BUILDING
SUCCEED22
THE UNION WAY
NEW STUDENT ORIENTATION WORKBOOK

CLASS OF 2022
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I. WELCOME
Dear Class of 2022,

On behalf of the Academic Deans, Department Chairs, faculty, staff and current Virginia Union University (VUU) students, I want to congratulate you on your acceptance and welcome you to your new home! You are embarking upon a distinctive opportunity to join a vibrant and engaged community, and rich institutional legacy.

As the Provost of VUU, I am responsible for providing classes and academic enrichment activities that immerse students into the intellectual life of the academy. I also oversee the academic advising staff who will work with you to select a major in accordance with your long-term career goals and aspirations. Collectively, we will monitor your success and progress towards graduation.

This year, we have an exciting New Student Orientation (NSO) experience prepared to fully immerse you into the VUU culture. The student experience at VUU is very unique and we have outlined a thoughtful, yet intentional strategy to demonstrate to you – The UNION Way! Starting August 6, 2018, all newly matriculating students will engage in activities and initiatives that foster Foundations of Excellence via four strategic priorities:

1. History and Legacy: Learn about the University’s past and present, and effectively use the University’s resources for student success;
2. Academic Foundations: Develop tools and foundational skills necessary for academic success;
3. Social and Personal Transitions: Increase self-awareness and promote personal accountability strategies that facilitate health relationships; and
4. Collective Impact: Engage with the greater Richmond community through activities that may affect positive change in the local, regional, and/or national environments.

At VUU, we are an academic community. Not only will you pursue disciplines of your specific interest, but our accomplished faculty will also introduce you to new scholarly endeavors. We use NSO as an opportunity to give you a taste of the kind of excitement you will experience this fall in a VUU classroom. To that end, we have identified the Class of 2022 Common Read text, *The Coming* (2015) by Daniel Black. You will participate in fruitful discussions and extend your intellectual capacity through Living and Learning communities.

It gives me great pleasure to welcome you to VUU! I hope that your stay at VUU will prove challenging, enjoyable, and rewarding. On September 2, 2018, Convocatum, Est. is the official ceremony to welcome you into the VUU family. Through NSO, we expect to instill in you the values and traditions that are VUU, and equip you with the skills to Build Succe22!

Sincerely,

**Joy Goodrich, EdD**

Senior Vice President /Provost for Academic Affairs
#PantherProud #PantherNation
Greetings New Students and Family!

Welcome to the Virginia Union University (VUU) family! We are incredibly excited for the incoming Class of 2022. This year we sought the best and brightest through our Quest for the Best, and we are thrilled to welcome the first class. We genuinely believe that your energy and passion will inspire our community. On behalf of the entire team of the Division of Enrollment Management & Student Affairs at Virginia Union University, we want to congratulate you on becoming a Panther and thank you for choosing VUU as your new home.

Over the next four years, the Division of Enrollment Management and Student Affairs will create a “home away from home” and serve as a place you can go when you need inspiration or support. The Division includes a large team who is invested in your success – and we know we cannot do this without our parents, family members, and the campus community. We provide a dynamic and interactive campus community with a variety of diverse programs and services designed to enhance the personal growth and development of our students. Whether you reside on campus or commute, your engagement in the life of the VUU community will determine your success at Union and the quality of your college experience.

Ultimately, it is up to you to decide what your college experience will look like. We know that if you engage in the many programs and services available to you, you will thrive both in college and beyond. While on your journey, if you find you need help, know that we are here for you. Please stop by any of our offices for assistance:

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<th>Student Affairs</th>
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<tr>
<td>Admissions (Undergraduate &amp; Graduate)</td>
<td>Counseling Services</td>
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<tr>
<td>Enrollment Services (One-Stop-Shop)</td>
<td>Dean of Students</td>
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<td>Financial Aid (Scholarship &amp; Resources)</td>
<td>Health Clinic</td>
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<td>Registrar (Records &amp; Registration)</td>
<td>Police Department</td>
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<tr>
<td>Student Accounts (Billing &amp; Payments)</td>
<td>Residence Life &amp; Housing</td>
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Please be assured you are joining a community whose history is abundant, and our legacy extends more than 150 years cultivating students who demonstrate academic excellence, ethical leadership and a commitment to positive social change. We are glad that you chose to join us for the next chapter in your life. It is an honor and a privilege to serve you, and I look forward to meeting and speaking with each of you within the coming months, semester and year.

May God richly bless you - Go Panthers!

Allia L. Carter, PhD
Vice President for Enrollment Management and Student Affairs
New Student Orientation Planning Committee

Dr. Carleitta Paige-Anderson
Dean, University College

Ms. Tammy Cannon Lewis
Assistant Vice-President, Student Affairs

Ms. Kimberly Johnson
Retention Coordinator, University College

Mr. Dominique Fowler
Director, Office of Student Activities and Leadership
II. New Student Orientation Schedule “At-A-Glance”
### Week 1: August 6 – 11, 2018
#### Past: The Foundation and Preparation

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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
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<tr>
<td>8:30 – 9 AM</td>
<td>Common Read: Morning Reflections</td>
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<tr>
<td>9 – 12 PM</td>
<td>Math/Writing Boot Camps, Workshops</td>
<td>Accuplacer (I)</td>
<td>Math/Writing Boot Camps, Workshops</td>
<td>Accuplacer (II)</td>
<td>Alumni Networking and Mentoring Symposium</td>
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<tr>
<td>12 – 2 PM</td>
<td>Lunch/Rest</td>
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<tr>
<td>2 – 4 PM</td>
<td>Academic Departments</td>
<td>Environmental Sustainability</td>
<td>Academic Departments</td>
<td>Environmental Sustainability</td>
<td>Academic Foundations</td>
<td>Walking Tour: View of the City</td>
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<tr>
<td>4 – 6 PM</td>
<td>Dinner/Rest</td>
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<tr>
<td>6 – 10 PM</td>
<td>Minute 2 Win It!</td>
<td>Leadership Academy and Workforce Development and Training</td>
<td>Chat with Dr. Lucas</td>
<td>Dealing with the Dean</td>
<td>Glow in the Dark Color Party</td>
<td>What Not to Wear Fashion Show</td>
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### Week 2: August 13 – 18, 2018
#### Present: Walking in a Professional Purpose

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<tr>
<th>Time</th>
<th>Monday</th>
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<tbody>
<tr>
<td>8:30 – 9 AM</td>
<td>Common Read; Morning Reflections</td>
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</tr>
<tr>
<td>9 – 12 PM</td>
<td>Math/Writing Boot Camps, Workshops</td>
<td>Interviews, Recordings</td>
<td>Math/Writing Boot Camps, Workshops</td>
<td>Independent Work And/or Academic Interest Group Meetings</td>
<td>Hip Hop Symposium and RVA Lyricist Lounge</td>
<td>My Generation Rocks</td>
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<tr>
<td>12 – 2 PM</td>
<td>Lunch/Rest</td>
<td></td>
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<tr>
<td>2 – 4 PM</td>
<td>Academic Departments</td>
<td>Commemorative Justice</td>
<td>Academic Departments</td>
<td>Commemorative Justice</td>
<td>Academic Foundations</td>
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<tr>
<td>4 – 6 PM</td>
<td>Dinner/Rest</td>
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<tr>
<td>6 – 10 PM</td>
<td>Dodgeball, Leadership Academy and Workforce Development and Training</td>
<td>Study Night</td>
<td>Study Night</td>
<td>Speed Painting</td>
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## Class of 2022 New Student Orientation

**Building Success: The UNION Way**

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>8:30 – 9 AM</td>
<td>Common Read; Morning Reflections</td>
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<tr>
<td>9 – 12 PM</td>
<td>Math/Writing Boot Camps Workshops</td>
<td>Independent Work And/or Academic Interest Group Meetings</td>
<td>Math/Writing Boot Camps Workshops</td>
<td>Independent Work And/or Academic Interest Group Meetings</td>
<td>Group Work</td>
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<tr>
<td>12 – 2 PM</td>
<td>Lunch/Rest</td>
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<tr>
<td>2 – 4 PM</td>
<td>Academic Departments</td>
<td>RPS Shines!</td>
<td>Academic Departments</td>
<td>RPS Shines!</td>
<td>Academic Foundations</td>
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<tr>
<td>4 – 6 PM</td>
<td>Dinner/Rest</td>
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<tr>
<td>6 – 10 PM</td>
<td>Solo Cup Night</td>
<td>Leadership Academy: Should, Could Dream</td>
<td>Study Night</td>
<td>Study Night</td>
<td>Extreme Game Night</td>
<td>Beat Shazaam</td>
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## Week 4: August 27 – September 2, 2018

**Pull It All Together**

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>8:30 – 9 AM</td>
<td>Common Read; Morning Reflections</td>
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<tr>
<td>9 – 12 PM</td>
<td>Math/Writing Boot Camps Workshops</td>
<td>Commemorative Justice</td>
<td>Math/Writing Boot Camps Workshops</td>
<td>Scavenger Hunt</td>
<td>New Student Symposium</td>
<td>Pep Rally and Football Game</td>
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<td>12 – 2 PM</td>
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<tr>
<td>2 – 4 PM</td>
<td>Academic Departments</td>
<td>Independent Work And/or Academic Interest Group Meetings</td>
<td>Academic Departments</td>
<td>Commemorative Justice</td>
<td>Independent Work And/or Academic Interest Group Meetings</td>
<td></td>
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<tr>
<td>4 – 6 PM</td>
<td>Dinner/Rest</td>
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<td>Convocatn Est</td>
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<tr>
<td>6 – 10 PM</td>
<td>Leadership Academy and Workforce Development and Training</td>
<td>Study Night</td>
<td>Commemorative Justice</td>
<td>Silent Headphone Party</td>
<td>Battle of the DJs</td>
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III. History and Legacy
Name of Event: Morning Reflection  
Date: August 6, 2018  
Time: 8:30 AM to 9:00 AM  
Location: Coburn Hall (Chapel)

Objective: To create a personalized education plan.

