Characteristics of a successful university student:

Connection with campus community

Positive parental/guardian involvement

*Parents/guardians play a vital role in student success... Thank you for joining us today!*
PARENT/GUARDIAN ORIENTATION AGENDA

- Forms, Policies, and Paperwork
- The Transition to College Life
- Parent Panel
- Academics at UW
- Support from the RC Counseling Services
- Q&A
Handouts

Providing Health Care to Minors

Academic Resources at UW

UW Health and Support Resources

UW Academy and EPP Parent Orientation packet
Online Forms

Personal Release (media permission)

Acknowledgement of Risk and Consent for Treatment
FERPA (Family Education Rights and Privacy Act) was enacted in 1974. It is a set of regulations that applies to those institutions that receive funding from the Department of Education.

FERPA was written specifically for students and guarantees them the right to:

- inspect and review their education records,
- seek to amend education records, and
- have some control over the disclosure of information from those education records.
F.E.R.P.A.
Family Educational Rights & Privacy Act

May release (with directory permission)

- Student's name
- Street address
- Email address
- Telephone number
- Date of birth
- Dates of attendance
- Degrees and awards received
- Major and minor field(s) of studies
- Class
- Participation in officially recognized activities and sports
- Most recent previous educational agency or institution attended by the student
- Weight and height, if student is a member of an intercollegiate athletic team
F.E.R.P.A.
Family Educational Rights & Privacy Act

May not release

- Student number
- Student Schedule
- Grades/Exam Scores
- Grade Point Average
- Social Security Number
- Parent Address/Phone
- Detail of Registration Information (i.e., courses, times)
- Race, Ethnicity, or Nationality
- Gender
- Date of Birth
- Total Credits
- Number of Credits Enrolled in a Quarter
- Emergency Contact
If your **student** determines that they want you or another outside party to have limited access to their academic record:

- Must sign a consent form

- Must sign a new form each time information is to be released

- This process can **only** be initiated by the student
Let us know the things that could impact your child…

What supports helped in HS?

- Medical/Health
- Psychological
- Educational
Let us know the things that could impact your child...

What supports helped in HS?
- Medical/Health
- Psychological
- Educational

Sudden changes in behavior
- Sleeping patterns
- Eating patterns
- Withdrawal from usual activities
- *Too much time on video games!*
Let us know the things that could impact your child...

What supports helped in HS?
- Medical/Health
- Psychological
- Educational

Sudden changes in behavior
- Sleeping patterns
- Eating patterns
- Withdrawal from usual activities
- Too much time on video games!

Life issues that come up
- Death/illness in family
- Change in family circumstances
- Moving
- Commute
The things they tell us...

“Everyone else is getting better grades”
The things they tell us...

“Everyone else is getting better grades”

“I’m supposed to be the smart one in the family”
The things they tell us...

“Everyone else is getting better grades”

“I’m supposed to be the smart one in the family”

“My parents expect me to major in ____________”
The things they tell us...

“Everyone else is getting better grades”

“I’m supposed to be the smart one in the family”

“My parents expect me to major in ____________”

“I’m running out of time!”
What do EEP and Academy students need?
Competency

The need to feel effective in one’s actions and interactions.

(Deci & Ryan, 1985, 2000)
The need to experience “freedom in initiating one’s own behavior”.

A sense that choices and behaviors are not dependent on external forces.

Autonomy involves being allowed a choice along with opportunities for “self-direction”.
Independence

Decisions
- Make their own schedule
- Where and how to spend their time (RC lounge, library)
- Professors will not treat them differently based on age

Differences
- Ground rules and clear expectations
- Do not contact your student’s professors (FERPA)
- MyUW – do not ask for password (fraud – eek!)
Relatedness

The need to experience belonging or being connected with others
Urgent and Imminent Threats – call 911

Potential or Suspected Threats – call 206-685-SAFE
  o 24 hours/day, 7 days/week

Don’t walk alone – call 206-685-WALK
  o every night of the week except holidays, 6:30 p.m. to 2 a.m. during the school year and 7:30 p.m. to 3 a.m. during the summer

Not sure what to do? Go to the closest campus building and ask for help!
Available for faculty, staff, and students on all campuses
Parent Panel
Students must graduate with their Bachelor’s degree in 4 years?
Students must graduate with their Bachelor’s degree in 4 years?

