# 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!

# NAVIGATE:

## EARLY ALERT FEEDBACK

Early Alert 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. The alert can be found in the Progress Reports of the Navigate App.

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 members of your success team 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.

**"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**

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"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."

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"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."

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# 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*

# Five Day STUDY PLAN

Last-minute cramming doesn't work out well, so keep the following 5-day study plan in mind. Remember to be flexible and adapt this plan accordingly. Some exams need more time.

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|---|---|---|---|---|
| Prepare: 2 hrs | Prepare: 1.5 hrs<br>Review: 0.5 hr | Prepare: 1 hr<br>Review: 1 hr | Prepare: 0.5 hr<br>Review: 1.5 hrs | Review: 2 hrs |

## Space Study Sessions

- Begin studying 5 days before an exam.
- Always study the day before the exam.
- Busy day? Skip it & start earlier.

## Divide the Material

- Divide material in a logical manner (chapters, sections, etc.)
- Start with the oldest material first

### EXAMPLE PREPARATION STRATEGIES

**ICOW: I**dentify, **C**ondense, **O**rganize, & **W**rite what you need to learn (use several to be effective)

- Develop study sheets
- Make word cards
- Make question cards
- Make problem cards
- Make self-tests
- Do study guides
- Re-mark text materials
- Make a list of 20 topics that would be on the exam
- Do problems
- Predict essay questions
- Plan essay answers
- Answer questions at the end of the chapter

### EXAMPLE REVIEW STRATEGIES

**RE-USE**: **R**ehearse, **E**xtend, **U**nderstand, **S**elf-test, & **E**valuate your learning

- Recite study sheets
- Recite word cards
- Recite question cards
- Practice writing formulas
- Work problems
- Take self-tests
- Practice study guide out loud
- Take notes on re-marked text
- Recite list of 20
- Do "missed" problems
- Recite notes from recall cues
- Answer essay questions
- Write essay answers from memory
- Recite answers

## Tips:

- 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.
- 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.

# Sample Plan FOR MONDAY EXAM

| DAY | TASK | MATERIAL | STRATEGY | TIME |
|---|---|---|---|---|
| TUES | Prepare | Chapter 1 | Develop Study Guide | 2 hours |
| WED | Prepare | Chapter 2 | Develop Study Guide | 2 hours |
| | Review | Chapter 1 | Make Self-Test | 30 min |
| THURS | Prepare | Chapter 3 | Develop Study Guide | 2 hours |
| | Review | Chapter 2 | Make Self-Test | 30 min |
| | Review | Chapter 1 | Predict & Practice Essay Questions | 15 min |
| FRI | Prepare | Chapter 4 | Develop Study Guide | 1 1/2 hours |
| | Review | Chapter 3 | Make Self-Test | 30 min |
| | Review | Chapter 2 | Predict & Practice Essay Questions | 15 min |
| | Review | Chapter 1 | Recite Study Guide | 10 min |
| SUN | Review | Chapter 4 | Make Self-Test & Predict & Practice Essay Questions | 30 min |
| | Review | Chapter 3 | Predict & Practice Essay Questions | 20 min |
| | Review | Chapter 2 | Recite Study Guide | 10 min |
| | Review | Chapter 1 | Recite Study Guide | 10 min |
| | Self-Test | | | 1 hour |

More Tips:

- Minimize group work if it is not helpful.
- Practice applying information to new scenarios. Ask for sample problems, if possible.
- 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.
- 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.
- Think positively!

# 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 with your W ID card. For computer labs availability and schedule, follow this QR code..

## 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. At the start of each semester, you have a $7.50 budget for printing. This is equivalent to 150 black and white pages. It costs 5¢ for one page in black and white and 7¢ for color printing. To check your printing balance, login to a UW computer and see the $ icon at the bottom of the screen.

# 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 receives 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, c, a

# Get to KNOW COE
## UW Libraries

University of Wyoming Libraries are a center of discovery and learning on campus. Coe Library is the main library location. The Geology Library is another branch on the west side of campus where students can find additional study rooms, computers, and quiet study spaces.

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:

- Friendly help from the library team to get you started with checking out items, learning about the online resources, workshops and tutorials, and events
- 1.3 million + books and 800,000 + eBooks
- hundreds of academic article databases
- reservable study rooms and computer labs
- laptops and ipads to borrow
- music and movies – streaming media and lendable DVDs/BluRay
- UWIN Student Innovation Center (makerspace)
- Studio Coe multimedia lab with a recording studio, VR, and digital design software
- One Button Studio with a green screen
- STEP Tutor Center & Writing Center
- Learning Commons
- food & drinks at the Book & Bean Cafe

**"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**

**"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**

# *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 307-766-8989 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?

# Tips FOR TAKING GOOD NOTES

### Step 1: Know what to write and what not to write.

The professor uses voice inflection, repetition, and body language to indicate important topics. If a professor uses the white board, that information is important.

