

Making COLLEGE COUNT

EXPLORING CAMPUS CULTURES MONTH-BY-MONTH



UNIVERSITY
OF WYOMING

LeaRN Programs

Fall Bridge

LEARN PROGRAM - WWW.UWYO.EDU/LEARN

University of Wyoming

www.uwyo.edu/fye | first-year@uwyo.edu

This booklet is brought to you by LeaRN Programs. Please check out our many student and faculty success initiatives below:

FIRST-YEAR FOCUS Fall Bridge Summer Bridge First-Year Seminar First-Year Interest Groups (FIGs) First-Year Experience First Gen Scholars	ADDITIONAL STUDENT & FACULTY SUCCESS PROGRAMS STEP Tutoring Supplemental Instruction Writing Center Early Alert First-Gen Success Opportunities Communication Across the Curriculum
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Special thanks to the Advising, Career, & Exploratory Studies program (ACES), Financial Services, and Residence Life & Dining for their assistance in creating this guidebook.

Academic Calendar FALL 2024

August 2024						
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2024						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2024						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2024						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

IMPORTANT DATES

August 5
First Fall Billing (due 9/15)

August 16
First-Year Move-In

August 17-23: Saddle Up

August 26 - Fall Classes Begin

August 29
Last Day to Add Classes

September 2
Labor Day (no classes)

September 4
Last Day to Drop Classes

October 14
Semester Break (no classes)
Spring Registration Begins

October 18 - Mid-Semester

November 8
Course Withdrawal Deadline

November 22
All-School Withdrawal Deadline

November 27-29
Thanksgiving Break

December 6
Last Day of Class
December 9-13 - Finals Week

December 14 - Jan. 20
Winter Break

January 21
Spring Semester Begins



Explore Campus Cultures!

FIRST-SEMESTER COLLEGE SUCCESS GUIDE!

*C*ollege is a time of great growth, but most new students experience some culture shock as they acclimate to the new environment of university life. We encourage you to explore this guide with your instructors, peer leaders, advisor, and other friends or mentors who are beginning this college journey with you.

As a participant in Fall Bridge, here are a few of the benefits you receive:

- **Smaller class sizes.** With a maximum enrollment of 18 students, Bridge classes provide more one-on-one attention from instructors and a better chance to get to know other students.
- **Dedicated instructors.** Fall Bridge instructors have received awards for excellence in, and dedication to teaching first-year students.
- **Peer mentors.** Each Bridge STEP course has a peer mentor that attends class. The peer mentor understands the challenges that students can face during their first semester in college and can offer guidance, give advice, and connect freshman to campus resources.
- **Academic advisors.** The Bridge Program partners with ACES to offer high quality, professional advising. These academic advisors can help answer questions about classes, selecting a major, and using apps such as Navigate and the WyoWeb online registration system.
- **Enrollment in high demand classes.** Since the classes in the Bridge Program fulfill University Studies Program (general education) requirements, students in the Bridge Program are simply taking specific sections of courses they will need to take anyway.

If you have questions about the content of this guide or resources on the University of Wyoming campus, please contact your peer mentor, professors, or advisor.

Making COLLEGE COUNT

Exploring CAMPUS CULTURES

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“ People don't talk much about the challenges that freedom presents at the start of college. I know I was excited to be outside of the house, but that was because of visions of free time and fresh adventures. The first few weeks of school, I was challenged getting to class on time and getting my homework done. I didn't know where things were or how long things would take me. I would recommend that any incoming student figure out how long it takes to get to class and ask their teachers how much time to allot for homework – professors won't mind such questions, they'll appreciate and remember you for it.”

Jaron Bartosvek, *UW Student*

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LAND ACKNOWLEDGMENT

“We collectively acknowledge that the University of Wyoming occupies the ancestral and traditional lands of the Cheyenne, Arapaho, Crow, and Shoshone Indigenous peoples along with other Native tribes who call the Great Basin and Rocky Mountain region home. We recognize, support, and advocate alongside Indigenous individuals and communities who live here now, and with those forcibly removed from their Homelands.” – Associated Students of UW Senate Bill #2699

MISSION STATEMENT

We honor our heritage as the state’s flagship and land-grant university by providing a accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources. In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:

- Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world;
- Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners;
- Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect; and
- Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

As Wyoming’s only public university, we are committed to scholarship, outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation and the world.

STARTING *the* SEMESTER

The months and days before you leave for college can be some of the most exhilarating and thrilling moments of your life. Family members are proud; friends are sad; you have an opportunity to start over and be a new you. But people rarely address the fact that starting over and beginning college do not happen overnight. This adjustment period takes guidance — guidance which can feel scarce in your first semester. That's where we come in. This fall semester guide will give you insider's advice to campus culture from students and faculty. Think of this like a travel guide; use it to learn the resources, lingo, and expectations to allow you to do the best you can in your academics while managing to have enough time to have fun and enjoy a rich life outside of the classroom.

“

One of the hardest things about starting college was embracing the new and unknown. For a while, I kept to myself and talked to friends from home almost every night. Once I embraced new friendships as well as clubs and student organizations on campus, I realized I had a new home and a great community.”

Matt Kratochvil
UW Student



Useful Apps FOR STUDENTS

So you have your dorm room all set up, you have your backpack, you even got your textbooks. Think you're ready to start the semester? Unless you have these Android or Apple apps on your cell phone, you may not be completely prepared. Pro-Tip: Put all of these apps into the same folder for easy access.

Penji: Free Tutoring at UW

Successful students use tutoring. Penji is how students make [free] tutoring appointments with UW tutors in dozens of classes in multiple centers across campus. After downloading the app, sign in with your UWYO credentials. After you create a profile, you can see the various centers and free tutoring at UW. Contact stepatuw@uwyo.edu with issues.

Canvas: Access WyoCourses

Nearly all of your classes will be on Canvas. Students can: view grades and course content, submit assignments, keep track of course work with to do list and calendar, send and receive messages, post to discussions, watch videos, take quizzes, receive push notifications for new grades and course updates, and much more. Contact wyocourses@uwyo.edu with issues

1. Select "Find my School"
2. Enter University of Wyoming
3. Sign in with UWYO credentials

Navigate: Advising and Beyond

Navigate Student lets you know how and when to get important things done. Meet with your advisor, resolve a problem, view class schedule, create reminders for yourself, find things on campus, and more. To get started, select UW from the dropdown menu and log in with your UWYO Credentials.

Suitable (SOAR)

Gamify your co-curricular experiences and work toward badges with UW's experiential transcript platform.



UW Cloud Library

Access the University of Wyoming's digital collection.

Handshake

Find and apply for on-campus and off-campus jobs and internships, connect with employers, and find career fairs.

SafeRide

This is an on-call public transportation service that operates late nights and weekends for safe rides anywhere in the Laramie city limits.

Other Important Apps

Corq: Connect with
UW events

Grammarly:
proofreader

Scannable: scan docs
to share or save

Transact Mobile:
UWYO Eats

Transloc: Track public transit on campus

UW Campus Rec: Fitness class schedules

Zoom: Be sure you use UW's Free Pro Zoom account by selecting SSO then "uwyo"



Discovering UW'S POLICIES

From Cornerstones for College Success by Kendall Hunt, Sherfield/Moody

Using UW's search engine or chatbot Cowboy Joe, try to answer these policy questions.

Policy Question	Response
What is the last day to drop a class?	
What is the last day to withdraw from a class?	
Where can you find the grade appeal process? (website)	
Where can you find UW's refund policy? (website address)	
How many credit hours are required to earn a degree?	
Where can you find guidelines for keeping your financial aid at UW? (website address)	
Where can you find the UW statement on freedom of expression? (website address)	
What is your advisor's email address and office location?	



Navigating the ROOMMATE RELATIONSHIP

Experiences with roommates range from the start of a “best friends forever” relationship to friction that leads to finding new roommates before the first semester ends. The most common experience is more often in the middle. Our goal is to help you make the right steps to building a positive relationship, the type of bond that allows you to live peaceably for a year -- and hopefully you can build a lasting friendship that is a healthy, memorable part of your college experience.

HOW TO GET ALONG WITH YOUR COLLEGE ROOMMATE

From Campus Explorer's article, "How to Get Along with Your College Roommate"

Every once in a while, you hear a story about two randomly matched roommates who become best friends. Beating all the odds, they find miles of common ground, discover that they're actually a lot alike, and become extremely close throughout college. It's a nice story, but it sounds like something you'd see on an after-school special.

Realistically, you're likely to encounter some tension and even conflict with your roommate. Many roommates do become friends, but what if you can't get along with yours? Don't despair -- you can still overcome your differences and have a healthy relationship with your roommate.

First Impressions Matter

Like it or not, people are prone to making snap judgments. Whatever impression you give of yourself when you meet your new roommate is likely to stick with them, whether it's accurate or not.

Even if you're still a little grumpy from moving in, try to be as amiable and positive as you can through the first few days. Make eye contact, be polite and show an interest in getting to know your new roommate. If they like you right off the bat, they'll be more likely to respect your needs and boundaries later on.

Roommate Rules and Boundaries

As you and your roommate get to know each other, make sure you set some boundaries. Ask them about their needs and experiences in creating a workable living environment, then share your needs. Calmly and politely explain your ideal living arrangements while also listening to your roommate's needs.

It's crucial to get this out of the way early. The longer you wait, the more you risk a possible conflict due to clashing lifestyles. Remember, compromise is essential here. You probably won't get everything you want, and neither will your roommate, but the important thing is to create a comfortable, healthy living environment for both of you.





OPEN COMMUNICATION: *The Key to Successful Roommate Relationships*

Talk to your roommate. We can't stress this enough. Don't avoid conversations because you're afraid that they might be awkward. This doesn't mean you have to be best buds who share everything, but if your roommate does something inappropriate, you should let him know. If you let problems pile up without addressing them (like dirty laundry), the relationship will start to sour (like forgotten milk). Address issues as they come up, and you'll be able to defuse them more easily.

Even in the worst roommate situations, there's always a way to resolve the conflict. Sometimes this could mean peer mediation to work through the problems. Or it may mean switching roommates.

Whatever the end result, it's important to remember that there's always help. If you've tried everything and can't get through to your roommate, try talking to your resident adviser (RA). Your RA will listen to both sides of the conflict and help you and your roommate find a reasonable solution. If you find your roommate conflicts still aren't resolved, speak to the residence coordinator for your building.

In your first weekss at UW, you and your roommate will be tasked with completing a roommate agreement. Fill it out intentionally and remember what you agreed on.

For information about Residence Life, dining, and other first-semester issues, check out the website and social media handles:



Housing
website



UWyo Reslife
& Dining



UWyo RLDS



wyorlds

RESIDENCE HALL *Etiquette*

From Campus Explorer's article, "How to Get Along with Your College Roommate"

In addition to room-mates, you have more than a dozen neighbors living in close quarters. It's common to hang out with everyone in the fishbowl, the common lounge area on each floor of the halls. Floormates are a great source of new friendships. Here are some tips for having a peaceful residence hall floor experience.



RESPECT QUIET HOUR RULES.

Hall Quiet Hours are from 10pm to 8am Sunday through Thursday, and 12am to 8am on Friday and Saturday nights.

YOU ARE SHARING BATHROOM SPACE.

Clean up after yourself (don't leave hair in the drain) and don't leave anything in the bathroom.

Ask yourself – am I being a good neighbor? Would I want to live with me?

“

If you see people playing cards or a board game in the fish bowl, it isn't weird to ask if you can join in. Don't be shy.”

– Paul Steinke, UW Student

DEVELOP GOOD LAUNDRY HABITS.

- Set a specific day/time every week when you will do your laundry (and yes, you should do your laundry every week).
- Know the “rush hours”
- Budget your time (you don't want to start a load of laundry then have to rush to class)
- Set a timer on your phone so you don't forget to return to your laundry
- Doing laundry is no one's favorite chore. Be courteous to others (e.g. don't dump someone's wet laundry on the floor)!
- If you have issues with your laundry card swipe (WyoOne card) or a laundry machine not working, tell your residence hall desk
- Washing machines should only be filled $\frac{3}{4}$ of the way full. If you stuff a washing machine all the way full it will probably lock up, then you have to wait until it manually unlocks (about 10 minutes) and you will still have to rewash your clothes (if the machine locks it won't clean anything)
- Laundry Pods do not fully dissolve in the washing machines. Use liquid high efficiency detergent in the washing machines otherwise your clothes will not get cleaned very well.

Consult the Housing, Dining, & Residence Life website (unyo.edu/living) for most up-to-date guidelines and requirements with regards to living in the residence halls.

IMMERSE YOURSELF! *Gem City Culture*

Integrating into the vibrant Laramie community can significantly enrich your college experience. Here are some ideas to immerse yourself in Laramie's offerings, all while embracing the diverse cultures of college life.



ATTEND THE FARMER'S MARKET

Held in downtown Laramie on Fridays through mid-September, the Farmer's Market is more than just a place to buy fresh produce. It's a cultural hub where you can interact with local farmers, artisans, and community members.

SWING DANCING

A big part of the UW cultural scene includes swing dancing. There's even a club you can join. Each Thursday the Cowboy Saloon downtown opens its doors to ages 18+ for swing dancing.

EXPLORE DOWNTOWN LARAMIE MURALS

The murals scattered throughout downtown Laramie offer a colorful and insightful glimpse into the town's history and artistic spirit. Taking a self-guided mural tour is not only an enjoyable way to spend an afternoon but also an educational experience. These murals often depict significant historical events, cultural narratives, and community values. Develop a deeper appreciation for the town's heritage—an appreciation that aligns with the liberal arts in academia.

VISIT LARAMIE'S PARKS AND MUSEUMS

Laramie's parks, such as Washington Park and LaPrele Park, provide perfect settings for relaxation and recreation. Parks often host community events and festivals, offering opportunities to meet new people and engage in local traditions. While UW has many museums, such as the Art Museum and the Anthropology Museum, the community of Laramie also has great offerings, such as the Wyoming Territorial Museum, Women's History Museum, and Laramie Plains Museum.

VOLUNTEER IN THE COMMUNITY

Community service is a powerful way to connect with Laramie on a deeper level. Numerous local organizations welcome student volunteers for various causes, such as environmental conservation, education, and social services. Volunteering not only allows you to give back to the community but also helps you develop valuable skills and a sense of responsibility. It embodies the spirit of service learning, a key component of many university cultures that emphasizes the importance of civic engagement and social responsibility. Search UW's website for "Volunteer Hub" to find local calls for volunteers.

Not only is it enjoyable, but participating in local community events can enhance your sense of belonging and alleviate homesickness. For more ideas on exploring the Gem City, visit www.visitlaramie.org.

Reflect on Engagement

How does engaging in the Gem City complement your academic pursuits, foster social connections, and emphasize the importance of civic engagement?

Preparing FOR CLASSES



UPLOAD YOUR PROFILE PICTURE

By uploading your picture to the WyoCourse account in Canvas, you can help your instructors learn your name better. Follow these steps prior to your first day in classes.

1. Log into your WyoCourse account.
2. Select Account from the top left corner.
3. Select Profile.
4. Hover over the area where you can enter a picture and click on the pencil.
5. You can **Upload a Picture** or **Take a Picture**. (Selecting “From Gravatar” is not recommended since it will not help your instructor get to know your face.)
6. Once you have your picture chosen, you can crop it and save it.



Understanding COURSE FORMATS

Your instructor may choose a variety of design options for your coursework. Here are some formats and important terms that may come up.

ASYNCHRONOUS (*online*)

All of your lectures, assignments, activities, discussions, quizzes and exams are placed in modules. Modules are like storage bins in the Canvas learning system we call WyoCourses. Asynchronous courses do not have a set meeting time, but do have set deadlines.

Example: You access all elements of the course at your own convenience according to deadlines set by your professor.

SYNCHRONOUS (*hybrid*)

There are no in-person elements, but you need to meet online at the designated course time every week. These synchronous activities may include lectures, study sessions, active learning, or discussion. Quizzes and exams are on WyoCourses.

Example: You access lectures and other resources online at your own convenience, but you set aside time each week to attend classes where you interact with other students and your professor.

