Pre-Major Advising Guidelines for Advisors to the Class of 2020

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   You will be meeting with your first-year advisees on Thursday, September 1.
   Group meetings will take place either from 9:00 – 9:45 a.m. or 10:00 – 10:45 a.m. (One of the interns from the New Student Orientation office will contact you with information about the time and location of your group advising meeting.) Individual meetings will take place in the afternoon.

3. Recommended Agenda for the Academic Integrity Discussion during the Group Meeting (or during the second week of the semester). Your advisees should have completed an academic integrity tutorial in Moodle before arriving on campus, and will have signed the Honor Code Pledge electronically upon completion of the tutorial. We have found that the material in the tutorial is best reinforced during the group meeting with your advisees, followed up by a one-on-one conversation with each student later in the semester.

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1. Overview of Pre-Major Advising

The goal of pre-major advising during New Student Orientation is to help new students navigate Wesleyan’s open curriculum, build a balanced course schedule for the Fall semester, and learn where they can find information, advice, and support to help them realize their educational goals.

The group meeting with your advisees will be take place on Thursday, September 1, in the morning (an intern from the orientation office will contact you to let you know the time and place of your meeting). Individual meetings with your advisees will take place on Thursday afternoon, from 1:00-5:30 p.m.

Information about each of your first-year advisees, including their admissions application and the courses for which they have pre-registered, will be made available through the “Advisees” link in your e-portfolio on Tuesday, August 23.

Before you meet with your advisees, please consult Advising Matters, especially pages 1-16 (https://wesfiles.wesleyan.edu/departments/acaf/Portfolio%20Documents/AdvisingMatters.pdf) to familiarize yourself with:

- **The Network of Advising and Support**, including the class deans, peer advisors, Residential Life, Disability Resources, the Career Placement Center, the university chaplains, and Counseling and Psychological Services among others.

- **The Open Curriculum**, including the philosophy of liberal education, the benefits of enrolling in courses outside one’s comfort zone, and Wesleyan’s graduation requirements.

- **Resources and Regulations**, including the Student Handbook, the Honor Code, and the Code of Non-Academic Conduct.

- **Availability and Accessibility**, including your office hours, contact information, and the manner in which you would prefer advisees to schedule appointments with you.

- **Curricular Breadth, Depth, and Integration**, including how general education provides a framework for breadth, how one’s major provides a framework for depth, and how a capstone project can facilitate integration.

- **General Education Expectations**, including the distinction between Stage 1 and Stage 2, and how Stage 1 is required for entry into some majors. Students should also know that Stage 2 is required for eligibility for Phi Beta Kappa, for completion of some majors and/or eligibility for honors in some departments, and for students who wish to graduate with a combination of three majors, minors, and/or certificates.
2. Recommended Agenda for Group and Individual Meetings with Advisees

I. Introductions

II. The advising relationship
A. Role of the faculty advisor
B. Let students know about the Faculty and Student Advising Handbook and ask them to review it
C. Advisor’s advising philosophy and expectations of advisees
   1. Academic performance
   2. Initiative and frequency of contact during the year
   3. The role of the advisor in self-assessment
   4. Making appointments
   5. Best mode of contact (e.g., phone, e-mail, phone during office hours)
D. What advisees should expect from the advisor
   1. Advertised, regular office hours where they can reach you. Give your advisees your office location(s), hours, phone number, and e-mail address. Advisors will have a set, scheduled, publicized office hour throughout the semester. Advisees may make an appointment but should not be required to do so to see their pre-major advisor, unless they have a course or work conflict.
   2. A commitment to help advisees get the help they need
   3. A commitment to help the advisees get the information they need

III. General issues of importance to first-year students
A. Academic Regulations
   http://www.wesleyan.edu/registrar/academic_regulations/
   1. Students are responsible for knowing them—especially deadlines (i.e., no course deletions after drop/add and no grading mode changes two weeks later) and expectations for academic performance (i.e., academic disciplinary status)
   2. Your role is to make sure they know that regulations exist and refer them to the Academic Regulations website (above) to review. Please contact the class dean or registrar if you have questions about any of them
B. Majors
   1. Majors are declared in second semester of the sophomore year, except for CSS, COL and CEAS majors (spring semester first year)
   2. Use the first year to explore the breadth of the curriculum, but with an eye towards a major, and take appropriate steps immediately if a possible major is
      a. highly structured (math, science, language, including study abroad)
      b. needs an intro course
C. Time Management Issues:
   1. Give priority to academics and balance other interests
   2. “Rule of Seven” = 4 courses + 3 other activities (work, sports, club)