### Step 2: Master Note-Taking Principles

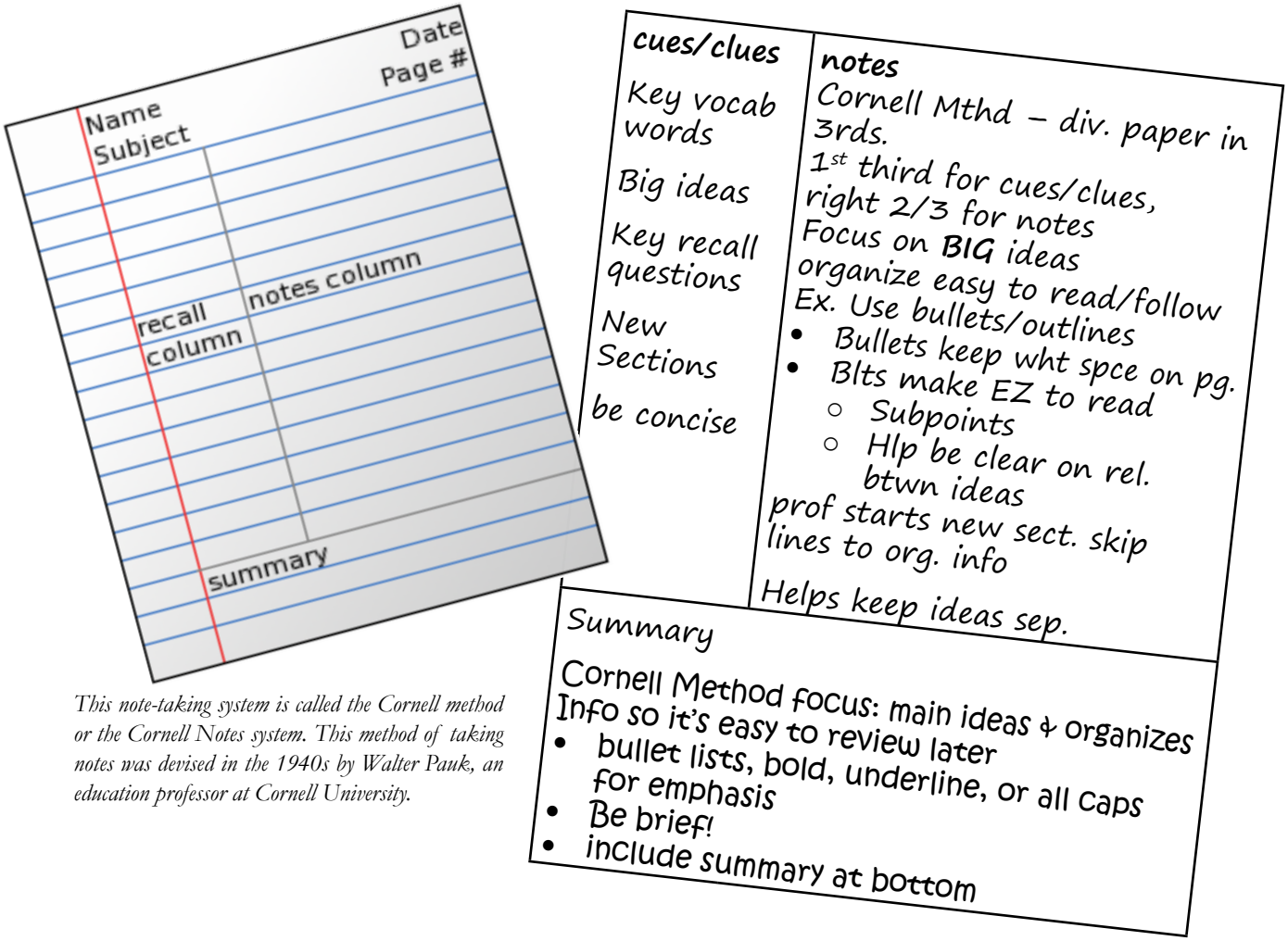
Certain habits will help you take good notes, such as:

1. Sitting in front of the classroom to avoid distractions
2. Turning off your phone (or at least silencing it)
3. Reading the textbook assignment before listening to the lecture
4. Focusing on understanding, not recording. Paraphrasing is a great way to do this.
5. Writing quickly and legibly. Skip spaces and use plenty of paper. Use abbreviations such as "ex" instead of "for example"
6. Summarizing what is said and focusing on key ideas quickly after the lecture.
7. Date and title each day's notes at the top of the page.

### Step 3: Find a Method that Works for You

Here are some examples from Gill's 2020 book, *College Success for Adults : Insider Tips for Effective Learning*.

### EXAMPLE 1: The Cornell Method




*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.*

EXAMPLE 2 Outlining Method

date

I. Start with the most general idea or main topic – key idea
   a. Write explaining information here
      i. Use subpoints to illustrate the explanation of this main idea
      ii. Explain even more with second or third subpoints
   b. This is more explaining information. It relates to the main topic but is important enough to have its own thread.

