

**Academic Advising Syllabus**  
**Dept. of Mathematics and Statistics**  
**Mr. Aaron Petuch**

Office: SCA 204

Phone: 813-974-9880

Students can schedule appointments via our online advisement scheduler

<http://usfweb3.usf.edu/appointments/StudentSignon.asp>

**IMPORTANT:** All students should take time to review this advising syllabus and bring any questions they may have to their first appointment.

## Introduction

### **What is academic advisement?**

Academic advisement is a very important part of your journey here at USF. You are entering a collaborative relationship that will help identify and clarify your educational, experiential, and career goals. The process is developmental in nature and everything you do and accomplish builds upon previous experiences. Many individuals believe advisors serve as encouragers, guiders, clarifiers, etc. and help students realize their full potential while in college. It is important to understand that the advisor-advisee connection is a shared relationship and both participants must hold up their end to be successful. While there are many different ways to describe the advisor-advisee relationship, **it is absolutely not the following:**

- A prescription process where the advisor simply “tells” you what to do.
- One sided responsibility (both the advisor and student have a shared responsibility!)
- A time to be judgmental.
- A personal counseling session.
- A method to simply obtain a signature or an approval and move on.

### **Why do I need academic advisement?**

Navigating the countless policies and procedures can be scary for many students. Some students may experience academic setbacks and others may experience personal crises that inhibit their ability to be successful in the classroom. There are countless resources available on campus, and many times the advisor is the individual that can guide you to the right place. As stated above, the advisor’s responsibilities and roles are multifaceted, and here are typical reasons why a student will need to see their advisor:

- To better understand their choices of major, curriculum, and graduation requirements.
- To receive clarification regarding all university policies and procedures (e.g., grade forgiveness, incompletes, academic probation, etc.).
- To get the most out of their college experience.
- To learn about specific resources on campus to remediate or prevent an academic or personal crisis.
- To develop small, incremental educational goals.
- To realize options and understand the pros and cons of every option to make the best decision.

## Goals

### **What are the goals/learning outcomes for you, the advisee?**

Personally, I find the following goals most important for students:

- To follow Mr. Petuch's advisement syllabus throughout my time here in the Department of Mathematics and Statistics.
- To play a part in developing their educational plan and to understand how their educational goals affect their future career and life goals.
- To be fully engaged in the advisement process.
- To schedule regular appointments and meet with advisor regularly.
- To come fully prepared for advisement meetings.
- To be able to reflect on my experiences and realize that I will make mistakes with the goal of learning from those mistakes.
- To gain a thorough understanding of the resources provided here on campus.
- To continuously revisit their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
- To learn effective decision-making skills.
- To ultimately take responsibility for their lives!

### **What are the goals for me, the advisor?**

- To be competent in my role by understanding and effectively communicating applicable university policies and procedures.
- To understand and uphold all concepts and ethical guidelines in the ACPA's *Student Learning Imperative*.
- To help students understand the purposes and goals of education and its effect on their lives.
- To uphold confidentiality and monitor the progress of students.
- To be reasonably accessible via office hours, telephone, and email.
- To help students develop decision making skills and ultimately take responsibility for their lives.
- To connect students with the culture here at USF (e.g., professors, clubs, student affairs, etc.).

## Expectations for Advisees

1. Students should arrive for advising appointments on time.
2. If you need to cancel an appointment, please remove the appointment from e-scheduler ASAP.
3. Feel free to open expression but conduct oneself in an appropriate manner. Please see student code of conduct page: <http://www.sa.usf.edu/srr/page.asp?id=88>.
4. Come prepared with knowledge of classes to take, questions to ask, and topics to discuss.
5. Accept responsibility for decisions and actions.

## Academic Advising Timeline and Task Completion

Year 1	<ul style="list-style-type: none"><li>• Meet with advisor.</li><li>• Research your projected curriculum and create a tentative class plan.</li><li>• Attend three meetings/events of three campus student organizations of your choice and join a minimum of one by end of first year.</li><li>• Begin to research study abroad, internship, and research opportunities.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Meet with advisor.</li><li>• Review your chosen curriculum and your Degree Works audit.</li><li>• Begin to understand your strengths and weaknesses and explore the connection between your interests and potential careers.</li><li>• Begin to seek research, study abroad, and /or internship opportunities.</li><li>• Stay involved with campus organization chosen during Year 1.</li><li>• Step outside of the box and attend two campus events that you know nothing about (e.g., attend the pink ribbon breast cancer awareness event held every year on campus).</li><li>• Make a connection with at least one departmental faculty member (this can be fulfilled via a research opportunity, conference, or independent study).</li></ul>

Year 3	<ul style="list-style-type: none"> <li>• Meet with advisor.</li> <li>• Visit the USF Career Center and learn about their services.</li> <li>• Again revisit your curriculum and review your Degree Works audit.</li> <li>• Begin to update your resume and career portfolio.</li> <li>• Attend at least one career event here on campus (this event is typically held every February in the Marshall Center) and one graduate fair event (if applicable).</li> <li>• Begin to arrange recommendation letters (Always ask, “Can you write me an excellent recommendation letter?” – instead of- “Can you write me a recommendation letter?”</li> <li>• Take any necessary graduate exams (LSAT, GRE, MCAT, GMAT).</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Meet with advisor</li> <li>• Finalize postgraduate plans.</li> <li>• Revisit the USF Career Center to learn about their resume help program.</li> <li>• Fill out petition to graduate.</li> <li>• Apply to graduate school and/or interview for job postings.</li> <li>• Graduate!</li> </ul>

## Optional to help facilitate your advising session

### Task #1

#### “Understanding yourself”

To be completed by all freshman preferably prior to their first advisement appointment.

