Presidential Debate

October 19, 2016 at the Thomas & Mack Center

By Carly Kidwell, Hixson-Lied Success Scholar

All around the University of Nevada, Las Vegas (UNLV) campus, students and faculty have been scurrying for months to prepare for one grand event. It probably sounds like a holiday story from your childhood, likely featuring sugarplums and toyshops, but think BIGGER. This event only comes every four years and instead of sugarplums and toyshops, it features public policy and moderators. That’s right, the final presidential debate is coming to UNLV this fall. The final presidential debate preceding the November presidential election will take place at UNLV’s own Thomas & Mack Center on October 19th, 2016. The candidates that will participate in the debate will be the Democratic nominee Hillary Clinton, and Republican nominee Donald Trump. Fox News Anchor, Chris Wallace, will moderate the debate. It will air from 6pm - 7:30pm PT, without commercials on ABC, CBS, FOX, and NBC among others. The final debate will take the same format as the first presidential debate, in which it will be divided into six segments on major topics (selected by the moderator).
UNLV’s New Rebel Ready Mentoring Program

By Jeanne Soriano, Hixson-Lied Success Scholar

UNLV has added a new resource available for undergraduate students to utilize. The Rebel Ready Mentoring Program is designed to connect mentors with undergraduate students. The program is helpful for the mentee as an academic support resource. Students will be able to meet with their mentor twice a semester to discuss short-term and long-term goals, as well as both professional and academic goals. Mentors in the Rebel Ready Program serve to provide any college expertise in professional as well as academic programs. The Rebel Ready Mentoring Program is meant to help the undergraduate student best achieve their goals and tap into their potentials. It is definitely a great way for students to make a professional connection at UNLV.

The Rebel Ready Mentoring Program is not only beneficial to the student, but also to the mentor. It is a professional way to get associated with the undergraduate community at UNLV. Mentors are able to introduce their mentees to colleagues and other members of the UNLV community. Mentors can also learn from their mentees about a world of things, such as new events happening at UNLV or maybe even a new resource that was discovered by the mentee. Being a mentor can be a meaningful and fulfilling role. The Rebel Ready Program is ready to promote a positive and influential experience for both the mentors and mentees.

The Rebel Ready Program has a committee full of dedicated staff members who are ready to assist anyone wanting to be a part of the mentoring program and for students seeking a mentor. To become a mentor, you will need to complete a questionnaire at https://www.unlv.edu/advising/mentoring-program. For more information regarding the program, you may contact Emily Balcom at emily_balcom@unlv.edu.

As a Rebel Ready Mentor, you will...

- Be assigned one undergraduate Rebel Ready mentee and receive his/her contact information, class standing, and major
- Engage in initial contact with your Rebel Ready mentee and determine mutual schedule availability.
- Meet with your Rebel Ready mentee at minimum twice a semester (once before mid-term and once after) in a professional setting. If you wish to do so, you can meet with your mentee over lunch in the Hazel M. Wilson Dining Commons at no cost (while funding is available).
- Receive basic materials for best practices in mentoring.
- Remain in touch with your mentee.


Academic Success Center: Meet Debi Cheek

By De’Lisa Dulatre-Galimidi, Hixson-Lied Success Scholar

Inside the Student Services Center, across from the Financial Aid & Scholarships office, a room full of coaches is hard at work, speaking to students on how they can work together to make their college experiences more successful. Meet Debi Cheek, Coaching Coordinator of the Academic Success Center’s newest staff members. Cheek brings her enthusiasm and passion for helping students as her new role allows her to meet students where they are and help develop strategies for successfully navigating college – a feat unlike advising.

“I was a first-generation student, and I didn’t do so well the first time I went to college, frankly. I struggled because I didn’t really have any role models before I got to college, and when I talked to my parents, they didn’t have any expectations of college. I didn’t have any expectations of college either – we were just figuring it out,” says Cheek.

It is through Cheek’s trials and errors of her first college experience that allow her to connect to the students she helps each day. She takes pride in knowing the Academic Success Center focuses on coaching that goes beyond just the student experience. “The purpose of the Academic Success Coaches is to partner with students to help them mature as a learner in the college environment by developing strategies for success. The collaborative effort focuses on soft skills that can be applied to the college experience as a whole.” But the skills learned are not just reserved for college.

The program offers sessions on time management, effective note-taking, goal setting and a new session that has been added to their Success Series. They are now offering a session on group work. Students will soon be able to take part in more digital aspects in coaching. All students should feel empowered to utilize the coaching sessions. It allows for students to be able to work on various areas of themselves as they go through college. If there is one thing we know for sure about what the coaching spot can provide, it’s that Debi Cheek is ready to help students achieve success.

Digital Elements

“In the future, we are looking to add some more digital elements including virtual coaching and web campus modules which could include the ability to earn a micro-credential to enhance a student’s employability skills.”

Student Development

“We take a holistic approach. We look at the whole student and we provide transferable skills in college and in the job market”
UNLV School of Dental Medicine

By Judyana Hernandez, Hixson-Lied Success Scholar

Interested in studying dental medicine? The UNLV School of Dental Medicine offers several programs that might be perfect for you. Programs offered include the Pre-Doctoral Program, Orthodontics and Dentofacial Orthopedics, Pediatric Dentistry, and General Practice Dentistry. Students who complete the program would be able to obtain a career as a Pediatric Dentist, General Dentist, Orthodontist, Dental Hygienist, Dental Assistant, and many more.