(Only 57% of UW students graduate within 4 years)
Full time enrollment is 12 - 18 credits

15 credits per quarter is average

One 5 credit course
- 5 hours in class
- 10 hours of work outside of class
- 15 hours per week total

15 credits ≈ 45 hours per week
Most UW bachelor degrees require 180 credits

Taking 15 credits per quarter and attending three quarters per year equals 180 credits in four years
SAMPLE SCHEDULE FOR FALL QUARTER

MATH 124  5 CREDITS
ENG 199   5 CREDITS
ACAD 197  2 CREDITS
          12 TOTAL

ECON 200  5 CREDITS
CHEM 110  3 CREDITS
ITALIAN 101  5 CREDITS
          13 TOTAL
UW Admission Requirements

- Students applying to the UW must complete these to be admitted

- **Exception**: UW Academy and EEP students
  - Must finish before obtaining a new major status
  - 1 year HS = one 5-credit course at the UW
# College Academic Distribution Requirement Worksheet

**UW Academy**

**Student:** Sample Student  
**Student Number:** 1234567

**High School attended:** Garfield HS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong> (4 years/ 20 credits)</td>
<td>1. INTRO LIT COMP</td>
<td>GHS</td>
<td>2015-16</td>
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<tr>
<td></td>
<td>2. WRLD LIT COMP</td>
<td>GHS</td>
<td>2016-17</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATH</strong> (3 years/ 15 credits)</td>
<td>1. PRE-CALC</td>
<td>GHS</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>2. AP CALC AB</td>
<td>GHS</td>
<td>2016-17</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong> (2 years/10 credits)</td>
<td>1. SPANISH 2</td>
<td>GHS</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong> (3 years/ 15 credits)</td>
<td>1. WLD HIS</td>
<td>GHS</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>2. AP WLD HIS</td>
<td>GHS</td>
<td>2016-17</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE W/LAB</strong> (2 years/ 10 credits)</td>
<td>1. CHEMISTRY</td>
<td>GHS</td>
<td>2015-16</td>
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<tr>
<td></td>
<td>2. AP BIO</td>
<td>GHS</td>
<td>2016-17</td>
</tr>
<tr>
<td><strong>FINE ARTS</strong> (1/2 year/ 2 credits)</td>
<td>1. ORCHESTRA</td>
<td>GHS</td>
<td>2015-16</td>
</tr>
<tr>
<td><strong>ELECTIVE</strong> (1/2 year/ 3 credits)</td>
<td>1.</td>
<td></td>
<td></td>
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Areas of Knowledge
- Visual, Literary, Performing Arts (VLPAs)
- Individuals & Societies (I&S)
- Natural World (NW)

Proficiency Requirements
- English Composition
- Quantitative/Symbolic Reasoning (QSR)
- Diversity
- Additional Writing
- Foreign Language
Interdisciplinary Honors: students take a majority of their UW general education requirements in Honors-specific courses, complete experiential learning requirements, and maintain a portfolio throughout their participation in this curriculum.

Departmental Honors: allows students to explore their majors in greater depth by completing upper-level electives, research, or an extended thesis.