Directions: Please answer the following questions to the best of your ability. Try to be as honest as possible.

1. Think back to your high school experience and which of the following areas were your greatest strengths and which areas need improvement (*check top 3 areas that need improvement and top 3 strengths*):

- ◇ Time management      ◇ Communication skills      ◇ Responsibility
- ◇ Feeling a sense of connection with school      ◇ preparation      ◇ confidence
- ◇ Wellness      ◇ Consistency      ◇ Smart      ◇ Relationships
- ◇ Following rules      ◇ Respect      ◇ Understanding      ◇ Effort

2. Now that you have completed question #1, write why you think the three areas above are your strengths?

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3. Why did you check the three boxes above as areas needed for improvement?

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4. Now that you are a college student here at USF and some proficiency in ALL of the areas above are required for student success, how do you plan to enhance your lackluster areas (*this question can be answered together with your advisor*).

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5. Visit our USF Career Center website at: <http://www.career.usf.edu/students/self-assess.htm> and complete one of the self-assessment inventories. After completing the inventory, what new did you learn about yourself? Does what you learned impact your answers to the question on the previous page (*if you do not understand the results of your inventory, please make an appointment to meet with one of the career counselors at the center at (813) 974-2171*)?

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## Task #2

### “Reflection”

1. Take a few minutes and review your comments listed on Task #1 from the beginning of the year. Look again at the criteria below and mark your three strongest areas and your three areas that need improvement (*Note: It is normal to discover new areas of strength and new areas that need improvement or even stay relatively the same*).

◇ Time management      ◇ Communication skills      ◇ Responsibility  
◇ Feeling a sense of connection with school      ◇ preparation      ◇ confidence  
◇ Wellness      ◇ Consistency      ◇ Smart      ◇ Relationships  
◇ Following rules      ◇ Respect      ◇ Understanding      ◇ Effort

2. After completing question #1, give specific examples of how you both improved delicate areas and discovered new strengths.

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3. What resources on and/or off campus helped you improve previous delicate areas?

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4. Now that you have completed an entire year here at USF and hopefully learned a little bit about yourself from the above exercise, what are some of your academic and personal goals for the next two semesters:

- a. Goal 1 –
- b. Goal 2 –
- c. Goal 3 –
- d. Goal 4 –
- e. Goal 5 –
- f. Goal 6 –

## **Task #3**

### **“A new Beginning”**

- 1. Welcome to the start of your second year! Congratulations! I would like you to take a look back at your goals for the year listed in Task #2. Are there any new goals decided during the summer? \_\_\_\_\_ If yes, please elaborate:**

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- 2. Review question #1 in Task #2 and discuss how your strengths that you checked will help you achieve your goals that you brainstormed last year?**

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- 3. How could your areas needing improvement possibly impede your progress of achieving your goals?**

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- 4. What new challenges do you anticipate for the coming year?**

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## Task #4

### “Reflection #2”

1. Please revisit your checked strengths and areas needing improvement from Task #1 and Task #2. Reflect on your current development and go through the list one more time and check your top three strengths and top three areas needing improvement.

◇ Time management      ◇ Communication skills      ◇ Responsibility  
◇ Feeling a sense of connection with school      ◇ preparation      ◇ confidence  
◇ Wellness      ◇ Consistency      ◇ Smart      ◇ Relationships  
◇ Following rules      ◇ Respect      ◇ Understanding      ◇ Effort

2. Describe the obvious changes (if applicable) in your strengths and/or areas needing improvement since your last reflection. In your opinion, how did these change or stay the same?

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3. Next, revisit your goals that you created in Task #2. How many or your goals did you fully or partially meet? \_\_\_\_\_ What was the secret to your success?

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4. What goals did you not meet and what impeded your progress (*make sure you take responsibility if this indeed the case*)?

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5. Describe specifically how you have changed as a student and person over the last two years?

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## **Resources**

College of Arts and Sciences (CAS) Freshmen Information -

<http://www.cas.usf.edu/freshmen/ftic.html>

Dept. of Mathematics and Statistics advising page -

<http://www.math.usf.edu/resources/advising/>

USF Student Affairs website - <http://www.sa.usf.edu/>

USF Career Center - <http://www.career.usf.edu/>

USF Counseling Center - <http://www.sa.usf.edu/wellness/depts/ccenter.htm>

USF Student Code of Conduct - <http://www.sa.usf.edu/srr/page.asp?id=88>

Most recent undergraduate catalog - <http://www.ugs.usf.edu/pdf/cat1112/11artsci.pdf>

Student Life and Engagement - <http://www.stpt.usf.edu/studentlife/>

USF grade forgiveness policy (page 48) - <http://www.ugs.usf.edu/pdf/cat1112/08acapol.pdf>

Academic probation and academic dismissal (page 49-50 of catalog) -

<http://www.ugs.usf.edu/pdf/cat1112/08acapol.pdf>

Academic Integrity - <http://www.ugs.usf.edu/pdf/cat0910/08acapol.pdf>