

# ACADEMIC ADVISING SYLLABUS

University of California, Davis

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## Goals and Objectives of Academic Advising

The goal of academic advising is to help you shape a meaningful educational experience. The elements of that education include your classes, your co-curricular activities, your work, and your personal experiences. Through ongoing reflection and discussion, with your interests and goals in mind, you will integrate all the elements of your college experience so you can make the most of your education. You need to be actively engaged in the process of defining your academic goals, and sharing those goals with your adviser in a series of conversations that extend over your entire undergraduate years.

## Advisee Responsibilities

- Learn about program requirements, university resources and campus procedures.
- Make sure you understand your degree progress and remaining requirements.
- Have a computer and paper filing system for keeping track of advising related materials.
- Come prepared to advising meetings with your advising records and notes.
- **Take ownership of your education.**
- Make use of campus resources.
- Ask questions that are important to you.
- Seek assistance when concerns arise.
- Identify current educational goals and connect those to actions.

## Adviser Responsibilities

- Be knowledgeable about program requirements, university resources and campus procedures.
- Provide a safe and understanding space to listen to your concerns and respect your individual values.
- Provide support in defining academic, career and personal goals.
- Assist in creating an educational plan that is consistent with your goals.
- Provide referral to relevant campus resources.
- Think about you as a whole person.

## Meeting with your Adviser

1. **Mandatory Advising for 2<sup>nd</sup> year and 4<sup>th</sup> year students and all 1<sup>st</sup> and 2<sup>nd</sup> year transfer students.** Appointments are scheduled by using the appointment system. Appointments are scheduled for 30 minutes. If you are unable to keep your appointment, please call (530) 752-7646 or send an email at [lmjones@ucdavis.edu](mailto:lmjones@ucdavis.edu) or [ralexander@ucdavis.edu](mailto:ralexander@ucdavis.edu) to cancel or reschedule as early as possible.
2. Drop-in Advising – if you need assistance with a quick question, you may drop by for a short meeting of 15 minutes or less, but please note that scheduled appointments take priority.

## Materials and Resources

- UC Davis General Catalog <http://catalog.ucdavis.edu/>
- Academic Calendar <http://registrar.ucdavis.edu/Calendar/>
- Final Exam Schedule <https://registrar.ucdavis.edu/registration/schedule/finals.cfm#FinalExams>
- Online Advising Student Information System (OASIS) <https://students.ucdavis.edu/home.aspx>
- Degree Requirement Checklists
- First Year as an Aggie Handbook
- UCD email account <http://email.ucdavis.edu/>
- Department Newsletters, Facebook, and other social media sites

## UC Davis Learning Outcomes

- Develop effective communication skills: written, oral, interpersonal, group.
- Develop higher cognitive skills: Critical thinking, creativity, analytical ability.
- Cultivate the virtues: Ethics, responsibility, honor, tolerance, respect for others, empathy.
- Develop focus and depth in one or more disciplines.
- Develop leadership skills: Ability to stimulate and direct collaborative learning and collaborative action.
- Develop a global perspective: Broad intellectual and cultural experience through active engagement, an understanding of the interactions among the individual, society, and the natural world.
- Prepare for lifelong learning: Independent thinking and learning, learning to find information, asking the right questions.

## Advising Outcomes

### First Year Students (Freshmen)

- Students understand adviser/advisee responsibilities.
- Students can explain the different purposes of GE and Major classes.
- Students know what campus resources are available.
- Students know who advises them on different requirements.

- Students understand several ways that going to office hours and connecting with faculty can be useful.
- Students understand the importance of the course syllabus.
- Students will develop a plan for their first year (academic or goal based).

### Second Year Students

- Students understand benefits of campus and departmental engagement (options like research, internships, independent study, and study abroad opportunities available in their program.)
- Students know what support services are available on campus and can explain how they will use them to prepare for what happens after graduation.
- Students will understand coursework and co-curricular activities as ways to learn/improve skills as well as develop content specific knowledge. Students have assessed transferable skills and made plans for growth.
- Students will develop a resume.

### Third Year Students

- Students know what support services are available on campus that will help them identify opportunities related to career interests and goals.
- Students know how to find internships, service or volunteer opportunities related to their career interests, or development goals.

### First Year Transfer Students

- Students will develop a plan for their first year (academic or goal based).
- Students understand benefits of campus and departmental engagement that relate to their career interests or development goals (options like research, internships, independent study, and study abroad opportunities available in their program.)
- Students will understand several ways that going to office hours and connecting with faculty will be useful.
- Students will understand coursework and co-curricular activities as ways to learn/improve skills as well as develop content specific knowledge. Students have assessed transferable skills and made plans for growth.
- Students know what support services are available on campus (ICC, Advising Services) and can explain how they will use them to prepare for what happens after graduation.

### Fourth Year Students – Continuing and Second Year Transfer Students

- Students have started planning of their transition out of college by engaging with campus resources.