Oregon State University First Year Advising Syllabus

College/Major Specific Advisor Contact Information

Name: 
Office Location: 
Phone: 
Hours: 
Web: 
Other: 

What is the purpose of this document?

- Introduces you to concepts and terminology that are essential parts of the OSU undergraduate experience – for your first year and beyond.
- Defines the role of your academic advisor
- Articulates how advising relates to important first year experiences and requirements

What is Academic Advising, and what does it look like in your first year at OSU?

Your academic advisor can be both an interpreter of the university environment and a facilitator to your experiences here that relate to your undergraduate degree. Above all your advisor is a person who is invested in you having rewarding learning experience. Be open and honest with your advisor and trust that they can help you with your decision making.

Your academic advisor plays a particularly important role in your first year simply because you will be encountering so much about OSU that is new to you. Because of that, you will be asked to have a face-to-face meeting with your advisor at least once a term during your first year. After that, the frequency with which you meet with an advisor will be determined by your major.

On page two, you will find a term-by-term list of conversation points likely to come up in your meetings with your advisor.

Keep in mind:
First-Year Experiences and Requirements

The four experiences/requirements to keep in mind when you meet with your advisor and progress through your first year are the Student Learning Outcomes. These goals and outcomes are what we as a university community hope you are learning as a first-year student and what we hope to enable you to achieve. Learn more on page three.

I. First Year Skills Requirement in the Baccalaureate Core
II. Know the Tools and Know the Rules
III. Exploration and Reflection
IV. Involvement outside the
What happens in the Advising Appointment each term?
Here is an overview of the types of topics and discussion points that may surface in your advising appointments during your first term.

**START Appointment**

This typically occurs at New Student Orientation (aka START) prior to your first term. The intent is to introduce you briefly to the OSU academic environment and some of the tools and rules to help you be successful.

- You’ll get materials related to your college and major. These will likely include an explanation of how advising will work for you once school starts.
- Your interactions with your advisor may be in small groups or it may one-on-one, and the person you interact with at START may or may not be the advisor you meet with once you actually start to take classes.
- You’ll discuss the role of the Baccalaureate Core and how it intersects with course in your major or majors you are exploring.
- You may discuss prior experiences with college level coursework – AP, IB, or transfer credits from another institution.
- You’ll develop a first term schedule that potentially incorporates first-year skills courses, introductory courses in your major or any majors you’re exploring, and courses designed to help you with transition into OSU.
- You’ll learn how to use the registration system in OSU online services and get a brief introduction to how your college/major uses other online tools like MyDegrees and the MyOSU Portal (see page three).

**Follow-up Appointments**

Your face-to-face interaction with your advisor at this appointment will likely be longer than at START. Because this appointment should happen prior to your registration for the next term, the purpose of this appointment is both to examine current experiences and plan for future ones. Typically your major advisor will want to meet with you between weeks 4 and 8 of the term – it is best to initiate contact on the early end of that spectrum, so you can be assured to get in prior to your priority registration date. During these appointments, you may:

- Discuss your likes and dislikes relative to your courses and reflection on your learning thus far this term.
- Discuss campus or online resources that might support any academic or personal concerns/challenges you’ve faced in your first term.
- Revisit the degree components (Bacc Core, major requirements, etc.) and discuss the implications of that towards your next term course possibilities.
- Develop a list of potential next term courses (including any necessary First Year Skills Requirement courses) and get a registration pin.
- Review the “tools” – MyDegrees, MyOSU portal, Online Catalog and Schedule of Classes (see page three).
- Discuss co-curricular/experiential education participation—your advisor may have suggestions for out-of-classroom involvement related to interests (clubs, leadership opportunities, internships, research, study abroad, etc).
- Discuss the purpose, rationale, and process of evaluating instructors at the end of the term through the online evaluation (Student Evaluation of Teaching).
I. First Year Skills Requirement in the Baccalaureate Core
The Baccalaureate Core is OSU’s General Education requirement that every undergraduate, regardless of major must complete. The First Year Skills Requirements includes three Bacc Core Categories that you must complete by the time you’ve earned 45 credits at OSU and will help you develop skills in your first need that you will need for year two and beyond.