Assignment: The personalized education plan is an opportunity for you to consider your individual talents and academic/professional goals. You are required to develop an electronic poster to demonstrate your plan. A draft of the poster is due August 17, 2018 to the University College (UC) staff. You must schedule an appointment to ensure that the UC Staff is available to offer feedback. (Note: You are strongly encouraged not to wait until August 17th to meet with the staff, as we can not promise timely feedback if everyone comes at once).

The poster should contain the following sections: Title, Project Summary, Background Information, The Plan, Limitations, and References (see template below). The final posters will be due August 27, 2018. Posters will be presented during the New Student Symposium on Friday, August 31, 2018.

In order to successfully complete this assignment, you must select one (1) of the options below:

1) Personal Interests Plan: Everyone has interests that are outside of their professional or academic interests. These are the activities that we may consider “fun”, “interesting”, and/or “relaxing.” Think of them as areas—outside of your professional/academic interests—you would work on for the rest of your life if you could get paid! Typically, these areas of interests are fostered because they highlight our individual talents. If this kind of project is of interest to you, consider the following questions:
   a) How is popular culture affecting your generation?
   b) Do you have a unique observation about how your interests may benefit others?
   c) Can you create/develop something to share your talents with others?

2) Professional or Career Plan: Most college students select their major in an effort to develop the academic foundation necessary to be successful in a specific career. If this kind of project is of interest to you, consider the following questions:
   a) What is an important area in your chosen discipline that is of interest to the student?
   b) Can you create something to demonstrate an understanding of important discipline related concept(s)?
   c) Can you make something to make your experience (within your major) easier?
   d) Can you do something to make someone else’s experience within your major easier?
   e) Is there an experiment/research project that could be conducted to advance the current understanding of the topic?

3) Merger: Ideally, if everyone had the opportunity to get paid doing something that they really wanted to learn about all the time, AND had the talents and skills necessary to advance that body of work, this would likely provide the ultimate career and lead to a
lifetime of fulfillment (this does not mean that an alternative approach could not work). If this project is of interest to you, consider both sets of questions outlined above and develop a plan to highlight your personal and professional interests.

**Remember:** This assignment is a proposal!! This means you should consider the content outlined above a plan, indicating what you WOULD do to pursue your interests. You are NOT expected to actually carry out the plan during new student orientation. However, if done well, this strategy could be used as a template throughout your matriculation at VUU.

Use the space provided to think about your project, and draft ideas.
Catchy Title (5 points)
Student Name
New Student Orientation 2018

Project Summary (5 points)

Your summary should briefly address the following:

- Describe how you were inspired to pursue this project.
- State the specific goal of the project.
- State what you hope to accomplish as a result of completing this project.

Avoid using a significant amount of detail in this section. In other words, avoid lengthy definitions and descriptions. The goal is to quickly engage the reader and leave them wanting more information.

Use Arial or Times New Roman font, size 36 or larger in all text boxes throughout the poster.

The Plan (50 points)

Here you should display and discuss the process that you plan to implement to accomplish your goal. This section can include pictures, charts, graphs, or text (using bullet points). Use whatever it takes to properly engage the audience and clearly demonstrate what you plan to do to complete the project.

Be sure to include what you will need to accomplish this project (materials, supplies, equipment, etc.). If you provide diagrams, always include a brief description to highlight the major point. The boxes below can be adjusted or deleted to meet your needs.

Strengths and Weaknesses (10 points)

This section should discuss the limitations of the personal education plan proposal and address the following:

Strengths
- List two potentially good outcomes that would come out of this plan (That would benefit others).
- Be sure to use complete sentences.

Weaknesses
- List two potential factors that may negatively impact the success of this project. (That would impact you personally)
- Be sure to use complete sentences.

Once complete, please edit (at least twice) all of the poster content. ALL printing is FINAL, therefore, we ask that you take your time editing prior to the final submission.

Background Information (20 points)

In your background section briefly discuss the following:

- Everyone will not be familiar with your topic; therefore, you should familiarize them briefly on the most important parts. What are other scholars saying about your topic?
- How do you fit into this conversation? What makes your study significant? Why is this project needed/important?
- What specifically do you hope to accomplish in this project?

Again, avoid using a significant amount of detail in this section.

The Plan (50 points)

Here you should display and discuss the process that you plan to implement to accomplish your goal. This section can include pictures, charts, graphs, or text (using bullet points). Use whatever it takes to properly engage the audience and clearly demonstrate what you plan to do to complete the project.

Be sure to include what you will need to accomplish this project (materials, supplies, equipment, etc.). If you provide diagrams, always include a brief description to highlight the major point. The boxes below can be adjusted or deleted to meet your needs.

Strengths and Weaknesses (10 points)

This section should discuss the limitations of the personal education plan proposal and address the following:

Strengths
- List two potentially good outcomes that would come out of this plan (That would benefit others).
- Be sure to use complete sentences.

Weaknesses
- List two potential factors that may negatively impact the success of this project. (That would impact you personally)
- Be sure to use complete sentences.

Once complete, please edit (at least twice) all of the poster content. ALL printing is FINAL, therefore, we ask that you take your time editing prior to the final submission.

References (10 points)

Your topic must be something that other people are discussing.

You must have at least 3 references (ex. news articles, editorials, publications, movies, documentaries) that support your project.

Insert only the citations mentioned on this poster.

List the references in this section in the order they appear.

Each reference shall be cited by number using a consistent in-text citation format.
Name of Event: Morning Reflection
Date: August 7, 2018
Time: 8:30 AM to 9:00 AM
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: Introduction to “The Coming” by Daniel Black

Book Synopsis:
Lyrical, poetic, and hypnotizing, The Coming tells the story of a people’s capture and sojourn from their homeland across the Middle Passage, a traumatic trip that exposed the strength and resolve of the African spirit. Extreme conditions produce extraordinary insight, and only after being stripped of everything do they discover the unspeakable beauty they once took for granted. This powerful, haunting novel will shake readers to their very souls.

Things to consider, as you read the text:
- The unique story of the black wo(man) in America
- The need to establish colleges and universities for persons of color
- Your personal journey leading to your enrollment in college at VUU

Reflection Question: “Our nerves unraveled. How would we make a life in a place we’d never seen, never been, never heard of?” Considering the synopsis of Daniel Black’s The Coming, there were significant emotional responses evoked among the people who endured the Middle Passage. While the journey to attend college is not a direct comparison (nor should it be), there is an emotional response. Use the space below to describe comparable emotions between your transition into college and the captives’ journey across the Middle Passage?

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2 Black, 2015, p. 109
Name of Event: Morning Reflection  
Date: August 8, 2018  
Time: 8:30 AM to 9:00 AM  
Location: Coburn Hall (Chapel)

Objective: To identify personal characteristics/behaviors that may influence college success.

Reflection Question: The transition from high school to college can be exciting and stressful. Take a moment to consider your personal history (academic, past relationships with friends/family, past decisions, etc.). How have these moments contributed to your preparedness to enter college?

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Name of Event: Morning Reflection
Date: August 9, 2018
Time: 8:30 AM to 9:00 AM
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: To think critically about the past and its influence on the present.

Reflection Question: In The Coming, there are themes that remain present in our society. Identify at least two examples and explain how the past (Middle Passage) has influenced American society and the African American community?

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Name of Event: Morning Reflection
Date: August 10, 2018
Time: 8:30 AM to 9:00 AM
Location: Coburn Hall (Chapel)

Objective: *To consider one unique fact about VUU’s history and the impact on the student.*

Reflection Question: This week the past has been the primary emphasis. An intentional effort to consider how the present is inextricably tied to historical events. Considering your place in VUU’s continuing legacy, describe below one historical fact about VUU that has resonated with you most.

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S2018_NS0 Workbook_19
Name of Event: Morning Reflection
Date: August 13, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Objective: *To write a personal note to yourself to be opened in May 2022.*

Reflection Question: You should have a strong understanding of the history of VUU and the stories of some who have made their mark in the university’s history. What do you want to accomplish academically, personally, and/or socially during this 4 year period?

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S2018_NSO Workbook_20
Name of Event: Morning Reflection  
Date: August 14, 2018  
Time: 8:30 AM - 9:00 AM  
Location: Coburn Hall (Chapel)

**Common Read Initiative**

**Objective:** *To promote student engagement in the Greater Richmond community.*

**Reflection Question:** In *The Coming* various characters find themselves reminiscing on their roles within their village. As you prepare to engage in your first community service project as a class, what do you see as your role in the VUU and Greater Richmond communities? What impact do you hope to have as a result of your service?

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Name of Event: Morning Reflection

Date: August 15, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: To recognize diversity within minority communities.