ASYNCHRONOUS WITH FACE-TO-FACE ACTIVITIES (*flipped*)

View the recorded lectures online during a time that works for you, but then you will attend face-to-face (in-person or online) classroom sessions where you will interact with what you learned through activities and discussions.

Example: You watch short recorded lectures each week on your own prior to coming to class. Depending on your professor, class may be in-person or offered synchronously online. During those sessions, you interact with the material that you learned on your own time.

YOU CHOOSE: FACE-TO-FACE, ZOOM OR ASYNCHRONOUS (*HyFlex*)

Some professors leave the course design up to you. Class takes place in a traditional classroom with an optional Zoom link. Sessions are recorded and uploaded as videos. You may be asked to voice your preferred course method early in the semester.

Example: Some classmates go in person to each lecture, others view the lecture at home as the professor delivers it, and others watch the lecture videos at a time that is convenient for them.

Online Course SUCCESS TIPS

Adapted from University of Michigan Center for Academic Innovation

1. Stay Organized

Create a chart to keep track of things for each class, or use the chart on the next page.

- What are the in-person parts of this course? (lecture, lab, etc)
- Where can you find it or how do you access it? (live-stream, lecture capture, etc)
- Is it at a specific time (synchronous) or can you watch it anytime (asynchronous)?
- What are the important due dates?
- How will you submit assignments?
- Is your course offering virtual office hours? When and on what platform?
- Is there an online forum for asking questions?

	Class 1	Class 2	Class 3
Important Dates			
Important Links			
Office Hours			

2. Avoid Multitasking

Many people think they can do multiple things at once, but research shows us that only about 2% of the population can multitask. Even if you feel like you're multitasking, you're probably not... really, you're switching between tasks very quickly (some call this "micro-tasking").

What to do instead:

- Consider the Magic of Monotasking (focus on one task until it is complete).
- Try the "pomodoro method" to help you focus for 25- or 50-minute periods, and then reward yourself with a 5- and 10-minute break.

3. Make the most of video lectures

- Stick to the instructor's schedule as much as you can.
- Find out how to ask questions. Is there a chat feature? Threaded discussion?
- Close distracting tabs and apps. (See #2 above.)
- Take notes as if you were there in person.

Watch recordings at normal speed. Playback speed of 1.5x can lower retention and result in lower scores on assessments. It is also worse for complex, multi-step material.

4. Be considerate on Zoom

- Use your UW Pro Zoom account – all UW students have access to a free pro Zoom account. Access the account through WyoWeb and click on the camera icon.
- Project the right image. Dress as you would for an in-person meeting. Adjust lighting so you are easily seen. Move distracting background items. Avoid yawning or exaggerated motions.
- Practice speaking to the camera and not the screen.
- Utilize the mute button. Unless you are actively speaking, you should keep your mute button on. However, you should still actively participate in class discussions. Think of questions you want to ask and jot them down, or join in when a question has been thrown out.

Avoid eating & drinking on Zoom. This is distracting for everyone on video calls.

CREATING *a* BUDGET as you START COLLEGE

From "College Budget Template: Keep Track of Your School Expenses." (mint.com)

College textbooks, a night out with buddies, furnishing your room - the expenses during your college years can quickly and easily burn a hole through your bank account in no time if you don't have a detailed college budget set up. No one enjoys counting pennies and controlling spending, but budgeting is a necessary part of financial health. Your college years in particular are the perfect time to learn how to budget properly before real adult life kicks in.



Don't think you need to maintain a budget? Here are some reasons why it's important to have one set up now, using a college budget template, as you start your first year of college.

Build Good Habits for Adulthood

Financial freedom means gaining power and responsibility to make your own choices. Many times financial freedom can get the best of college students, who end up finding themselves tempted by the myriad of items that are available to

buy. A carefree sense of adulthood can cause you to overspend, and end up with mounting debt. Having a budget is a responsible step towards adulthood and maturity that helps you take control of your spending.

Your Funds Are Probably Limited in College

Most college students don't exactly have a ton of cash to work with, which makes the art of budgeting even more crucial. No matter where the funds are coming from - mom and dad, a part-time job, or even a scholarship or award - you'll most likely have to be savvy and learn how to stretch your dollar. Money has a tendency to be spent on 'wants' rather than 'needs' when no budget exists (more in the November chapter!). Having a budget allows you to see if whatever money is coming in is adequately covering your expenses, or if you have to look for more ways to supplement your income, or lower your spending if possible.

Managing Your Money

Having a budget on a detailed spreadsheet with the help of a college budget template allows you to better control your money. It will show you where your money needs to go, including your savings, expenses, and extra spending money. This tool will also provide you with a reference to identify what your financial position is at the end of each month. For instance, if you've allotted \$100 to be spent on entertainment, but notice that all the receipts you've kept that month total \$150, you know you need to cut back \$50 from your entertainment expenditures.

**Having a
budget in place
can help you
delegate every
dollar you make.**

What To Include in Your Budget

A budget can be as detailed as it needs to be for you.

When it comes to your expenditures, don't leave anything out. Be sure to include items such as textbooks, tuition, room and board, student loans, transportation, groceries, entertainment, and other items.

For your income, make sure to include anything on top of your part-time job that may bring money in, including awards, allowance from parents, and so forth. At the end of the month, compare the difference between the two, which will tell you whether your income covers your expenses, or whether you're ending up in the red.

COLLEGE STUDENT BUDGET TEMPLATE

Monthly income for the month of: _____

ITEM	AMOUNT
Estimated Monthly Income	
Financial Awards	
Allowance from Parents	
Other Income	
TOTAL	

Monthly expenses for the month of: _____

ITEM	AMOUNT
Rent	
Utilities	
Cell Phone	
Groceries/Car Expenses	
Student Loans	
Insurance	
Medical Expenses	
Credit Card	
Entertainment	
Laundry	
Miscellaneous	
TOTAL	

Semester costs for the month of: _____

ITEM	AMOUNT
Tuition	
Books	
Lab Fees	
Deposits	
Other	
TOTAL	

HOW AM I DOING?

ITEM	AMOUNT
Monthly Income	
Monthly Expenses	
Semester Expenses	
TOTAL	

Short-Term & LONG-TERM GOALS

Freshmen enter college with a range of real world experiences, from working full-time to only having the culinary skills to make instant Ramen. Being independent is more about a mindset than an actual skill set. You can learn to do anything, from molecular biology to making marinara from scratch if you are willing to own that you are responsible for learning to do it. This will apply to a range of tasks in the next four years, spanning from paying bills to academics.

Famous author, Annie Dillard, once said, “How we spend our days is how we spend our lives.” This is an important mantra as you move through college. Your college degree is not a golden ticket to a new life; rather, you spend four years working towards a degree, and those four years teach you how to live.

“

Growing up isn't a light-switch. It's a set of habits.

– Paul Steinke, *UW Student*



Pre-Semester REFLECTION

Answer the following questions considering how you want to make a new home and how that will make your time at the University of Wyoming. Not only will this help you settle into the semester, some research shows that students who write down goals are more likely to overcome obstacles and to achieve their dreams.

Jot down five goals for your freshman year:

Write down five “five-year” goals:

Write down five “ten-year” goals:

Finally, write a paragraph that considers how you want your life at the University of Wyoming to look, and what steps you can take this fall to work toward achieving your short term and long term goals.

“

Partying is a part of the college experience for many, but don't let it be your only college experience. It's fun. It's a great way to socialize, but remember why you are here and what will count four years down the road. You can go out, have a good time, and still get to bed early enough to stay on track. Set smart boundaries, watch out for yourself and your friends, make time for fun and your studies, and you will have a well-rounded and amazing college experience.”

Mary Grace Bedwell, *UW Student*

SEPTEMBER

Welcome to the University of Wyoming! We're glad you're here. During the month of September you will begin to experience true college life. You'll meet a ton of new people, delve deeper in to your classes, and start to find where you fit in on campus. You may get a little lost along the way, but that's okay. There are lots of offices, services, resources, and people on campus who are willing to help you navigate the university.

“

In my transition to UW I was equally nervous and excited. I was nervous about picking up my life and moving across the country, and I was excited to be in a whole new environment and meet new people.”

Emilee Inez
UW Student



Cultures of COMMUNICATION *in college*

WHAT SHOULD I CALL MY INSTRUCTORS?

Prof? Doctor? Ms.? Mr.?

Your instructor may indicate on the first day of class how they prefer to be called. If the instructor suggests you can use their first name, you should feel comfortable to do so. If an instructor does not indicate what form of address to use, a safe bet is to say “Professor” in front of the instructor’s last name (for example, “Professor Chavez”). Or you can ask your instructor what they prefer.

OTHER RECOMMENDATIONS

Many students assume that an instructor is too busy or has too many students (in large classes) to care about getting to know them. The opposite is true! Stay after class for a minute during the first week of class to talk to each of your teachers. Introduce yourself and let them know if you have any questions about the class. If you’re comfortable, ask them how they came to their discipline or their top advice for succeeding in the course.

Some discussions you may want to have with an instructor are complex, such as questioning a grade on an assignment or finding out how to improve a grade after a sequence of unexplained absences. These kinds of discussions are best conducted in an office visit, not right after class or in an email. Use email to request an office visit or stop by office hours.

UW is committed to protecting students’ right to freedom of expression as well as faculty’s academic freedom. Your own academic freedom relies on your ability to think independently and form your own opinions on controversial topics. Faculty welcome respectful, constructive dialogue as long as it does not disrupt the class goals or lesson outcomes. In the classroom, faculty must maintain control of discussions to ensure they remain respectful and on topic.



EMAIL *etiquette*

Adapted from the Bridge Peer Mentor Manual, University of Wyoming, and Tutor Iowa Academic Tips Worksheets, University of Iowa, tutor.uiowa.edu

As a UW student, you will often use email as your primary way of communicating with your instructors and other professionals on campus. Since instructors and other campus professionals receive lots of emails every day, you want to make sure that your emails are easy to read and contain all the important information the email recipient needs.

Differences in email writing styles often interfere with effective communication, sometimes with quite negative consequences. **An email is not a text message.** A good rule of thumb for students is to use a fairly formal email style that includes:

- Something in the “Subject” line,
- A form of address (Dear Professor Jones),
- Complete sentences, capital letters to start the sentences, and conventional punctuation
- Your full name and W# at the end of the email

The response you get from your instructor on your first email will indicate the kind of formality you should use from then on. Remember to always send email from your University of Wyoming email address.

The screenshot shows an email client window titled "MATH 1000 Question - Message (HTML)". The interface includes a menu bar (File, Message, Insert, Options, Format Text, Review, Adobe PDF) and a ribbon with various tools. The email content is as follows:

To: Pistol Pete
Cc:
Bcc:
Subject: MATH 1000 Question

Annotations with arrows point to specific parts of the email:

- Create a clear, concise subject:** Points to the subject line "MATH 1000 Question".
- A form of address:** Points to "Professor Pete," in the salutation.
- Complete sentences, capital letters, and punctuation:** Points to the main body of the email.
- Full name and W#:** Points to the signature block.

Email Body:

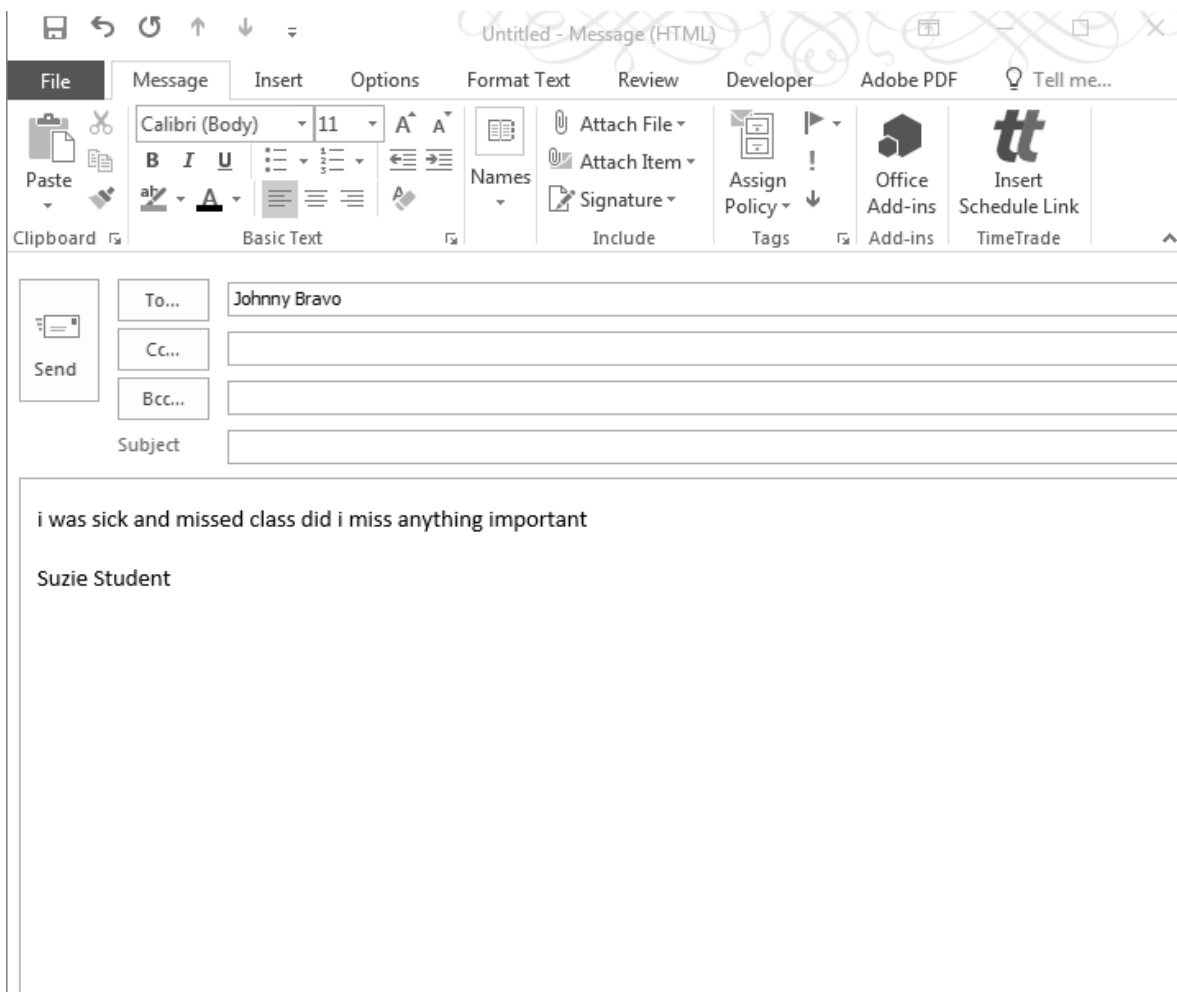
Professor Pete,

I'm a student in your MATH 1000 course and I have been reviewing for the upcoming exam. I have some questions about the sample problems in Chapter 3 and I am unable to attend your office hours. Is it possible to meet with you before class on Wednesday? I'm free between 9:00 and 11:00. Please let me know if these times will work.

