Pre-Major Advising Guidelines for Advisors to the Class of 2022

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2. Agenda for Group and Individual Meetings with Advisees  You will be meeting with your first-year advisees on Thursday, August 30. Group meetings will take place from either 9 – 9:45 a.m. or 10 – 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.) The Academic Forem runs from 11 a.m. – 12:30 p.m. and individual meetings begin at 1 p.m.

3. The Advisee Appointment Sheet should be distributed during the Group Meeting so that advisees can schedule their individual advising appointments for Thursday afternoon between 1 and 5:30 p.m.

2. Agenda for the Academic Integrity Discussion during the Group Meeting (and 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.

3. Student Checklist for Course Registration Fall 2018. Detailed information about the pre-registration process and calendar can be found at https://www.wesleyan.edu/registrar/registration/course_registration.html.

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1. Overview of Pre-Major Advising

The goal of pre-major advising during New Student Orientation is to introduce new students to the expectations of academic life at Wesleyan, discuss their pre-registration plan of study to help ensure a balanced course schedule for the Fall semester in light of Wesleyan’s open curriculum, 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, August 30, 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 1-5:30 p.m.

Information about each of your first-year advisees, including their admissions application and the courses for which they have pre-registered, were made available through the “Advisees” link in your WesPortal on Tuesday, August 21.

Before you meet with your advisees, please consult Advising Matters, especially pages 1-16, to familiarize yourself with:

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

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

- **Resources and Regulations**, including the academic regulations, 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 the General Education Expectations provide 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. 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(s) 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 discipline status)
   B. 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
   C. 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 to declare
   D. 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/Reflect on current pre-registration plan
   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), and be aware of a
department that has courses listed in two different divisions, i.e., PSYC,
but which will count as only one department
   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, such as foreign languages, natural sciences, math,
econ
   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 (small, first-years only, writing intensive) and discuss
      the grading options
   4. Courses that indicate intensive writing

F. Academic Forum: Students should attend this on Thursday, August 30, 11 a.m.
   - 12:30 p.m. under the tent near the Huss Courtyard, Usdan

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)

V. Individual meetings with advisees
A. Schedule individual appointments for the afternoon of August 30
B. In preparation for individual meetings and Adjustment, encourage advisees to:
   • Reflect on the questions you asked them to consider in your email
     message sent prior to arrival (See page 10 of Advising Matters).
   • Review “Academic Planning Checklist” with a peer advisor in their
     residence halls
   • Attend the Academic Forum
   • Review Advising Guidelines, Wesvising & Advising Videos
   • Read the sections on “The Faculty Advising Program” and “Building an
     Academic Program” in the Faculty and Student Advising Handbook, and
     “Advising before Arrival on Campus” in Advising Matters,
   • Browse WesMaps and Wesvising for any additional course changes
C. Potential topics for conversation in individual meetings

- Ask:
  - 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 GenEd in liberal arts learning and ask the student to narrate how her/his choices for the semester reflect GenEd
- 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
- Encourage them to ask for help and let them know that it indicates self-knowledge, focus, and maturity
- Discuss the role of self-assessment, and **preview the end of the semester**, when you meet to discuss the following questions:
  - How did your first semester courses require you to reflect on the breadth of liberal learning?
  - How did your extra-curricular activities inform your goals?
  - If you had one thing to change about your time management in your first semester, what would it be?

For academic advising info and resources, see
[http://www.wesleyan.edu/academics/academic_resources/advising-faculty.html](http://www.wesleyan.edu/academics/academic_resources/advising-faculty.html)
### 3. Advisee Appointment Sheet for Individual Meetings  Thurs., Aug. 30, 1-5:30 p.m.

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4. 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:

   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 expectations 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 should know what specific expectations apply in their individual courses.
   4. Explain to students that the Honor Code is among them, as students, as it is a student-run Board.
   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 and cheating:
      • 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:

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 the Student Handbook, if they are confused about what is expected.

D. 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.” Whatever he uses, however, should be cited.

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 know the Code and reinforce that students should speak to their instructors to clarify expectations and/or when they have problems or issues completing their work.
5. Student Checklist for Course Pre-Registration Fall 2018

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

- Consult with the faculty advisor to discuss interests, goals, academic plans, and the course plan for the Fall 2018 semester.

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

- Meet with a peer advisor for additional planning questions.

- Review the course schedule in Wesportal 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) for either course enrollment or grading mode.
6. 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.

- **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 2018, the Drop/Add period takes place from September 3 to September 14. 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 Wesleyan’s academic regulations concerning grades, credit and other procedures.

- **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. In courses in which students have a choice of grading mode, the final choice must be made no later than fourteen days after the drop/add period ends, 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 30 days after the last day of exams, unless an earlier deadline is set by the instructor or a student is at risk for Required Resignation as a result of the provisional grade(s) submitted. Up to two Incompletes are allowed; more require the approval of the class dean. For more information go to: [https://catalog.wesleyan.edu/academic-regulations/general-regulations/](https://catalog.wesleyan.edu/academic-regulations/general-regulations/)

- **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 before enrolling in the first half.

- **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, Office of Student Affairs, North College 2nd Floor, 237 High Street, Middletown, CT 06459. Wesleyan will apply towards graduation a maximum of 2.00 credits (AP, IB, credit earned at another institution) earned before matriculation. While a maximum of 2.00 pre-matriculant credits or pre-approved credits earned elsewhere during a summer 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 WesPortal 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 and obtain the signatures of the advisor, instructor and class dean. Submitting a petition after the drop/add period does not constitute an approval of a late delete or withdrawal, so it is important that students 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, November 30 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.
7. Calendar for Meetings with First-year Advisees  (See also Advising Matters)

August (prior to Arrival Day)

- Email communications with new advisees

Late August and 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, COL, CSS)

Late February/Early March

- Time management
- Course concerns

Late March/Early April

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

Early May

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

- Advising Matters
  https://www.wesleyan.edu/academics/academic_resources/advising-faculty.html

- The Faculty and Student Advising Handbook
  http://www.wesleyan.edu/studentaffairs/facguide/index.html

- Academic Advising Resources for Faculty
  https://www.wesleyan.edu/academics/academic_resources/advising-faculty.html

- Advising Guidelines and Videos for Students
  https://video.wesleyan.edu/videos/video/3674635600001
  https://www.wesleyan.edu/orientation/advising_guidelines.html

- Information about First Year Matters and this year’s common reading.
  https://www.wesleyan.edu/orientation/first_year_matters.html

- Information about the course registration process
  http://www.wesleyan.edu/registrar/registration/course_registration.html

- The Student Handbook