IV. Considerations for a course of study
A. Diverse (exploration; courses across a range of disciplines)
B. Challenging (intellectually, creatively; at least one course in a subject the student loves)

C. Balanced (throughout week; time of day; class size; lecture or discussion; kind of course work, i.e., reading and writing intensive, quantitative, memorization, creative, hands-on, active; kind of evaluation, i.e., exams, papers, quizzes, projects, performances)

D. General Education Expectations
   1. Three courses expected in each of 3 GenEd areas (HA, NSM, SBS) before graduation; Stage 1 completion = 2 courses in 2 different departments in each area (6 different departments)
   2. Suggest one course in each GenEd area by the end of the first year
   3. Stage 1 completion needed for entrance in some majors
   4. Stage 2 completion needed for honors in some departments, Phi Beta Kappa (PBK), triple majors, and any combination of three major/minor/certificates
   5. Ask students to prepare for their individual advising meetings with you by considering the courses they have selected in view of GenEd as well as possible majors

E. Things to keep in mind
   1. Prerequisite courses in departments with a structured curriculum and/or introductory course
   2. Enrolling in a foreign language or math in the Fall semester to maintain proficiency and maximize continuity (reinforces above point)
   3. FYS courses: Most first-year students received course enrollments for an FYS seminar for the fall or spring semester. Discuss advantages of first-year-only courses and discuss the grading options
   4. Courses that indicate intensive writing

F. Academic Forum: Students should attend this on Thursday, Sept. 1, 11:00 a.m. - 12:30 p.m.

G. Credit requirements: 4.00 credits expected by end of first semester and 8.00 credits by end of year (6.00 credits minimum or else academic discipline)

VII. Individual meetings with advisees
A. Schedule individual appointments for the afternoon of September 1
B. In preparation for individual meetings and Adjustment, encourage advisees to:
   • Reflect on the questions you asked them to consider in your email message
   • Review “Academic Planning Checklist” with a Peer Advisor in their residence halls
   • Attend the Academic Forum
   • Review Advising Guidelines & Advising Video
   • Read the sections on “The Faculty Advising Program” and “Building an Academic Program” in the Faculty and Student Advising Handbook
   • Browse WesMaps and Wesvising for any additional course changes

C. Potential topics for conversation in individual meetings
• How do the courses for which you pre-registered fulfill General Education expectations?
• How do your courses show diversity within the curriculum?
• About which of the courses are you most excited? Why?
• Which of the courses do you consider a reach? Why?
• Reinforce the role of Gen Ed in liberal arts learning and ask the student to narrate how her/his choices for the semester reflect Gen Ed
• Ask the advisee to tell you about the Honor Code
• Forecast the communications that will take place in the Fall semester and urge them to contact you
• Discuss the role of self-assessment, and **preview the end of the semester**, when you will ask the following questions:
  o How did your first semester courses require you to reflect on the breadth of liberal learning?
  o How did your extra-curricular activities inform your goals?
  o If you had one thing to change about your time management in your first semester, what would it be?
3. Recommended Agenda for Academic Integrity Group Discussion

Central to an academic community and the intellectual enterprise is academic honesty. First-year students need an opportunity to hear from and talk with faculty about its importance. The goal of this discussion is to get students thinking about the challenges they could face as they produce their academic work. It is important to emphasize the benefits of being a member of a community of learners where academic integrity is expected and assumed.

A. Academic Honesty and Integrity in a College Setting
   1. Ask them to define academic integrity.
   2. In what situations might a student be tempted to be less than honest (i.e., time crunch, lack of information, fear of failure)?
   3. Help students understand how and why it is in their interest to maintain the highest standards of integrity and to ask questions about it.

