



The Helm

Keeping Advisers on Course

Counseling and Advising Services
College of DuPage
January 2008/Volume 4, Number 3

“Enrollment and Student Affairs” Website Offers Access to Important Information

The [Enrollment and Student Affairs](#) division provides educational and academic support services for students before, during, and after enrollment at College of DuPage. Its website contains information on important policies and procedures and serves as a compilation of documents for faculty and students.

According to Jocelyn Harney, Vice-President of Enrollment and Student Affairs, “The website has been completely revamped. The ‘Student Appeals Processes’ are listed. Electronic copies of the ‘Student Code of Conduct,’ ‘Academic Honesty Policy,’ and the ‘Sexual Harassment Policy’ may be found here. The ‘Academic Dishonesty/Misconduct Report’ has been added to the ‘myCOD Employee Portal’ and may be found in the ‘COD Forms Search.’ A genuine effort was made to make information readily available and easy to find.

Additionally, students can find information on application procedures for a number of prestigious awards and recognitions including the ‘Lincoln Academy Student Laureate Award,’ the ‘All-USA Academic Team,’ ‘Georgetown University Preferred Consideration Program,’ the ‘Jack Kent Cooke Foundation Undergraduate Transfer Scholarship Program,’ the ‘Illinois Community College Trustees Association’s Paul Simon Student Essay Contest,’ and the ‘Outstanding Graduate Selection.’”

Please encourage students to view the site: <http://www.cod.edu/resources/studentaffairs/sa.htm>. It can be found on the “Site Index” under either “Enrollment” or “Student Affairs.” For questions, call (630) 942-4078.



Learning About “Learning Communities”

Learning communities are unique, innovative learning experiences which typically involve students enrolling as a cohort in two or more courses connected by a common theme. Learning communities can be as simple as two courses linked by a common topic to fully integrated programs of study.

COD offers a wide variety of learning communities which have been designed to enhance the overall learning experience of students in ways that go beyond the actual content of the course or courses. “We have learning communities for just about any group of students—returning adults, developmental students, traditional students, honors students, and just about everyone in between,” says Jim Allen, Chair of the Learning Communities Committee.

The Honors program has been linking courses since 1994—before the term “learning community” was even coined. Formerly, “linked courses” were referred to as

“combined study.” The Honors program offers multiple opportunities for its students to join learning communities.

Honors Scholars are required to take at least one **Honors Seminar** which pairs two courses linked by a specific theme. This term, four themes are explored: “All the World’s a Stage”—linking *Fiction Writing* and *Oral Interpretation*; “Life Cycle and Culture”—linking *Developmental Psychology: The Life Span* and *Peoples and Cultures of the World*; “Perspectives on Faith: Judaism, Christianity, and Islam”—linking *Judaism, Christianity, and Islam* and *Introduction to Literature*; and “To Thine Own Self Be True”—linking *Ethics* and *Shakespeare*. These seminars provide an interdisciplinary experience that emphasizes critical writing and thinking skills.

Continued on page 2



Connect to Learn,
Learn to Connect

The Helm

Continued from page 1...Learning Communities

Honors is also offering a freshman level learning community focused on the upcoming presidential election entitled "Decision 2008," linking English 1102—*Composition II* with Speech 1100—*Fundamentals of Speech*. For more information, contact the Honors Office at (630) 942-2749 or honor-sprogram@cod.edu.

The **Business Simulation Project** links courses in business, management, and marketing through completion of a business project that changes each semester. Group work is the norm in the Business Simulation classes, just as it is in many real-life situations, although there are some individual assignments. There is constant student interaction.



According to Sonny Smith, Associate Professor of Marketing, "We meet in the Seaton Computer Center and use specific computer software. The class is run similarly to an actual business; the students need to show up on time and be prepared or certain consequences will occur. It is important to have read the textbook before coming to class. There are no lectures; I serve as CEO and provide the class structure.

The students are divided into groups, (e.g. marketing, advertising, management, and budgeting.) Each group represents a different department. We stress team work, goal orientation and task completion. The students work collaboratively with students in the other classes to solve problems as they would in a real business setting. The end result is to either make money or create a service. As a final project, the students are responsible for a business plan and oral presentation." For more details regarding the Business Simulation Project, contact Michael Drafke, Coordinator of Business/Marketing/Management at (630) 942-2075 or drafke@cod.edu.

The **Adult Fast Track (AFT)** program offers an accelerated program for adult students, age 24 and older, who are seriously committed to continuing their education. Kathy Riley, AFT Adviser, estimates that "Over 300 students are pursuing either a degree or certificate through AFT currently. They can be found at various stages in their completion plan. We have some students just beginning, some half way in the program and some who are almost finished. Their communities may be specified by their degree or certificate."

