

ACN Meeting: February 16, 2016

Members present: K. Baker, S. Bednar, T. Bodart, H. Bui, M. Camacho, S. Cashin, N. Claas, C. Clark, S. Coban, E. Cobb, G. Cooper-Sperber, J. Cummins, T. Current, J. DeRoche, T. Deutsch, A. Dierks, G. Dorantes, C. Faurote, M. Fero, S. Glaser, C. Gonzalez, J. Hack, J. Hardy, J. Hayes, B. Hinshaw, D. Holloway, M. Horvath, I. Hoeffler, K. Jackson, A. Johnson, S. Kaempfer, S. Lake, A. Lopez, J. Maisells, T. Martin, K. McGann, M. Moore-Geissler, B. Mueller, O. Navarro, J. Neuhauser, B. O'Lena, S. Perkins, R. Reece, C. Reindl, I. Rodriguez, L. Roohr, T. Rufer, A. Sadowsky, J. Spiess, K. Stockton, S. Terry, Allegra Troiano, W. Van Dyke, G. Wallander, K. Wedige, B. Williams, A. Willis, C. Wolf, J. Zabel

Total: 59

Autism Spectrum Disorders (ASD) Certificate and Transition for Students with Disabilities Graduate Certificate: Assoc. Professor Elizabeth Drame, Dept. of Exceptional Education

- Dr. Drame gave an overview of the ASD certificate and Transition for Students with Disabilities certificate. (Flyers for both programs and list of electives are on ACN website.)
- **ASD certificate:**
 - Developed because saw community need in educators, professionals and family members being more aware of characteristics of young adults on autism spectrum and teaching methods for those young adults.
 - 15-18 credit certificate program is geared toward increasing awareness of ASD. Interdisciplinary – courses are offered by Exceptional Education, Psychology, Communication Sciences and Disorders, and Occupational Science and Technology departments. The program is offered at the undergraduate and graduate level.
 - Originally thought students in this certificate would be primarily community members (child care workers, social workers, etc.) who would enroll as special students but now found that current undergraduates are adding it to their plan.
 - 3 required courses (9 credits): a foundation course (EXCEDUC 560), a methods course (EXCEDUC 561), and a field course (EXCEDUC 585 - Autism section). The field course typically involves placement in a school and is taken with methods course. Foundations course EXCEDUC 560 is GER Part B OWC approved.
 - 6 credits of electives – a list of electives is available through certificate advisors. Many are GERS.
 - If electives are already part of student's major or minor, then certificate could be as little as 9 additional credits
 - Foundation courses are EXCEDUC 560 (U) and 760 (G) and methods courses are EXCEDUC 561 (U) and 761 (G). They are offered in fall and spring respectively. Must have foundation before methods. This summer they are offering foundation in first half of summer and methods in second half.

- No solely online classes, although one instructor has offered the foundation course as a hybrid.
- Foundation course has service learning component: 12 to 15 hours.
- The field work taken with the methods course involves 75 hours of direct service time as well as an online reflection component.
- Courses are typically offered in evening.
- See asdcertificate.uwm.edu for more information and contact info for advisors. Undergraduate certificate can be added as a subplan (no application process required) but the graduate certificate requires a formal application through the graduate school.

Transition for Students with Disabilities Certificate:

- Grad certificate started in 2014.
- Program is geared toward professionals – occupational therapists, speech pathology, etc.
- Four required courses with the option of adding one elective course.
- Certificate was recently approved at grad level. Undergrad certificate proposal is going through the approval process to run in tandem with grad program.
- Must formally apply for the graduate certificate. Can email exed@uwm.edu

Placement Testing: Sarah Perkins

Sarah is the freshman testing coordinator; deals with freshmen placement testing and work with Admissions on matriculation process. Gave overview on testing center and policies.

- Testing center offers many other tests besides placement tests – ACT, TOEFL, GRE, and other tests for national testing companies. (See powerpoint on ACN website)
- They also do course evaluations and some exam scoring for faculty.
- Have 14,000 placement tests a year and 16, 000 total tests a year.
- About 5,000 unique, brand new freshmen are taking those 14,000 tests (they take multiple tests)
- Center tests UWM admitted students and students going to other UW schools. Most are UWM – 3,000-4,000
- Placement testing registration opened on **Feb. 1**
- Students (or advisors) can call her directly with questions – her direct number goes out on flyers to freshmen. (229-2210)
- Every freshmen gets info on taking test and the three steps for matriculation: (1) Pay \$150 confirmation deposit, (2) take placement test, and (3) fill out housing information (either contract and deposit or housing exemption)
- *Can do steps in any order.* Don't let any steps hold students back from testing.
- Students are encouraged to do everything by **May 1**, so they can sign up for orientation. (can't sign up till do three steps)
- Three options for taking placement tests:

- a. One option is coming on UWM specific new student freshmen days, which are held from mid-March to August, every Wednesday and Thursday and all week during high school spring break. These days are only for UWM freshmen; on these days they also get info on housing and where they are in the financial aid process. They get more personal interaction with other offices on campus, Also, the tests unique to UWM are offered on those days as well. (UWM unique tests – chemistry and ESL-PIC. They can only be taken on UWM new freshmen days.)
 - b. Regional placement testing – for UWM and other students: math, English, foreign language. These can be taken at all UW schools, in the Chicago land area, and twin cities area. Completely free and done through state testing site.
 - c. Register online and pay a fee to go to a local testing center close to where they live--\$80 to \$100. Sites are operated by testing companies. For out-of-state students this can be more financially feasible than flying here to take test. Process has been simplified so now more students are doing that.
- Results: If students take the test further away from campus, it takes longer to get their results – 2-3 weeks.
 - Testing Center does not set cut scores; just implements department policies.
 - **There are different cut scores at every UW school. Can test out at one school and need English at another.**
 - For transfer students from UW schools: Center runs a weekly report to get system placement scores, but doesn't catch all students. Email destest@uwm.edu for scores if not on transcript (see powerpoint slide 5). Don't need placement test if they have entered sequence and wish to continue.
 - Re-testing: Can take each test twice – and **ONLY twice**. Specific waiting period between tests.
 - A student who took the test and then entered the sequence (say, English 101) cannot take the test again if they took that course in the past two years.
 - **HOWEVER, if the student NEVER took the test (aka a transfer student), they can take the test again, potentially placing out of the sequence.** Even if the student withdrew and has a W, that still counts, so they have to wait two years.
 - **SEE powerpoint slide 6 for more specific re-testing information.**
 - Math: Don't have Panther Math Prep in place yet. Will be coming.
 - If a student's Math subscore on ACT is 24 or higher, the student gets bumped out of remedial math, no matter where they placed. Appears as a milestone.
 - Still working on setting placement for math 115 – new 116 and 117 combo.
 - GER foreign language standardized tests: currently offered in Spanish, French, German, and Japanese. Other than those, send students to Kim Pietsch to resolve GER if student has spoken another language at home.

- For a new test in popular areas (Hmong or Arabic), the standardized test would have to come from the department – the center just conducts the testing.
- For more details, see the Placement Testing powerpoint on the ACN website. (<http://uwm.edu/advisor-counselor-network/>)

Master of Sustainable Peacebuilding: Bridget Brown, Program Coordinator

Bridget Brown discussed this new master's program at UWM. Details:

- Geared toward **students with a strong interest in working on global issues, both locally or internationally**. Program developers felt that with the crises going on in the world, problems needed to be approached in a holistic way. Wanted to have a program that addresses a more integrated perspective to solving crises. (See Brown's powerpoint slide 5 for more info. Powerpoint is on the ACN website.)
- Students can enter from nearly any academic background. Current students come from health, environmental sciences, humanities, arts, engineering, global studies, etc.
- Program started by Tim Ehlinger and Rob Ricigliano. Was approved in 2013; first students enrolled in 2014 will graduate in August 2016.
- 25 students currently
- Housed in the College of Nursing.
- Faculty/staff consists of two instructors (Marissa Jablonski & Joanne Lipo Zovic), a director (Tim Ehlinger), and a program coordinator (Bridget Brown).
- Professional degree: MSP, not an MA or MS – it's not thesis-based. Practice oriented – includes 12 credits of field work.
- Program lasts two full calendar years and consists of 44 credits
- Focuses on professional development, networking and building a career based on each student's background and where they are going; advising is intensive and specific to career direction. Bridget serves as an advisor and usually meets with any student 4 to 10 times in a given semester
- Because it's a professional program, the goal is that students have jobs at end. In current cohort, 5 students already have jobs, and the goal is to place the rest by August.
- **Job placement:** examples of student placement include independent consultancies; community nonprofits; government agencies for natural resource, disaster recovery or health care; and international NGO work
- Students can tailor electives to any area that they want to go; current students are interested in water, health, dispute resolution, program evaluation, and urban violence
- Areas of training include:
 - Program and project evaluation--measuring outcomes of programs

