

## What Should You Bring?

- An advising notebook
- Four Year Advising Plan (above). This form puts the emphasis on your planning and lets you, the student, see what you need to do if you want to graduate in a four-year time span.

## Making the Most of Your Time

- Determine why you are seeing your advisor and let him/her know the purpose of your visit. Your advisor won't know if you want to discuss class scheduling, research opportunities, preparation for graduate school or something else, unless you tell him or her what's on your mind. If you are talking about one topic and your advisor is discussing another, you will both suffer from miscommunication.
- Write down your questions and concerns and bring that list with you to your appointment. Allow room on that sheet for you to write in the answers.
- Use your bulletin to find descriptions of courses offered and for information on prerequisites. Choose classes that fulfill requirements and are related to a personal interest or a career goal. Don't overwhelm yourself with too many challenging courses and don't slack off with too many easy ones.
- Be familiar with JagTracks and requirements for repeating classes, academic deadlines and other necessary registration information.
- Keep a folder with all your "official" papers in it and bring it to advising appointments. Your folder should include material of importance to you and:
  - An up-to-date unofficial transcript that includes coursework in progress.
  - A copy of important dates (e.g., last day to drop a class without a grade, first date of eligibility for early registration for the upcoming semester).
  - Any worksheets or checklists you and your advisor have been working on. It's helpful to always have on these sheets a space for the date on which they were most recently updated.
  - Your current degree evaluation, if available.
  - A current resume that includes classes taken and extracurricular experiences. Many students forget to write down things that would make them attractive to a graduate or professional school or to an employer.

## Personal Issues to Consider

- Consider your outside obligations (work, practice schedules). Don't try to do too much.
- Think about what kind of learning environment is best for you (do you prefer smaller classes, etc.).
  - What time of the day are you at your best? Can you avoid times of the day when you are less attentive?

- Visualize your day: do you prefer time in between classes or do you like having them back-to-back?
- Be flexible: you may have to take an 8 a.m. course even if that's not your preference.
  - Note that some classes are only offered at certain times or certain semesters. Prioritize these classes first. In other words, build the rest of your schedule around these classes.
  - Talk to friends about instructors, course formats. They are good sources for this kind of information. Do remember, however, that your friends won't always like or dislike the style that works for you. Use their opinions while making your own decisions.
  - Consider more than the title of a course. Read the description and be especially careful to note the prerequisites.
  - Balance your course load (i.e. don't take all of your science credits in one semester if you are not a science major).
  - Think about where classroom buildings are in relation to your other classes. Can you make it on time?
  - Classes can "change" after you register (room location, instructor, writing intensive status). Always check your schedule on PAWS before classes start so you have the latest information. Pay attention to emails that may give you this information.