Reflection Question:

“Among us lived every spirit conceivable... We were people of the same land, but were not identical... What made us think we were enemies? We believed basically the same things!”

Using the passage above, how does Daniel Black address diversity and inclusion, among the various African tribes? Now consider your unique characteristics? List various aspects that make-up your personal identity.

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3 Black, 2015, p.4
4 Black, 2015, p.7
5 Black, 2015, p.43
Name of Event: Morning Reflection  
Date: August 16, 2018  
Time: 8:30 AM - 9:00 AM  
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: To reflect on the impact of symbolism in daily living experiences.

Reflection Question:

“...she’d spent most of her days etching symbols into the base of the walls. Her people believed in symbols and the power they carried, so they created them for practically every communal idea.”

In the passage above, Daniel Black highlights the significance of symbols and their ability to empower and or motivate us in our daily lives. Consider the symbols in your life, perhaps it’s a tattoo, piece of artwork, object, song or poem. Using the space below, write (or draw on the next page) about, the symbols you may use to motivate and empower you during your time at VUU.

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6 Black, 2015, p.195-196
Impact of Symbolism (use space below for drawings)
Name of Event: Morning Reflection
Date: August 17, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Objective: To consider how one’s personal passion can become a career.

Common Read Initiative

Reflection Question:

“He’d acted out people and situations, causing even chiefs and governors to laugh at themselves...His talent was becoming everyone else in order that the community might see itself. Now, here, in another place and time, in a much more desperate hour, his skill would save again. But this time it would save himself.”

In the passage above, we see how Atiba was able to harness his talents, once used as a source of entertainment within the tribe, as a tool to survive in the new world. During today’s symposium, notice how the panelist used their personal interest and unique skills to create a career they love. Take a moment to consider your unique interest and talents. How could they be used to develop your ideal career?

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Black, 2015, p. 208
Name of Event: Morning Reflection  
Date: August 20 - 24, 2018  
Time: 8:30 AM - 9:00 AM  
Location: Coburn Hall (Chapel)

Objective: To identify personal abilities and external resources that will promote academic success.

Reflection Question (Activity): A SWOT Analysis is an activity designed to assess strengths, weaknesses, opportunities and threats to your personal/academic success. Use the following pages to complete your personal SWOT Analysis, specifically as it relates to achieving your personal goals.

Note: Before you begin, is it important to be explicit about your personal goals. What are you aiming for? In 5, 10, 15 years from now, what do you hope to accomplish?

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to Consider:</strong></td>
<td><strong>Questions to consider:</strong></td>
</tr>
<tr>
<td>● What do you do well?</td>
<td>● What are your weak areas?</td>
</tr>
<tr>
<td>● What is unique about you?</td>
<td>● In what areas do you have less confidence in your knowledge/resources?</td>
</tr>
<tr>
<td>● Do other people request assistance from you for a consistent need? What is the need?</td>
<td>● What are your negative work habits?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Questions to Consider:</strong></td>
<td><strong>Questions to Consider:</strong></td>
</tr>
<tr>
<td>● How can you leverage your strengths to reach your goals?</td>
<td>● Which of your weaknesses pose an immediate threat to achieving your goals?</td>
</tr>
<tr>
<td>● Are there any opportunities immediately open to you around campus or the surrounding community?</td>
<td>● Is there anything that you must address right now?</td>
</tr>
<tr>
<td>● What resources are available on campus to assist you with your weaknesses?</td>
<td>● What factors beyond your control could place achieving your goals at risk?</td>
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</tbody>
</table>
August 20: Use the space below to reflect on your personal goals:

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August 21: Use the space below to reflect on your personal strengths:

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August 22: Use the space below to reflect on your personal weaknesses:

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August 23: Use the space below to reflect on opportunities that you may pursue to accomplish your personal goals:

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August 24: Use the space below to reflect on threats that may negatively impact you in pursuit of accomplishing your personal goals:

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Name of Event: Morning Reflection
Date: August 27, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Objective: To reflect on the emotions associated with public presentations.

Reflection: In the academy, the practice of sharing scholarly efforts is commonly demonstrated via oral or poster presentations and demonstrations. All of your academic efforts during new student orientation are interconnected; it tells a story. This experience will culminate with a New Student Symposium on Friday, August 31, 2018. The audience will be your peers and other members of the university community. Everyone will be present to learn from you - to hear your expertise! Use the space below to explain the emotions you are experiencing as it relates to the upcoming presentations. What can you do to manage these emotions, such that you are effective in your presentations?
Name of Event: Morning Reflection
Date: August 28, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: To earnestly think about, and identify ways to effectively cope with failure.

Reflection Question:

“[Oluwagbotemi] said [the bird] came bearing a message. We waited to hear it, but he fell quiet...Now, try as he might, his spirit could elicit no clarity. We relaxed our expectation of him. We understood. There was no failing.”

Throughout your college matriculation, much like Oluwagbotemi in the passage above, you will experience moments of failure. Regardless of the type or reason behind the failure, your ability to learn and recover from the experience is what matters most. Consider a time you experienced failure. How did you cope with that experience?

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8 Black, 2015, p. 187
9 Black, 2015, p.189
Name of Event: Morning Reflection
Date: August 29, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: To develop a description that represents the VUU Class of 2022

Reflection Question:

“[We were] Something new, some combination of them all, some blending of culture and spirit our elders wouldn’t have recognized. We were a different people now, with roots in every place we had trod. We were one tree, with branches reaching in every possible direction and leaves sprouting abundantly. We were one river, flowing together, yet having started as brooks and streams unnamed.”

In the passage above, Daniel Black highlights the coming together of the various African tribes to form a new and larger collective. Think about the various cultures, personalities, styles, etc that make-up the Class of 2022. List the various aspects that best define/characterize the Class of 2022.

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10 Black, 2015, p.110
Name of Event: Morning Reflection
Date: August 30, 2018
Time: 8:30 AM - 9:00 AM
Location: Coburn Hall (Chapel)

Common Read Initiative

Objective: To openly reflect on *The Coming*

Reflection Question: Take a moment to openly reflect on *The Coming*. How has reading this text influenced you? If the novel did not impact you in any way, explain why.

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Name of Event: Morning Reflection
Date: August 31, 2018
Time: 8:30 AM to 9:00 AM
Location: Coburn Hall (Chapel)

Objective: To reflect on the impact of new student orientation 2018.

Reflection Question: On August 4th, you arrived as a newly matriculating student to VUU. Throughout the month, you have participated in a series of events and initiatives that were specifically designed to immerse you into the culture that is VUU. Using the table below, you are asked to consider the questions therein and reflect on the impact of the new student orientation experience. How were you before, and how have you changed as a result of orientation?

<table>
<thead>
<tr>
<th>Before Orientation</th>
<th>After Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>● How many students in the Class of 2022 did you know?</td>
<td>● How many students in the Class of 2022 do you know now?</td>
</tr>
<tr>
<td>● How many VUU upperclassmen did you know?</td>
<td>● How VUU upperclassmen do you know now?</td>
</tr>
<tr>
<td>● How many faculty and/or staff members did you know?</td>
<td>● How many faculty and/or staff members do you know now?</td>
</tr>
<tr>
<td>● How many college credits did you have prior to entering VUU?</td>
<td>● How many college credits do you have now?</td>
</tr>
<tr>
<td>● What was your major when you applied to attend VUU?</td>
<td>● What program of study (major and minor if applicable) will you begin during Fall 2018?</td>
</tr>
<tr>
<td>● Using the scale below, rate how prepared you felt to enter a college level mathematics:</td>
<td>● Using the scale below, rate how prepared you feel to enter a college level mathematics course after attending the academic boot camp.</td>
</tr>
<tr>
<td>○ Extremely Prepared (5)</td>
<td>○ Extremely Prepared (5)</td>
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<tr>
<td>○ Prepared (4)</td>
<td>○ Prepared (4)</td>
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<tr>
<td>○ Neutral (3)</td>
<td>○ Neutral (3)</td>
</tr>
<tr>
<td>○ Unprepared (2)</td>
<td>○ Unprepared (2)</td>
</tr>
<tr>
<td>○ Extremely Unprepared (1)</td>
<td>○ Extremely Unprepared (1)</td>
</tr>
<tr>
<td>● Using the scale below, rate how prepared you felt to enter a college level English course:</td>
<td>● Using the scale below, rate how prepared you feel to enter a college level English course after attending the academic boot camp.</td>
</tr>
<tr>
<td>○ Extremely Prepared (5)</td>
<td>○ Extremely Prepared (5)</td>
</tr>
<tr>
<td>○ Prepared (4)</td>
<td>○ Prepared (4)</td>
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<tr>
<td>○ Neutral (3)</td>
<td>○ Neutral (3)</td>
</tr>
<tr>
<td>○ Unprepared (2)</td>
<td>○ Unprepared (2)</td>
</tr>
<tr>
<td>○ Extremely Unprepared (1)</td>
<td>○ Extremely Unprepared (1)</td>
</tr>
</tbody>
</table>

Using the space provided, explain how you are changed as a result of new student orientation:
Name of Event: VUU Alumni Networking and Mentoring Symposium  
Date: August 10, 2018  
Time: 9:00 AM to 12:00 PM  
Location: Living and Learning Center  

Objective: To expose students to the stories of VUU alumni (as students and professionals) such that the Class of 2022 may identify and learn from the experiences of others while developing a plan of their own.