- **Writing I** – WR 121
- **Speech** - Either Public Speaking (COMM 111), Argument & Critical Discourse (COMM 114), or Interpersonal Communication (COMM 218); some majors will specify which class you should take.
- **Mathematics** – MTH 105 or higher. Some majors will specify which class you should take.

II. Know the Tools and Know the Rules
Some online resources you’ll likely use include

- **MyOSU portal** – a gateway into most OSU online resources as well as other online information that relates to your OSU undergraduate experience.
- **Blackboard** – the “virtual” extension of your classroom where your instructor for a class you are taking may post information relevant to that class.
- **MyDegrees** – OSU’s online degree audit system where you can track your degree progress, plan for your coursework in subsequent terms, and explore degree requirements for OSU’s various academic options.
- **The OSU Catalog and Schedule of Classes** – The official catalog houses information about OSU’s Colleges, Schools, and Departments, and it contains a schedule of classes for the current term and a few upcoming terms.
- **The Career Trail** – A self-directed online career development interactive program developed by Career Services that can help jumpstart your career readiness and prepares you for your next steps in the world of employment.

Other campus resources available include the Academic Success Center, Career Services, the Collaborative Learning Center, the Math Learning Center, the Writing Center, Educational Opportunities Program, Intercultural Student Services, and Disability Access Services.

Also, be aware of the Academic Regulations—the university rules that govern getting a degree at OSU—as well as the rules governing academic integrity and community standards.

III. Exploration
Remember to keep yourself open to different experiences and opportunities. Even if you are certain that you’ve chosen the right academic path, make sure you take the time this year to consider the various academic options that OSU has to offer. MyDegrees and the OSU Catalog have are great major exploration resources. Equally important is that you take time during the year to reflect on what your academic experiences inside and outside of the classroom mean to you.

You may be thinking about your future career plans while exploring new programs. Career Services has targeted resources to help first year students like you to initiate the career planning process.

IV. Involvement outside the Classroom
Not all learning at OSU takes place inside the classroom. Think strategically in your first year about what kind of learning opportunities you want to pursue outside of the classroom, such as

- **Research**: working in lab, collaborating with professor on a project or experiment, creating something new
- **Study Abroad**: living in another country and taking classes that count towards your OSU degree
- **Internships**: getting work experience in a field that relates your academic or career interests
- **Leadership**: seeking out leadership opportunities in student government, the residence halls, a student club, Greek Life, etc.
- **Community Service**: volunteering for a community or non-profit organization
### I. First Year Skills Requirement

**Action:** I will complete my:
- Writing I ______________________________ Term
- Speech _______________________________ Term
- Mathematics ___________________________ Term

**Reflection:** After you've completed your first year, ask yourself how you see the skills you developed in these three classes contributing to classes you plan to take in the coming years?

### II. Know the Tools & the Rules

**Action:** Master OSU’s online resources. Identify any that are confusing and make note of them for your next meeting with your advisor.  ______________________________________  ______________________________________

**Action:** Visit three of campus support offices listed on the previous page and find out more about how they can support your academic success. If you are finding that specific academic concerns are surfacing for you, write them down so you can discuss them with your advisor.  ______________________________________  ______________________________________

**Reflection:** At the end of each term in your first year, rate your overall comfort level with accessing and using OSU resources. Identify any confusing aspects and write them down so you can discuss them with your advisor.  ______________________________________

### III. Exploration

**Action:** Use the “What If” function in MyDegrees to explore two other majors that interest you.

**Reflection:** Ask yourself whether you are finding your course of study fulfilling and whether or not you're excited by what is on horizon for your chosen pathway for the coming years.