- Facilitation – leading group problem solving. They have very interactive simulations where they practice skills and they also observe problem solving and negotiating in community setting
- Systems mapping and assessment. The “system” is defined as the wide range of factors contributing to a problem. They examine who the players are in a given system, how they affect other players in the system, etc. Examine how one action within a system affects others.
- Cross disciplinary communication. Need to know how to communicate with people from different disciplines – engineers, social scientists, community members, government officials, etc
- Relationship building and engagement – students would not do development. Rather, they get to know the community, the players, and make it a group effort for that community to solve a problem.
- How to network effectively. Where to focus your energy and time to make most of career opportunities coming up.
- First year – all core coursework is taken as cohort. Field work is 6 credits in first summer – program leaders help with placement and developing projects.
- Second year – electives and remaining core. Final course is professional development and leadership – working on finishing paper and final presentation and networking for placement.
- Not designed for someone working full-time – is a full-time program.
- Cohorts start in fall. **Priority deadline for admissions is January but currently taking rolling admissions until the end of April.**
- Funding – work closely with students to find funding to avoid heavy student loans since most will be working in nonprofit. Most students on some sort of funding.
- For more information, see msp.uwm.edu. Contact program director Tim Ehlinger at ehlinger@uwm.edu. Tim and/or Bridget would be happy to meet with undergraduate advisors in person to discuss the program in more detail. Prospective students can email applymsp@uwm.edu. Powerpoint for presentation available on ACN website. (<http://uwm.edu/advisor-counselor-network/>)

Financial Aid: Triena Bodart and Financial Aid team. (Powerpoint available on ACN website: uwm.edu/advisor-counselor-network/)

- Team wanted to give refresher on Financial Aid. Also: goal is to make connections with colleagues across campus and help people understand the financial aid process. Received feedback from campus staff and want to be sure that campus staff feel like they have access to Financial Aid team.
- Introduced team. (See powerpoint for each staff member and their areas.)
 - Goal is to have a liaison for everyone on campus. Can contact Triena (tbodart@Uwm.edu) if you want to know who your liaison is. Have 5 full time

staff and 4 graduate assistants for 25,000+ students; quite busy but want to be sure we can reach them. Return emails within 24 hours; only exceptions may be during first week of any semester.

- Can call liaisons for general questions. If a student is in crisis however, send student directly to financial aid office.
- When sending a student, it would be helpful to coach them first as to why they are going to Financial Aid. (Possibly have them write down questions) That way, office can better help them.
- Can invite Triena or liaisons to staff meeting to present on Financial Aid.
- SAP (Satisfactory Academic Progress): Why does SAP exist?
 - Government regulation – guidelines for expectations on when students are to complete their degrees.
 - Helps monitor student borrowing – it serves as an early intervention that allows aid advisors to discuss where students are at with funding. Funding stops at a certain point and student will be out of options, so advisors want to be sure they are getting funding up to graduation. Don't want to have last semester and have only few \$100 left.
 - Prevents over-borrowing and encourages graduating before they deplete funds.
- Two reasons why a student may not be meeting SAP:
 - **Qualitative:** Not meeting PACE. Completed credits/ attempted credits must be above 66.67%
 - **Quantitative:** Timeframe= 180 credits to complete a degree.
 - **BOTH** include classes students may have paid for through means other than Financial Aid.
- Must meet a pass rate of 66.67% of classes.
- Maximum allowable credits of 180 – every re-take, every transfer credit, regardless of how they pay for class, counts in these calculations.
- **Example** – Students starts fall with 59 attempted, 40 completed credits. Student enrolls in 15, completes only 9 in fall. Yes, they are within timeframe (less than 180 credits). However, not meeting PACE. Total after fall: 49 completed/74 attempted – 66.22%-- below 66.67%
- PACE is cumulative – not per term.
- If a student does not meet pace, student is placed on warning for the following term. Have one semester to bring pace above 66.67% to continue to get aid.
- If can't do it, then have to appeal.
- **For appeal:** Have to talk to Financial Aid and then come to academic advisor for an academic plan.
- Transfer work, remedial work, repeated courses, consortiums, study abroad, AP credits, college credit earned in High School--**all go into total credits attempted.**