College Honors: the completion of both Interdisciplinary Honors and Departmental Honors, allows students to experience both Honors general education and the deeper understanding of their chosen focus.
Fall quarter Academy courses

- Academy 197 — Research Seminar (Biology of Consciousness) (2 credits)
  - Dr. William Moody (Neurobiology)
  - Thursdays 2:30 — 4:20

- English 199 — Writing in the Natural Sciences (5 credits)
  - Dr. Henry Laufenberg (English)
  - M/W or T/Th 11:30 — 12:50

- ENGR interested students
  - ENGR 101: Engineering Exploration
    - T 3:30-4:20 or W 4:30-5:20
Senior (+) – most work specific to major(s)

Junior – mostly major coursework, some general reqs

Sophomore – finish CADRs and explore/prep for major

Freshman – work on CADRs, general reqs and major exploration
# First quarter

## GPAs for Robinson Center freshmen

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<th>ACAD:</th>
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<td><strong>2017-18</strong></td>
<td>3.58</td>
<td>(2.96 - 4.00)</td>
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<tr>
<td>EEP:</td>
<td>3.78</td>
<td>(3.20 - 4.00)</td>
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<tr>
<td><strong>2016-17</strong></td>
<td>3.54</td>
<td>(2.66 - 3.94)</td>
<td></td>
</tr>
<tr>
<td>EEP:</td>
<td>3.59</td>
<td>(2.80 - 3.87)</td>
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<tr>
<td><strong>2015-2016</strong></td>
<td>3.60</td>
<td>(3.01 - 4.00)</td>
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<tr>
<td>EEP:</td>
<td>3.57</td>
<td>(2.70 - 4.00)</td>
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</table>
Autumn 2018 Tuition Dates

• Sept. 5: Tuition and fee balance available on student’s MyUW

• Oct. 12: Tuition payment deadline

• Oct. 15: Late payment period begins
Office of Merit Scholarships, Fellowships and Awards
- http://expd.uw.edu/scholarships/

Office of Financial Aid

Robinson Center
- Paradise – open to all
- LePore – open to first year Academy students
Support from the RC

For Parents

- Contact us with your questions and concerns
- Fall and Winter quarter check-ins
- Monthly parent programs
- Connect with other RC parents
Support from the RC

We want your student to:

• Enjoy the college experience
• Define their own expectations
• Take some risks
• Learn from struggling
• Discover and explore their values
Support from the RC

- Proactive advising
- Bridge courses (197/199, 198)
- Support services
  - Referrals for counseling
  - Recommendations for campus resources
    - Disability Resources for Students
    - Writing/Study Centers
  - Safe place to find help
- RC Lounge
  - Home away from home
  - Study, socialize, relax
Robinson Center Support

Support from the RC

- Proactive advising
- Bridge courses (197/199, 198)
- Support services
  - Referrals for counseling
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    - Disability Resources for Students
    - Writing/Study Centers
  - Safe place to find help
- RC Lounge
  - Home away from home
  - Study, socialize, relax

Reality of university campus

- We will not know where your student is during the day
- Attendance is not taken in most classes
- Professors will not talk with parents
Looking ahead to fall…

- Camp Indianola
- Camp Houston

- Bridge programs
- Dawg Daze
- ACAD 198
Advice from current students

“If there is one piece of advice you would give to new EEP and ACAD parents, what would it be?”
College is not the time to put any sort of pressure on your child in terms of getting great grades, jobs, internships, or research positions. This university is competitive and stressful enough without any added pressure from parents. I can guarantee you that your child realizes what is at stake when it comes to their grades and choices in college and is working their absolute hardest to figure out how to maximize the whole experience. Please, please just keep on supporting your child throughout the ups and downs - the pressure put on them by the university system is motivating enough and being relaxed will actually lead to better performance than being under constant unbearable pressure.
College is about growing up and learning to make decisions. You trusted in your child's abilities enough to let them skip some high school and go straight to college, so respect them enough to allow them to do what they want and learn their own lessons.
Relax, because it is a large University, it is also your/your child’s home for the next few years. Settle down and enjoy the ride. Plans may not always go as you thought they should/would be. This includes classes sign-up, grades, majors-choice and more. However, UW always embraces everyone to give the best opportunity, if one can make the most of whatever is given, one quarter at a time. So relax, buckle up and enjoy the ride alongside your student/kid.
Stop, my head hurts and I have questions...
We will miss you, Archana!