**Reflection:** Take pause now and again and ask yourself questions like:
- If ___________ is currently my Plan A in terms of a major(s), why?
- How does my major fit with my current interests and my skills?
- What skills might I need to continue to develop to be successful in my major?
- In the event things change, and I decide my Plan A that Plan A is not the best fit for me, what is my Plan B?

### IV. Involvement outside the Classroom

**Action:** Look for ways in your first term to learn more about activities, clubs or organizations you might want to join.

**Action:** Prior to or during your first term, identify three educational experiences you want to pursue outside of the classroom?

1.  
2.  
3.  

**Reflection:** At the end of your first year, think about your activities that you got involved in outside the classroom.

- What did you like and why did you like it?
- Do you plan to continue with that activity?
- What involvement activities to you plan to get involved with in the coming years? What do you need to do to make those activities a reality?
OSU First Year Advising Syllabus – Draft #5

Learning Goals for Graduates
OSU’s overarching goals for all undergraduates are its Learning Goals for Graduates (LGG’s). Regardless of your major, these are aspirational outcomes for you as you make your way towards your undergraduate degree. Remember to reflect about how your first-year experiences contributed to these LGG’s.

Competency and Knowledge in Multiple Fields
- Show a depth of knowledge in one or more majors as it relates to its history, problems, strategic thinking processes and ways of knowing, and vocabulary
- Show a breadth of knowledge across the disciplines, which include the humanities and arts, science, social science, and mathematics, from both technical and critical orientations

Critical Thinking
- Evaluate and synthesize information from multiple sources and perspectives to make informed decisions and solve problems
- Exhibit intellectual curiosity, including the disposition and ability to engage in evidence-based reasoning and critical thinking

Pluralism and Cultural Legacies
- Acquire knowledge and appreciation of the diversity of human cultural, historical, and social experiences
- Be able to reflect on how your individual life experience relates to the complex nature of human conditions in other places and times

Collaboration
- Develop the ability to be a positive contributor to situations requiring shared responsibility toward achieving a common goal.

Social Responsibility and Sustainability
- Develop the capacity to construct an engaged, contributing life, and to engage in actions that reflect an understanding of the values of service, citizenship, and social responsibility
- Demonstrate global competence by understanding the interdependent nature of local and global communities

Communication
- Be able to present and evaluate information, as well as to devise and exchange ideas clearly and effectively so that you can communicate with diverse audiences in a variety of situations

Self-Awareness and Life-Long Learning
- Develop awareness of and appreciation for your personal strengths, values, and challenges
- Cultivate the ability to use that knowledge to guide your future learning and development
Learning Goals for Graduates
At the end of your first year, remember to reflect on your first year experiences and how these contributed to these LGG’s.

Competency and Knowledge in Multiple Fields:
- Have you taken any courses outside of the areas you thought you’d study this year?
- What new ideas and concepts have you come across this year that you want to explore more?

Critical Thinking:
- What have you had to prove in your courses this year and how have you done that?
- What has been a problem or issue you’ve come across this year that has required a creative solution? How did you come to that solution?

Pluralism and Cultural Legacies:
- What experiences have you had or things have you learned this year that have challenged you to think outside of the background/experiences from which you come?
- How do you see your life experiences aligning or contrasting the experiences of people from other cultures?

Collaboration:
- What have you worked on accomplishing with the help of others this year?
- What did you learn about yourself that you did not know before regarding working with other people towards a common goal?

Social Responsibility and Sustainability:
- How does what you hope to do during and after college align with your personal values?
- How have you given back to a community or how do you plan to give back?

Communication:
- What information have you had to understand for the sake of presenting it to other people, either verbally or in writing?
- Have there been particular situations, circumstances, or audiences that have provided a challenge to presenting your thoughts, opinions, and/or research?

Self-Awareness and Life-Long Learning:
- Have you learned something about yourself or about learning this year that you did not know previously?
- In what ways do you hope to continue to grow in the next few years at OSU and after graduation and how do you plan to accomplish that growth?