

ADVISING SYLLABUS
2010-2011
Behavioral Sciences Department
Andrews University

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See posted schedule for office hours – office hours may change from week to week.

Academic Advising Dates This Year

August 23: First day of Fall semester classes. If you are not in class the first day, you may miss important information, the syllabus, and introductory activities. If you are having problems with registration, you should attend on the first day of class and explain your situation to the instructor. Last day to register for classes without a late fee.

September 1: Last day to add a new class to your course schedule and last day to drop a class without receiving a Withdrawal (W) on your transcript.

October 1: Graduating seniors: last day to apply for December conferral of degree or May graduation.

November 1: Registration opens for Spring Semester 2011.

November 23: Last day to Withdraw from a course or change from Credit to Audit. (If you withdraw on or before this date, you will receive a “W” on your transcript instead of a grade.) If you want to withdraw from a course, please see me to get approval and signature. You will also need the instructor’s signature. To withdraw from a course, you have to officially notify the Registrar’s Office and the instructor, by completing a “Drop/Add form”. *You cannot withdraw from a course by just not going to class anymore; if you do, you will receive a grade of “F” because of missed assignments and exams.*

December 2: Last day of Fall classes.

December 6 - 9: Fall Final Exams.

January 3: First day of Spring semester classes.

January 12: Spring add/drop day.

March 22: Registration opens for Summer and Fall 2011.

April 12: Last day to withdraw/change to audit.

April 21: Last day of Spring classes.

April 25-28: Spring Final Exams.

Why Do I Have an Academic Advisor?

You have been assigned an academic advisor to, not surprisingly, give you advice. Academic advisors know about the curriculum (the courses and activities that you need to complete to earn your degree) of the university, as well as how that curriculum prepares for life after college. Specifically, your academic advisor can:

1. Provide you with information and support that will enable you to set your own educational and career goals.
2. Assist you in developing an educational plan to meet those goals.
3. Point you to strategies and resources that will make you a more successful student, and encourage you to use those strategies and resources.
4. Give you encouragement and feedback about involvement in on-campus, co-curricular experiences that will help you develop your interpersonal and leadership abilities.
5. Promote your involvement in off-campus, experiential-learning experiences to help you explore and clarify your career options.
6. Help you see how your college experience relates to your plans and goals for life after college.
7. Provide a model and encourage you to develop your ability to think critically, solve problems, and make informed decisions about your future life plans.
8. Be an academic mentor by providing you with personal guidance, support, and advocacy.
9. Assist you in finding the campus professionals in support services who can best help you succeed academically and personally

My Philosophy of Advising

My Role as Advisor:

I think of advising as involving three steps. First, I want to help students think about college as part of a broader plan of life-long development. Second, I want to help students make good choices about what knowledge and skills they want to gain while in college. Finally, I can help students with the details of planning courses semester-by-semester.

In all of these areas, I see myself as a guide, rather than someone who dictates how things will be. Students always have complete freedom and responsibility to consider and act on my advice, or to ignore it.

If you have well-developed goals, I will try to work with you to plan a course of studies and extra-curricular activities that will help you achieve your goals. If you have a less-developed plan, but know what your interests are, I will try to help you plan a course of study that will help you focus your long-term goals.

Remember that I've gone through the same process that you are going through now – and I've advised many students in the past who have had similar problems and questions. Think of me as a resource of experience that you can draw on, even if you haven't completed a college degree before. To put this another way, the president of a country has to make decisions in lots of areas that he or she is only seeing for the first time, which is why every president has many expert advisors. You are the president in charge of your future; I'm your academic advisor.

Your Role as Advisee:

Your role is to be an active participant in your educational planning process. In other words, in order for me to be an effective advisor, I need help and cooperation from you as my advisee. In particular you can help me by:

- (a) Keeping and being prepared for appointments we've made. Being prepared means making some notes about courses you would like to take, extra-curricular activities that you plan on taking part in, and long-term goals. You don't need to have everything figured out, but seeing your current plans helps me better understand where you want to go.
- (b) Try to be honest and open with me. If you have problems that are interfering with your studies, please don't be afraid to confide in me. I'll always try to be a good listener and I'll never violate your trust. If it's a problem I can't help you with, I will refer you to someone who may be better or more qualified to do so. If you are having trouble with the material in course, or with your study habits, it is much better to seek help early on.

If we remain honest and open with each other, and if we work as a team, we should have a close relationship that will help you succeed and help me become an effective advisor.

Have a good semester and stop in to see me often!

Planning Ahead

It is always good to plan ahead. Here are some things you should know that can make planning your academic career less stressful. If any of these confuse you, just ask – these are all things that I think about when helping you plan your course schedule.

Every Year

1. Know your bulletin. Know which bulletin you are planning to graduate under (you can choose any bulletin published while you are enrolled at Andrews). You should be able to find the correct general education section and your major requirements in the bulletin, look up course descriptions by course number.
2. Get a major/emphasis check sheet from the department office. Current Psychology and Behavioral Neuroscience check sheets are available in the Behavioral Sciences Department main office.
3. Some courses are only offered every other semester. Make sure that you are always thinking in two-year blocks to make sure that you take an every-other-year class in the right year. Every other year classes are marked as “Alt” in the Bulletin. Other courses have prerequisites. Make sure that you check the course descriptions for prerequisites – sometimes prerequisites aren’t listed as requirements for a major.
4. Remember that tests (like the Math Placement Test) can be prerequisites. Make sure that low test scores are taken care of as soon as possible, because they can limit your course choices down the road.
5. Think about where you want to be when you graduate. Explore your options. If you are thinking about graduate school, start finding out what the requirements for admission to graduate programs are. If you are planning on applying for certain jobs, check to see what skills they expect you to have. We have the resources for doing these kinds of searches in the department office.

Before Every Semester

1. Make a master schedule that shows you want all of your assignments are due (do this after the first day of class, when you get your syllabus). Look ahead for possible trouble spots. Set your own due dates earlier to avoid trouble, if you can.
2. Plan ahead for rest. If you know you will be burnt out after a particular week, schedule time for rest before you take on additional responsibilities.
3. Think about your work, school, and extra-curricular workload. Are there enough hours in your schedule?

Every Month

1. Stay alert to important advising dates (see front page of this syllabus).
2. Plan ahead (check the master schedule that you made). Work on projects before they are due. Keep up with your reading.
3. Check in with your teachers and advisor if you notice that you are having academic problems.