

# Academics 101 for Families



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# Academic Advising During Preview

## ◆ The Process

- ◆ Small Group Sessions and Individual Advising with Advisor & Student Staffer

## ◆ Goals

- ◆ Students enroll in appropriate classes
- ◆ Provide personal assistance in making those choices
- ◆ Master the process of selecting classes
- ◆ Develop relationships with college faculty/staff

# Steps for Creating a Schedule

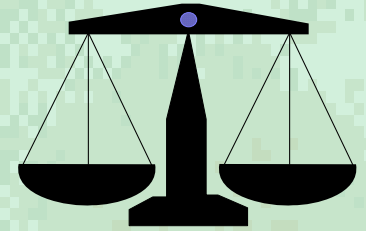


- 1) Identify major(s) of interest
- 2) Research courses required for major(s)
- 3) Determine requirements already completed with incoming credits
- 4) Select courses to fulfill unmet requirements

# Majors



- ◆ Important to use first term(s) to check out most likely majors
  - ◆ Take tracking courses for more than one major
- ◆ 38% of 2005 freshmen changed majors by the end of their first year (and many changed after that)
  - ◆ >140 majors at UF, many in academic areas not offered in high school
  - ◆ Students often unaware of range of career options
  - ◆ Learn that some subjects are approached differently in college
  - ◆ Increasing self-awareness & greater independence

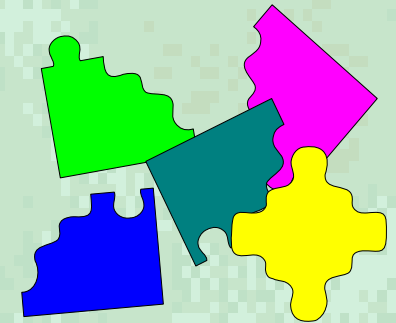


# Pre-Professional

May be almost *any* major and be pre-health or pre-law

- ◆ **Medical, dental, and veterinary schools do have courses required for admission**
  - ◆ student will consider those in creating schedule
- ◆ **Pre-law has no required courses**

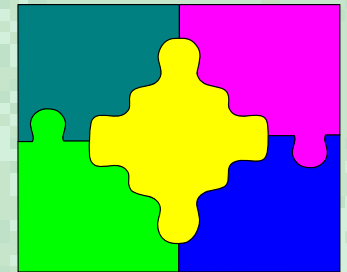
# The “Ideal” Schedule



## Potential problems with your student's ideal schedule

- ◆ There are not enough rooms or faculty to offer all classes between 10 a.m. and 2 p.m.
- ◆ Going with what they know (everyone trying to register for the same courses)
- ◆ Assuming college classes will be like high school classes
- ◆ Wanting it all - preferred class at preferred time

# The “Optimum” Schedule



- ◆ **Have to take required courses** when they're offered/available
- ◆ **Making choices** - that specific humanities class or an alternative at a specific time?
- ◆ **Alternatives** - may be unfamiliar, but are surprisingly popular
- ◆ **The right load** – finding the balance between being challenged and being overloaded
- ◆ **Avoid least productive times**, but include breaks, spread out

# Beyond Registration

- ◆ The schedule your student has when he/she leaves Preview is not final (if change of heart, or unexpected scores come in, can make adjustments)
- ◆ Seven more semesters to take what they want
- ◆ Help your student focus on the big picture
  - ◆ Major courses usually total one-third or less of degree
  - ◆ Will meet general requirements designed to round out their programs
  - ◆ *Many choices:* electives, minors, research, overseas study, double majors, dual degrees; even accelerated Bachelor's - Masters' degree programs (combined degrees)



# Academic Expectations

- ◆ **More work! An average of two hours of preparation for each hour of lecture**
- ◆ **Focus on conceptual learning as opposed to memorization**
- ◆ **Large lecture courses require self-direction & collaboration**
- ◆ **Balancing multiple academic priorities - and life outside school**

# How We Support Your Students



## *Academic & Career Support Services*

- ◆ Academic Advising Center and other college advising offices
  - ◆ Office of Health and Legal Professions Advising
- ◆ Career Resource Center
  - ◆ Career counseling and career advising
- ◆ Counseling Center and Student Mental Health Center
- ◆ Teaching Center
  - ◆ Tutoring, study skills, learning strategies

# How You Can Support Your Student



## ***In General:***

- ◆ **Expect and accept growth and change**
- ◆ **Be patient**
- ◆ **Respect your student as an adult**
- ◆ **Show interest in your student's academics**

# How You Can Support Your Student

## ***Problem-Solving:***

- ◆ Have your student do the work
- ◆ Allow big “problems” to become big opportunities
- ◆ Don’t try to be your student’s advisor
- ◆ Encourage your student to take advantage of the resources available (*Career Resource Center, Counseling Center, etc.*)