- **Attempted credits are determined as of 10th day of classes – that is the “Census Day”.** If student drops a course after the 10th day but before the date that a W appears on transcript, those credits are still included in attempted credits.
- When they do not meet PACE, they need to see advisor for **academic plan**.
 - Academic plan can only include credits for primary degree in one major. Can’t include minor, certificates, or double majors. If a student can graduate in that semester, they must do so.
 - Students **must** adhere to plan. If deviate, then need new appeal with *new* extenuating circumstance. Need to enroll in exact number of credits on their plan AND must successfully complete them to re-gain pace or finish within timeframe.
 - Academic plan is per term.
 - Even if paying out of pocket for some credits, still need to include those credits in academic plan. Need to include remedial credits as well.
- **Academic Advisement Reports:** Aid office uses them as documentation to show students are meeting the degree requirement. Students need to submit the report. Any thoughts on using this report? Is the report accurate for your program? Let Triena know.
- **Census date** – 10th day of classes – if drop or add classes after date, students can’t adjust Financial Aid. Aid will adjust prior to that date – specifically Pell.
- **Withdrawals:** If students withdraw before 60% of the semester is completed, they are not entitled to 100% of aid. After 60%, they are entitled to 100% Financial Aid, so they won’t owe anything. 60% is roughly the 11th week of classes.
- **Credit minimums:** Students must enroll in at least 6 credits in fall, spring, or summer to be eligible for aid. Excludes repeated courses. Exception: students who are Pell eligible. Graduate students need minimum of 4 credits.
- Need to be enrolled in 12 credits – if under 12, Financial Aid needs to know, so they can adjust the budget which will allow the aid to disburse.
- **Funding limits:** Every student has a limited amount of funding; if they transfer, the borrowed amount follows them; the limit does not ever change.
 - Pell grant – limited to 12 semesters of full time funding.
 - Undergrads can receive \$23,000 in subsidized loans plus \$8,000 in unsubsidized for dependent students and \$34,500 unsubsidized for independent students.
 - Cumulative totals: Dependent students: \$31,000; independent students: \$57,500.
 - Grad students – includes undergrad loans and cannot exceed \$138,500
 - If they reach limits, they are not able to appeal – **set in stone**.
- **Limit on repeating classes:**
 - Federal government limits the amount of time student can repeat a class and still receive aid.

- Can repeat multiple times if failed (however, multiple fails will affect pace).
However, if they have passed a course, they can only repeat it ONE more time and be eligible for aid. They will not receive aid for third attempts of courses they passed.
- As long as student is in at least 6 other eligible credits, they can still receive aid. So if they are in 6 credits of repeats and 6 eligible, they can receive aid, but only based on 6 credits of tuition.
- Students are notified if they will not receive aid.
- **Goal of office:** Want to work with students and staff on campus – want to support you. Let Triena and team know what they can do to work with you. Triena Bodart: tbodart@uwm.edu or 229-2404.

Announcements

- **SSC (Brennan O'Lena)** – Academic updates on MapWorks are open and should come out at the end of the week.
- **ASALC (Sue Cashin):** Members of the ASALC are preparing for their individual School/College meetings with their respective dean, Gesele and Provost regarding Enrollment & Retention. The learning outcomes draft was presented to ASALC – the Committee will be reviewing for feedback.
- **Orientation Leadership Team (Kelsey Stockton):** March 10 is the advisor meeting to discuss summer orientation. Not a lot of major changes this year in orientation.
- **CPaRC:** The Diversity Career Fair is March 3. Please encourage students to register on Pantherjobs as a job seeker. The new CPaRC intern will be reaching out to advisors to work on retention plans.
- **CIE (Sarah Coban):** When international students change their major, you **MUST** send them to CIE because the major change affects the classification of instructional program (CIP) on their student visa.
- **Registrar's Office (Brian Hinshaw)** – EAC and ASALC have created a document for post-deadline appeals. The document is on the One Stop Shop, so send that to students. If anything needs to be corrected, let them know.
 - Also, College of Letters and Sciences is now requiring department approval of any third attempts of L and S classes. Business and Engineering also require consent for third attempts. Now, beyond the advisor approval, students will need department approval. This regulation will be put in place for summer. Still working to get department information on the web. This includes third attempts of Math as well.
- **Student Support Services (Karen Parrish Baker)** – Karen is now new project director of TRiO in Student Support Services. Although instruction has moved out of AOC, reading courses are still on the schedule for fall and offered through CURRINS.

- **American Indian Students Services (Celeste Clark):** Diane retired; Celeste introduced Joy Maisells, who transitioned from program assistant to advisor.
- **MAVRC (Sarah Terry):** Encouraging staff and faculty to complete Kognito, a training to develop strategies for connecting with veterans. MAVRC used to pay for the rights and now System is paying for rights to use Kognito. As a result, there is a new login page at kognito.com/uws.
- **SSC Implementation Team (Joel Spiess):** Thursday representatives from EAB will come to campus to show how to use the new platform.
- **Institute for World Affairs (Christine Wolf)** – The institute is hosting a Fireside Forum every Tuesday evening in February. Cookies and cocoa will be served. See <https://uwm.edu/cie/iwa/campus-community-programs/fireside-forum/> for information on topics.
- **ACN Awards Committee (Toby Deutsch):** Reward your colleagues for the work they are doing – nominate them for the ACN award. See Toby’s recent email regarding the nomination process. Deadline is March 25. Also, Toby is starting a new job as Asst. Director for Transfers in Office of Admissions.

Next Meeting: Tuesday, March 15, in BOLTON B56.