Before the Session: Watch “The story of The Brothers of Umoja at Virginia Union University”  
https://www.youtube.com/watch?v=GIpVvfB5gS4

Event Synopsis: VUU Alumni will share their journey past and present, such that they may inspire the class of 2022 to plan for their future. Each panelist will have 5 minutes to introduce themselves. A moderator will be strategically assigned to ask probing questions. Sample questions include:

1. Why did you attend VUU?  
2. What did you like most about being a VUU student?  
3. What did you like least about being a VUU student?  
4. If you could have given yourself as a newly matriculating student advice, what would you say?  
5. Did you feel academically prepared to enter the workforce or graduate/professional school after graduation?  
6. Who was your most valuable resource while attending VUU?  
7. What do you wish you would have done in college that you did not?

Reflection Question(s):  
- Which VUU alum’s story resonated with you most? Why?  
- Do you believe it is important to engage with alumni as an undergraduate student? Why or why not?  
- How could you strengthen your network with VUU alumni to help you achieve your personal and professional goals?
Name of Event: VUU Hip Hop Symposium  
Date: August 17, 2018  
Time: 9:00 AM to 12:00 PM  
Location: Living and Learning Center

Objective: To expose students to the creative inquiry process of the Hip Hop approach; from being a recording artist creating music to being a creative and identifying how to provide services within the Hip Hop ecosystem.

Before the Session: Watch “The Tanning of America” https://youtu.be/xuAyo7Zr7Uc

Event Synopsis:

The Hip Hop Approach Symposium will feature Micheal Millions (recording artist/engineer), Bsfrnd (producer/art director), Hip Hop Henry (DJ/multimedia journalist), Bobby Phillips (director/videographer), Noah-O (recording artist/brand consultant), Alex Black (multimedia journalist), Gigi Broadway (creative media strategist/host), and Alex Acosta (cinematographer).

RVA Lyricist Lounge is a multimedia and live event platform dedicated to lyricism and creative expression.

Reflection Question(s):

- How can I apply the Hip Hop approach to my academic/career goals?
- What can I do to create a portfolio of work that highlights my capabilities before graduating from VUU?
Name of Event: New Student Symposium
Date: August 31, 2018
Time: 9:00 AM to 12:00 PM
Location: Living and Learning Center

Objective: To provide freshmen students an opportunity to hone presentation skills and highlight various aspects of NSO 2018.

Event Synopsis: All members of the new freshmen class will attend and participate in the New Student Symposium. Phase I students (August 6th), in groups or individually, will give reflections on their month long VUU immersion experience. Presentations may include but are not limited to personalized education plans, skits, videos, artistic demonstrations. Phase II students will conduct peer-evaluations of Phase I student presentations.

Reflection Question(s):
- What are the most effective strategies to share your personal understanding of content for the benefit of others?
- Is there value in sharing your perspective with others? Yes, or no, please explain.
IV. Academic Foundations
Academic Boot Camps

The VUU University College (UC) is pleased to lead all academic endeavors during New Student Orientation (NSO). The extended orientation (1-month) period affords a unique opportunity to acclimate first time freshmen (FTF) students to the university, as well as provide academic primers to increase student preparedness for college courses. VUU faculty and staff have identified the need to enhance effective writing and composition skills, and quantitative reasoning skills for all students. To this end, all freshman students will complete academic boot camps to enhance these foundational skills.

Writing

The purpose of the writing boot camp is to increase the frequency of writing (via daily reflections) to improve the quality and productivity of student’s academic efforts (via a reflective essay on the history and legacy of VUU).

Common Read Initiative: The Coming, by Daniel Black; Writing improves with increased reading, and the frequency of composing original content. New students will read the novel, The Coming by Daniel Black. Each morning, students will reflect in writing their emotional responses to the content, consider the novel’s characters as inspiration/reflection on the transition to and journey college, and extract social and developmental concepts that were present then and remain now. *(Note: Faculty are encouraged to implement elements of the common read throughout the academic year to facilitate a common first year learning experience.)*

Academic Boot Camp Description: History and Legacy is a major thematic component of NSO. Each week, students will participate in activities and initiatives that inform them of the founding of the university, contributions of famous VUU alumni, and various symposia where students will engage directly with VUU alumni. Further, students will visit with all of the academic units to demonstrate the unique teaching and learning environment of VUU. We anticipate that students may want to discuss alumni efforts that are consistent with their academic interest, and they strongly encouraged to do so. For example, for a student with an interest in a law career, the story of Governor L. Douglas Wilder may be appealing; however, another student who is a chemistry major may also identify the governor for having earned a Bachelor of Science in Chemistry from VUU. *(Note: The content developed as a result of the NSO boot camps will be used as content to develop a digital archive of stories that highlight VUU history and legacy.)*

Schedule: The academic boot camp in writing will be offered for 1-hour each week (Monday or Wednesday 9 AM – 12 PM). Students will be expected to complete assignments independently, as well as seek assistance from their orientation mentors (tutors) during evening study sessions.

Assignment: Essay/Narrative (2-3 pages) to highlight a unique contribution of a VUU alumni, faculty, administrator or staff member.
Foundational Skills:

- **Reading** – Identifying relationships between assertion and evidence, patterns of organization, interplay between verbal and non-verbal elements
- **Locate and evaluate** (for credibility, accuracy, and bias) primary and secondary research materials
- **Critical Thinking** – The ability to analyze, synthesize, interpret and evaluate ideas, information, situations and texts. (Utilizing documented evidence to compose appropriately qualified and developed claims and generalizations)
- **Composing** – Improving grammar, punctuation and spelling, through (peer-to-peer) revisions, applying citations, utilize thesis statements, organizational structure (paragraphing), tone and mechanics.

Timeline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thesis Statements, Accessing primary and secondary resources</td>
<td>Identify a Topic, Create Thesis Statement, and at least 3 resources to develop content</td>
</tr>
<tr>
<td>2</td>
<td>Organizing Content and Transition Statements, What is the evidence?</td>
<td>What are the purposes of each supporting paragraph? Introduction, Body (multiple), and conclusion (Paragraphs)</td>
</tr>
<tr>
<td>3</td>
<td>Revisions, Revisions and Revisions (Peer-to-Peer), The Importance of Tone</td>
<td>Draft submissions will be critiqued by peers, incorporate feedback into the updated submission</td>
</tr>
<tr>
<td>4</td>
<td>Formatting, References and Citations</td>
<td>*Final submissions will be submitted; The content therein can/may be used for the New Student Symposium</td>
</tr>
</tbody>
</table>

*This presentation can be submitted for consideration at the New Student Symposium on August 31, 2018.*
Mathematics

The purpose of the mathematics boot camp is to develop an innovative college algebra initiative to increase student success in college mathematics courses. This project is designed as a data-driven, inquiry-based exercise that incorporates realistic challenges of VUU and the surrounding communities.

Schedule: The academic boot camp in mathematics will be offered for 1-hour each week (Monday or Wednesday 9 AM – 12 PM). Students will be expected to complete assignments independently, as well as seek assistance from their orientation mentors (tutors) during evening study sessions.

Note: For students who need additional support with algebraic functions, additional exercises will be provided.

Assignment: Data-analysis project on one of the topics outlined below:

1. **Demographics of the VUU Class of 2022**: Students will analyze various descriptive data about their class (i.e., hometown, major, scholarship recipients, VUU legacy family, high school education (public, private, homeschool), family education history)

2. **Academic achievement in English in local school districts**: Students will examine student success data in English from school districts in the greater Richmond community.

3. **Academic achievement in Mathematics in local school districts**: Students will examine student success data in Mathematics from school districts in the greater Richmond community.

4. **Institutional Analyses**: Students will analyze various descriptive data from the Integrated Postsecondary Education Data System (IPEDS), a national database for all colleges, universities, technical and vocational institutions that participate in the federal student financial aid programs.

Foundational Skills:

- **Functions** – Understand the concept of a function, including domain, range, and intercepts

- **Build and Analyze Graphs** – Understand the relationship between a function's equation, table and graph, Identify and sketch the following key features of a graph: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; slope; vertex; and end behavior.

- **Solving Equations** – Using predictive analyses to determine new equations, or changes in known equations with different variables.
Timeline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Foundational Mathematics concepts, Review of Data Sets and Projects</th>
<th>Organize into groups of 4-5 and select one of the aforementioned topics. Prepare 3-4 sentence rationale/explanation for why your group selected the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Data-Analysis (Observational, Statistical and Predictive Analysis), Microsoft Excel</td>
<td>Determine a question that you would like to ask about your data-set and use Microsoft Excel to organize the important data content.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Data Representation (Graphs and Charts), and Outcomes</td>
<td>Prepare representations of the data analyses, what information can be conducted?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Summary and Reporting</td>
<td>*Create a final PowerPoint presentation (poster/oral) summarizing the inquiry-based process, outcomes, and opportunities for future analyses.</td>
</tr>
</tbody>
</table>

*This presentation can be submitted for consideration at the New Student Symposium on August 31, 2018.
Name of Event: Accuplacer Testing
Date: August 7, 2018 and August 9, 2018
Time:
Location:

Objective: *To reflect on exam experience and identify positive test taking strategies*

Reflection Question: Think about your Accuplacer results (writing and mathematics). Do you believe your scores adequately depicted your understanding of the content? Why or why not?