B. The Honor System at Wesleyan
   1. The Honor System defines Wesleyan's academic integrity code
      http://www.wesleyan.edu/studentaffairs/studenthandbook/20152016studenthandbook.pdf
   2. The pledge is:

      For papers and similar written work: “In accordance with the Honor Code, I affirm that this work is my own and all content taken from other sources has been properly acknowledged.”

      For tests and other academic exercises: “In accordance with the Honor Code, I affirm that this work has been completed without improper assistance.”

   3. Emphasize faculty assumptions about how students will produce work within the context of an Honor System, e.g., standards for documenting sources, guidelines for in-class and take-home exams, varying conventions among disciplines. Explain that students are expected to know what specific expectations apply in their individual courses.
   4. Explain to students that the Honor Code is among them, as students, and not between students and instructors.
   5. Comment about collaboration on assignments, e.g., the importance of asking the course instructor how much collaboration is allowed as some encourage it within limits.
   6. Talk about plagiarism: Define the term; discuss the concept of intellectual property; talk about the “originator of an idea” and “giving credit” as a matter of basic honesty; refer students to the Student Handbook website, above, for further elaboration.

C. Honor Code Violations
   1. Explain what happens when a suspected Honor Code violation takes place and refer students to the Honor Board case summaries:
      http://www.wesleyan.edu/studentaffairs/conduct/hbsummaries1516.docx.
2. Emphasize the importance of seeking help from the individual course instructor, teaching assistant, and/or Writing Workshop before writing a paper. Students should reread the section on the Honor System in their Student Handbook, if they are confused about what is expected.

E. Hypothetical Situations
Following are some situations that you may want to use or vary for discussion purposes. Students should identify the issues and suggest appropriate responses. The Honor Board’s response is listed in italics. Please contact Dean for Academic Advancement, Louise Brown, who advises the Honor Board, if you would like to discuss the nuances of these scenarios.

1. John and Sara work on their economics problem set together. They discuss each exercise, agree on an answer, and write down the same answer. Their instructor has noticed that their papers are identical. Is this academic dishonesty or are they engaging in legitimate collaboration on their homework? Would the situation be different if the two students were in different sections of the course and had different instructors, so that neither instructor would have an opportunity to observe that John and Sara were collaborating?

Whether the situation described is a violation of Wesleyan’s Honor Code depends upon the instructions given by the instructor. If the instructor allows (or encourages) student collaboration on problem sets, there is no violation. However, John and Sara should each note on their problem set with whom they collaborated.

2. Lucas searches for information and finds all of the material for his paper on the Internet. The source of some of the material is not identified. Should he use this material? How does he judge whether or not the material is reliable? Is it necessary to cite the material he uses? If so, how should he cite it?

Lucas should clarify the instructor’s expectations for the use of internet sources. If the instructor permits such sources, Lucas should only use reputable sources and should not use material that is “not identifiable.”

3. Anna is writing a paper in a foreign language and knows that her grammar is far from perfect. She gets help from a native speaker, who checks the paper and makes corrections. Is this okay? What if Anna gets help on the structure and wording of a paper from the Writing Workshop? Is this the same thing? Should this help be credited in the paper?

The type of assistance that Anna received is probably in violation of the Code. It would be fine for Anna to get help from a native speaker in terms of pointing out errors, but she should correct such errors herself. It would generally be a good idea to cite the native speaker and/or Writing Workshop as a source for the work. If in doubt, Anna should certainly ask the instructor for clarification.

4. Jordan goes to his instructor’s office a week before his paper is due, because he is having difficulty organizing his ideas. He and the instructor talk and each of
them adds some ideas to his outline. By the time Jordan goes home to write the paper, he has forgotten which ideas were his and which were the instructor’s. He does not mention the instructor as a source in his paper. Is this academic dishonesty or is Jordan getting legitimate help with writing?

Jordan should credit the instructor and also provide an explanation to the instructor when submitting the paper.

5. Kristen has been sick and, as a result, has fallen behind on assignments. The professor deducts points when students turn in assignments late. In desperation, Kristen digs out a paper written for another course and turns it in so she can hand in her work on time. Is this a violation of the Honor Code? What other course of action could she have taken?

