Back...Skills for Beating Stress
Th 11/17	Missouri Room	1:00 p–1:30 p	Major Confusion
Th 12/8	Missouri Room	1:00 p–1:30 p	Gifts on a Budget (Financial Literacy)

## Faculty Help to Make CONNECT/Orientation a Success

A big **THANK YOU** goes out to the 60+ faculty who assisted with the 2011 summer **CONNECT**/Orientation sessions. Academic advising is one of the critical components of our summer **CONNECT** session and it could not be done with the assistance from faculty across campus.

## Help Promote Early Registration for the Spring Semester

Doesn't it seem like the Fall semester just started? It is hard to believe, but Spring registration is just around the corner! Early registration for the Spring semester will take place October

## Refresher on Student and Advisor Roles in CampusConnection

Do you have the knowledge and experience to assist your advisees in using **CampusConnection** to add, drop or waitlist courses? Are you knowledgeable in using the features in your advisor role in **CampusConnection** to perform more effectively as an advisor? Understanding both the student and advisor roles will allow you to better serve the students you work with. This is your chance to learn more on what you and your advisees can do using **CampusConnection!**

**Date: Wednesday, October 12**

**Time: 3-4 p.m.**

**Presenter: Rebecca Porter, Registrar**

## Advisor Tips from the Center for Extended Learning

### What is a collaborative student?

Have you worked with a student who may need to take a course through another NDUS institution while taking courses at MSU? For example, do any of your students need to take a Math refresher prior to enrolling in Math 102? If so, they can take a Math refresher course through Dakota College Bottineau as a collaborative student. The NDUS has a collaborative process that allows students from MSU to register for courses at other NDUS institutions. In order to be approved for a collaborative registration, students must meet the criteria and follow certain guidelines. Come learn how you can assist your students who may need a course through another NDUS institution!

### What should advisors know about online courses?

Are you familiar with the online courses taught at MSU? Do you know what full degree programs are available online? Does Financial Aid cover the cost of online courses? How much do online courses cost? Attend this workshop to learn the answers to these questions and many more!

**Date: Tuesday, November 8**

**Time: 12:30-1:30 p.m.**

**Presenters: Jolina Miller, Mark Timbrook & Sherie Saltveit  
Center for Extended Learning**

**Lunch will be provided (Must RSVP by Tuesday, Nov. 1)**

### Disability Support Services

Students with disabilities are represented in every department and field of study in colleges and universities throughout the nation. With this steady increase in numbers, chances are that you, as an advisor, will be faced with some decisions regarding how to handle a student's disability-related issues. This informational session will give you an understanding of your responsibilities as well as the institution in providing students with disabilities "equal access" to their education.

**Date: Friday, December 2**

**Time: 9-10 a.m.**

**Presenter: Evelyn Klimpel, Disability Services Coordinator**

**Breakfast will be provided (Must RSVP by Monday, November 28)**

**Please contact Heather Martin at [heather.martin@minotstateu.edu](mailto:heather.martin@minotstateu.edu) with the dates of the sessions you plan to attend, so presenters can plan accordingly. Information from the workshops will be posted on the advising website, <http://www.minotstateu.edu/advising/>, under Advisor Information.**

## Transfer Tid-bits

### Diversity Requirements: Special Circumstances

Returning students are expected to meet the requirements under the catalogue for which they most recently enrolled at Minot State University. Students who have successfully completed a course prior to that course being approved at Minot State University as diverse, may not have fulfilled the diversity requirements. The course in question will depend upon when the course was approved by the CDCCC or the student may use the same process as transfer students to have the course approved.

Transfer students who have successfully completed a course from another institution that is approved at Minot State University as diverse, will have fulfilled the diversity requirements if credits have been approved as equivalent by the department. If a course is not approved as equivalent by a department or not offered at Minot State University, the student may submit to the CDCCC for approval using the appropriate form. The student must include a course description, rationale, and a syllabus for each course they seek approval for. The form can be found at: [http://www.minotstateu.edu/academic/pdf/Diversity\\_Requirement\\_Form1Ruthrevision8\\_8\\_11.pdf](http://www.minotstateu.edu/academic/pdf/Diversity_Requirement_Form1Ruthrevision8_8_11.pdf)

## Service of the Month – Veteran's Center

The Veterans Center provides eligible veterans and dependents assistance with GI Bill benefits and certification of those benefits. As a member of Servicemembers Opportunity Colleges (SOC), we are committed to easing the transfer of relevant course credits. The center also assists with counseling, advising and transition from military to university life. The Veterans Center is located on the 2nd floor of the Student Center and is open from 8 a.m.-4 p.m. More information can be found at <http://www.minotstateu.edu/veterans/> or by contacting David Klassy at 858-4003 or [david.klassy@minotstateu.edu](mailto:david.klassy@minotstateu.edu).

## New General Education and Diversity Courses

Several courses have been approved to count toward the General Education Requirements and Diversity Requirements.

### Courses approved for General Education include:

Biol 127 – Environmental Biology

Chem 127 – Chemistry of the Environment

Geol 127 – Environmental Earth Systems, and

Math 240 – Applied Statistics.

### New General Education Diversity courses include:

Engl 232 - Mythology, Engl 241 – World Literature I, and

Engl 242 – World Literature II.

### Finally, new Graduation Diversity courses include:

Soc 280 – Social Movements and Human Rights

Soc 363 – Sociology of Gender, and

Soc 374 – Cultural Studies.

## You are invited...

**ATTENTION ACADEMIC ADVISORS!** Please join the Student Success Center at monthly advising discussions held on the third Tuesday of each month from 12:30-1:30 p.m. in the Jones Room, Administration Building. We will gather on September 20, October 18, and November 22 for informal discussions regarding academic advising on our campus. Please feel free to bring your lunch...drinks and dessert will be provided!

## Quote of the Month

According to George Kuh, “in our study several years ago, one of the defining characteristics of exceptional institutions was a high degree of collaboration - - between faculty and administrators, between academic and student affairs, and between the various offices and programs that provide frontline services to students.”

Kuh, G. (No Date). Halls of residence, residence life merge at IU's Bloomington campus. <http://newsinfo.iu.edu/OCM/releases/resiprogram.htm>

## Dates to Remember

Wednesday, October 12 – Advisor Workshop in Westlie Room from 3-4pm – Refresher on Student and Advisor Roles in **CampusConnection**

Friday, October 14—Spring semester graduation application due to advisor

Monday, October 17—Midterm Grades due

Tuesday, October 25—Thursday, October 27 – Spring registration

Friday, October 28—Spring semester graduation application due to Registrar's Office

Thursday, November 8—Advisor Workshop in Westlie Room from 12:30-1:30pm (lunch provided) - Advisor Tips from the Center from the Center for Extended Learning

Thursday, November 10—Last day to drop

Friday, November 11—Veterans Day, University closed

Thursday, November 24—Thanksgiving Day, University closed

Friday, November 25—No classes

Friday, December 2—Advisor Workshop from 9-10 a.m. – Disability Support Services

Monday, December 12—Friday, December 16 – Final exams

Friday, December 16—Spring **CONNECT**/Orientation

Monday, December 19—Grades entered by 12 p.m.