Thank you,

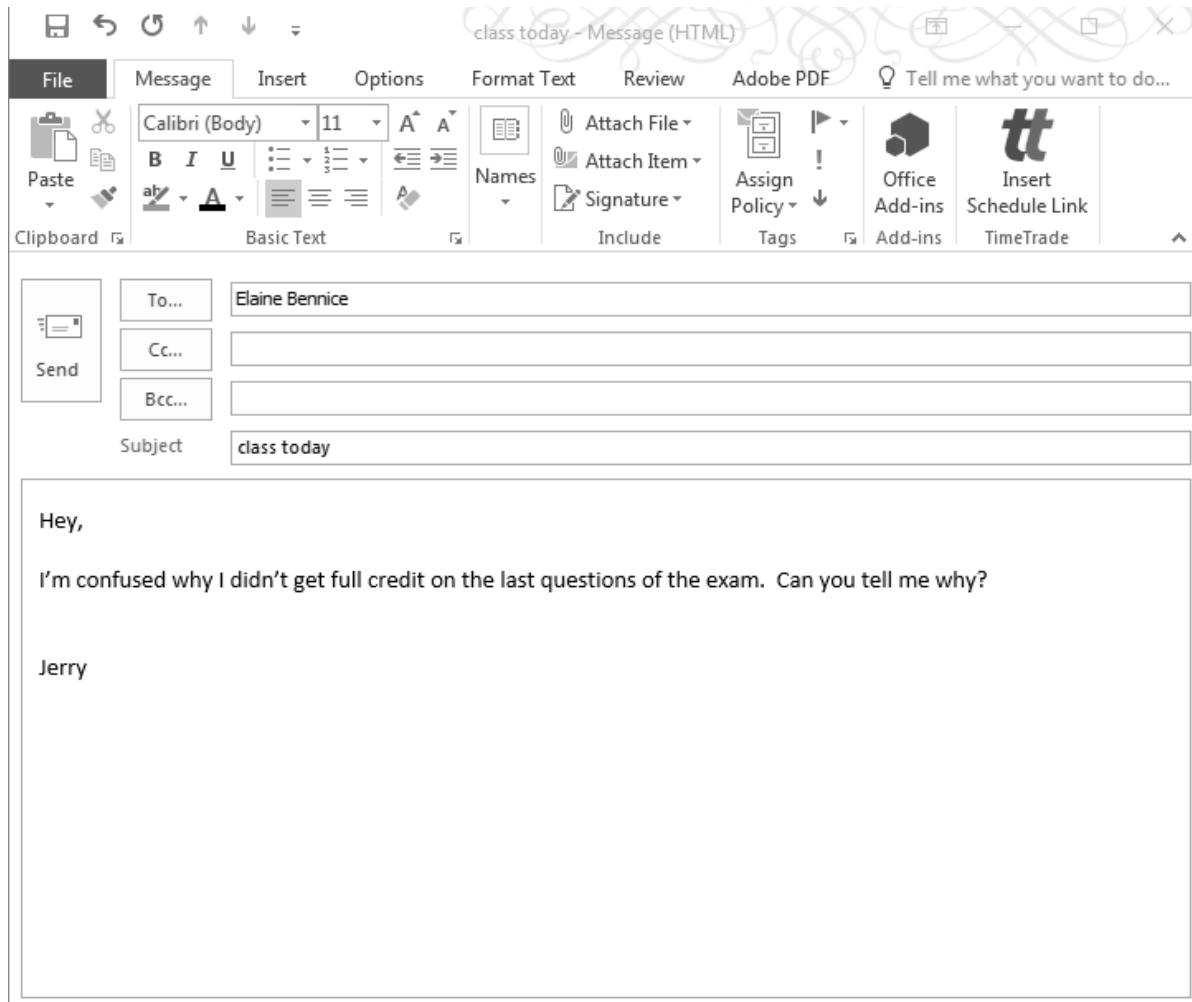
Cowboy Joe
cjoe123@uwyo.edu
W01234567

Using the recommendations you just read, edit these emails from students to their instructors:



What information did the student leave out of the email?

What is the tone of this email? Unprofessional? Casual? Professional?



What information did the student leave out of the email?

What is the tone of this email? Unprofessional? Casual? Professional?

To... Ross Geller
Cc...
Bcc...

Subject ENGL 1010-45 question about Paper 1 due date

Dr. Geller,

In class today you said that you were changing the due date for Paper 1. I think I wrote down the wrong date.
Is Paper 1 due on Sept. 15 or Sept 18?

Thank you for your help.

Chandler Bing
W00123456
bing@uwyo.edu

What information did the student leave out of the email?

What is the tone of this email? Unprofessional? Casual? Professional?



“ Make lists, keep a planner, work with friends, and always reward yourself when you get stuff done. Always break down the work you have to do. You will be a lot more effective that way. Everyone has a time, whether it be 5am or 10pm. You have to find YOUR time and work hard within that.”

Haley Garner
UW Student

OWNING *Your* SCHEDULE

One of the biggest struggles new college students face is managing their time well. With less structured days, many students find it easy to forget important meetings or assignment due dates. Take ownership of your schedule early in the semester to keep from falling behind.

“ Time management was one of the hardest things for me to learn. In time, I found that it was best for me to keep a very detailed planner. I would give myself time slots for when I was doing homework, going to the gym, and studying.”

- Emilee Inez, *UW Student*

CREATING A WEEKLY SCHEDULE

- Every student at UW has access to Microsoft Outlook. The calendar feature can help to keep track of important meetings and due dates.
- Start by blocking out times when you have class, work, student organization meetings, appointments, or other commitments each week that do not move.
- Next, find all due dates for homework assignments, presentations, papers, or exams. Try putting your assignments in a different color or highlighting them so you don't forget!
- When planning out study time remember the general rule that for every credit hour you are in you class you should study 3 hours outside of class.
- Finally, don't forget about personal time! This includes time to sleep, eat, exercise, relax, and socialize with friends.
- When you first start planning out your daily schedule, plan about 12- 14 hours of your day in detail. This way you can try to account for all your responsibilities.
- Check out the sample schedule on the next page, and try planning your weekly schedule. If you work best at night, alter your schedule so have more time at night to focus on studying and homework.

Sample SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
6a					
7a	Workout	Workout	Workout	Workout	Workout
8a	Shower/Dress	Shower/Dress	Shower/Dress	Shower/Dress	Shower/Dress
9a	Breakfast ENGL 1010	Breakfast	Breakfast ENGL 1010	Breakfast	Breakfast ENGL 1010
10a	write outline	PSYC 1000	begin draft 1	PSYC 1000	finish draft 1
11a	UWYO 1000	go over notes	UWYO 1000	rewrite notes	UWYO 1000
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p					
2p	MATH 1400	LIFE 1010	MATH 1400	LIFE 1010	MATH 1400
3p	create flash cards	review flash cards	meet math study group	go over chapter notes	create practice quiz
4p		rewrite notes			
5p	Relax/Social Time		Relax/Social Time		Relax/Social Time
6p		Intramural Sports	Dinner	Relax/Social Time	
7p	Dinner	Dinner	Swing Club	Dinner	Dinner
8p			LIFE 1010 Lab		
9p					
9p					

“

I want to quote the advice I received during my freshman year: “When you are in a new town, school, or place in life, sometimes the best thing you can do is show up. Show up and be willing to try new things.” Show up for floor events, for class, for clubs, and for your friends. Remember that people here care about you, whether it’s the student next door in the dorms or your English 1010 professor. Make a great freshman year for yourself!

-Peyton Lunzer, *Fall Bridge Faculty*

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 A.M.					
7:00 A.M.					
8:00 A.M.					
9:00 A.M.					
10:00 A.M.					
11:00 A.M.					
12:00 P.M.					
1:00 P.M.					
2:00 P.M.					
3:00 P.M.					
4:00 P.M.					
5:00 P.M.					
6:00 P.M.					
7:00 P.M.					
8:00 P.M.					
9:00 P.M.					
10:00 P.M.					

Culture Shock! DIFFICULT CLASSES

Be prepared for a different academic experience in college than you have had before. During your time at UW you will take a wide range of classes. You will find that you enjoy some of your classes more than others and there may be the occasional class that is particularly tough. It's important to keep in mind that there are resources on campus to help you navigate those difficult classes.

ATTENTION MANAGEMENT

No matter how disciplined you are, distractions will creep into your classroom and study time. Managing your attention can significantly enhance your learning experience and academic performance. Start by minimizing distractions: put your phone on airplane mode, close unrelated tabs on your laptop, and sit away from chatty classmates. Focus on taking notes and engaging with the material through questions and discussions. In an online class, break down the lecture into manageable segments, giving yourself brief mental breaks to maintain focus. Additionally, set specific goals for each class, such as understanding a particular concept or participating in a discussion. If your mind wanders, gently bring your attention back to the lesson. Lastly, ensure you get enough sleep and maintain a healthy diet, as both play crucial roles in your ability to concentrate.

“ You will have homework! Go talk to your instructors! Always. In my experience, building relationships with my instructors has helped me in other aspects like recommendation letters, award nominations, extra help, and even a better grade. They are more willing to help you out if they know you personally, and you are not just another name on their class list.”

- Haley Garner, *UW Student*



Using CAMPUS RESOURCES

- **Classmates:** Believe it or not, some of the best resources are those who are in your shoes. Organizing a study group is a great way to meet fellow students while obligating yourself to a regimented study schedule, even if only for a couple hours a week.
- **Peer Mentors:** Your Fall Bridge peer mentor is a great resource. They were most recently in your shoes, and they can provide academic support and guidance while sharing real-life examples. They are also approachable and can be a great bridge between you and your instructors.
- **Instructors:** Believe it or not, the best person to visit with if you're having trouble in a class is the instructor of that class. Every instructor must hold "office hours." These are specific hours each week that the instructor sets aside to be in their offices and available to students. Go visit your instructors during their office hours to ask questions, go over concepts you don't understand, and to get help on exam preparation. They will be happy to see you and get to know you a little better.
- **Academic Advisor:** Your academic advisor can help you find classes that are a good fit for your major and your interests. You may find that you don't need to suffer through your dreaded class if another fulfills the same requirements. Your advisor is also a good person to check in with over the course of the semester if you have questions about Early Alert or mid-semester grades. They can also walk you through the process and consequences of withdrawing from a class if you believe you are in danger of not passing.
- **Tutors:** If you need some help tackling a tough math question, or you have more questions about the concept discussed in your science class, meeting with a tutor is the way to go! There are several spots on campus where you can get tutoring and all of these are FREE to students.
 - ☐ STEP Tutor Center: Half hour one-on-one sessions do not require appointments. STEP provides tutoring services for over 50 classes at two locations: lower level of Coe Library and basement of Washakie
 - ☐ The Center for Assistance with Statistics and Math (CASM) focuses on group tutoring for a wide range of math courses. Located in Ross Hall Room 29.
 - ☐ The Writing Center offers assistance at any time during the writing process (brainstorming, development, rough draft, revisions, etc.). Students can schedule individual in person or online consultations. Located in the Coe Library Learning Commons (lower level).



HELPFUL SITES AND CONTACT INFORMATION

ACES Advising, Career, Exploratory Studies Center uwyo.edu/aces, aces@uwyo.edu

STEP Tutor Center & Supplemental Instruction uwyo.edu/step, 766-4354

Center for Assistance with Statistics and Math (CASM) uwyo.edu/mathstats/casm, 766-6577

Writing Center uwyo.edu/writing-center, writing@uwyo.edu

Check out the helpful websites on the previous page, then use this worksheet to keep track of the tutoring resources. Schedules may change from semester to semester.

Class Title: <i>MATH 1000 - Problem Solving</i>	EXAMPLE
Tutoring available at: <input checked="" type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times: <i>Monday - Thursday 2:00-5:00 PM</i> <i>Sunday & Tuesday 5:00-7:00 PM</i>
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input checked="" type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times: <i>Monday - Thursday 10 AM-5 PM</i> <i>Friday 10:00 AM - 1:00 PM</i>

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Academic Honesty & AI POLICIES

Adapted from UW College of Arts and Sciences Academic Dishonesty webpage: <http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html>

It is important to give credit to the authors of the books, articles, and websites where you pull information. Your instructors may have different preferences for how you cite your sources and keeping all the citation styles straight can be confusing. Luckily, there are online tools that can help students use the different formatting and citation styles correctly.

HELPFUL LINKS

Purdue Online Writing Lab (OWL)	owl.purdue.edu
Citation Machine	citationmachine.net
KnightCite.....	calvin.edu/library/knightcite

UW students are held to a high standard of academic integrity. Many students are not aware of the range of activities that can bring suspicion of academic dishonesty. According to University Regulation 6-802, some common examples of academic dishonesty include, but are not limited to:

- **Plagiarism:** presenting the work of another, wholly or in part, as one's own work without customary and proper acknowledgment of sources and extent of use.
 - This includes the use of Artificial Intelligence (AI) applications. Such use is prohibited unless expressly permitted by the instructor. Submissions generated, in whole or in part, by AI without attribution is treated as plagiarism.
 - **It is imperative to follow each instructor's syllabus guidelines on AI policies. Each professor may have different rules.**
- **Cheating:** using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one's assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
- **Fraud:** altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one's past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.
- **Violation of Standards:** violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.
- **Multiple Submissions:** submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.
- **Interference or Obstruction:** interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.
- **Complicity:** assisting another person in any act of academic dishonesty.

Suspicion of academic dishonesty is taken very seriously and can lead to anything from failing the assignment to failing the class to expulsion from UW. Do not hesitate to talk to your instructor with concerns.

College CARES

During your time at UW, and certainly during your freshman year, you will have a lot of questions and you may need some guidance. Don't be afraid to ask! Whether it's your instructors, your peer mentor, or your advisor, they are all willing to help you find the answers to your questions.

“ My high school teachers always said that in college professors wouldn't care about what you do because you are paying to go to school so you should be the one to care not them. Yet come to find out, the professors care very much about your progress in class and they are there to help and make sure you understand what is being taught so you are successful!”

-Kassondra Giacchino, *UW Student*

“ Faculty do care about you. A big difference in higher ed is that faculty generally don't 'chase' students. Students need to reach out to faculty first. Faculty don't see 'shame' in a struggling student. If you get a disappointing grade on a paper or exam, make an appointment to chat with the prof. Good learning always involves some struggle—even for professors!—so we don't look down on that process. We're here to coach you through it.”

-Nancy Small, *English*



The Wellness Center in Half Acre offers kitty or puppy time, massages, a Zen garden, and much more!

“ I'm a Peer Mentor for a first-year class, but I'm also just another student who is there to help freshmen and show them that college can be a great place. I became a Peer Mentor because I wanted to help students in the same way that I was helped as a freshman.”

- Mary Schwope, *UW Student*

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

OVERVIEW OF PROGRAM REQUIREMENTS

Individual students who successfully complete the program will be entered to win awesome prizes including iPads, headphones, and University Bookstore gift cards. The drawing for prizes will occur during the final week of classes each month and students will need to pick up their prizes from the LeARN office before leaving for winter break.

The 25% of Fall Bridge STEP 1000 courses that have the highest student participation in the William White Program will earn their choice of food (without going too crazy) for the entire class.

Participation guidelines:

1. Students will select and attend or complete a minimum of 1 activity from 2 of the 3 categories every month (September, October, November) from the lists of activities provided.
2. Students will include their name and W# on each activity sheet and complete any information required in the activity boxes.
3. Students will be ready to discuss the activities they completed with their H class or peer mentor.
4. Students will turn in their activity sheet to their peer mentor at the end of every month.





Meet WILLIAM WHITE

Will White was born in Iowa and spent most of his childhood in Mason City. He attended public school and home school to the age of 14, when he left home to begin working construction. After working construction in Iowa for a couple years, Will packed a duffle bag with all his belongings and took a one-way flight to Los Angeles to try his luck in California. Will worked a few odd jobs in Los Angeles, including working as a delivery driver and a lumber yard manager.

When Will was invited to visit Pinedale, WY, on a hunting trip with a biologist friend, he jumped at the chance. Will immediately fell in love with Wyoming and spent much of the hunting trip asking his friend questions about the trees, animals, rocks, and history of Wyoming. Along the way, they met a Wyoming geologist who inspired Will to think about geology as a career path.

Back in LA, Will decided he wanted to pursue a better life and find out what he was capable of. He and his friend came up with a plan. Will would move to Wyoming, find a job in the oil field, and save money until he could start college at the University of Wyoming. He would study geology and someday find work as a geologist. Will gave two weeks' notice at the lumber yard, packed up everything he owned, and bought a truck. He drove to Pinedale, lived in the geologist's garage loft, and began traveling from oil rig to oil rig, knocking and doors and asking for a job. Finally, he was hired to work for one of the oldest rigs in Wyoming.

“ I never turned in a paper or big assignment that wasn't reviewed by my professors.”

From 2006-2007, Will earned a high wage and often took home hundreds of dollars in bonuses each day. He never lost his dream of going to college and would occasionally drive to Laramie on his days off to spend time walking around the UW campus. In the summer of 2007, he finally paid a visit to the Admissions Office. After talking with Will and hearing about his experiences and college goals, the Admissions director decided to admit Will as a freshman in Fall 2007.