Submitting the same work for credit more than once without permission of the instructor is a clear violation of the Honor Code. Kristen should have instead spoken with the instructor and asked for an extension based on her illness.

The most important “take away” from these hypothetical situations is to reinforce that students should speak to their instructors to clarify expectations and/or when they have problems or issues completing their work.
4. Student Checklist for Course Pre-Registration Fall 2016

Academic planning requires considerable preparation. Summarized below are steps a student should take to prepare for and complete the course selection and pre-registration processes.

- Consult WesMaps through the portfolio and use the Planning Period to get basic information on course offerings and registration, such as course descriptions, additional requirements, General Education designations, days, times, instructors, limits, prerequisites, etc.

- Attend the Academic Forum on Thursday, September 1, 11:00 a.m. - 12:30 p.m. under the tent in the Huss Courtyard outside the Usdan Center.

- Consult with your faculty advisor to discuss your interests and goals, academic plans, and course plan for the Fall semester.

- Meet with a peer advisor for additional planning questions.

- Review your course schedule in the e-portfolio after the Adjustment Period and again during and after the Drop/Add Period. It is very important that any errors are corrected in a timely manner as there are deadlines where no corrections are possible (see Drop/Add below).
5. Important General Information for Students

- **Advanced Placement/IB Credit**: Up to 2.00 credits of AP or IB credit (or any other credit earned prior to matriculation at Wesleyan) may be counted toward the Wesleyan degree, depending on the score received on the AP or IB exam and the individual Wesleyan department regulations. The awarding of credit may depend on the completion of a particular Wesleyan course, some with a minimum grade. See your faculty advisor or class dean for specific requirements or consult the Registrar’s website at [http://www.wesleyan.edu/registrar/course_information/ap_ib_credit.html](http://www.wesleyan.edu/registrar/course_information/ap_ib_credit.html).

- **Class Attendance**: Attendance at all classes is expected. Penalties for missing class vary according to professor. If you are ill and cannot attend class, it is important to contact the professor and your class dean. Documentation of your illness from the Health Center may be required. **Sending an e-mail to your instructor does not constitute an approved absence.**

- **Course Credit Load**: Students are expected to earn 4.00 credits each semester and must enroll in at least 3.00 credits. There are minimum credit requirements that you must satisfy each semester to be promoted to the next. Students who have enough credits for promotion but earn 2.00 or fewer credits in a single semester will be placed on Strict Probation.

- **Drop/Add Period**: For Fall 2016, the Drop/Add period takes place from September 5 to September 16. You need your advisor’s approval for any course registration changes. Courses dropped during Drop/Add will be deleted from your academic record. Courses dropped after this period will remain on your transcript with a “W” to indicate that you withdrew from them. The “W” does not factor into your grade point average.

- **Failing Grades**: The grades of E, F and U are all failing grades. A student who earns a failing grade earns no credit for the failed course and is subject to academic discipline, which could result in Required Resignation. Know well Wesleyan’s academic regulations concerning grades, credit and other procedures at: [http://www.wesleyan.edu/registrar/academic_regulations/index.html](http://www.wesleyan.edu/registrar/academic_regulations/index.html).

- **Grading Mode**: Many courses offer a grading mode option—graded (A-F) or Credit/Unsatisfactory (CR/U). When this option is available, the registration system requires that students choose a grading mode. The default is the letter grade if you neglect to choose. Changes in grading mode can be made only through your portfolio in the first month of classes. No grading mode changes are permitted two weeks after the end of the Drop/Add period, so check your schedule for accuracy.

- **Incompletes**: All of the work for a course (semester-long projects and papers) must be completed and submitted to the instructor by the last day of class. The only exceptions to this are semester examinations and take-home final exams or final papers, which may not be scheduled or due any sooner than the first day of the
examination period and preferably at the time designated by the Registrar for the course’s examination time. If you are unable to meet this deadline due to extenuating circumstances at the end of the semester, you may discuss the option of an Incomplete with the instructor. If an Incomplete is granted, the deadline to submit all work is no later than the first day of classes of the subsequent semester, unless an earlier deadline is set by the instructor. Up to two Incompletes are allowed; more require the approval of the class dean.