As you reflect on your results, consider the following questions as it relates to your test-taking abilities:

- How well did you understand and follow the instructions given for the exam?
- Which concepts and topics were you the most/least confident answering?
- What kinds of questions did you find easier to answer? Which did you find more difficult? (I.e. multiple choice, short answer, essay questions).
- What kinds of emotions did you feel during the exam? Did you have any stress management techniques?

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Name of Event: Post-Academic Boot Camp Reflection
Date: August 30, 2018
Time:  
Location:  

Objective: To reflect on the impact of the Academic Boot Camp

Reflection Question: For the past three weeks you’ve explored the various majors offered at the university and learned what it takes to be a successful student. Consider the following questions as you reflect on this experience:

- Are you still interested in pursuing your original major? If no, why and what major are you now considering?
- How will your strengths and weaknesses, as listed in your SWOT Analysis, promote or hinder your academic success in your chosen major?
- What strategies could you put into place to ensure you are adequately prepared to successfully complete your chosen program of study?
- Think about the support you may need from family, friends/peers and the university in order to meet your academic goals. Are there resources/services you may need to ensure you are academically successful?
Workshops
Name of Event: Virginia Union University and City of Richmond History (film and tour)
Date: August 6 or August 8
Time: 
Location: L. Douglas Wilder Library

Objective: To think critically about the past and its influence on the present.

Reflection Question: Virginia Union University, like most historically Black colleges and universities, possess a rich history. Reflect on your time learning about the history of VUU and the City of Richmond. What piqued your interest? Which topic(s) would you consider exploring in more detail?

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Name of Event: Effective Reading Habits
Date: August 6 or August 15
Time:
Location:

Objective: To obtain recommendations to improve student reading, understanding, and critical thinking abilities.

Reflection Question: Life is so much about reading, understanding what you have read, and determining the implications of the content. Therefore, effective reading habits are not only essential for academic success, it is truly a life skill. Consider the following questions:

1. How often do you read?
2. What are your preferred information sources (books, textbooks, internet, etc.)?
3. What strategies do you use to ensure that you comprehend any material that you read?
4. Explain the difference between memorizing and reading comprehension.
5. Do you agree with the following statement, “This generation does not read.” Why or why not?
Name of Event: Fostering Intellectual Curiosity
Date: August 8 or August 13
Time:
Location:

Objective: To introduce the concept of intellectual curiosity and challenge students to identify their potential for scholarly contribution.

Reflection Question: Briefly, intellectual curiosity describes an individual’s desire to invest time and energy into learning more about a person, place, thing or concept. Given your commitment to pursue a college degree, it is assumed that you have an innate/basal level of intellectual curiosity. As a newly matriculating student, one contributor to your academic and career success is identifying the discipline or topic that enhances your intellectual curiosity. Many students are aware of their personal/professional interests, and others really struggle with identifying these interests (perhaps they really just enjoy learning). The following questions for you to consider what strategies you may employ to strengthen your intellectual curiosity:

1. Describe your current level of intellectual curiosity (how often do you actively seek to learn something new or more about the same topic).
2. List your top three topics/interests. If your interests are not defined, list the top three topics that garner extreme emotional.
3. What resources are available to you at VUU to help you pursue such topics/interests?
4. Asking why at least 6 times on a given topic, is useful in understanding information. Pick one of your topics/interests and ask 6 different why questions.

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Name of Event: Information Literacy (if you have a laptop, bring it with you to this session)
Date: August 13 or August 15
Time:
Location:

Objective: To expose students to the electronic information sources available through the L. Douglas Wilder library

Reflection Question: “All information is not useful information.” In academic settings, the accuracy and credibility of information is essential. Therefore, how you identify, use, and cite information resources is very important. As you complete scholarly work, the extent to which you master these skills will demonstrate your preparation as a contributor to the field. Answer the following questions to demonstrate your understanding of this session:

1. What are the electronic resources that you used to identify sources for your essay/writing boot camp assignment?
2. If you use such references, how will you give credit to the initial source?
3. Some students believe that references are unnecessary because their personal response is sufficient. How would you explain to this student how short-sighted this perspective can be in academia?
4. What are potential outcomes of using a source, but failing to give appropriate credit?

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Name of Event: Setting Goals (Short and Long Term)
Date: August 20 or August 22
Time: 
Location: 

Objective: To demonstrate approaches to setting goals and strategies to accomplish them.

Reflection Question: Your decision to attend college is a good indication that you have a goal in mind. It may be to leave home, obtain a college degree, pursue specific career, and/or develop a skill to generate income. When developing goals, it is important that they are SMART:

(S)pecific; (M)easurable; (A)ctionable; (R)ealistic; and (T)ime-sensitive

Below are a list of “goals”, circle those that are SMART.

- By August 27, submit a completed Personalized Education Plan to the UC staff
- Become a doctor
- Own my own business
- I want to have a 3.5 GPA or above after my first year at VUU
- Finish a marathon before I graduate college
- Join a student organization
- Graduate college
- Get a good job
- Complete at least 2 internships that are aligned with my career interests before graduating from college
- Meet with my academic coordinator at least twice each semester at VUU
- Make lifetime friends
- Be a role model for others in my family
- Travel to all 7 continents by the age of 50
- Learn a new language

Note: There are goals, and there are SMART goals. Serious goals are SMART!
Name of Event: Note and Test-Taking Strategies  
Date: August 20 or August 22  
Time:  
Location:  

Objective: To inform students of various note and test-taking strategies  

Reflection Question: One major difference between high school and college is the volume of information that you are required to know, understand, and apply. Much of the introductory courses that students take in college are based on common content taught in high school. This may lead to increased confidence, and oftentimes over-confidence. This is commonly demonstrated when students state, “Oh, I learned this already.” Conversely, there are other scenarios when students disengage because they are overwhelmed by the course material or the pace of the course.

Considering the information from this session, interview one of your orientation leaders and/or faculty members. Ask a series of questions where they may describe a time in which they (or a student) was overconfident/lacked confidence and needed to take specific steps to identify how they learn. Outline the specific situation, and how the student (or faculty member) facilitated student development of note and test-taking skills.

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Name of Event: Developing Emotional Intelligence
Date: August 27 or August 29

Objective: To facilitate student development of emotional intelligence.

Reflection Question: How students cope with change personally, and in their immediate surroundings can vary. College is filled with moments of uncertainty and situations that are not readily justifiable. Yet, as a community, it is important that we address these situations directly. Describe a scenario that you believe would best demonstrate to new students the importance of emotional intelligence.
Name of Event: Establishing an Online Presence
Date: August 27 and 29
Time: 
Location: 

Objective: To learn how to establish a professional online presence

Presenter: Kiara McGowan-Powell is the Social Media and Public Relations Coordinator at Virginia Union University. She is responsible for strengthening the digital presence of VUU through creating content for social media. You will often see her on campus with a camera or a cell phone taking pictures and creating videos. When she's not working, she enjoys traveling, going to concerts, and Yelping about her favorite restaurants.

Reflection Questions: Take some time to review your personal social media account(s). Then, work with a peer to obtain feedback. Consider the following questions:
   6. What is your virtual first impression?
   7. What types of information could a potential employer glean from your online presence?
   8. How did your peer perceive you based on your social media presence?

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Departments
Academic Department: Computer Science/Computer Information Systems and Math
Department Chair: Professor Iantha Malbon
Interim Dean: Dr. Gerard McShepard

What degree programs are available in this department?
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What career options are available to me should I decide to pursue degrees in this department?
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What unique “out-of-the-classroom” experiences may be afforded to me should I select a degree program in this department?
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How successful have other students been in this department?
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Name a distinguishing factor that you really liked or did not like about this department.
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______________________________________________________________________________
Academic Department: Computer Science/Computer Information Systems and Math  
Department Chair: Professor Iantha Malbon  
Interim Dean: Dr. Gerard McShepard

Navigating my.vuu.edu

What is a learning management system?
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How do I know what classes I have this semester?
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How do I know where to find my course syllabus?
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How do I access my grades?
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What other features on my.vuu.edu are important for my academic success?
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Academic Department: Humanities
Department Chair: Dr. Ted Ritter
Interim Dean: Dr. Gerard McShepard

What degree programs are available in this department?

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What career options are available to me should I decide to pursue degrees in this department?

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What unique “out-of-the-classroom” experiences may be afforded to me should I select a degree program in this department?

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How successful have other students been in this department?

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Name a distinguishing factor that you really liked or did not like about this department.

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Academic Department: Social Work
Department Chair: Dr. Vernita Elliott
Interim Dean: Dr. Gerard McShepard

What degree programs are available in this department?
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What career options are available to me should I decide to pursue degrees in this department?
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What unique “out-of-the-classroom” experiences may be afforded to me should I select a degree program in this department?
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How successful have other students been in this department?
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Name a distinguishing factor that you really liked or did not like about this department.
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Food Nutrient Analysis

Introduction

Nutrients may be classified as carbohydrates (sugars and starches), lipids (fats and oils), and proteins. Carbohydrates are a group of organic compounds that contain atoms of carbon, hydrogen, and oxygen in the general formula of \((\text{CH}_2\text{O})_n\). The biological process of respiration breaks down carbohydrates to yield energy for plant and animal activities. Based on the complexity of molecular structure, carbohydrates may be divided into three broad categories: monosaccharides, disaccharides, and polysaccharides. Lipids are a heterogeneous group of organic compounds classified together because they are insoluble in water and soluble in organic solvents. Lipids provide organisms with a concentrated source of energy, yielding twice as many calories per gram as carbohydrates or proteins. Proteins are complex organic compounds formed from long chains of amino acids chemically linked together. In this exercise, sugar, starch, fat & oil, and protein will be tested using control and experimental setups.