In general, depending on the program, students enrolled in the AFT program can complete their degree by attending one class meeting per week over an approximate two-year

period. Typically, students enroll in two specified classes for an eight—nine —week interval. The program is geared for highly motivated, self-disciplined individuals. Textbooks, materials and content of the course in AFT are the same as found in traditional programs; the method of delivery is different, as the program is geared toward adult learning.

AFT programs include an Associate in Arts (A.A.) and Associate in General Studies (A.G.S.) degrees, as well as an Associate in Applied Sciences (A.A.S.) degree in Human Services Generalist. New last fall, a fast track certificate in Physician Office Coding and Billing was created. For more information, visit: www.cod.edu/fast or call (630) 942-FAST.



The **English Language Institute (ELI)**, an intensive ESL program for community residents, full-or part-time students and F-1 International students, is a learning community that has been going strong for nine years. Students study reading, writing, grammar, listening and speaking, language and culture together for 18 hours per week.

Marilyn Gebhardt, Academic Manager of ELI and ESL Academic Programs, feels that "The 'learning community' format works very well for our students. They connect with each other and develop relationships. They reach a comfort level by working together. They speak up and answer in class because they aren't intimidated by being with strangers.



Outside of the classroom, they socially interact with each other. They help one another a lot. I believe it's improving their learning and their entire experience at the College. We in the ESL Department believe our students make more progress in this kind of setting than if they were in 'stand alone' courses. It also appears that they do better when they leave the Institute and get into college level course work." For further information, visit: http://www.cod.edu/Academic/ABE_GED/ESL_APP.htm#eli.

The **English Language Community** is a seven unit interdisciplinary program for non-native speakers of English. Two courses, English 1101 or English 1102, are combined with a three-credit humanities or social science class. Students also enroll in an additional hour of individualized instruction in the Center for Independent Learning (CIL).

Continued on page 3

Basic Advising Skills Class Offered January–March

“Basic Advising Skills” will provide faculty, staff, and administrators the opportunity to enhance their advising skills. The information provided in all areas of advising will assist participants with this important responsibility. Judy Pelletier, Coordinator of Advising Services and Dana Thompson, Counselor, will facilitate this two-semester-hour course.

The classes will be offered on Fridays, 1:00 to 4:00pm on the following dates: January 25, February 1, 22, 29, and March 7 and 14.



Registration may be made through the Teaching and Learning Center. Visit: <http://www.cod.edu/tlc/>.

Celebrate Black History Month in February

Black History Month was first established in 1976 with the Association for the Study of Afro-American Life and History. The month-long celebration was an expansion of Negro History Week, which was established in 1926. The month of February was selected because it embraced the birthdays of both Frederick Douglass and Abraham Lincoln. Several events have been scheduled at COD to help celebrate.

On Wednesday, February 6, a special showing of the HBO film, *Something the Lord Made* will be held at 11:00am to 1:00pm in SRC 1450AB. It's a moving story of men who defy the rules and start a medical revolution. Even as they

save lives and invent a whole new field of medicine, social pressures threaten to tear them apart. Discussion will be held after the viewing.

Chicago native Patricia Williams-Lessane, PhD, will be a featured speaker on Thursday, February 14, at 11:00am to 1:00pm in SRC 1450AB. In her presentation, *How I Got Over: Black Women, Music, and Laughter*, she examines the appearance of music, laughter, and female companionship in the writings of African, African American, and Afro-Caribbean women. Particular attention will be paid to Paul Marshall's *Praise Song for the Widow*, and Toni Morrison's *Beloved*.

Continued from page 2...Learning Communities

Tia Greenfield, Associate Professor, states, “The program was started over a dozen years ago. We always have an interesting mix of students from many different countries and cultures. We may have students from Eastern or Central Europe, South or Central America, Asia, Africa, or the Middle East.

The students improve their reading, writing, listening, and speaking skills while they share their common problems as non-native speakers of English. In the learning community setting they feel less conscious about their accents or pronunciation. It's an intensive program which provides the opportunity for rapid growth in English fluency. Also, acculturation issues can be addressed. For example, my students wondered why we Americans make Halloween so scary. This format of learning provides a comfort level along with a ‘home-base’ for the students.” For more information or a permit to register, students should visit IC 3046 or call the Interdisciplinary Studies office at 630/942-2356.