Will joined Fall Bridge his first year at UW. “It was one of the most important parts of my first year,” says Will. “The Bridge teachers cared a lot and wanted to help me succeed.”

In his first semester, he visited the Geology Department and walked through the hallways to find out who taught in the department. “If I saw someone in their office, I introduced myself,” Will says. “I asked them to explain what they did, what their specialty was.” Some of the professors spent time getting to know Will and later became key resources for him.

“I am pretty introverted, but I made it a goal to get to know people in the department,” he says. “I visited office hours. I never turned in a paper or big assignment that wasn't reviewed by my professors at least once.”

A Fall Bridge instructor recommended that Will seek out testing for learning obstacles. He did what the teacher suggested and discovered after testing that he struggled with a processing issue that was



impeding his learning. “I found out that I have a very high IQ but my processing skills were low,” Will says. “It was a huge help just to find out there was a reason I was having trouble in some of my classes.”

When Will was an upperclassman, ExxonMobil came to UW looking for undergraduates to intern at the company. The members of the geology program recommended Will for an interview. “I found out at the last minute about the interview and showed up in a \$2 Kmart shirt and jeans,” Will says. The recruiter offered Will a three-month internship beginning in January 2013. As Will completed his internship, his mentor quit her job. Will took advantage of the opportunity to take charge of the internship and prove his dependability. “It was tough at first,” Will says. He had no official training and had to find people to teach him what he needed to do the job well.

Will says, “I learned from my college classes and working in the geology program how to figure things out and get the job done...I had built a great work ethic.” Now, Will travels the world working as an operations geologist for ExxonMobil. The William White Engagement Program is an extension of Will’s goal to help new UW students succeed in their first year at college.

WILL'S TEN TIPS FOR YOUR FIRST YEAR

1. You first year is important ... don't slack off.
Go to class, stay caught up!
2. Know that you have to put in the effort to learn.
3. Use the resources that are available...Supplemental Instruction (SI), STEP Tutoring, Writing Center, office hours.
4. Find a good study method; it might take you a while.
5. Schedule your classes with an hour in between each class so you have time to look at your notes and study a bit.
6. Treat school like a job...it's easier than working 12 hours a day on a rig!
7. Get to know your professors; go to office hours.
8. Find a community that will help you and that you succeed in college.
9. Get along with people even if they are not like you.
10. If you are the smartest person in the room, you are in the wrong room.
Push yourself and learn.



*More tips
and
stories
from
Will!*



September Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select and attend or complete a minimum of 1 activity from 2 of the 3 categories listed on the back of this sheet that you want to complete.
2. For each activity completed, fill in the information required for that box.
3. Be ready to discuss your activities during class and with your peer mentor.
4. Turn in your activity sheet to your peer mentor at the end of the month.



NAME: _____ W#: _____

ACADEMIC SUPPORT

<p>Attend Tutoring in the STEP Tutor Center Coe Library, Lower Level www.uwyo.edu/step/tutoring</p> <p>Subject:</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Meet with one of your instructors during their office hours</p> <p>Instructor Name:</p> <p>Date Completed:</p> <p>Instructor Signature:</p>	<p>Attend Tutoring in the Center for Assistance with Math and Stats (CASM) Ross Hall, Room 29 www.uwyo.edu/mathstats/casm</p> <p>Date Completed:</p> <p>Tutor Signature:</p>
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ACTIVITIES FOR SUCCESS

<p>Meet with your Peer Mentor during your small group, out of class meeting time.</p> <p>Date Completed:</p> <p>Mentor Signature:</p>	<p>In the SOAR platform's First Year Experience Milestone, find and complete the Student Success: Time Management Activity https://app.suitable.co</p> <p>Date Completed:</p> <p>Video Title:</p>	<p>Attend a Supplemental Instruction session for one of your classes www.uwyo.edu/step/tutoring</p> <p>Subject:</p> <p>Date Completed:</p> <p>SI Leader Signature:</p>
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CAMPUS AND COMMUNITY ACTIVITIES

<p>Visit the Service, Leadership & Community Engagement (SLCE) Office Wyoming Union, Lower Level</p> <p>List 2 volunteer opportunities you are interested in:</p> <ol style="list-style-type: none"> 1. 2. 	<p>Attend a UW club or varsity sports game For info about club sports visit: uwyo.edu/rec/club-sports For info about varsity sports visit: www.gowyo.com</p> <p>Date:</p> <p>Sport:</p> <p>Opponent:</p>	<p>Attend your choice of events at the Half Acre Wellness Center. For a full list of events visit: uwyo.edu/rec/wellness-center/educational-programming/</p> <p>Event:</p> <p>Date Completed:</p>
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OCTOBER

All of a sudden, it's October. This month marks the half-way point in the semester. In October, you'll likely have a midterm exam or a major project in every class. For many students, this part of the semester brings academic stress and anxiety. On top of that, many students experience social stresses and homesickness. These academic and personal pressures may sound scary, but these challenges also offer opportunities to get to know yourself and your campus resources. In this chapter, we'll cover both the stresses and the resources. You'll learn about Early Alert, midterms, and anxiety; you'll also encounter study plans and campus resources like the Counseling Center and Coe library that can help you develop skills and approaches to October's challenges. October is challenging, but you can do it!



LOGISTICS

EARLY ALERT FEEDBACK

Early Alert is a program that is run through the advising app, Navigate. It allows faculty to provide academic feedback on student performance during the 4th week of classes, long before mid-term grades are assigned. The goal is to give you a glimpse of your early performance in each class.

This alert encourages you to speak with your instructors and/or seek academic support services such as tutoring and Supplemental Instruction. If you receive an academic concern from an instructor in one or more of your classes, don't panic! Your advisor and RA will reach out to you to check in and help you formulate a plan to move forward. This is an opportunity to seek academic/personal help and discuss your options with your instructors and advisors. You can also find your Early Alert info in the Navigate app.

Student Voices: EARLY ALERT

“Early Alert is so beneficial for students' academic success because it is a great gauge on how not only you think you're doing in classes, but how your professors and teachers see how you are doing in the course as well. It really is an 'Early Alert' which helps you better improve your performance in courses before it is too late.”

Zach Winslow, UW Student

Faculty Voices: EARLY ALERT

“I'm glad we have this system in place. It shapes the way I think about my students' grades in general, and that has changed some of the language I use about grades in class. I reached out to one of my students due to the Early Alert, and it turned out to be a very pivotal moment to do so.”

“This is a wonderful system to identify struggling students much earlier during the semester and offer advice/resources to improve their learning. If the system helps one student to succeed in college, then it is worth my time as an instructor to use it.”

PREPARING *for* MIDTERMS

Even though mid-term exam week is on the calendar all along, it can sneak up on students. Generally, each of your classes will have a major exam, paper, or project due at or around mid-term week. This can be stressful if it catches you off guard, so it's best to prepare for mid-term week in advance.

“ My hardest midterm was my first semester. I was just getting used to the college life and figuring out what I needed to do and how to study. I felt very overwhelmed and stressed to the max. I didn't have a large work load, but I had a lot of studying to do for the exams I had the following week. I focused on the things I needed the most help on.”

-Kassondra Giacchino, *UW Student*

“ My first midterm week was a real wake up call. No one prepared me for what it would be like. I was a mess because I didn't know what to study, what was the best way to study for me, or if I was giving each class the right amount of my time. I studied for some classes super hard, and others not as much as I needed to. In one class, we did an early quiz and I did well on it. For the midterm, I totally bombed it. Now I know to deal with the stress by talking with my friends, taking time to eat, and spacing out my studying so I don't stress too hard.”

-Olivia Balanoff, *UW Student*



Seven Day STUDY PLAN

Since last-minute cramming usually doesn't work out well, keep the following 7-day study plan in mind (although some exams will need more than one week of preparation). Study a maximum of 2 hours at a time before taking a break, and attend any review sessions offered during the week.

DAY ONE	Organize all your notes, handouts, and materials you'll need to cover. Check to see if anything is missing. Prioritize what will be most important to study through what is least important to study. Divide your study materials into at least three sections (sometimes the teacher does this automatically through the course units—you might divide by date, topics, etc.). You can also break this down by "lecture notes" and "book notes." *Some students re-write or re-type their class notes at this point; others find this strategy unhelpful.
DAY TWO	Study/review all the materials for the first section you identified, both in the course book(s) and in your own notes. (If you are breaking things down by lecture/book, study one or the other).
DAY THREE	Study all the material in the second section.
DAY FOUR	Study all the material in the third section (if relevant).
DAY FIVE	Meet with a partner or small group to compare notes, formulate possible test questions, and quiz each other. Review ALL material.
DAY SIX	Study/review your weakest sections.
DAY SEVEN	Study/review ALL material.

Tips: Think positively! Get a full night's sleep the night before an exam. Eat light, and eat healthy before the exam to keep the blood circulating to your brain. And, most importantly, spend 5-10 minutes after difficult classes reviewing your notes, and 30 minutes each week reviewing the whole week's notes. This will make a BIG difference in your ability to ace the material and study effectively.

Other Notes:

- Talk to the professor before a test that you're worried about. Request their advice for covering material and studying effectively. Ask them about pitfalls students in the past have made on the exam.
- If you are very anxious, study in the classroom where the exam will be held at least once. Visualize yourself taking the exam and knowing the answers. Use the same pen or pencil you used for studying to write the exam.
- Minimize group work if it is not helpful.
- Practice applying information to new scenarios. Ask for sample problems, if possible.

Seven Day PLAN WORKSHEET

Use the information from the chart above to create a seven day study plan for an upcoming exam or project. In a few sentences, briefly describe the exam or project, and then make a plan for what you'll do on each of your seven days. Be as specific as possible.

DAY ONE	
DAY TWO	
DAY THREE	
DAY FOUR	
DAY FIVE	
DAY SIX	
DAY SEVEN	



HELP *for* TEST ANXIETY

WHAT ARE THE CAUSES OF TEST ANXIETY?

Text anxiety rarely comes out of a vacuum. Sometimes the causes are real, like when one's grade is not where one wants it to be; other times, the anxiety is in our heads. It may be past experiences of blanking out on tests, or being unable to retrieve answers to questions. It could also be a lack of preparation for an exam, which is a real reason to be worried about your performance. In this case errors in time management, poor study habits, failure to properly organize material and cramming the night before the exam might increase anxiety. If you have adequately prepared

for a test, your anxiety may result from negative thinking and worries. You might be focusing on past performances on exams, how friends and other classmates are doing, or the negative consequences you expect if you do poorly.

REDUCE TEST ANXIETY

WHILE STUDYING: Give yourself plenty of time before the test. Review the material frequently. Set up your study goals and take one step at a time to not overwhelm yourself. If you are feeling anxiety building, there are several types of exercises which can help you relax.

1. **Engage in deep breathing for 2-5 minutes.** Close your eyes and concentrate on the air going in and out of your lungs. Take long, deep breaths, hold your breath, and then exhale.
2. **Tense and relax different muscle groups.** For example, pull your shoulders back and hold them for a few seconds, then relax.
3. **Engage in guided imagery.** Pick a scene that you find peaceful, beautiful, and natural. What do you see, hear, feel and smell?
4. **Describe the anxiety.** Focus your attention on your anxiety and think about the feelings it causes. How large is it? Where is it located in your body? What is its color, shape, and texture? If you completely experience a physical sensation, it will often disappear.
5. **Exercise.** Exercise helps release anxiety and excess energy and, as a result, reduce body tension.
6. **Engage in positive self talk.** This involves:
 - Thinking about rational responses to counter negative thoughts (Don't say, "I'm going to fail this test." Instead: "I have the ability to do this. I just need to get some help.")
 - Thoughts that help you to cope with stress (Think, "a little anxiety is helpful. Just try my best.")
 - Thoughts that keep you on task (e.g., "I can write this paper if I break it into smaller steps.")

PRIOR TO THE TEST: Arrive early. Sit comfortably. Avoid anxious people who might cause you to doubt your knowledge. Look the test over, read the directions twice, and then organize your time efficiently. Don't rush but work at a comfortable pace. Don't worry about how far along classmates are on the test.

DURING THE TEST: Try deep breathing and muscle relaxation. Take small relaxation breaks. Drink water. If you find a difficult question, move onto easier questions. Eat something or chew gum. Ask the instructor a question. Say, "this is only one test" and, "I'm familiar with this." Reward yourself at the end.

Accessing UW COMPUTER LABS

There are over 130 computer labs on campus available to all students. Willett Drive 409 is available 24 hours a day through a card swipe for campus ID cards. For computer labs availability and schedule, see <https://microlab.uwyo.edu/Labs/schedule.asp>.

ADVANTAGES TO COMPLETING HOMEWORK IN A LAB

1. **College Work with College Computers:** Treat a computer lab like an office. It will force you to focus on schoolwork and not get distracted by social media notifications or game updates on your own laptop.
2. **Specialized Software:** Some labs may have software applications that may be expensive or unavailable for personal use, including industry-standard software used in fields such as engineering, design, computer science, and more. Get hands-on experience and develop skills for future careers.
3. **Reliable and Fast High-Speed Internet Access:** Save time by downloading large files or streaming educational videos in a computer lab on campus.
4. **Collaborative Environment:** Working with others on group projects in a computer lab fosters a sense of teamwork and encourages idea sharing.
5. **Technical Support:** Some labs have dedicated technical support staff who can assist students with hardware or software issues they might encounter.
6. **Printing and Scanning:** Easily print or scan assignments using up-to-date technology.



GRADES *and* ACADEMIC STANDING

GRADES

Through high school many students are used to knowing what their grade is at every moment. At UW most instructors use WyoCourses for grading, so students can keep track of their progress throughout the semester if instructors post grades promptly.



Grading policies can be found within the syllabus for each course. It is important to be familiar with each class's grading policy, including the following factors:

- **Attendance Policy**
Some instructors will reduce your final grade based on absences - pay attention to this!
- **Weighted Grading**
For example, labs are worth a certain percentage of the whole grade.

The grading function in WyoCourses is a communication tool between instructors and students. It is not official. Don't make assumptions about your progress. Talk with your instructors!

Official grades are posted to a student's transcript 4 days after the end of the semester. At this time a student establishes their UW Grade Point Average (GPA).

ACADEMIC STANDING *quiz*

(Search "academic probation" on the UW website.)

What GPA is required to be in good academic standing?

- a. 1.5 or higher
- b. 2.5 or higher
- c. 2.0 or higher
- d. 3.0 or higher

What happens if a student's cumulative GPA is below 2.0 after grades are submitted at the end of the fall semester?

- a. They are placed on academic probation
- b. They are academically suspended
- c. They receive a warning
- d. They must retake their courses

Who does a student work with if they are placed on academic probation?