Procedure

**Shake solution bottles of sugar, starch, and protein before adding to vials or test tubes**

Sugar Test

With a glass marking pencil (or tape and a pen), label the vials A and B respectively. Also label them with your initials. Measure 5 ml of water in the graduated cylinder and pour the water into both vials. To vial B, add 5 ml of water and 10 drops of glucose. Add 20 drops of Sugar Testing Solution to both vials and mix gently. What color is the solution in vial A? What color is the solution in vial B? Fill out your data sheet.

Carefully place both vials upright in the hot water bath and let them heat for 10 minutes. Watch the vials during this heating period and note any color changes in the solutions. Remove the vials from the hot water bath. After heating, what color is the solution in vial A? After heating, what color is the solution in vial B? In this experiment, what solution is the control? Fill out your data sheet.

*Note: This test does not test for the presence of cane sugar (sucrose) and most complex sugars.*
Starch Test
With a glass marking pencil (or tape and a pen), label the vials A and B respectively. Also label them with your initials. Measure 5 ml of water in the graduated cylinder and pour the water into both vials. To vial B, add 5 ml of water and 10 drops of glucose. Add 3-4 drops of Starch Testing Solution to both vials and mix gently. What color is the solution in vial A? What color is the solution in vial B? In this experiment, what solution is the control?

Lipid Test
With a glass marking pencil (or tape and a pen), label the vials A and B respectively. Also label them with your initials. Measure 5 ml of water in the graduated cylinder and pour the water into both vials. To vial B, add 5 ml of water and 10 drops of vegetable oil. Add 3-4 drops of Fat Testing Solution. Cover the open with your thumb and shake the vial for about 5 seconds. Shake vial B in the same manner. Set the vials aside and do not move them for three minutes. What color is the solution in vial 1 after three minutes? In this exercise, which solution is the control?

Protein Test
With a glass marking pencil (or tape and a pen), label the vials A and B respectively. Also label them with your initials. Measure 5 ml of water in the graduated cylinder and pour the water into vial A. To vial B, add 5 ml of water and 10 drops of protein solution. Add 15 drops of Protein Test Solution A to both vials. Then add 15 drops of Protein Test Solution B to both vials and gently shake the vials. What color is the solution in vial A? What color is the solution in vial B? In this exercise, which solution is the control? Fill out your data sheet.

Testing Food
Common foods can be analyzed for nutrient content. Liquid foods can be tested according to the directions for each test given above. To perform a sugar, starch, or protein test on solid food, place a small amount in a vial and add 5 ml of water, shake, and perform the specific test described above.

1. Take one of the food samples and hypothesize whether or not the known sample will contain the presence of sugar, starch, lipids, and proteins. Record your hypothesis.
2. Test this food for the presence of sugar, starch, lipid, and protein using the directions given above for each test. Record your data.
3. Repeat steps 1 & 2 for two more known samples.
Academic Department: Chemistry/Physics (Natural Science)
Department Chair: Dr. Karl Jackson
Interim Dean: Dr. Gerard McShepard

Acid-Base Titration

Introduction

The technique known as titration is a method commonly used in chemistry laboratories for determining the quantity or concentration of a substance in a solution. In a titration, an analyte, (the substance whose quantity or concentration is to be determined) is reacted with a volume of solution of known concentration called a standard solution. The standard solution (also known as the titrant) is usually added to the solution containing the analyte by means of a buret, a piece of volumetric glassware capable of accurately measuring solution volumes.

For this experiment we focus our attention on acid-base titration. The chemical reaction that occurs between the acid and the base allows one to calculate the initial concentration (or amount) of the acid. For example, in the titration of hydrochloric acid (HCl) with a base such as sodium hydroxide (NaOH), the reaction is as follows:

\[
\text{NaOH} + \text{HCl} \rightarrow \text{NaCl} + \text{H}_2\text{O}
\]

Sodium Hydroxide Hydrochloric Acid Sodium Chloride Water

At the equivalence point, the amount of base added is chemically equal to the amount of acid present in the solution. The purpose of this experiment is to demonstrate how one can experimentally determine the concentration of a strong base (NaOH) by titration with a strong acid (HCl) of known concentration. From the known concentration of acid we can determine the concentration of a base.

Procedure

***Wear gloves. If you feel a slippery substance on your hands or skin, wash thoroughly with soap and water.***

1. Label two small beakers “NaOH” and “HCl”.

S2018_NSO Workbook_74
2. Obtain approximately 50 mL of **0.100 M HCl** and 50 mL of NaOH in the appropriately labeled beaker (do not try to measure exactly).

3. Rinse the buret with distilled water then finally with a few milliliters of NaOH.

4. Transfer the remaining NaOH to the buret. **Record the initial volume.**

5. Carefully measure 25 mL of HCl in a graduated cylinder and transfer to a clean 125 mL Erlenmeyer flask. It does not have to be 25.0 mL exactly, but be sure to record your volume to one decimal place. (XX.X mL).

6. Add 2 drops of phenolphthalein indicator to the flask.

7. Place the Erlenmeyer flask containing the HCl on a piece of white paper.

8. Slowly add NaOH to the flask while swirling. Watch for traces of pink to appear at the point where the NaOH enters the solution. As you approach the endpoint (equivalence), the pink will begin to persist. Add a drop at a time until the pink persists for 15 s. This is the endpoint.

9. Record the final volume of NaOH.

10. Dispose of the titrated solution in the designated waste area.

**Observations**

*Examples include the initial and final appearance of the solutions, was there any color that appears before the endpoint, etc.*

**Data Table**

<table>
<thead>
<tr>
<th>Unknown Letter</th>
<th>________________</th>
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</thead>
<tbody>
<tr>
<td>Volume of 0.0100 M HCl</td>
<td>________________ mL</td>
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<tr>
<td>Initial Buret Reading</td>
<td>________________ mL</td>
</tr>
<tr>
<td>Final Buret Reading</td>
<td>________________ mL</td>
</tr>
<tr>
<td>Volume of NaOH</td>
<td>________________ mL</td>
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</tbody>
</table>

**Calculations**
1. First, calculate the moles of HCl in the solution:
   \[ \text{moles HCl} = M \times V \text{ (in Liters)} \]

2. At the equivalence point, \( \text{moles}_{\text{HCl}} = \text{moles}_{\text{NaOH}} \)

3. Determine the volume of NaOH added:
   \[ V_{\text{NaOH}} = \text{Final Reading} - \text{Initial Reading} \]

4. Finally, we can calculate the concentration (molarity) of the base.
   \[ M_{\text{NaOH}} = \frac{\text{moles}_{\text{NaOH}}}{V_{\text{NaOH}}} \]

### Results Table

<table>
<thead>
<tr>
<th>Unknown Letter</th>
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<tbody>
<tr>
<td>Volume of 0.0100 M HCl</td>
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<td>Initial Buret Reading</td>
<td>______________ mL</td>
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<tr>
<td>Final Buret Reading</td>
<td>______________ mL</td>
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<tr>
<td>Volume of NaOH</td>
<td>______________ mL</td>
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</tbody>
</table>
### Periodic Table of the Elements

<table>
<thead>
<tr>
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<th>2A</th>
<th>3A</th>
<th>4A</th>
<th>5A</th>
<th>6A</th>
<th>7A</th>
<th>8A</th>
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<td>H</td>
<td>He</td>
<td>Li</td>
<td>Be</td>
<td>B</td>
<td>C</td>
<td>N</td>
<td>O</td>
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<tr>
<td>1H</td>
<td>1.00794</td>
<td>4Li</td>
<td>7Be</td>
<td>11B</td>
<td>14C</td>
<td>15N</td>
<td>16O</td>
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<td>Na</td>
<td>Mg</td>
<td>Al</td>
<td>Si</td>
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<td>S</td>
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<td>Ar</td>
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<tr>
<td>11Na</td>
<td>24.305</td>
<td>26Al</td>
<td>28Si</td>
<td>30P</td>
<td>32S</td>
<td>35Cl</td>
<td>36Ar</td>
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<tr>
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<td>37Rb</td>
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<td>41Zr</td>
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<td>91Pa</td>
<td>92U</td>
<td>93Np</td>
<td>94Pu</td>
<td>95Am</td>
<td>96Cm</td>
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</tbody>
</table>

Source: [chemistry.about.com](http://chemistry.about.com) ©2012 Todd Holmenstine, About Chemistry
**Academic Department:** Criminology/Criminal Justice  
**Department Chair:** Dr. Monekka Munroe  
**Interim Dean:** Dr. Gerard McShepard

Briefly describe primary objective this degree program:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Define (in your own words) the following terms:

Trauma: ______________________________________________________________________

Victim: _____________________________________________________________________

Offender: ___________________________________________________________________

Application: Is there an association between childhood trauma and adult criminality? Please explain, why or why not.