- **Sequence (Two-Semester) Courses:** A sequence course requires the successful completion of both semesters to receive any credit. If you fail the first semester of a sequence course, you may not continue in the second semester without the instructor’s permission. If you fail the second semester of a sequence course, you lose credit for both semesters of the course. Make sure you will be able to enroll in the second half of a sequence course.

- **Transfer Credit:** You may request to transfer college course credit earned prior to enrolling at Wesleyan. Before any evaluation can be considered, a sealed official transcript must be sent by the Registrar’s Office of the college you attended to the class dean at Wesleyan University, Deans’ Office, North College 2nd Floor, 237 High Street, Middletown, CT 06459. Wesleyan will apply towards graduation a maximum of two credits (AP, IB, credit earned at another institution) earned before matriculation. While a maximum of two credits will be counted toward the Wesleyan degree, all such credits that have been duly approved by Wesleyan departments can be listed on the student’s transcript. See your class dean if you have any questions regarding transferring credits.

- **Tutorials:** First-year students are not eligible to enroll in individual tutorials. However, they may enroll in group tutorials. All tutorial forms must be submitted online through your portfolio by the end of the Drop/Add period.

- **Withdrawal from a Course:** To withdraw from a course after the Drop/Add period, a student must complete a drop/add form (paper) and obtain the signatures of the advisor, instructor and class dean. Submitting a petition does not constitute an approval of a late withdrawal, so meet the deadline. All withdrawals are noted on the transcript with a “W.” The deadline for withdrawing from a full-semester course in the Fall is **Friday, December 2 at 5 p.m.** Absence from a course or failure to attend a class does not constitute withdrawal. The student is responsible for officially withdrawing from a course.
6. Individual Advising Meeting Signup Sheet
Thursday, September 1, 1:30 - 5:00 p.m.

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7. Recommended Calendar for Meetings with First-year Advisees

August
- Email communications with new advisees

September
- Group/individual meetings during New Student Orientation
- Honor Code discussion
- Grades and grading
- Time management
- Discussion of course concerns

November
- Pre-registration planning
- Check in/follow-up on current courses
- Review discussion of breadth and depth
- Ask how second semester plans might be informed by first semester experience

December
- Self-reflection and assessment
- Consider asking advisees to “tell the story of your courses” by writing a paragraph describing what they learned in the fall and how they learned it.

Early February
- Review advisee self-assessments from the fall
- Review of fall academic performance
- Summer plans (encourage a visit to the Career Center)
- Early majors (CEAS, CSS, COL)

Late February/Early March
- Time management
- Course concerns

Late March/Early April
- Pre-registration planning
- GenEd, liberal arts learning
- Early majors again (CEAS, CSS, COL) and other major possibilities
- Study abroad

Early May
- Celebration, recognition, and self-reflection
8. Other Useful Resources

- **Advising Matters**
  [https://wesfiles.wesleyan.edu/departments/acaf/Portfolio%20Documents/AdvisingMatters.pdf](https://wesfiles.wesleyan.edu/departments/acaf/Portfolio%20Documents/AdvisingMatters.pdf)

- **The Faculty and Student Advising Handbook**

- **Academic Advising Resources for Faculty**
  [http://wesleyan.edu/academics/advising/faculty.html](http://wesleyan.edu/academics/advising/faculty.html)

- **Advising Guidelines and Videos for Students**
  [http://www.wesleyan.edu/orientation/advising_guidelines.html](http://www.wesleyan.edu/orientation/advising_guidelines.html)

- **Information about First Year Matters** and this year’s common reading *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander
  [http://www.wesleyan.edu/orientation/first_year_matters.html](http://www.wesleyan.edu/orientation/first_year_matters.html)

- **Information about the course registration process**
  [http://www.wesleyan.edu/registrar/registration/course_registration.html](http://www.wesleyan.edu/registrar/registration/course_registration.html)

- **The Student Handbook**
  [http://www.wesleyan.edu/studentaffairs/studenthandbook/index.html](http://www.wesleyan.edu/studentaffairs/studenthandbook/index.html)