- a. Their professors
- b. Their classmates
- c. An academic support team
- d. The Dean of Students

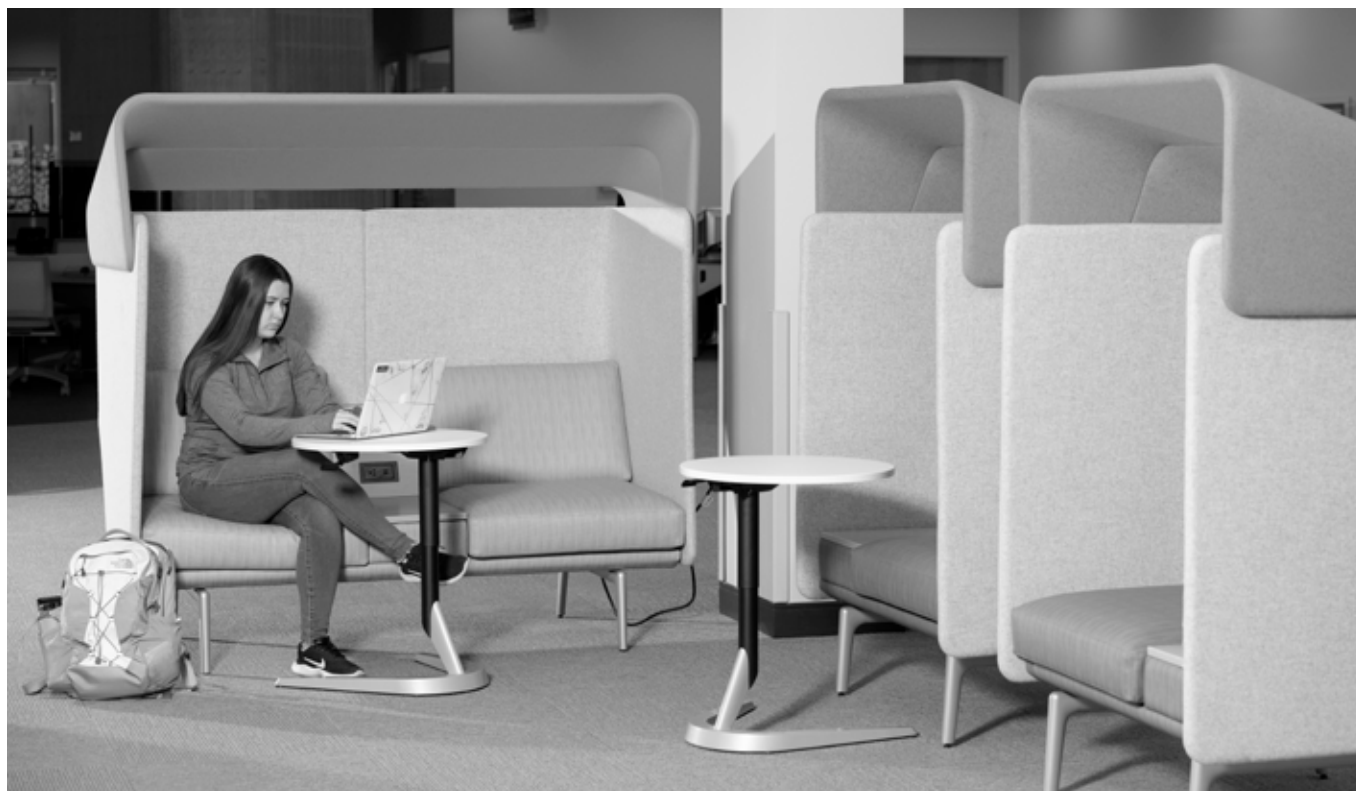
What is the consequence for students who have a GPA below 2.0 for two consecutive semesters?

- a. They are placed on academic probation
- b. They receive a warning
- c. They are academically suspended
- d. They must change their major

There is an appeal process for students who are academically suspended.

- a. true
- b. false

Answers: c, a, c, a



Get to KNOW COE

University of Wyoming Libraries is a center of discovery and learning on campus.

Librarians teach students how to locate, evaluate, and integrate information within their studies. UW Libraries are a key part of scholarly activities at the University and remain at the forefront of information technology as it applies to library collections.

In Coe Library you will find:

- 1.3 million + books and 800,000 + eBooks
- hundreds of academic article databases
- study rooms and computer labs
- laptops and ipads to borrow
- music and movies
- Student Innovation Center (makerspace)
- Studio Coe multimedia lab with a recording studio
- One Button Studio with a green screen
- STEP Tutor Center & Writing Center
- Learning Commons
- food & drinks at the Book & Bean Cafe

“ I started going to the library my second semester to study because it was peaceful and relaxing. I could get more done with fewer distractions. I also went to the writing center on the first floor a few times to get help with papers.”

-Kassondra Giacchino, *UW Student*

“ Coe Library for me is helpful for studying and meeting with tutors. I use the computers and the study floors the most. It is very busy and there are a lot of people who go in and out. It's great for getting some quiet and getting things done.”

-Olivia Balanoff, *UW Student*

Explore the COUNSELING CENTER

The University Counseling Center (UCC) offers individual counseling, group counseling, outreach programming, and graduate training programs. Counseling can be helpful for test anxiety, stress, and any issues you might be struggling to manage in your first semester.

UCC is a Safe Zone for all students seeking services.

Students can make an appointment by dropping by Knight Hall 341 during hours of operation:

Fall and Spring Drop-In Hours:

Drop-in times, for a brief initial meeting with a counselor, are:

Monday - Friday 10:00 am - 11:30 am & 1:00 pm - 3:30 pm

WHAT HAPPENS WHEN I FIRST ARRIVE?

You will be greeted by front office staff and asked to fill out some forms. You will then have the opportunity to meet briefly (15-20 minutes) with the drop-in counselor to discuss your situation. At that time, the counselor will provide you with a future appointment at UCC and/or a referral to another agency to assist you with your needs.



This initial appointment is not a counseling appointment. It is an opportunity for the counselor to assess and discuss your needs.

WHAT IF I HAVE A CRISIS?

Crisis intervention services are also offered during regular clinic hours (8:00 - 5:00 pm) for students with urgent problems. Please call or drop-in and inform our receptionist you have an urgent crisis. For after-hours crises, call 766-8989 and ask for the on-call counselor.

If you are experiencing an emergency, call 911 or the Suicide and Crisis Lifeline, 988.

University Counseling Center

Hours of Operation:

Monday - Friday

8:00 am - 5:00 pm

341 Knight Hall

Phone: 307-766-2187

Reflect

Spend a few minutes writing about a challenge you've faced and overcome this semester. Describe the way that challenge felt. What habits or techniques allowed you to get past the anxiety of the challenge?

Improving NOTE-TAKING SKILLS

April Heaney and Jessica Willford, LeaRN Program (aprilh@umyo.edu)

Students often say after a few semesters at UW, “I finally figured out how to take good notes!” These students also frequently say, “I wish I’d known this when I first came to college.” The tips below are meant to give you a jump in tailoring your own approach to note-taking, and come mostly from research on effective note-taking as well as tips from advanced students. Maybe the most important suggestion, though, is to think of note-taking NOT just as a “recording activity,” but rather as a method (tailored to your needs) for improving learning. Strong note-taking takes a willingness to try new strategies, practice, and flexibility for the demands of different courses.

Common Mistakes in Note-Taking:

- Trying to write down everything the instructors says
- Leaving no space for editing, adding, and reflecting on notes
- Failing to do the reading before class
- Re-copying notes (an efficient system should eliminate the need for re-copying)
- Stopping note-taking during class discussion (even if the instructor writes material on the board)

Best Practices:

- Use a three-ring binder rather than a spiral bound notebook (this gives flexibility to add, copy, or re-organize pages).
- Give a heading and date for each class period’s notes.
- Take notes while you read your textbook. Incorporate these notes into your lecture notes.
- Make copies of helpful tables or graphs from your textbook and tape them onto blank pages in your notes.
- Quickly develop a system for abbreviation in the first few weeks of class. If your instructor has his/her own system of abbreviation, make yourself a key so you remember what abbreviations mean.
- Develop a way to identify key points that the instructor hints (or directly says) are important (for example, highlighting or starring).
- Mark vocabulary words by highlighting, underlining, or bracketing/boxing.
- Keep notes as concise as possible.
- Use sticky tabs or post-its to mark important sections in your notes that you’ll need to come back to (for referencing in papers, studying for exams, memorizing information).
- Leave generous space in the margins and at the bottom of pages for adding and summarizing points.
- Review your notes for a few minutes before class, and a few minutes after class.
- Visit the instructor in the first month of class, share your note-taking and request suggestions.
- Be able (and ready) to change your note-taking style from course to course.
- Consider using the “Cornell Method” for organizing and remembering information (shown on the other side).

Student Voice:



The two biggest things that helped me were showing up for class and being confident that the material was worth learning... even in classes I didn’t love.” -Paige Delgado, UW Student

Divide the paper into three sections.

- Using a thick marker, draw a dark horizontal line about 5 or 6 lines from the bottom.
- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.
- Write course name, date, and topic at the top of each page.

Name	Date
Subject	Page #
recall column	notes column
summary	

Write notes.

- The large box to the right is for writing notes.
- The box to the left is for capturing key ideas, concepts, and vocabulary during your review.
- Skip a line between ideas and topics.
- Review the notes as soon as possible after class.

Summarize.

- Write a summary of the main ideas in the bottom section (during your daily or weekly review time).
- Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that you will be tested on.

This note-taking system is called the Cornell method or the Cornell Notes system. This method of taking notes was devised in the 1940s by Walter Pauk, an education professor at Cornell University.

NOTE-TAKING Problems AND Solutions

I can't write as fast as the instructor talks. Insert blank lines in your notes whenever you miss information—and then talk with friends or the instructor to fill in missing components. Try using a laptop to take notes if you have one available to you.

I try to listen harder when I'm confused, and then I just stop writing. Just keep writing, even if you don't understand something the instructor says. The more information you have in your notes, the more you will have to "work with" later when you're processing your notes or comparing with others' notes.

I can't read my handwriting after I take notes. Read your notes aloud as you go back over them. Reading out loud helps to “trigger” memory and also aids in connecting concepts.

Student Voices: HOMESICKNESS & Culture Shock

“ I got homesickness almost right away! For the first couple months, I went home almost every weekend. I really missed having people to give me hugs and I missed my family. It wasn't until later that I was able to find my place in Laramie. My current and favorite thing to remind myself is that everything is temporary. My loneliness didn't last forever. I found friends and learned that there are a lot of places to go to talk to someone. You can always come home, but instead, give yourself time for the transition.”

-Olivia Balanoff, UW Student

“ I made the mistake of going home every weekend my first semester. Making new relationships was not that difficult for me, but I wish I would have spend more time with my floor mates since I had a single room and did not have a roommate. There were times where I felt lonely and missed my dog and mom, but I knew that it would get better with time.”

-Kassondra Giacchino,
UW Student

Reflect

In October, many students experience homesickness, increased academic work load, relationship issues, and anxiety. Spend a few minutes identifying your biggest challenges so far this semester. How will you work to overcome those challenges? What resources will help you to do this?

Faculty Voices:

THE VALUE OF OFFICE HOURS

“Take note of your faculty office hours and schedule a ‘hello’ appointment in the first two weeks of class, online or in person. Most of us are all dressed up and ready to be available, and sometimes we feel almost lonely when students don’t connect with us. A hello visit is a great time to express your interests in the course, or your concerns about the workload, or type of work. We learn from each other, and by connecting with us, you are building your network of connections.”

-Mary Keller, *Philosophy & Religious Studies*

“When it comes to communication, nothing beats face-to-face interaction. So much is left unsaid via email, text, or even phone. Going to office hours is essential. This is how you get to know your professor and they get to know you.”

-Ken Sims, *Geology*

“As an instructor of distance students, I really appreciate it when students make an effort to come to the Zoom office hours that I offer, even if only to introduce themselves. If you don’t have such an option, reach out to your instructor in some other way. The syllabus lists various ways you can contact your instructor, take advantage of them. Your instructor is a resource for you. I believe one should always take advantage of their resources!

-Sarah Lee, *Family & Consumer Science*

Locate your instructors’ office hours and write them in the space below. If there is conflict with your own schedule, be sure to make an appointment with your instructor and offer two to three alternative times that work for you.

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

ADVISING & REGISTERING *for Classes*

Registration for spring classes opens in mid-November and registration dates and times vary by student. However, before registering for spring, you will meet with your advisor to plan your spring course schedule. The appointment may feel like a whirlwind, so it's important to come prepared. Before your appointment, put together some ideas for your spring schedule by perusing the University Studies Program (USP) requirements as well as your major requirements. Coming to your advising appointment with a preliminary schedule (or several ideas) saves time for discussing other issues and ensuring your schedule is as good as it can be.

COMPLETING ALCOHOL EDU AND SEXUAL ASSAULT PREVENTION FOR UNDERGRADUATES (SAPU)

Students must complete the second part of Alcohol Edu and SAPU prior to registering for spring classes, ideally in October. You can find the links to Alcohol Edu and SAPU on your checklist on WyoWeb. For more information about Alcohol Edu and SAPU, visit the HOPES website at www.uwyo.edu/rec/wellness-center/hopes/alcoholedu-sapu.html. If you have questions, please contact the HOPES Program in the UW Wellness Center at hopes@uwyo.edu or 307-766-6776.

HOW DOES ADVISING WORK?

- Before advising week (early November) you will receive an email from your advisor to set up an appointment specifically to plan your spring schedule. Make this appointment as soon as you see the email! (Reach out to your advisor if you do not receive an email!)
- In the meeting, your advisor will help you develop a schedule and give you your Personal Electronic Registration Code (PERC) number that you will enter to register for courses in WyoWeb. You can also ask for advice on course withdrawal, resources on campus, career and major choices, financial issues, and any other concerns – your advisor will help you with answers and also put you in touch with the right people and resources.

WHERE IS MY *Advisor's Office?*

Fall Bridge & Exploratory:

ACES, Knight Hall 222
766-2398, aces@uwyo.edu

Business Academic

Advising, Business 175
766-2063, cobaa@uwyo.edu

Health Sciences:

HS Room 110, 766-3878
hsadvise@uwyo.edu

Agriculture, Life Sciences &

Natural Resources: Building
Room 160 C, 766-4135
ag-college@uwyo.edu

Education: McWhinnie

Hall Room 100, 766-2230
edquest@uwyo.edu

Haub School (ENR):

Bim Kendall House, 804 E
Fremont Street, 766-5080
haub.school@uwyo.edu

Arts & Sciences: lower level

east wing of Ross Hall
766-4013
asadvising@uwyo.edu

Engineering and Physical Sciences:

Room 2085 Engineering
766-4253
enginfo@uwyo.edu

School of Energy

Resources: Energy
Innovation Center 766-6879
seracad@uwyo.edu

Planning your SPRING SCHEDULE



You might be tempted to think “big” when you approach your spring classes and end up with a killer schedule (one that might make it hard for you to do well in your classes – and enjoy your semester!) It’s important to remember that you are still navigating college and new expectations during your first year. Keep your schedule sane, and remember that you are in charge of your college path. Keep these tips in mind as you get ready for your advising appointment:

Use a 4-year degree plan for your major:

The 4-year plans will help you see the sequence of courses you’ll

need to graduate in the major you end up sticking with. If you have a declared major, the plan can help you choose courses and see the path ahead of you. If you are undeclared, checking out the degree plans for a couple majors you are exploring can help you get a “feel” for these degree programs and determine what to ask your advisor. You can find the 4-year degree plans online at www.uwyo.edu/acadaffairs/degree-plans/.

Know whether you need a full-time course load:

A full-time load means you are registered for at least 12 credit hours for the current semester. Being a full-time student is generally important if you want to continue to be covered by your parent’s health insurance; for determining how much financial aid you can receive in a semester; and if you want to have access to all the services covered by student fees (e.g. Half-Acre Gym, Student Health, free access to athletic events, etc.) Some scholarships have guidelines about how many credit hours you’ll need to maintain the scholarship. (If you are receiving a Hathaway Scholarship, talk with your advisor to make sure all of your classes will count toward your 12 hours.)

**A good credit hour goal is 15 credit hours. This will help avoid a heavy dose of unscheduled time and also help you stay on track for a 4-year graduation.*

Ask lots of questions about your major:

The advising appointment is a perfect opportunity to start asking questions about your major. www.uwyo.edu/uw/colleges.html is a great resource showing all that UW offers.

If You Change Your Major:

The first step in the process is to meet with your current advisor. They will ask a few questions about what major you want to declare and walk you through the process of completing the Change of Major paperwork. You will then need to take the paperwork and your advising file to your new department to be signed in order to complete the process. Keep in mind that a number of Colleges and Departments do have GPA requirements in order to declare there. If you have questions about that, contact the department you are interested in declaring in to make sure you are eligible.

Do-It-Yourself Degree Plan:

You should check your Degree Evaluation on WyoWeb. This will show you the classes you have taken as well as those requirements that are still unmet. Within WyoWeb: Student Records > Academic Profile > Degree Evaluation

Plan Ahead:

In WyoWeb: Students > Wyo-Records > Registration > Plan Ahead, you can create a “Plan Ahead” spring schedule. Your advisor will also have access to this wish list of courses, so it can help during the advising appointment.

Tips from Students: ADVISING & FINDING A MAJOR YOU LOVE

“ Finding a major that works for you and that you will enjoy can be difficult. I started off majoring in Criminal Justice and switched to Education after my first semester. Remember to take a variety of classes and see what you enjoy. You never know, you may become very interested into something that you never would have thought about pursuing. Broaden your horizons!”