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**Academic Department**: Mass Communications  
**Department Chair**: Professor Heidi Wilson, VUU ‘04  
**Interim Dean**: Dr. Gerard McShepard

What is Mass Communications?

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What career opportunities are available for students who major in Mass Communications?

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Provide an overview of the Mass Communications Department:

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Academic Department: Psychology
Department Chair: Professor Kevin Webster
Interim Dean: Dr. Gerard McShepard

The Coolest Thing about “Psychology”

What is Folk Psychology? What are two phenomenon that use Folk Psychology?

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If our brain is a big prediction machine, what makes something funny?

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If you were to choose a major other than psychology, how could a minor in psychology be helpful to your studies in that field?

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How many credit hours are required to graduate with a minor in Psychology? In theory how quickly could you get a minor in psychology?

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What are the similarities between a neuronal pathway firing in our brain and the binary language used by all computers?

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What is conformity? Why do people conform?

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Are emotions distinct from one another? Why or why not?

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What is ‘inattentional blindness’? How do we combat it?

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Assignments: An Exercise in Mindfulness and Observational Psychology

Take a moment to observe a person and/or group of people or use this as a moment of personal reflection. Make note of the unique environment at the time. What is going on? Use your senses to capture the essence of the moment. If you are observing other persons, how are they acting? What do you think is causing them to act in such a way? If it is a personal reflection, where are you? Why did you choose this particular time and space to take note of your surrounds and current state?

Using the space provided, provide a narrative such that the reader may be fully aware of the setting. If you have an artistic talent, feel free to diagram the moment.
Assignment: An Exercise in Mindfulness and Observational Psychology

Artistic Expression (Space Provided)
Academic Department: Business
Interim Dean: Dr. Delta Bowers

What degree programs are available in this department?

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What career options are available to me should I decide to pursue degrees in this department?

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What unique “out-of-the-classroom” experiences may be afforded to me should I select a degree program in this department?

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How successful have other students been in this department?

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Name a distinguishing factor that you really liked or did not like about this department.

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Academic Department: Education
Interim Dean: Dr. Sunita Sharma

What degree programs are available in this department?
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What career options are available to me should I decide to pursue degrees in this department?
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What unique “out-of-the-classroom” experiences may be afforded to me should I select a degree program in this department?
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How successful have other students been in this department?
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Name a distinguishing factor that you really liked or did not like about this department.
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Academic Department: University College
Academic Coordinators: Coach Coble, Mr. Howard, Ms. Miller, Ms. White
Dean: Dr. Carleitta Paige-Anderson

What is your major? Are you sure?

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Does your Fall 2018 schedule need modifications?

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Are you on track with completing all NSO assignments? PEP, reflections, essay, math project?

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Any challenges/discomfort you would like to discuss?

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Any opportunities you would like to learn more about?

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V. Social and Personal Transitions
Name of Event: Minute 2 Win It!
Date: August 6, 2018
Time: 7:00 PM
Location: Henderson 10-12
Objective: To build community and for students to interact with one another, and create friendly competition.

Name of Event: Chat with Dr. Lucas
Date: August 8, 2018
Time: 6:30 PM to 8:00 PM
Location: Coburn Hall (Chapel)

Name of Event: Dealing with the Dean
Date: August 9, 2018
Time: 8:00 PM to 9:30 PM
Location: Henderson 10-12
Objective: To allow new students to meet with the Dean of Students and have a conversation about expectations in a fun atmosphere.

Name of Event: Glow in the Dark Color Party
Date: August 10, 2018
Time: 10:00 PM to 12:00 AM
Location: Basketball Court
Objective: To build community amongst the new student communities, through an activity that will allow students to step outside of their comfort zone.

Name of Event: View of the City Walking Tour
Date: August 11, 2018
Time: 2:00 PM to 4:00 PM
Location: City of Richmond
Objective: To become familiar with the surrounding area

Name of Event: What Not to Wear Fashion Show
Date: August 11, 2018
Time: 9:00 PM to 11:00 PM
Location: Henderson Hallway/Henderson 10-12
Objective: To become familiar with the university dress code and expectations
Name of Event: Dodgeball  
Date: August 13, 2018  
Time: 8:00 PM  
Location: Gym  
Objective: To demonstrate awareness of their physical actions and responses. While promoting health and wellness as well as to create team building.

Name of Event: Speed Painting  
Date: August 17, 2018  
Time: 08:30 PM to 10:30 PM  
Location: Henderson 10-12  
Objective: To understand that each student has a story and that each person they come into contact with adds to it.

Name of Event: My Generation Rocks  
Date: August 18, 2018  
Time: 11:00 AM to 2:00 PM  
Location: Wall Auditorium  
Objective: To understand what it means to be a first, second or third generation college student and how to navigate the challenges that come along with it.

Name of Event: Solo Cup Night  
Date: August 20, 2017  
Time: 9:00 PM to 11:00 PM  
Location: Henderson Center 10-12  
Objective: To promote safe drinking in a fun and exciting environment.

Name of Event: Extreme Game Night  
Date: August 24, 2018  
Time: 10:00 PM to 12:00 AM  
Location: Henderson Student Center

Name of Event: Men and Women Empowerment Session  
Date: August 25, 2018  
Time: TBD  
Location: Henderson Student Center
Name of Event: Campus Feud  
Date: August 26, 2018  
Time: 7:00 PM  
Location: Wall Auditorium  
Objective: To promote community and healthy relationships throughout Residence Halls communities.

Name of Event: Silent Headphone Party  
Date: August 31, 2018  
Time: 10:00 PM to 1:00 AM  
Location: Henderson Student Center
VI. Collective Impact
Name of Event: Environmental Sustainability
Date: August 7th (Accuplacer group 2) or August 9th (Accuplacer group 1)
Time: 2:00 PM to 4:00 PM
Location:

Description: Environmental Sustainability, in brief, summarizes the efforts by which there is a balance in the harvesting and regeneration of renewable sources, not exceeding the capacity of waste generation, and the intentional development of renewable energy sources. One strategy to contribute to environmental sustainability is via Urban Agriculture. In partnership with Lewis Ginter, Mr. Duran Chavis, and his team will lead a group of VUU students in activities that 1) increase the capacity of the VUU green hours and 2) engages students in foundational research and inquiry projects.

Presenter: Duron started his career in community advocacy as first a volunteer and later as an employee of the Black History Museum and Cultural Center of VA. In 2003, he founded the highly acclaimed Happily Natural Day festival as a grassroots effort to supplement the summer jazz concert that was held annually at the institution. In 2009, Duron launched the Richmond Noir Market, a Saturday pop-up farmer’s market targeting low-income communities located in what the USDA has designated as food deserts in Richmond, VA. In 2012, he developed McDonough Community Garden; and began transforming green spaces throughout the Richmond Region into urban gardens, farms, orchards, and vineyards. He served as one of 40 community facilitator’s for dialogues on concentrated poverty throughout the Richmond Region on behalf of Virginia Center for Inclusive Communities which paved the way for the development of the city of Richmond’s Office of Community Wealth Building. He served on both the Food Policy Task Force as well as Anti-Poverty Taskforce for the City of Richmond and participated as a member of the inaugural Citizen’s Advisory Board for the Office of Community Wealth Building. Currently, as Manager of Community Engagement at Lewis Ginter Botanical Garden, Duron coordinates innovative and dynamic initiatives around the topics of urban agriculture and food security in a culturally relevant way. Duron administrates the Ginter Urban Gardener program, a 12-week, neighborhood-centric community greening training and cultivates collaboration and partnership for the creation and sustainability of public greenspaces through Beautiful RVA, a cross-sector, multi-disciplinary social movement dedicated to creating a more beautiful Richmond Region.

Support: This work is supported by a grant from the National Science Foundation (HBCU-UP; HRD1238719).

What are your thoughts about this initiative?
Name of Event: City Secrets, An Untold Tours Exclusive
Date: August 14, 2018
Time: 9:00 AM to 12:00 PM
Location:

Description: Untold RVA is the people's choice for the creative advancement of the most inspiring hidden narratives presented for the evolution of people-powered innovation. Untold RVA projects stimulate Richmond's creative economy with beautiful, informative, and blight reducing installations featuring the voices of every day folks in Richmond, VA.

Get Informed: Provided below are three key Untold RVA axioms. Call each of them and afterwards answer the following questions in your own words:

What is self-determination?

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What is self-determination?

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S2018_NSO Workbook_94
What is resistance?

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Get the Voices: Student groups will interview members of the VUU family. The narratives will be used to communicate the inspiring and hidden narrative of our people.

The Process: Please submit the completed recorded scripts via email to KNJohnson1@vuu.edu by August 14, 2018 at 12:00 pm.
Name of Event: Commemorative Justice by Free Egunfemi  
Date: August 14, 2018  
Time: 2:00 PM to 4:00 PM  
Location: Living and Learning Center

Lecturer Bio: Free Egunfemi is an independent historical strategist and founder of Untold RVA: The people’s choice for the creative advancement of Richmond’s most powerful resistance narratives, hidden in plain sight throughout the commemorative landscape. Free's conspiracy of good people includes relentless guerrillas in public media, street art, academia, youth empowerment, political activism and community design using ancestral self determination to disrupt legacies of oppression. As a social innovator in residence and the founder for Richmond's outpost for the United States Department of Arts and Culture, Free's groundbreaking projects are leading the front lines of the commemorative justice movement.