The **Global Scholars Program** (GSP) was created for students to obtain a global view of the world. Students com-

plete 25 semester hours of classes from among the diverse GSP curriculum—Anthropology, Biology, Business, Economics, Sociology, and Speech. Students also need to complete two GSP seminars as part of the 25 semester hours. Additionally, students complete a minimum of four semester hours in a world language other than their native language.

According to Maren McKellin, Coordinator of Field and Experiential Learning, “The internet and the availability of travel to remote areas have opened the world up. The ‘world view’ has become more important. Some of our students may not have the finances or resources to travel around the world. The ‘Global Scholars Program’ gives them an opportunity to experience a place and to be aware of global issues and trends.” For more information, contact 630/942-2356 or visit: www.cod.edu/globalscholars.



For further information about “Learning Communities,” contact James Allen at: 630/942-3421 or visit: http://www.cod.edu/Academic/Learning_Communities/.

What Does the “Athletic Advising Hold” Mean?



By
Stephanie Rose,
Athletic Adviser

Just like many of you, a few months ago I, too, was asking that very same question: what does the “athletic advising hold” mean, and why do students have one?

Once the athletic season is done, the “athletic holds” are removed, and student athletes are able to register just like the rest of our students. Students with “athlete holds” are unable to use the online registration system, but are able to register with the athletic adviser or through the Registration office.

As an adviser, you have probably noticed that some students have “holds” on screen 10 next to the words *Student Athlete*. Students who are currently in season (competing in their sport at that time) have a “hold” put on their account to restrict registration activity. A student athlete must maintain a full-time course load (12 or more credits) to participate in any intercollegiate contest. If the student was to drop below 12 credits, and compete in a game, the college would then have to forfeit that match.

The “athletic advising hold” also enables the Athletic Department to run reports used for monitoring academic progress. Hopefully the “athlete advising hold” can encourage conversation between the student and the athletic adviser about the additional responsibilities and time commitments that the student is balancing and to determine if additional support is needed.

Mark Calendar for Student Activities Fair, January 23

The Student Activities Fair will take place on January 23 from 10:00am to 2:00pm. It will be located in the lower walkway near the College of DuPage Bookstore. Over fifty student clubs and organizations, along with student service departments and college vendor partners will participate.



It’s a great venue for students to view the vast array of activities and services available to them. Please encourage students to attend.

Financial Aid Workshop and “Info Sessions” Offered



Aren’t quite sure about what type of financial aid is available? A general financial aid overview will be presented on Thursday, February 21, from 7:00 to 9:00pm in SRC 2800.

as well as for those who are trying to get a head start on how to pay for college.

A session will be devoted to scholarships. This session will touch on topics such as how to safely search for scholarship, how to avoid scholarship scams, and what to include and what not to include in your scholarship essays.

While the purpose of the 2008 Financial Aid Workshop is to help college students and high school seniors complete the Free Application for Federal Student Aid (FAFSA), it is also about providing families with information regarding the various aspects of financial aid.

Additionally, during the week of February 25 through 28, one and one half hour “Information Sessions” will be offered on personal finance, loans, credit cards and scholarships. These sessions are being offered to help students become more financially savvy about personal finance, credit cards, debt and even preventing identity theft.

There will be a general overview presentation explaining the application process and what type of financial aid is available, such as Federal and State Grants, scholarships, loans and more. This is a great session for those who aren’t quite sure how to go about applying for financial aid,

Please encourage students to attend. For further information contact the Financial Aid Office at 630/942-2251 or www.cod.edu/fin_aid.

Student Success and Food for Thought Workshops



Get a Life! Deal with Stress and Stay Healthy—Food for Thought

Tuesday, January 29, noon to 1:30pm in the SRC, Room 1450a/b (inside the cafeteria)

Wednesday, January 30, 6 to 7:30 pm in the SRC, Room 1450a/b (inside the cafeteria)

Learn to enjoy life more and stay healthy with less stress. Join us for an interactive discussion about how stress affects the many aspects of your life, including mental and physical health and educational goals.

Presenters: Magy Rehayem, Wellness Coordinator, and Counselors Jeanne Kemptiak and Carol Giegerich

Time, Time, Time, Time is on Your Side...Yes it Is

Wednesday, January 30, 12:00pm to 1:00pm in the SRC, Room 1450a (inside the cafeteria)

Wednesday, February 27, 12:00pm to 1:00pm in the SRC, Room 1450a (inside the cafeteria)

Always running around at the last minute? Feeling pressured and don't know where your day went? Try taking this session on time management and find out exactly where you are spending time and how to best prioritize it.