-Kassondra Giacchino, UW Student

“ Find something that you are passionate about even if it's not easy -- the best things in life are not easy! The most important step is to ask yourself 'is this what I really want to do?' 'Will I be happy?'"

-Sienna Trujillo, UW Student

“ Before I came to UW, I went to the University of Northern Colorado in Greeley. I had a 0.28 GPA before the end of the semester. There was no goal; college was just the 13th grade, you know, it was the next thing to do. When I came to UW, I was focused. The biggest advice is to come in with focus. You don't have to say, "I'm going to be the vice president of Staples Corporation" – just come in thinking what you want to learn, and know that having a degree is going to benefit you enormously”

- Nathan Coupal, UW Student

“ If you are looking for a major that you love try to look at what excites you, don't major in something for your parents or someone else...do what you love. Look at up your advisor in the first few weeks of school and reach out.”

- Emilee Inez, UW Student

“ Using advising sessions is very helpful when finding a major for you. Advisors are there to help make the best out of your college experience and get you into a career that you will enjoy doing after college. They have a lot of experience in a variety of subjects, and are there to help.”

-Kassondra Giacchino, UW Student

October Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select and attend or complete a minimum of 1 activity from 2 of the 3 categories listed on the back of this sheet that you want to complete.
2. For each activity completed, fill in the information required for that box.
3. Be ready to discuss your activities during class and with your peer mentor.
4. Turn in your activity sheet to your peer mentor at the end of the month.



NAME: _____ W#: _____

ACADEMIC SUPPORT

<p>Attend Tutoring in the STEP Tutor Center Coe Library, Lower Level www.uwyo.edu/step/tutoring</p> <p>Subject:</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Visit the Writing Center for assistance on a paper Coe Library, Level 1 www.uwyo.edu/writing-center</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Meet with your Peer Mentor during your small group, out of class meeting time.</p> <p>Date Completed:</p> <p>Mentor Signature:</p>
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ACTIVITIES FOR SUCCESS

<p>Check your Early Alert Grades during the first week of October</p> <p>Date Completed:</p>	<p>Meet with your Academic Advisor</p> <p>Advisor's Name:</p> <p>Office Location:</p> <p>Date Completed:</p>	<p>Check your Midterm Grades on WyoWeb during the last week of October</p> <p>Date Completed:</p>
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CAMPUS AND COMMUNITY ACTIVITIES

<p>Participate in the Big Event in Mid-October www.uwyo.edu/slce email: slce@uwyo.edu</p> <p>What was your service site?</p>	<p>Attend a UW Cultural Program (theatre, symphony, etc.) uwyo.edu/finearts or uwyo.edu/thd/whats-playing</p> <p>Date:</p> <p>Event:</p>	<p>Attend your choice of 7220 Entertainment Events uwyo.edu/union/cac</p> <p>Event:</p> <p>Date Completed:</p>
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NOVEMBER



Welcome to November – closing in on the home stretch! The biggest surprise in November (for you lucky students from warm cities) could be the sharp change in temps, the chilling wind, the snow and ice, and the discomfort of walking to classes! This chapter will provide some key ideas for braving...and maybe even enjoying... the Laramie winter. You may also notice that your energy begins to dip this month while some of your exams and projects ramp up. In this chapter, you'll find some valuable tips for planning the rest of the semester, understanding course withdrawal, navigating Thanksgiving at home, and answering late-semester money questions.

FACING *the* COLD

“ If you don't like the weather, wait 5 minutes. It is so unpredictable – but in a good way. If winter sports is something you like, we do have a ski area called Snowy Range Ski Area that is about 30-40 minutes away. There are places up in Happy Jack that you can go cross country skiing or even snowshoeing. If you want to stay in town, there is an ice skating rink on the east of town. They also have club hockey where you play once or twice a week, and many events for students like curling and free skate nights. There are a few intramural sports that go on in the winter too so you can get a good workout in while having fun. The university hosts a lot of activities throughout the year in the union to keep out of the cold.”

-Sienna Trujillo, *UW Student*

“ Play in the snow and build fun stuff! Then go in and drink some tea or hot chocolate.”

-Mary Schwope, *UW Student*

“ Being from Wyoming, I am used to the cold weather. But, for some of you who have never seen snow in your life, let me just say, LAYER UP!! Always make sure you have a couple of layers on because it may be nice and warm in the buildings, but one you get outside, you will be freezing.”

-Kassondra Giacchino, *UW Student*

“ Laramie has the craziest weather imaginable. Back up plans are essential on any questionable day. On cold days, it is never a problem to be lazy or even go snow shoeing or skiing. Yet, when the weather is warm and clear, Laramie turns into an infinite playground of possibilities. Downtown life, farmers market, biking, hiking, fitness, gun sports, hunting, and so much more.”

-Nathan Villalobos, *UW Student*

WITHDRAWING *from* CLASSES

Since the last day to withdraw from classes is mid-November, be sure to think about (and seek advice on) withdrawing from problematic classes at least a week before the deadline. If it's possible for you to withdraw from a class that may cause trouble, this is usually a MUCH better option than failing.

Withdrawals do not impact your college GPA, so you can re-take the course without the extra complications of lowering your GPA. If you have any questions about your standing in a class (how likely you are to pass), be sure to visit your instructor's office hours and ask. They will be more than glad to help you figure out what to do next – not to mention how to do better in class! In case the withdrawal might cause issues for your degree path or financial aid, be sure to also touch base with your advisor and Financial Aid – you can email or call, or stop by.

How do I withdraw from individual classes?

Following the Add/Drop period, you may “withdraw” from individual semester courses until 15 class days after mid-semester.

A few items to keep in mind:

- When you withdraw from a course, your transcript will reflect a “W” for that course. Your GPA will not be affected.
- You should meet with your advisor to discuss potential consequences of withdrawing. The biggest repercussion of withdrawing for courses is often related to your financial aid status. If you are concerned about withdrawing from a class affecting financial aid, you should contact Student Financial Aid (307-766-2166).
- Students have the right to withdraw from any course and typically do not need advisor approval.

You can withdraw online through your WyoRecords Account by selecting “Registration” and then “Register for Classes,” just like you would to register for a new class.

- Next to the course you wish to withdraw from, click on the dropdown menu and select “Individual Course Withdrawal.”
- When you select “Individual Course Withdrawal” for the class in question, you will see a pop up window regarding the consequences of withdrawing.
- Once you read the pop up window, you need to click on “Submit” at the bottom of the page in order to officially withdraw.
- Office of the Registrar staff will circulate withdrawal information to the major department. Instructors are notified by email and through WyoCourses. Advisors are notified via email.

Money MANAGEMENT

Material adapted from UW's Financial Wellness program ([unwo.edu/finwellness](http://www.unwo.edu/finwellness))

You may notice around November that money matters are occupying more of your mental space. To take control of your money and your financial life, it's important to get organized.

IS IT A "NEED" OR A "WANT"? HERE'S HOW TO TELL

If you want to be able to save money and live on a budget, it helps to clearly understand the difference between your needs and wants.

Defining Can Be Difficult

You probably understand that, say, food is a need and a latte is a want. But some mornings, after cramming all night for a test or working late, a latte will likely feel like a need. Maybe coffee is a need in that instance, but gourmet coffee drinks are surely a want!

And think about all the technology that you like to use. A smartphone is a need in this current world, but do you really need the latest game apps? When you have a laptop, do you really need a tablet, too?

When creating a spending plan and trying to live on limited funds, it's helpful to carefully consider what is a need and what is a want. And your definitions don't have to remain static.

For example, having Air Pods could generally be defined as a want. But maybe you find that you're distracted by roommates or by noise in the library when you're trying to study. In that case, it might be helpful to use background music to block out the other sounds.

FINANCIAL AID SECOND YEAR AND BEYOND: Student FAQs

My parent's financial situation has changed – what do I do?

The financial appeal form can be found at this website: <http://www.unwo.edu/sfa/fajsa/financial-aid-appeal/index.html>. You can also call Financial Aid to talk to someone in person (307) 766-2116.

I am no longer being supported by my parents to pay for college.

In some cases, an appeal may be appropriate. See details at this website: <http://www.unwo.edu/sfa/fajsa/dependency-appeal/index.html>. Otherwise, call financial aid and get help from a trained financial aid specialist.

I need more scholarships – how do I find opportunities?

UW offers many opportunities for scholarships, including some only available to students entering sophomore year. Go to the Financial Aid website (www.unwo.edu/sfa), and click on the "Scholarships" button toward the bottom. Then, follow the directions on "How to Apply for UW Scholarships."

My grades are slipping. How could that impact my financial aid?

Scholarships and financial programs vary in their requirements for academic progress. This webpage offers specific help for understanding different types of aid, including the Hathaway Scholarship and federal financial aid: <http://www.unwo.edu/sfa/keeping-your-financial-aid/>



Activity: CATEGORIZING COSTS

On the table below, write down some of your needs and wants and how much each of them costs. Think about alternatives to your “wants” that are less expensive (or free!) Look carefully at what you’ve listed. Are the “needs” really needs, or can you move them to the “wants” category?

When you are done, review your list and think about what’s really important to you that has lasting value:

- Do you really need or want everything on your list? Put stars next to the items that are particularly important to you.
- Are some needs closer to being wants? Cross off the least important wants.
- Decide if each item makes sense. If not, cross it off or change it to the category that is more reasonable.

Being able to distinguish between needs and wants is an important step to achieving financial goals and attaining financial independence. Limit your spending to the things that matter most and use the rest of your money to power your financial future.

NEEDS & COSTS	WANTS & COSTS	ALTERNATIVES TO WANTS

CREDIT CARD *Management*

The going credit card interest rate for students is usually more than 14 percent, but it can run as high as 18 percent. With an 18 percent interest rate, that means a \$3,000 credit card balance will set you back about \$60 per month for almost eight years—assuming you don't make any new purchases. On top of that, you will end up spending about \$5,600 to pay off that \$3,000 balance—provided that you stop spending. That's practically paying back \$2 for every \$1 you spent in college, or double the original amount you spent.

In addition to taking credit card spending seriously, be wary of credit card fraud! Although it's not always possible to detect credit card fraud before it happens, you can take some precautionary measures to avoid becoming a victim:

Do:

- Sign your cards as soon as they arrive.
- Carry your cards separately from your wallet. Try a zippered compartment, a business-card holder, or a small pouch.
- Keep a record of your account numbers and their expiration dates, and the phone number and address of each financial institution in a secure place. Be sure to write down or photocopy the 800 number and address located on the back of each card.
- Keep an eye on your card during each transaction, and get it back in your possession as quickly as possible.
- Write “void” across incorrect receipts before discarding.
- Save all receipts to compare with billing statements.
- Open bills promptly and reconcile accounts monthly, just as you would with your checking account.
- Call the credit card issuer immediately with any questionable charges.
- Notify card companies in advance of a change in address.

Don't:

- Lend your cards to anyone.
- Leave cards or receipts lying around.
- Sign a blank receipt. When you sign a receipt, draw a line through any blank spaces above the total.
- Write your account number on envelopes or postcards you are mailing.
- Give out your account number over the phone unless you placed the call and it is to a company that you know is reputable.



Reflect

1. After looking at this section on budgeting and the previous page on credit card management, what are your greatest concerns about financial wellness right now?
2. List a few questions you have about any of the information presented in this chapter.
3. Identify 2-3 people or resources you can talk to (or email) to find answers to your most important questions.

Asking for RECOMMENDATIONS

Asking professors for recommendations or references is an important step for first-year students as they start building their academic and professional networks.

TIPS FOR REQUESTING RECOMMENDATIONS

- **Build rapport:** Get to know your professors so that you can be sure they know you well and can speak to your abilities, skills, and character. Interact with them during office hours or at other events outside of the classroom.
- **Plan ahead:** Request recommendations well in advance as professors are often busy with their own research and other responsibilities. Aim to ask at least a few weeks before you need the recommendation, or even earlier for highly competitive opportunities.
- **Request in person (if possible):** It is generally better to ask for a recommendation in person and follow-up with an email. This allows for more personal interaction and gives the professor an opportunity to ask questions and discuss your goals.
- **Be clear and specific:** When making your request, clearly state the purpose of the recommendation, such as applying for a program, scholarship, or internship. Provide relevant details, such as deadlines and requirements or forms that need to be filled out.
- **Be respectful and appreciative:** Remember that professors are busy and often receive numerous recommendation requests. Be polite and understanding of their time constraints. Express gratitude for their willingness to support you, regardless of whether they accept or decline your request.
- **Follow up and remind (if necessary):** Professors can be forgetful due to their busy schedules. If you don't hear back in a reasonable time, send a polite follow-up email as a gentle reminder. However, avoid being too pushy or demanding.



Crafting THE REQUEST

List below 2-4 professors you have interacted with and explain why each would be a good choice for a recommendation. Consider the classes you have taken, your performance, any projects or interactions that might have left a positive impression.

Now draft an email requesting a recommendation. Be sure to include:

- A polite greeting
- The purpose of the recommendation
- Specifics about what the recommendation is for
- A brief reminder of who you are and your achievements in class
- A gracious closing, including your W-number.

Do not forget the importance of a follow-up email if you do not hear from the professor within one week.

NAVIGATING THE THANKSGIVING HOLIDAY AT HOME:

Tips & Stories from Students

“ If you live close to Laramie it shouldn't be hard to head home for a few days, but if you plan on leaving early make sure you are on top of your assignments and communicate with your professors. When you get home for the holidays family members will be sure to ask you about college and it may get overwhelming, but they are only trying to make conversation. Because I live in my hometown I don't have to worry about driving anywhere but I did have to make sure I got all of my homework done before I could enjoy my thanksgiving with my family, which made me enjoy it so much more.”

-Sienna Trujillo, UW Student

“ It's so much easier to get things done before hand instead of leaving it until you are with family and enjoying the holiday. So, for Thanksgiving break, make a list of what you have to do and do as much as you can before you leave. Because the reality is, you aren't going to do it when you are trying to enjoy your family. (Which isn't a bad thing!)”

-Haley Garner, UW Student

“ With being away from home and going home for the holidays it can be very tricky and stressful. I was lucky and only live 45 minutes away yet I still had to work in Laramie so I didn't really get to go home for the holiday. One piece of advice I have though is even though it is a “break” don't take a break on your homework. Stay on top of your work and maybe even get a little ahead if you can!”

-Kassondra Giacchino, UW Student



“ Just when you thought you got over your homesickness, the smells of comfort food can overwhelm you. No one warned me about that.”

-Ian Ostler,
UW Student



“

The first time Thanksgiving holiday comes up is a tough one. No one is going to be in town, and many people head home to see family. Yet, what people do not realize is that this time is great for catching up in everything you might be behind in or want to get ahead on. Take this break to your leisure, but whatever you do, make it count in many ways.”

-Nathan Villalobos,
UW Student

“

Professors will give you homework over the break, so finish it early. Take the time during break to spend with your family and friends. Also, drive safe. I have had friends who have crashed during break, so please check to road report.

-Jordan Carlson,
UW Student

“

When you go home, your whole family is going to be after you about details so try to find some time to yourself to be calm.”

-Mary Schwope, UW Student

November REFLECTION

What have been your biggest surprises so far in your first semester at UW?

What have you enjoyed most about your college experience so far?

What are your biggest challenges right now – in your classes or other parts of college life?

Describe 2-3 strategies for succeeding in classes or college life you've learned since starting college.

What questions do you have about your classes, withdrawing from classes, GPA, academic probation, financial aid, or others?

November Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select and attend or complete a minimum of 1 activity from 2 of the 3 categories listed on the back of this sheet that you want to complete.
2. For each activity completed, fill in the information required for that box.
3. Be ready to discuss your activities during class and with your peer mentor.
4. Turn in your activity sheet to your peer mentor at the end of the month.