Reflections: As a result of your lecture, answer the following questions:

What is commemorative justice?

______________________________________________________________________________
______________________________________________________________________________
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Resources:
PBS special (5 min)  
http://www.pbs.org/video/finding-america-may-it-be-so/

NPR special (5 min)  

TEDx talk  
https://youtu.be/WDuga-RFbig

Free's web portal  
http://www.untoldrva.com
**Name of Event:** Commemorative Justice: Stick + Move  
**Date:** August 16, 2018  
**Time:** 2:00 PM - 4:00 PM  
**Location:** Henderson 10-12

**Description:** STICK + MOVE is Untold RVA's nimble and responsive public history project presented as a series of wheat paste murals reimagining the untold narratives of Richmond’s self-determined Historacles -- homegrown change agents and warriors for freedom and justice from the bygone era. The term STICK + MOVE refers to the agility of street art to install quickly and make low cost/high visibility transformations to the urban landscape. Beautifully designed low cost, high visibility public art installations will harness the power of tactical urbanism to transform the city’s vacant properties and urban facades into a curated collection of monuments to the uncelebrated achievements of the past. STICK + MOVE aims to build momentum for more community based content creators to access public funds and benefit from the support of other city agencies so that even more commemorative projects have a greater chance to come to fruition. Ultimately, STICK + MOVE will inspire the formation of nationally recognized collaborative teams that strive to instill a sense of cultural citizenship and belonging in their own cities based on Free Egunfemi’s creative vision for Untold RVA. [Source](https://usdac.us/lab-policy-prototypes/2017/4/12/stick-and-move)

**The Work:** Student teams will prepare and install uniquely designed street art panels using wheat paste, a familiar adhesive medium used for street art all over the world.

1. Work together to prepare the street art panels;  
2. Transport the panels to the installation location (I95 highway overpass between VUU and Maggie Walker High School);  
3. Take pictures of the space pre-installation; and  
4. Install street art.

Once the installations are complete, students are asked to take pictures and upload your creative contribution to social media.

**Use hashtags:**  
#NSO2018  
#VUU2022  
#untoldrva  
#CollectiveImpactVUU
Name of Event: RPS Shines
Date: August 21 and 23, 2018
Time: 1:00 PM - 4:00 PM
Location:

Description: Richmond Public Schools, in collaboration with Hands On Greater Richmond, recently announced RPS Shines. This is three-pronged effort designed to ensure that schools look and feel welcoming for students this upcoming academic year. The largest part of RPS Shines is the "bathroom blitz," to increase student satisfaction with the conditions.

The Work: On August 21 and 23, the VUU Class of 2022 will help with small projects like planting, painting, and cleaning. On Tuesday, students will travel to Carver Elementary School and on Thursday, students will visit John Marshall High School.

Students are encouraged to take pictures and upload your service endeavors to social media.

Use hashtags:
#NSO2018
#VUU2022
#RPSShines
#CollectiveImpactVUU

Reflect on your expectations of the university’s conditions upon your arrival to VUU. How might environmental conditions impact student learning?

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Name of Event: Gabriel Prosser Monument Unveiling
Date: August 28 and 30, 2018
Time: 9:00 AM - 12:00 PM and 5:00 PM - 9:00 PM
Location:

Description: Gabriel Prosser, was a literate slave who planned a large rebellion in the Richmond region in the summer of 1800. Information regarding the revolt was leaked prior, and he and twenty-five followers were taken captive and killed as a result of their efforts. Subsequently, Virginia and other state legislatures passed restrictions on free “black”, to include prohibiting their education, assembly, and hiring. In 2002 the City of Richmond passed a resolution in honor of Gabriel on the 202nd anniversary of the rebellion. In 2007, Governor Tim Kaine gave Gabriel and his followers an informal pardon, in recognition that his cause, "the end of slavery and the furtherance of equality for all people—has prevailed in the light of history”.

The Work: On August 28, the VUU Class of 2022 will help prepare a black monument row (leading to the site of the Prosser monument) and assist with implementation of planned activities. August 30 is the officially day for the unveiling of the Prosser monument, and the VUU Class of 2022 will support the parade and serve as the official hosts of the “Battle of the Brains” program.

Students are encouraged to take pictures and upload your service endeavors to social media.

Use hashtags:
#NSO2018
#VUU2022
#untoldrva
#CollectiveImpactVUU

Reflect on Prosser’s story and how it is directly aligned with the history of VUU?
VII. Leadership Academy
Panther Leadership Academy (PLA)

Panther Leadership Academy (PLA) is a four-year leadership development program that engages scholars in classes, workshops, experiential learning, and community service activities. The transformational learning academy integrates the University’s mission to:

1) Provide a nurturing intellectually challenging and spiritually enriching environment for learning;
2) Empower students to develop strong moral values for success; and
3) Develop scholars, leaders, and lifelong learners of a global society.

The leadership academy will engage VUU students in learning opportunities that will allow them to foster relationships on & off campus and have multiple perspectives through self-reflection and respect while exploring professional interest and developing leadership skills. Students will develop skills which include communication, teamwork, adaptability, problem solving, critical observation, conflict resolution, intercultural understanding, social responsibility, and service. Leaders use an experiential, hands-on approach that allows them to learn by doing rather than by merely listening. Sessions revolve around small and large group discussions, one and two day symposiums, team building activities, e-learning, role playing, and capstone events.

The program extends to these students the opportunity to pursue personal and academic excellence by placing them in a leadership community that supports them through their matriculation, completion, and gainful employment.

The program will include four yearly Phases:

**Character (freshmen)**

**Self-Exploration and Personal Leadership Development**

The first-year curriculum helps students navigate the educational, social and personal challenges that are part of the first year in college as they define their leadership philosophy and mission.

**Commitment (sophomores)**

**Leadership and Personal Skill Development**

Students build skills that are important to their success as leaders while exploring career choices and preparing for internships and co-ops. The curriculum encourages students to refine academic, leadership and professional skills—including oral and written communication—to become active participants in student organizations and to prepare to be effective teachers as well as learners.
Conduct (juniors)

Professional Skill Development

Students begin to teach basic leadership development to others while gaining advanced leadership training. Goals include sharing leadership knowledge with others in a structured environment, becoming a leader in a student organization(s) and participating in an internship, co-op or student exchange program.

Choices (seniors)

Preparation for the Post-College Experience

A capstone experience including a formal oral presentation punctuates the end of the fourth year. Students plan their annual retreat and devise their own community service project.

Panther Leadership Academy Dates:

Tuesday August 7, 2018
Tuesday August 14, 2018
Tuesday August 21, 2018
Tuesday August 28, 2018

Contact Person:

Mrs. Tammy Cannon Lewis
Assistant Vice President, Student Affairs
Office: 804-257-5733
VIII. Workforce Development
Workforce Development & Training

New Student Orientation Training Sessions: Tuesdays 8:00 pm

Purpose: The Workforce Development and Training program enhances student career pathways and provide access to opportunities (internships) that will lead to gainful employment and reduction of student debt.

How: Workforce Development and Training will promote accountability, college completion, and gainful employment. By setting standards and providing career training programs, our model will enrich student’s overall experience and provide graduates with a realistic outcome of employment opportunities.

Contact Information: For additional information, contact Workforce Development and Training at 804-257-5616 or visit us in Room 1014 in the Henderson Student Center.

Website: http://www.vuuems.com/

Students should be able to answer the following questions following the Workforce Development and Training Informational Sessions:

1. How do I qualify for Workforce Development & Training?

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2. How will I benefit from Workforce Development & Training?

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3. Is this the same as Work-study?

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4. I currently work at McDonalds, can I use this as my Workforce Job?

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5. How much will I money will I receive as a program participant?

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6. Can I choose my own job?

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7. I don’t have a resume, can someone help me?

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8. Can I get a refund if my tuition is paid?

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9. Am I required to go to the Leadership Academy if I have Workforce Development?

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10. If I do not like my job, can I get another placement?

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11. If I do not complete the program obligation, will I have to pay the money back?

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12. Will transportation be provided to and from placement locations?

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IX. New Student Orientation Phase II
### Class of 2022 New Student Orientation
**Building Success: The UNION Way**

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<tr>
<th>Time</th>
<th>Monday</th>
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<td>8:30 – 9 AM</td>
<td>Common Read; Morning Reflections</td>
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<td>9 – 12 PM</td>
<td><strong>Accuplacer Workshops</strong></td>
<td><strong>Commemorative Justice</strong></td>
<td><strong>Accuplacer Workshops</strong></td>
<td><strong>Scavenger Hunt</strong></td>
<td><strong>New Student Symposium</strong></td>
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<td>12 – 2 PM</td>
<td>Lunch/Rest</td>
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<td>2 – 4 PM</td>
<td>CIS/MATH</td>
<td>Independent Work And/or Academic Department (By Major only)</td>
<td><strong>Commemorative Justice</strong></td>
<td>Independent Work And/or Academic Department Group Meetings</td>
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<td>4 – 6 PM</td>
<td>Dinner/Rest</td>
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<td>6 – 10 PM</td>
<td>Leadership Academy and Workforce Development and Training</td>
<td><strong>Commemorative Justice</strong></td>
<td><strong>Silent Headphone Party</strong></td>
<td><strong>Battle of the DJs</strong></td>
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<td>Reception</td>
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X. Notes