Presenter: Edison Wells, Counselor

Test Taking Strategies

Tuesday, February 5, 12:00pm to 1:00pm in the SRC, Room 1450a (inside the cafeteria)

Do you need help preparing for tests? This the workshop for you. Learn the different strategies you can use to prepare for and to take tests.

Presenter: Carol Giegerich, Counselor

How to Determine What to Major in if You are Undecided about Your Major

Wednesday, February 13, 12:00pm to 1:00pm in the SRC, Room 1450a (inside the cafeteria)

If you are undecided about your major this is the workshop for you. You will learn strategies to follow to determine an appropriate major.

Presenter: Jessica Dyrek, Counselor

Food: Friend and Enemy—Food for Thought

Tuesday, February 19, noon to 1:00pm

Wednesday, February 20, 6:00 to 7:00pm

Are issues with food, eating, and weight affecting your life? Become more knowledgeable about how eating behaviors can interfere with your life.

Presenters: Dr. Maria Rago, Linden Oaks at Edward Hospital, and Counselors Margery Walters and Jeanne Kemptiak

Jobs, Trends, and the Economy—A Workshop for Undeclared Majors

Wednesday, February 20, 12:00pm to 1:00pm in the SRC, Room 1450a (inside the cafeteria)

Are you overwhelmed and confused about your college major and career path? This seminar focuses on which careers will be in demand in the global marketplace.

Presenters: Counselors Susan Frank and Sandy Werner

For a complete listing of workshops offered during Spring Term visit: <http://www.cod.edu/advising/wkshops.htm> and <http://www.cod.edu/advising/food.htm>

For Americans with Disabilities Act accommodations, call: (630) 942-2141 (voice) or (630)942-858-9692 (TDD).

Job Outlook to 2016: The New Occupational Outlook Handbook and Demand Predictions

**Tools
&
Tips**
By

Marge Peters

What can you tell your students about the predicted demand for workers in the discipline you teach? Check the newly released 2008-2009 edition of the *Occupational Outlook Handbook*, on the web at <http://www.bls.gov/oco>, which uses Bureau of Labor Statistics figures to predict the growth rate and number of employees needed across the United States for over 250 occupations.

With the release of the OOH, the Bureau has published a great summary in the Monthly Labor Review November 2007 issue <http://www.bls.gov/opub/mlr/2007/11/contents.htm>

The précis to the report states, "A projected slowdown in labor force growth is expected to generate *fewer new jobs during 2006–16 than in 1996–2006; replacement needs are anticipated to produce almost twice as many job openings as growth in the economy will, and occupations that provide services to the elderly are expected to be among the fastest growing.*"

Here's a quick summary of the occupational titles with highest percentage growth and most jobs predicted, particularly related to careers for which COD prepares students:

Fastest Growing Occupations:

<http://www.bls.gov/opub/mlr/2007/11/art5full.pdf> p. 93-96

Growth rates of 27% or more are predicted for 30 occupations, compared to the 10% average for all occupations. Computer-related occupations (software application engineers, systems analysts, and network systems/data communications analysts) and health/home care occupations (home health aides, medical assistants, and personal and home care aides) are among the fastest growing with a predicted growth rate of from 35% to 53%. Other areas with much faster than average growth are physical therapist assistants, pharmacy technicians, dental hygienists, skin care specialists and manicurists/pedicurists (cosmetology) and gaming surveillance officers/investigators.

Occupations with Largest Job Growth

<http://www.bls.gov/opub/mlr/2007/11/art5full.pdf> p. 96-98

Registered nurses have the largest job growth of all fields surveyed with predicted job creation of 587,000 openings to 2016. Other high job growth areas are retail salespersons, customer service representative, food preparation and serving workers, personal/home care aides, home health aides, nursing aides, medical assistants, executive secretaries and administrative assistants, accountants/auditors, postsecondary teachers, child care workers, elementary school teachers, teacher assistants and security guards. The three computer fields listed above under fastest growing fields also make the list under largest job growth.

The **Student Success Program** which served students who were enrolled in English 0481 and 0482 has been discontinued due to budget constraints. The Multicultural Specialists will visit the Developmental Reading classrooms and work with these students in a case management style.

We welcome comments and suggestions to *The Helm*.

Please contact: Mandy Kouri, Advising Support Coordinator

Counseling and Advising Services

IC 2084C, Ext. 2812

kourim@cod.edu

"For the truth is that I already know as much about my fate as I need to know. The day will come when I will die. So the only matter of consequence before me is what I will do with my allotted time. I can remain on shore, paralyzed with fear, or I can raise my sails and dip and soar in the breeze."

—Richard Bode from *First You Have to Row a Little Boat*