NAME: _____ W#: _____

ACADEMIC SUPPORT

<p>Visit a UW Museum: Art Museum www.uwyo.edu/artmuseum Geological Museum www.uwyo.edu/geomuseum Anthropology Museum www.uwyo.edu/anthropology/museum Museum:</p> <p>Date Completed:</p>	<p>Meet with one of your instructors during their office hours</p> <p>Instructor Name:</p> <p>Date Completed:</p> <p>Instructor Signature:</p>	<p>Reserve and utilize a study room in Coe Library www.uwyo.edu/reservearoom</p> <p>Date Completed:</p>
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ACTIVITIES FOR SUCCESS

<p>Meet with your Peer Mentor during your small group, out of class meeting time.</p> <p>Date Completed:</p> <p>Mentor Signature:</p>	<p>Register for Spring Classes</p> <p>Registration Date:</p> <p>Registration Time:</p>	<p>Check your course syllabi to determine your Finals Week Schedule</p> <p>Complete the Table:</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Exam Date/Time</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Class	Exam Date/Time												
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CAMPUS AND COMMUNITY ACTIVITIES

<p>Participate in your choice of Wellness Center De-stressor Activities</p> <p>For a full list of events go to www.uwyo.edu/rec/wellness-center/educational-programing</p> <p>Event:</p> <p>Date Completed:</p>	<p>Check out the Recognized Student Organizations (RSOs) webpage to find a club or academic honorary you're interested in joining uwyo.edu/rso</p> <p>Name of Organization:</p> <p>Date:</p>	<p>Participate in an Intramural Sport</p> <p>Check out the Intramural Sport Schedule at: uwyo.edu/rec/intramural-sports</p> <p>Sport:</p> <p>Date Completed:</p>
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DECEMBER

Y

ou made it through your first semester at UW! Get ready for an intense several weeks -- December is a whirlwind of studying for finals and preparing to head home for a much-needed break. Don't forget to make use of as many resources as you can this month as finals week approaches and your stress rises! And keep your foot on the pedal as you speed through the last weeks. You've worked so hard to this point; make these last projects and tests as solid as possible.



PREPARING *for* FINALS WEEK

Including advice from Brian Witte/Varsity Tutors (Time.com)

1. Study for each course in small bursts.

If you have more than one final, you might be planning to study for each individually, in chronological order. Interestingly, research has shown that human brains are not designed to focus narrowly for long stretches of time. So, plan to work on an individual subject for an hour or two, and then switch. You do not have to split your time equally. If you have a biology exam soon, review for it during more than one block of time (and never in back-to-back blocks). You will find that your recall of material increases, and the repetition that comes from revisiting material more frequently will help your class content “set” in your memory. Be sure to take short breaks each hour to refresh your mind.

2. Take care of yourself leading up to exams.

Remember that going into a final without enough sleep could hurt you as much as a poor study plan. Get a good night's sleep, and take a few small exercise breaks during the week before (and during) final exams.

Before a final, be sure to eat a meal that is high in protein. Most final exams are more than an hour in length, and a sugar rush simply will not see you through. Likewise, taking an important test while hungry can be a recipe for disaster.

3. Visit resources to help you prepare.

If you need some expert help studying for exams, writing essays, or getting ready for big presentations, be sure to visit some of the help centers. STEP Tutoring offers a Finals-Stravaganza event to help students prepare for their finals. Visit their website for information at uwyo.edu/step. Other good resources include the Writing Center, the Center for Statistics and Math, and the Oral Communication Center). Also, visit your professor's office hours to ask about tips for studying and succeeding on the final.

4. Silence your social media accounts.

The reverse of focusing too intensely is not being able to focus at all. While it is true that devoting too much time to studying can lead to fatigue, dividing your review sessions into too many parts can lead to scattered and ineffectual learning. Turning off your social media for an entire week may not be realistic or achievable for every student; instead, try turning off the Wi-Fi on your phone or tablet. This will decrease the number of notifications that pop up and steal your attention. Do, however, use social media and text-time as a reward. Check in on your favorite platforms or websites for 10 to 15 minutes during study breaks. However, be aware of the “just for a moment” syndrome. As most people know all too well, checking news headlines can lead to an entire afternoon of watching hilarious cat videos and reading celebrity gossip.

A strong finals week performance may seem impossible, but it is anything but. Set your worries and nerves aside, and remember to stay on task, work hard, eat well, and make time to rest. Soon, finals week will be over, and you can begin your long-awaited holiday!

Mapping your STUDY & EXAM TIMES

CHECK YOUR COURSE SYLLABI TO DETERMINE YOUR FINALS WEEK SCHEDULE

(Or access all finals here: www.uwyo.edu/registrar/final_exam_schedule)

Complete this table:

CLASS	FINAL EXAM DAY/TIME/LOCATION

FINALS PREP *Calendar*

Using the calendar from the Registrar's website (above) or the calendar link on WyoWeb, fill in the date of your last day of class and your study days for each of your final exams, papers, or projects. Include the time and location of each of your exams.

SUN	MON	TUE	WED	THURS	FRI	SAT
SUN	MON	TUE	WED	THURS	FRI	SAT

Tip: Write sideways.

COURSE OPTIONS *over the* BREAK

If you would like to take a class over the winter holiday (or J-term), there are several options each year offered by a variety of departments. Students interested in viewing and enrolling in J-Term courses should utilize the Advanced Search function in registration when browsing Spring courses. Past terms have included courses from Communication & Journalism, African American Studies, Latino/a Studies, Sociology, Environment & Natural Resources, Religious Studies – and more!

**Before enrolling in a J-term course, touch base with your advisor about the option -- make sure a J-term course works with your financial aid and academic/degree progress.*



TIPS *for the* HOLIDAY BREAK

Register for spring courses (before you leave!)

If you have lingering questions about spring registration, or other holds that are preventing you from enrolling, make some time to clear up these issues before you depart for the break. Spring classes will keep filling more each week (and day) – and new spring students will be eating up course availability as they come in. Talk to your ACES advisor and instructor if you need some help completing your spring registration.

Check your UW email over the break

It might be tempting to detach from UW email over the holiday break, but be sure to check your email at least once or twice a week over the holiday. It's possible you may receive notes about your spring courses, financial issues, or important deadlines to stay on top of.

Review your final grades in early January

Grades are due early in January, so you should be able to check shortly after the new year and see all (or at least most) of your final semester grades. If you have questions about any final grade, reach out to the instructor over email and be specific about your concern or question!

Complete SOAR Activities over the holiday

Make the SOAR platform a goal for your spare time over the holiday break. Some badges will help you learn more about your major, plan for courses/internships moving forward, and discover new information about possible careers.

APPLYING *for* scholarships

Another great way to spend your winter break is to find some scholarships. Scholarships are not just for first-year students. Many scholarships are offered beyond the first year. Follow these handy tips for a successful scholarship search and application.

Start the scholarship search process sooner rather than later

If you're debating on when to start applying, the time is now. You can apply for scholarships you qualify for as early as you'd like and the rule of thumb is always the earlier, the better. The process can often be very slow, so be patient and continue applying to new scholarships while waiting to hear back from those you've already applied to.

Apply for scholarships in different categories

Don't limit yourself to one type of scholarship. Balance it out, applying for any merit, athletic, and artistic scholarships you qualify for.

Complete the application entirely and accurately

Follow all instructions given in the application and answer all questions completely. Review the application more than once to make sure all fields have been completed and that all answers are accurate. If you don't want to, there will be others that will. Scholarship providers are often looking at subtle clues to determine what kind of a student you are. The applications that frequently make it to the final round of considerations and are awarded are those that are completed, accurate, free of mistakes, and show a solid command of standard English.

Include letters of recommendation

A good reference can make all the difference in your scholarship application. Make sure that the letters you include are relevant and that you are confident in the person writing the letter for you – there is nothing worse than a lousy rec letter! Also, give the person writing the letter significant time and a copy of your student resume so that they can easily reference your student activities. Be sure to write thank you notes to your references. They took time to write a letter on your behalf, so it is important to thank them for their time.

Scholarship Websites

- **University of Wyoming Scholarships:**
uwyo.academicworks.com
- **Non-UW scholarships:**
uwyo.academicworks.com/opportunities/external
www.scholarships.com
www.unigo.com
- **FAFSA:**
Free Application for Federal Student Aid
studentaid.ed.gov/sa/fafsa

Don't count out scholarships with lower award amounts

Some students only apply for scholarships with significantly large award amounts. The problem with that methodology is that you are going to have a lot more competition than with lower scholarship amounts. Applying for all award amounts is a good way to ensure that you have a better chance of winning. Remember, there is no limit to how many scholarships you can apply for or win, so winning several smaller awards can really add up.

Don't become discouraged if you don't win right away.

It's important to keep in mind that applying for scholarships is a numbers game. The more you apply to, the better your chances of winning – so apply for as many as you qualify for. There are millions of scholarships and they are refreshed daily, so don't give up if your efforts aren't rewarded immediately. It's difficult at times to win a scholarship, and not everyone is guaranteed to be awarded. If you give up applying, you're guaranteed to never win one.

Don't avoid scholarships that require essays

Many students avoid scholarships that require essays, yet focusing on those opportunities can be a smart decision. Yes, they do take more effort, but once you have several essay applications under your belt, the process gets easier. The Writing Center is a good resource for help with those essays.

Stay organized, keeping deadlines in mind

Always aim to complete your applications before the deadline so that you have plenty of extra time to fix your application should any issues occur. Application deadlines aren't suggestions – they are final. Keep a calendar that outlines your application deadlines.

Make a scholarship application schedule and stick to it

Set aside a specific time that you're going to focus on applying for scholarships. It can be one night a week, an hour each day or whatever works with your schedule.

Beware of Scholarship and Financial Aid Scams

Know the warning signs for scholarship and financial aid scams. They're easier than you think to spot! Here are some scholarship scam warning signs you should be aware of:

- **Fees:** True scholarships are there to aid you, not the other way around so never pay to apply for scholarships or financial aid.
- **Guarantees You'll Win:** Legitimate scholarship sponsors will never guarantee that you'll win. If an offer is guaranteed, it's exactly as it seems: too good to be true.
- **You're already a winner!** You didn't apply, yet you've won. Legitimate scholarship offers are those you need to put effort into winning through the application process – you aren't just awarded money for no reason.
- **Personal Information Requests:** A legitimate scholarship sponsor will never request personal information that you shouldn't be giving out, like your social security number. If you're ever uncomfortable with the type of information requested, it's likely not a legitimate offer.
- **Missing Sponsor Information:** When a scholarship sponsor is legitimate, you will always be able to access their contact information in some form. If it seems like a "don't call us, we'll call you" type of situation, look at it as a red flag.

FALL FINAL *Reflection*

Write a brief note to incoming students in the spring (or next fall) semester. Include 2-3 pieces of advice you would give them after completing a semester of college. What tips do you wish you'd been given when you started college? What would you like to see included in "Student Voices" in the next booklet?

TUTORING & Supplemental Instruction

STEP TUTOR CENTER | WWW.UWYO.EDU/STEP

- Students who use tutoring for at least six hours a semester tend to perform 15-20% better than those who do not!
- Free tutoring is available through STEP in almost 50 different classes.
- Sessions are by appointment only, and should be made on the Penji app: <http://web.penjiapp.com>.
- STEP is open Monday-Thursday from 4-9pm and is located in Coe Library (Level I).
- STEP Satellite Tutor Center offers drop-in tutoring (no appointments necessary) and is located in the basement of Washakie. Operating hours are Sunday-Wednesday 6-10pm

CENTER FOR ASSISTANCE WITH STATISTICS & MATH (CASM)

- Free, drop-in tutoring for students enrolled in lower-division math courses (below 3000 level)
- Ross Hall basement, room 29
- www.uwyo.edu/mathstats/casm

WRITING CENTER

- Free, 45–50-minute consultations on any writing project
- Three kinds of consultations: face-to-face, video conferencing, and submit a paper for review.
- Schedule an appointment via uwyo.edu/writing-center or drop by the Center, located in Coe Library, Level 1.
- Go to the Writing Center's website (uwyo.edu/writing-center/) to find tips and resources to help you prepare for your consultation!

ORAL COMMUNICATION CENTER

- Help alleviate fears of speaking in public or receive feedback from our staff!
- Schedule an appointment on-line at www.uwyo.edu/cojo/occ, or visit Ross Hall 442, (307) 766-3815

SUPPLEMENTAL INSTRUCTION (SI)

SI is a series of out-of-class study sessions led by a student who has successfully taken the class before. It's a great way to practice the material and work with other students to learn the content. SI works best if you attend much of the semester, not just before exams!

Check your class syllabi for SI opportunities, or visit the SI website at www.uwyo.edu/step.

FREE ACADEMIC COACHING

Are you struggling with time management, exam preparation, staying motivated, or other academic issues? Visit the Advising, Career, and Exploratory Studies (ACES) office in Knight Hall room 222 Monday – Friday from 8-12 or 2-5 to speak with an academic coach.

ASK A LIBRARIAN

For help with research projects of any kind, visit uwyo.libanswers.com to chat with a librarian or see a range of resources through the libraries.

ONLINE TUTORING

- The STEP Tutor Center will continue to provide online tutoring for students who are working at a distance or unable to come in person. Session should be made on the Penji app: <http://web.penjiapp.com>.
- UW also provides online tutoring through an external vendor, NetTutor. NetTutor is online, subject-based tutoring (e.g., help with “chemistry” not necessarily “CHEM 1020”). We recommend trying STEP before NetTutor, but if you can’t find what you’re looking for at STEP, or if STEP is closed, NetTutor is a great option. For more information see the STEP website www.uwyo.edu/step under “NetTutor.”

STUDENT SUCCESS SERVICES

(307) 766-4010 | www.uwyo.edu/seo/sss

Student Success Services (SSS) is a program that strives to create an engaging environment for our students through a variety of meaningful learning opportunities structured to meet their unique needs. The program staff empowers students by providing tools for college life management, including:

1. Academic success
2. University connectedness
3. Financial literacy
4. Post graduation and career planning

Because SSS is a TRIO education program funded by the U.S. Department of Education, students need to meet certain eligibility requirements to be accepted into the program. Eligible students include first generation college students, students with limited income, and students with disabilities. To apply, visit the website at www.uwyo.edu/seo/sss.

SOAR

It’s never too early to start building a portfolio of experiences that you can use to boost your resume when it comes to the job search. SOAR is a competency based program at UW made up of experiences that will shape, engage and prepare students to meet unpredictable and complex challenges for the future. As a participant, you will participate in high impact learning experiences in research, cross-cultural and international perspectives, internships, entrepreneurship, leadership and community service. By registering on SOAR, you can log activities and events that you attend in order to earn badges. By your senior year, you will have a great running portfolio of your out-of-class experiences that give you an edge in the marketplace. To learn more, go to www.uwyo.edu/SOAR.

COUNSELING *Center*

(307) 766-3412 | www.uwyo.edu/ucc

UW students may receive assistance with problems that interfere with academic progress, daily living, adjustment to university life, or relationship issues through group, individual, or couples counseling; crisis intervention services; or brief problem solving sessions. Drop-in, emergency hours and scheduled appointments are available daily. Most individual counseling is short-term and time-effective; most students get their needs met with four or fewer sessions. After hours emergencies (risk to self and/or others) are handled by contacting the counselor on call at 766-8989.



UCC collaborates closely with the STOP Program in the Dean of Students Office by providing counseling support to students who are victims of sexual violence as well as collaborative programming regarding prevention of sexual violence and membership with the STOP campus coalition.

Appointments are made in person at the UCC office in room 341 Knight Hall. Office hours are Monday-Friday 8:00 am - 5:00 pm during the academic year.

University DISABILITY SUPPORT SERVICES (UDSS)

(307) 766-3073 | www.uwyo.edu/udss

As a college student, it is your responsibility to identify yourself to UDSS as an individual with a disability and to request accommodations. An individual with a disability is someone with a physical or mental impairment that substantially limits a major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, working, thinking, reading, concentrating, and communicating; and/or the operation of major bodily functions.

UW students wishing to receive accommodation services must register with UDSS. For more information on the application process, please call our office at (307) 766-6189, TTY: (307) 766-3073 or stop by our office in 109 Knight Hall, 8:00 AM-5:00 PM, Monday through Friday (summer hours are 7:30 AM-4:30 PM), to pick up application materials. You may also set up an in-person or phone appointment with a UDSS coordinator if you have questions. All materials are available in alternative format upon request.

Please note: the application process can take a week to 10 days after all materials have been received.