If you are interested in applying to the school, you can find more information by visiting www.unlv.edu/dental. Some requirements needed in order to apply are one year of General Biology and Chemistry with a lab, one year of Organic Chemistry, one year of General Physics with a lab, one year of English, and one semester or quarter of Human Anatomy and Biochemistry. After your application, four specific things are looked at: GPA, Dental Admissions Test, Letters of Evaluation, and your interview.

Something the UNLV School of Dental Medicine has accomplished throughout the years is the Student Funded Outreach Activity Program, where graduate students are able to provide services to people in need of dental assistance in other countries, like Haiti and Mexico.

UNLV School of Dental Medicine continued...

Students are able to travel to these places in order to help the less fortunate and change lives. They not only help those in need of dental work in other countries but also those right here in our community. The pre-doctoral students provide services to those who are not able to pay for the incredibly high prices of dental work in other places, and they are able to provide them with this service directly from UNLV. In the fall of 2001, UNLV began construction of the School of Dental Medicine, and it has blossomed into a community where care and human kindness are their top priority. If you choose to join this school, you’ll be able to continue this legacy by gaining more knowledge in dental medicine and help your community in the process.

Second-Year Seminars

By Vanessa Huanca, Hixson-Lied Success Scholar

After completing freshman year, UNLV students will be required to take a Second-Year Seminar (SYS). This course will further reinforce the University Undergraduate Learning Outcomes (UULOs), which are skills and attributes students should possess by the time they graduate from UNLV. In a nutshell, the UULOs embrace intellectual breadth and lifelong learning, inquiry and critical thinking, communication and global/multicultural knowledge and awareness.

The UULOs are first introduced during the First-Year Seminar (FYS) courses. Ideally, Second-Year Seminar courses should be taken before completing sixty credits. During SYS courses, students are exposed to a range of literature, from historical to modern. As students actively engage in class discussions about readings, students will view different perspectives. Furthermore, critical thinking and communication will be heavily enforced (from the UULOs).

ENG 231E is a Second-Year Seminar course designed for Exploring Majors. In ENG 231E, students will read “literary works, from antiquity to present, that relate to finding your path,” as said by Dr. Dan Gianoutsos, Associate Dean of the Academic Success Center. The readings will provoke vocational thoughts, such as “who am I,” “what path do I want to take,” and so on.

Currently, the approved SYS courses being offered are: COE 202 (College of Education), ENG 231, ENG 231E, ENG 231S, ENG 232, ENG 232A, GSC 300 (Greenspun College of Urban Affairs), HSC 210 (Honors Student Council), PBH 205 (Public Health), and PHIL 242 (Philosophy). Students may also directly contact their department of interest for further information.
“First day of school! Wake up! Come on! First day of school!” Nemo couldn’t have been more excited to begin his education, as I’m sure many of us were when we first started this journey. One of the biggest battles students are facing today is how to take effective notes in a timely manner. Since there are so many different methods of note taking, we’re going to be looking at some of the more popular methods, along with learning what professors prefer and some of the resources available through the university that are there to assist you in note taking if needed.

Method 1: Handwritten notes
There is currently research being done that suggests handwriting notes, rather than typing notes, is actually more beneficial when it comes to recalling the information later on. There are different organizational patterns for this method of note taking. Some professors recommend using Cornell notes. This is where the student separates the page into two columns, the left side only being big enough for key terms or vocabulary and the right side being used for the actual notes being taken. Other professors recommend using the simple outline method in which the student uses dashes and indents to separate notes into specific groups. There is also the method of color-coding notes that I have personally taken to using throughout the last couple of semesters. I prefer the color-coding method because it allows me to separate my vocabulary from other important notes throughout class. It also helps me distinguish between classes. For example, I know anything written in red is for chemistry and anything written in blue is for biology.

Method 2: Typing notes on laptop or tablet
A student who types his or her notes can record more information and utilize the organizational strategies built into many programs. A popular program used by students is Microsoft OneNote. This program has different bullet points, tabs, color-coding options, and even different binders for each class needed to take notes. This strategy allows students to easily write down all of the information without the hassle of organizing papers accompanied by the added benefit of being eco-friendly. Some professors prefer students to take notes on a laptop since they can download the PowerPoints and follow along during class.

Tables are also a great way to take notes because not only do they allow a student to take notes, but they also provide the option of writing directly on the screen—with a stylus of course.

There are some professors who don’t allow laptops for note taking during their classes. If you are a student taking a chemistry course, you will know first-hand how important it is to be able to have a place where you are able to draw molecules and formulas. If you only had a laptop, that would be next to impossible. To avoid this obstacle, my current chemistry professor made a rule where everything you could take notes on must be able to lay flat on the desk (such as a tablet or notebook) and have the ability to be written on. For this class, and other classes similar to this subject, it makes sense that laptops are not the best option for note taking, since the majority of the notes include drawing different types of molecules.

There are other tools that lead to successful note taking such as finding a buddy in class that you can exchange notes with after class. Every person takes notes differently so comparing with another student after class will help to fill any blanks or missed information. Another tool offered through our university is the Disability Resource Center (DRC). Those who are in need of note-taking assistance can go to the DRC and request help from a student note taker. The DRC will then look for students within that class who are interested in turning in a copy of their notes. Through the DRC, students who have been recruited as note takers have the opportunity to be compensated for their notes at the end of the semester.

Learning how to take meaningful notes in a timely and effective manner is just one of the many steps students can take in order to be successful in college. Utilizing all of the free programs offered by our university is also another way. As Sandeep Jauhar wrote, “The only mistake you can make is not asking for help.”

Tips on Note-Taking continued...