Western New England University
Academic Advising Syllabus

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Text/Materials: Academic Program Booklet; Degree Audit; Student Handbook; Career Center Career Outlines; and Do What You Are Assessment Tool

Academic Advising Description
Academic advising is a developmental process that occurs within the context of a relationship between advisor and student. Its fundamental purpose is to assist in the clarification of life and career goals and is the development of educational plans to realize those goals.

My Philosophy of Academic Advising
Academic advising is a process wherein you and I together set goals for your academic, professional, and personal life. We will begin with your expectations. As we go forward, I believe that higher education will change your life for the better; I also believe that you are capable of more than you initially believe; and, I will challenge you whenever I can to go beyond your comfort zone so that you might initiate life change through the opportunities available to you, both in and out of the classroom. In fact, I consider change a necessary part of the process of higher education. In the end, however, while I will help in whatever way I can, I will expect you to be in charge of reaching your potential.

Expected Student Learning Outcomes
- Demonstrate the ability to make effective decisions concerning degree, life and career goals through planning and self assessment;
- Develop an educational plan for successfully achieving defined educational goals and select courses each semester toward fulfillment of that plan;
- Demonstrate an understanding of the value and purpose of general education, major and college requirements;
- Demonstrate an understanding of campus resources designed to assist in achievement of academic, life and career goals;
- Demonstrate ability to read and utilize a degree audit in educational planning;
- Demonstrate an understanding for acquisition of life and career experiences outside the context of the formal degree program
- Demonstrate an appreciation of opportunities for campus and civic engagement
Assessment
In order to demonstrate the attainment of defined learning objectives, a written or electronic record shall be retained by both student and advisor. That record will come from various sources including an educational plan, performance reviews or progress reports, self assessment results, semester schedules and degree audit reports, course planning records, resource announcement and referrals, co-curricular and leadership experiences, resume, internship documents, independent study or research descriptions, and learning beyond the classroom reflections. Additional documentation may be added as is appropriate to academic, life and career goals.

What You Are Expected To Do
As an advisee, you have clear responsibilities in the advising partnership:

• Make it a point to introduce yourself at the start of the relationship and provide me with an accurate and honest personal reflection through an advising profile.
• Schedule regular appointments or initiate regular contacts with me during the course of each semester.
• Be an active learner by participating fully in advising conversations, both those formally initiated and those of a spontaneous nature.
• Complete suggested personal or career assessments in order to stimulate conversation about educational, career and life goals.
• Clarify personal values and goals and provide me with accurate information regarding your interests and abilities.
• Participate in goal setting discussions and actively seek out suggested resources and experiences recommended for achievement of established goals.
• Ask questions if you do not understand curriculum options or any issue associated with graduation requirements, or have a specific concern.
• Keep a personal record of your progress toward meeting your educational, career and life goals.
• Organize official documents in a way that enables you to access them when needed.
• Become knowledgeable about WNE programs, policies, and procedures.
• Research and confirm learning beyond the classroom experiences in accord with the general education requirement.

What You Can Expect Of Me
You can expect me as your advisor to:

• Understand and communicate the curriculum, graduation requirements, and WNE policies and procedures.
• Provide advice and counsel in the development of an educational plan for each semester of coursework.
• Encourage and guide you in developing realistic educational. Life and career goals both during college and beyond.
• Bring to your attention and encourage you to seek opportunities that will help in gaining the skills and experiences to move toward meeting the goals established as part of your educational plan, both co-curricular and within the curriculum.
• Provide you with information about and strategies for utilizing campus resources and services including facilitating referral to those resources.
• Assist you in understanding the purposes and goals of higher education and its effects on your life’s purpose and direction.
• Monitor and accurately document your progress toward meeting your goals.
• Be accessible for meeting with you via office hours, telephone or email conversations, or Manhattan postings.
• Assist you in gaining decision making skills and in assuming responsibility for your educational plans and achievements.
• Respect the confidences shared in our advising relationship.
• Assist you in negotiating the challenges associated with the academic demands of college including working closely with your professors and support staff.

**Academic Support**
Western New England University is committed to assisting all students in the learning process. The Student Disability Services staff (Herman Hall) is available to address related issues on any mobility or learning disability as well as act as a referral source to other personnel on campus. Students are encouraged to visit the office early in the semester to access needed services and arrange in a timely fashion for resulting accommodations. The Academic Support Center (Campus Center) serves as a point of entry for a wide array of services and support including peer tutoring, academic progress monitoring, supplemental instruction and life skills coaching. Also available for specialized instructional support is the Math Center and Writing Center located in Herman Hall. In all cases, it is up to you to voluntarily establish connections with any of these support systems.

**Recommended Strategies**
Below are a series of tasks that will need to be addressed over the course of your college career. Thought not all inclusive, the associated timetable might serve as a basis for our advising conversations.

**First Year**
• Outline academic and career possibilities
• Assess personal strengths, preferences and interests
• Explore life circumstances that may serve as challenges to or enhancements for success.
• Clarify personal values
• Review campus resources
• Engage the life of the campus community in one substantive way
• Review standards of progress and methods of progress assessment, e.g. calculating GPA, degree audit review
• Acquire an understanding of learning beyond the classroom requirements and consider possible options
• Consider tentative choice of major and project degree audit

Second Year
• Engage conversation as a review of first year, successes and challenges
• Begin to narrow or confirm academic interests and career alternatives
• Seek out opportunities for conversation with faculty in areas of academic or career interest
• Target curriculum and co-curricular experiences that would help to further define interests, e.g. study abroad, minors, special programs, volunteer experiences, leadership and involvement options
• Continue to assess skills, interests and connections to career opportunities through CareerCenter
• Identify the means of satisfying at least one learning beyond the classroom requirement
• Make decision about choice of major and adopt firm curriculum plan for orderly fulfillment of degree requirements

Third Year
• Identify particular skills and experiences related to the transition to the world of work, e.g. internships
• Construct a resume template that documents skills and experiences related to the choice of major/degree
• Begin networking with persons who work in a field of interest
• Begin to explore need for continuing education required for entry to the chosen field of interest

Fourth Year
• Research employment or graduate school options
• Assemble the necessary information to effect application for work or continuing education including a final resume
• Prepare for acquisition of interview and self marketing strategies
• Continue networking and secure letters of recommendation
• Conduct and complete career search
• Review degree audit and confirm requirements for graduation