VETERANS *Services* (307) 766-6909 | www.uwyo.edu/vetservices

The Veterans Services Center (VSC) welcomes you to the University of Wyoming! At the University of Wyoming you will find a Veteran community like no other. With over 700 Veterans currently attending school, the Veterans Services Center is your hub to connect with other like-minded students. We look forward to meeting you and introducing you with our staff, who will be happy to show you all the amenities our center has to offer.

Located in on the third floor of the of the Wyoming Union and open from 0700 to 1900, we are happy to answer any questions you may have about the University of Wyoming, the Veterans Services Center, or the Laramie community.

Your decision to attend the UWYO is a transition into a new chapter of your life that we are dedicated to helping you navigate. The Veterans Services Center offers many resources to our student Veterans and students who are dependents of Veterans including:

- Assistance getting Military Transcripts and credit for Military Training
- Free coffee and snacks (along with an individual coffee mug)
- Monthly social Events
- Scholarship information and applications
- In State Tuition Information
- Information on Financial Aid
- Outdoor Events and Programs
- Info on Disability Support Services
- Military Activation academic Withdrawal/Drop procedures
- VA Work study opportunities
- Assistance with Veterans Affairs

MULTICULTURAL *Resource Center*

Located in Room 103 of the Wyoming Union, the Multicultural Resource Center is a space provided by Multicultural Affairs which serves as a home-away-from-home for University of Wyoming students. The MRC offers support services for students from all backgrounds in an environment that values diversity. For more information, go to www.uwyo.edu/oma.

Numerous events take place at the MRC during the course of the year. Please join us for our Monthly Town Hall Meetings, Recognized Student Organization (RSO) events, and special presentations by guests who visit the University of Wyoming campus.

The MRC houses collections of ethnic magazines, books and videos that have a focus on culture, diversity and academics. The MRC also provides access to eight computers, printers (black and white/color), study tables, a flat screen TV, and some of the most comfortable couches in the Wyoming Student Union.

We look forward to seeing you in the Multicultural Resource Center! If you have any questions, please feel free to contact us at umma@uwyo.edu

MULTICULTURAL *Affairs* (307) 766-6463 | www.uwyo.edu/oma

The focus of Multicultural Affairs (MA) is to advocate with and for marginalized students to develop a positive sense-of-self, create strong community connections, and thrive in all aspects of student life. This mission is accomplished through community, leadership and education.

If you have a question, concern, or simply need a place in which you are “free to be,” please come by and visit the Resource Centers in the Wyoming Student Union, Rooms 103,104 and 106. Our doors are always open!

FOOD *Pantries*

It's important to us that Pokes have enough nutritionally adequate and safe foods to eat! UW has 12+ food share cabinets around campus – they are open to any UW student ... all are welcome. Each of these cabinets are open to everyone, regardless of where the cabinet is located!



PANTRY	LOCATION & DETAILS
UW Food Share Pantry	Knight Hall Room 106, includes canned goods, produce, dairy products, snacks, personal items, and more.
ASUW Food Share	Wyoming Union basement, ASUW office
Beta House	1731 Fraternity Row: top of stairs on the second floor
Bim Kendall	804 E Fremont St. - halfway down the hallway on the first floor
Biological Sciences	Biological Sciences building basement
Bison Run	2512 E Willett Dr
Corbett Hall	Corbett Room 104
Engineering Building	Engineering basement/study area across from the vending machines
Guthrie House	1200 E Ivinson Ave
Hoyt Hall	Basement hallway near west exit
Cheney International Center	Global Engagement Office: Downstairs, halfway down the hall take a right. This pantry has a fridge/freezer.
Native American Education, Research, and Cultural Center	200 S 10th St: main floor in the kitchen
Salivation Station	First floor of the Visual Arts building: Walk in the main doors and take a right. This pantry has a kitchenette.
STEP Tutor Center	Coe Library basement in the hallway to the right of the STEP counter

SAFERIDE (307) 766-7433 | www.uwyo.edu/saferide

SafeRide is an on-call public transportation service that operates late nights on the weekends to offer nonjudgmental “safe” rides home. Rides are offered to UW students, faculty, staff, and Laramie community members and visitors. SafeRide’s service areas include the Laramie city limits. However, SafeRide will not pick-up/drop-off at specific locations within downtown Laramie. Riders wishing to be picked-up/dropped-off downtown will need to utilize the SafeRide office located at 3rd Street & Garfield. There is no on-board fare for utilizing SafeRide.

HOURS OF OPERATION

Academic Year: Monday - Friday: 10 pm - 2 am
 Sat: 10 am - 2 am; Sun: 10 am - 10 pm
Summer: Friday & Saturday: 10 pm - 2 am

REQUEST A RIDE

Call 307-766-RIDE or download the Transloc Rider app to schedule a ride and track it in real time. Notify the dispatcher if a rider requires a lift and/or wheelchair tiedowns. Individuals that are deaf, hard of hearing, or speech impaired can call with a relay service or by dialing 711.

UW POLICE *Department* (307) 766-5179 | www.uwyo.edu/uwupd

UWPD is operational 24 hours a day, 365 days a year. All officers are fully trained and have full arrest authority.

HOW TO CONTACT THE UWPD:

In Person

To speak to an officer in person please come to our department at 1010 E. Iverson in the first floor of the parking garage. If you come after 5 pm, please approach the window and a dispatcher will assist you.

By Phone

If it is an emergency please dial 911 from your campus phone. To speak to an officer for non-emergency issues please call us at (307) 766-5179. A dispatcher will connect you with an officer or dispatch one to your location.

By Text Message

UWPD participates in a Text Tips Program called Tip411 using your cell phone. To send an anonymous tip via text message to the UWPD please text the keyword UWYO and your message to 847411 (Tip411). The UWPD also utilizes UW Alert, a text messaging notification system designed to inform students, faculty, and staff during emergencies.

MORE SERVICES

Safety Escorts

If you need a uniformed safety escort on campus, call (307) 766-5179.

Lost and Found

UWPD picks up and stores found items from campus locations and stores them. There is weekly collection from the Union, Coe Library and the Classroom Building, but remaining buildings are picked up on an as-needed basis. Unclaimed property is auctioned off each September.

Bicycle Registration

UWPD offers a variety of bicycle services including registration, theft recovery, as well as safety and regulation enforcement. For UW bicycle regulations as well as other information please see our Bicycle Registration page.

TIPS & RESOURCES *for* FIRST GENERATION COLLEGE STUDENTS

Adapted from the College of St. Scholastica

First-generation college students — students whose parents either never attended college or never earned a four-year degree - sometimes face a tall task when it comes to earning a college degree. Sometimes, figuring out how to go through higher education without your family members' experiences guiding you can be overwhelming. But, by working on organizational skills and taking advantage of all the resources available on campus, you will make this dream a reality!

9 TIPS FOR FIRST-GENERATION COLLEGE STUDENTS

1. Seek academic support resources early on

One of the biggest struggles first-gen students encounter in college is the lack of a family support system that has experience with the hurdles they're facing. In the midst of an increased college course load, it can be easy to become overwhelmed.

"Take time and go to tutoring if you are having trouble," says first-gen graduate Tyler Yost. "If you're stuck on a single concept, go to your professor's office hours. They don't like sitting in their office alone and you could also learn a lot while you're in there."

If you're even the slightest bit worried about a class (or classes), seek help as soon as possible! Take advantage of all tutoring resources as well as the office hours instructors keep that will help get you up to speed.

2. Find highly-motivated students to partner & study with

It's mind-boggling when you consider the time and financial commitments of pursuing a degree, but not all students in college are going to be enthusiastic learners. "There will inevitably be group projects, and it's up to you to find those who will actually work hard and you'll learn from in the process," Yost says.

Seek out group and study partners who seem to genuinely care; they'll push you to learn more and make the most of your time.

3. Embrace who you are

You don't have to come from a long line of doctors and lawyers to fit in or provide valuable perspective in the college classroom. "The classroom environment can be intimidating," says first-gen graduate Natasha Payes. "But your perspective matters. Speak up and sit in the front row."

Academic discussions in college are supposed to expose students to new points of view. You're smart enough to make it this far; don't let false notions or misconceptions about not belonging hinder your college experience. If you really engage with the course content, you'll undoubtedly walk away having learned more than if you stayed quiet in the back row!

4. Be proactive about financial assistance

While there are a variety of different scholarship opportunities available each year to students, don't expect them to just fall into your lap. It might not be the most exciting activity, but dedicating time to your scholarship search can really pay off.

Meet with your advisor and Financial Aid counselor to talk about scholarship opportunities on campus and through your major. Also look at national databases (e.g. <http://myscholly.com>) to find opportunities.

But staying on top of the scholarship search isn't the only thing you should be doing to maintain financial stability throughout your collegiate journey. It is important to keep track of any loan debt you're accruing while in school. If you need assistance with this, ask the Financial Aid office for strategies (307) 766-2116.

5. Get involved!

"I would encourage first-gen students to find a way to create a home away from home at college," says first-gen graduate Chanté Griffin. "I made it a point to get involved in clubs on campus."

Want to know the quickest way to feel like you belong? Join a club! If you're not sure where to start, look at the Campus Activities Center page (www.unryo.edu/cac) and browse all the opportunities. Be sure to scroll down to "Recognized Student Organizations" and look at the 250+ groups on campus.

6. Don't overload yourself

If you're planning on working a job while attending school, be cautious and don't over-commit. Let your employer know your situation.

A common mistake is to not consider the time you'll need outside of the classroom to complete your work. You might have a class that only meets once per week, but the out-of-classroom workload will be similar to classes that meet more frequently. Plan for a heavy load and adjust!

7. Take (smart) chances

"Want to startup a business selling neon t-shirts to clubs? Start it. Want to play the mandolin. Find a group and try it," Yost says. "You won't have as much time to test things out in such a welcoming environment ever again."



This is an opportunity to go out on a limb and try something new that has always intrigued you. If it doesn't work out, you're in an environment that allows you to move onto the next thing that interests you. As much as the college environment is about educating you to be successful when you enter the workforce, it's also a fundamental time in your life to find yourself and discover new interests.

8. Build your support system

If your family is unfamiliar with navigating the challenges of college, who do you turn to for support? Be sure to tap into the many mentors who may be able to help. Your RA, instructors, and advisor are great places to start.

9. Don't doubt yourself

"I was scared. I didn't know what to expect. I just knew that college would be harder than high school, and I was deathly afraid that I would flunk out," Griffin says.

Here's the truth: The quote above could be attributed to practically any student heading into college for the first time. Some might hide it better than others, but there's always going to be a bit of nervousness and doubt when you're taking a big step in life. Don't let it get the best of you — find confidence in how hard you've worked to reach this point and don't let anything keep you from stepping forward.

FIRST GEN STUDENTS AT UW

At the University of Wyoming 30-35% of students are first-generation; and many University Faculty and Staff were first-generation students themselves. Being a first-generation student is an enormous accomplishment - the University of Wyoming celebrates you!



Visit www.uwyo.edu/firstgeneration to learn about resources and events tailored to fit the needs of UW's first-generation population.

Beginning in their sophomore year, high achieving first-gen students are invited to join the Gamma Epsilon chapter of Alpha Alpha Alpha (or Tri-Alpha), the First-Generation Honor Society. Check out the first-gen website to learn more about Tri-Alpha.

More OPPORTUNITIES

SERVICE, LEADERSHIP, & STUDENT ENGAGEMENT (SLCE)

Through the SLCE program, you can learn about opportunities for leadership, community service, and involvement at UW! SLCE oversees volunteer events such as alternative spring breaks, The Big Event, community volunteering, and national days of service. You can also learn about leadership programs and community engagement opportunities such as the Good Mule Project. Find out more at www.unwo.edu/slce.

ALTERNATIVE SPRING BREAK

The Alternative Breaks program continues to grow each year, offering more trips and more opportunities for service! In past years, trips have included Animal Wellness in Utah, hunger & homelessness in Los Angeles, California, women's education in Trinidad, and community development in Jamaica.

Apply early if you are interested! Visit the Service Leadership & Student Engagement Office website for more information: www.unwo.edu/csil/community-engagement-and-service/slce/service/ab.html

STUDENT ORGS AND ENTERTAINMENT OFFICE

Student Orgs & Entertainment provides students with valuable involvement opportunities. The staff coordinates and advises a variety of student programs such as 7220 Entertainment and Summer Programs. Office staff are available to assist or direct any of the 300+ student organizations with programming support, leadership development, and marketing services. The Student Orgs & Entertainment Office serves as an important source of information for programming and involvement on campus. Visit www.uwyo.edu/csil/student-orgs-entertainment for more information.

ASSOCIATED STUDENTS OF THE UNIVERSITY OF WYOMING (ASUW)

ASUW First-Year Senate is the official student government for first-year students the University of Wyoming. As a First-Year Senator, you will work to make a difference in the student experience at the University of Wyoming, review and recommend ASUW legislative action, and connect and build relationships with students, faculty, administrators, and elected officials. Check out www.unwo.edu/ASUW to learn more! **Applications for First-Year Senate are due early in September, so check out the website for specifics.**



Cowboy COACHES (307) 766-5765 | www.uwyo.edu/student-success

WHAT IS A COWBOY COACH?

The University of Wyoming Student Success and Graduation Hub offers a peer-mentoring program which is made up of current students called Cowboy Coaches. They bring a deep understanding and perspective to our first-year students in terms of connecting them to resources for student success.

Our mentors are matched with students based on a variety of traits including areas of study, personality, social factors, and more. Coaches are provided with a high level of training to ensure they can take solution-based, empathetic approaches in all interactions. Cowboy Coaches are supervised by professional staff in the event a student is in crisis and requires additional resources from licensed professionals.

Having a Cowboy Coach offers several benefits. They are relatable. They have shared experiences. They can provide emotional support and personalized guidance. Coaches can introduce students to like-minded individuals in your field of interest. This networking goes beyond the academic fields. Finally, having a peer mentor who believes in your abilities and supports your growth can boost your confidence. Meet your Cowboy Coaches at www.uwyo.edu/student-success/cowboy-coaches/index.html. You can also visit the Hub at 214 S. 14th Street, call 307-766-5765, or email ssgraduation@uwyo.edu.



THINKING AHEAD to Summer

SUMMER TERM

Summer session offer a flexible schedule of over 400 courses that cater to all audiences. If you're looking to catch up or get ahead on credits, University of Wyoming Summer Session courses offers unique flexible compressed learning opportunities! To get an idea of the course offerings, go to www.uwyo.edu/registrar/class_schedules/summer-session and take a glimpse at the summer class schedule.

EDUCATION ABROAD

Education Abroad within the Global Engagement Office is one of the best ways to learn about cultures all over the world. UW has many opportunities for students to attend universities in other countries with exchanges, direct enrollment, internships, and faculty-led courses. Scholarships may be available to offset travel expenses. The best time to start planning is mid-semester during the fall term. To learn more, visit www.uwyo.edu/uwyoabroad.



“

UW has a great study abroad program that will allow you to experience everything the world has to offer. I spent 8 weeks in Europe and saw 8 different countries. I ate all different kinds of food, saw history that was older than the United States, and learned about people and languages that were all brand new to me. Honestly, there is nothing like eating ice cream in a donut cone while walking Charles Bridge in Prague!”

-Livi Glassock, UW Student

FIND A JOB *with Handshake!*

The Advising, Career, & Exploratory Studies Program (ACES) offers a powerful recruiting tool for the University of Wyoming students and alumni. Not only does Handshake connect students who are about to graduate with employers, but it also includes work study and part-time positions for students who are looking for jobs while they study.

Handshake's philosophy is a democratized recruiting experience for all students. Handshake seeks to provide opportunities for students nationwide through cutting edge technology. It's not only about finding a job or career, but the platform also provides opportunities to connect with employers, find career events on-campus, including job fairs, apply for jobs, and sign up for on-campus interviews.

EASY LOGIN at <https://app.joinhandshake.com/login>

When you access the login page, you will first select the University of Wyoming to get started. You'll be directed to login with your username and password through WyoWeb and enter some details about your education plan and agree to the terms of service and privacy policy to be able to search for jobs.

You can then select the type of employment you are looking for: part-time, internship, on-campus, or full-time. Fill out a few more specifics, and you'll have access to the job opportunities.





www.uwyo.edu/fallbridge

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