



PUTTING THE PIECES TOGETHER

2002 Fall Newsletter for Nontraditional Students

Working With Adult Learners

One of the most common characteristics of adult learners is that most of them are taking courses or working toward a degree of a major life transition – an event or “nonevent” in an individual’s life that results in a major change in assumptions about oneself and the world. Often these changes are manifested by new behaviors, new attitudes and new activities, and are accompanied by a need for new learning. Thus, an adult who is changing careers may need to return to school to learn new skills or technologies to be successful in a new occupation. Such a transition may also change the way the individual reacts to co-workers, family members, friends, etc. Some of the more common changes experienced by our adult students are:

- Promotion to a more responsible job within the same career field.
- Children “leaving home” – changing the nature of the parenting role.
- Divorce – especially if it involves becoming a primary breadwinner, requiring the individual to find a new job/career to support self and children.
- Death in the family, especially a spouse or child.
- Serious illness requiring provision of health care – especially in the case of an elderly parent, where the caregiver becomes the “parent” and the patient becomes the child.”

Essentially, there are four types of transitions:

Anticipated – those that are “expected” as part of the life experience (e.g. having to work for the first time to support a child’s college tuition costs).

Unanticipated – those that are not expected in the time frame in which they occur (e.g. early, accidental death of a spouse; being fired from a job).

Chronic hassles – those transitions that are continuous and pervasive (e.g. personality conflict with co-worker).

Non-event – those things an individual anticipates, even plans for, but which never happened, children who do not move out on their own once they become adults.

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DECLARATION OF MAJOR

Each student should complete a Declaration of Major or Change of Major form and submit it to the Office of the Registrar. Forms may be obtained from the Department Secretary or Registrar’s Office.

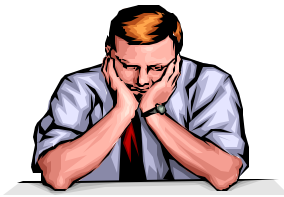
Peer Mentors are available to assist you

We provide:

- Pre-admission counseling
- One-on-one academic advising
- Assistance with course registration
- Information and referrals
- Workshops and seminars
- Special orientation for nontraditional students
- Freshman Seminar course

Adult learners continued

Several factors affect how well one adjusts to change or adapts to the transitions. In addition to the context or setting in which the transition occurs (self, work, health, family, friends, economics), adaptation is impacted by the relationship of the person to the transition. And the accessibility and strength of the supportive resources available to the “changer” have a major effect on how successfully he/she makes necessary changes. How will it help them? What skills will it provide? How long will it take to achieve? What will it cost? How will it affect them personally, physically, and emotionally? What will they “do with it” when they have completed the courses? How will it impact the rest of the family, friends, work colleagues, community contacts, etc.?



What if I'm undecided about my major?

If you are undecided about a major, don't panic! It is not at all unusual for students to be undecided about a major. Here are some things you can do to help with this important decision.

1. Review a list of majors and identify those you are interested in.
2. Look at the descriptions of these programs in the university catalog.
3. Obtain major requirement sheets from the departments for programs that you are most interested in and review the graduation requirements.
4. Visit Career Services and take the aptitude and interest tests.
5. Consider your interests, aptitudes, needs, background, and academic skills when making career decisions.

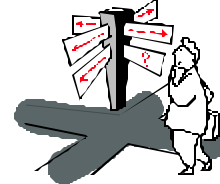
Adult students are most successful in returning to the classroom when they can continue control over how they spend their time, even though more of it has to be allotted to studying as they become serious students. Recommending that adults who haven't been in an academic environment for 20 years enroll in a full academic load their returning semester when those adults are working full-time, married and have children, programs them to fail. What they need most is to be successful so that they get positive reinforcement that they can succeed and, once again, take control over their lives.



The Center for Adult Learners is a new program and was created to respond to the unique and specific needs of nontraditional students who are attending, or considering attending, the University of North Carolina at Pembroke. We provide a central location where you can easily access information and a wide variety of campus resources.

**NOVEMBER 1, 2002
DEADLINE FOR SUBMITTING
APPLICATION FOR DEGREE FOR
SPRING COMMENCEMENT**

Explore Your College – Take time to get acquainted with your school. You will feel comfortable coming to campus more quickly, and the more you locate and use resources, the more successful you will be.



The Alphabet of Success

A is for **Attitude**, where it all begins.
B is for **Believing** in yourself to the end.
C is for **Caring** enough to do your best.
D is for **Doing** more than just passing the test.
E is for **Enjoying** the life that you live.
F is the **Future** rewards school will give.
G is for the **Goals** you plan to achieve.
H is for **Hanging-in-there** when tempted to leave.
I is for **Imagining** the things you can do.
J is for **Judging** the false from the true.
K is for **Knowledge** and nothing beats this.
L knows that **Labor** can be an abyss.
M is for **Mistakes** which we all make sometimes.
N is for **Not** letting them keep you behind.
O is the **Omnipotent** power we possess.
P is for **Plowing** the fields of success.
Q never **Quits** because that's defeat.
R stands for **Respect**, a two-sided treat.
S is for **Support** that we need to help us through.
T is for **Time Management** and for Trying, too.
U is **Understanding** how things should be done.
V knows the **Value** of having some fun.
W is the **Wisdom** to be the best you can.
X is a **variable**, like in algebra, man.
Y is **Your** choice to be something more.
Z is the **Zenith** we are all reaching for.

Lynn Reese

The Center for Adult Learners is located in the Office of Advisement and Retention, D. F. Lowry Building. Hours are Monday-Thursday, 9:30 am – 6:30 pm and on Friday, 8 am – 5 pm. Appointments available.
Phone: 910-521-6243.

Coordinator, Sandra Richardson. Email: sandra.richardson@uncp.edu

Academic Advising

The purpose of academic advising is to help the student choose a program of study, which will serve him/her in the development of his/her total potential. As such, academic advising is a central and important activity in the process of education.

Academic advising is a relationship in which an advisor helps a student to select, plan, and complete his/her academic goals without unnecessary delays and expense. You will want to work closely with your advisor to plan your program of study so that you will take the required courses in their proper sequence to meet the requirements of your major and the University.

Students have a large responsibility in the advisement process and should take the initiative in seeking advisement. Here are a few suggestions:

- Learn the name of your advisor early in the year.
- Schedule appointments during the advisement period and be prepared for the meeting.
- Know the general education requirements, graduation requirements, and program requirements.
- Consult with your advisor when you are in academic difficulty.

The University of North Carolina at Pembroke
 Final Examination Schedule
 Fall Semester Dec. 9 – Dec 13, 2002

Hour	Monday Dec. 9	Tuesday Dec. 10	Wednesday Dec. 11	Thursday Dec. 12	Friday Dec. 13
8:00 Until 10:00	All sections of ENG104/105/106	Classes meeting on MWF at 8:00	Classes meeting on MWF at 9:00	Classes meeting on TR at 8:00	Classes meeting on MWF at 11:30
10:30 Until 12:30	Classes meeting on TR at 9:30	Classes meeting on MF at 10:00	Classes meeting on MWF at 12:30	Classes meeting on TR at 11:00	Classes meeting on MWF at 1:30
1:00 Until 3:00	Classes meeting on TR at 12:30	Classes meeting on MWF at 2:30	Classes meeting on MWF at 3:30	Classes meeting on TR at 2:00	Classes meeting on TR at 3:30

NOTE: Final Examinations for the evening courses will be held at the scheduled class meeting time during the week of final examinations.

The Center for Adult Learners

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