**Succeeding in College Through Self-Advocacy: Academic Suggestions for Getting What You Need**

**You Are the Expert!**

Being able to demonstrate self-awareness, self-understanding, and self-advocacy skills are keys to maximizing your success. When

academically planning for your future, know what personal strategies work best for you and be able to address the following important questions when working with your Academic Advisor.

1. Is there anything that we need to know about you and what you need to maximize your learning?

2. Can you define your strengths and weaknesses as a student?

3. What type of resources do you need to be a successful student?

4. Do you have friends, peers, and/or mentors that you can share your experiences with and offer support?

5. What do you need to take care of yourself as a student?

6. How do you know when you are not managing your schedule well or meeting your academic responsibilities?

7. Is there any other staff member you trust that we should talk with to maximize our relationship and your support network?

8. What types of strategies work best for you that would help you to be successful (i.e., what strategies have you used in the past that helped you to succeed)?

9. What do you need to perform at your best in class, in a testing situation, and outside of the classroom?

10. Are you having academic difficulties with:

Meeting deadlines?

Working while going to school?

Getting to class on time?

Getting to class at all?

Difficulty with communicating with others?

Taking notes?

Concentrating?

Physical symptoms (i.e., sleep disturbances)?

11. Do you seek help when necessary (i.e., from instructors, advisors, etc.)?

**Successfully Planning Your Classes**

1. What is an appropriate course mix/appropriate balance of courses (i.e., do reading and writing courses need to be considered carefully)?

2. What is an appropriate academic load (i.e., part time versus full time, number of credits each semester)?

3. How flexible does scheduling need to be in terms of classes and the length of time in classes (i.e., do breaks need to be scheduled throughout the day)?

4. What is your learning style (i.e., do you learn best visually, taking notes, in groups, etc.)?

5. What is the instructor’s teaching style and content of his/her course? As much as possible, research instructors ahead of time and view their course syllabi to gather appropriate information.

6. Is class size important?

7. Does your schedule each semester draw upon your strengths and not your weaknesses?

8. Can you define your academic (and career goals)? Are they a good match with your interests and abilities?

9. Have you tested out your interests through volunteering, shadowing, internships, and informational interviewing?

**Campus Resources**

**ACCESSIBILITY RESOURCES**

www.buffalo.edu/accessibility

**CAREER SERVICES**

www.ub-careers.buffalo.edu

**CENTER FOR ASSISTIVE TECHNOLOGY**

www.cat.buffalo.edu

**COUNSELING SERVICES**

www.student-affairs.buffalo.edu/shs/ccenter

**OFFICE OF EQUITY, DIVERSITY & INCLUSION**

www.buffalo.edu/equity.html

**PSYCHOLOGICAL SERVICES CENTER**

psychology.buffalo.edu/about-us/clinical-services

**STUDENT SUPPORT SERVICES**

www.cpmc.buffalo.edu/sss

**TUTORING**

library.buffalo.edu/libraries/helpAZ/tutoring.html

**UNDERGRADUATE ADVISING**

advising.buffalo.edu

**UNDERGRADUATE CATALOG**

undergrad-catalog.buffalo.edu

**VETERAN SERVICES**

www.student-affairs.buffalo.edu/veteran

**WELLNESS EDUCATION SERVICES**

www.student-health.buffalo.edu/wes

**This Handout is Sponsored by: UB Student Advising Services, 109 Norton Hall, 716.645.6013, sas.buffalo.edu**