II. When you have a completely new idea, start a new line.
   a. You'll probably have a few of these in each class
   b. Give yourself enough examples to illustrate the main ideas

EXAMPLE 3 Charting Method

Page number or Lecture Title date

| How does it work? | Pros | Cons | times/ classes |
|---|---|---|---|
| First, make chart<br><br>set up columns and rows | nice way to visually represent info | Some profs are hard to follow. waste time figuring out where info goes | Use class outlines or course calendars of topics to make categories |
| insert wds, phrases, main idea into categories | easy to read vs. long paragraphs | Does not always work for every class or topic. | Visually org. info makes EZ 2 understand. |
| may be better to use this method after a lecture. | Helps see the relation btwn ideas | may be distracting may miss key info | may be best for textbook notes – not for in-class notes. |

Step 4: Notetaking Requires Reviewing

1. Read them
   - Read notes before & after every single class
   - Find errors or gaps.
   - Quickly check the textbook, classmates, or instructor to fix them.
   - Re-read them right before the next lecture to prepare for the new topic
2. Review
   - At the week's end, review all notes.
   - This gives your brain a chance to get the information a third time and signal that it is important and should be stored for quick retrieval.
3. Annotate
   - Highlight, underline, or star important ideas in notes.
   - Diagram or sketch outlines to help you understand
   - Write notes to yourself or questions to ask yourself
   - Interact with your notes to allow your brain to process info. more deeply. The more you engage, the more info sticks and is easier to recall.

## Student Voice:

"Just keep writing even if you don't understand something. Insert blank lines if you miss things. You can fill in the blanks later." **-Paige Delgado, UW Student**

## Final Tips

**Get quality pens**

Cheap pens are cheap for a reason. A good quality pen is worth it. Be sure you get one that does not smudge or smear as you write.

**Get colorful pens**

Colors send signals to your brain to pay attention. Making this one change can take your note-taking to the next level and help you enjoy it all the more.

**Write – Don't Type**

Research from UCLA shows the physical act of writing notes by hand helps you remember information better than if you just type it. (Mueller and Oppenheimer, 2014).

**Use Your Voice**

Read notes aloud as you review them. This helps "trigger" memory and connect 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, RESPECT EDU, AND MENTAL WELL-BEING

Students must complete the second part of AlcoholEdu, RespectEdu, and Mental Well-Being prior to registering for spring classes, ideally in October. You can find the links on your checklist on WyoWeb. For more information about these requirements, visit the HOPES website at https://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 lift your advising hold to ensure you are able 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

**Agriculture, Life Sciences & Natural Resources**: Building Room 160 C, 766-4135
ag-college@uwyo.edu

**Arts & Sciences:** lower level east wing of Ross Hall
766-4013
asadvising@uwyo.edu

**Business Academic Advising,** Business 175
766-2063, cobaao@uwyo.edu

**Education:** McWhinnie Hall Room 100, 766-2230
edquest@uwyo.edu

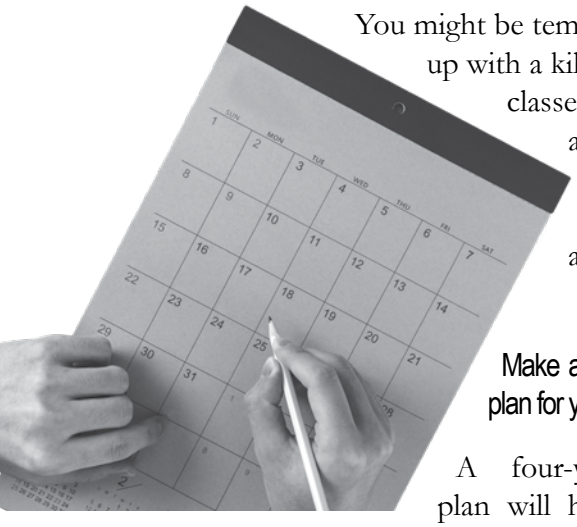
**Engineering and Physical Sciences:**
Room 2085 Engineering
766-4253
enginfo@uwyo.edu

**Health Sciences:**
HS Room 110, 766-3878
hsadvise@uwyo.edu

**Haub School of Environment & Natural Resources**:
Bim Kendall House, 804 E Fremont Street, 766-5080
haub.school@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:

### Make a 4-year degree plan for your major:

A four-year degree plan 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 degree programs online at acalogcatalog.uwyo.edu.

### 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 hearty 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.

### 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 forms. 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.

### Pre-Professional Advising:

If you are interested in becoming a veterinarian, a lawyer, or want to work in healthcare you can find Pre-Professional advisors across campus. You should meet early and often with a Pre-Professional advisor so you understand all the academic and experiential prerequisites required for programs that require special application. For more information on visit www.uwyo.edu/preprof (health careers) or www.uwyo.edu/as/current-students/pre-law (pre-law) or www.uwyo.edu/vetsci/mentoring.html (pre-vet).

# *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**