

Liberal Arts Advising Guidelines

Class of 2028

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Individual meetings with your first-year advisees should be scheduled for **Tuesday, August 20 – 27**, or on **Thursday, August 29 at 9:30 or 10:15 am or from 1-3 pm**. Group meetings will be scheduled for **Thursday, August 29 at either 9:30 or 10:15 am**.
3. Agenda for the Academic Integrity Discussion during the Group Meeting (and during 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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Detailed information about the pre-registration process and calendar can be found at <https://www.wesleyan.edu/registrar/registration/index.html>
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1. Overview of Liberal Arts Advising

The goal of liberal arts advising 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, it is important to provide information to advisees about 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 29 at either 9:30 or 10:15 am**. Individual meetings with your advisees can be scheduled at any time from August 20 – 27.

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.

Before you meet with your advisees, please consult [Advising Matters](#) to familiarize yourself with:

- **The Network of Advising and Support**, including the class deans, Academic Peer Advisors, Residential Life, Student Academic Resources, Accessibility Services, the Gordon Career Center, and Counseling and Psychological Services among others.
- **The Open Curriculum**, including the philosophy of liberal education, the benefits of exploration 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 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. 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 and best mode of contact
 - D. What advisees should expect from the advisor
 - 1. Be clear about how they can reach you. Give your advisees your office hours. Advisees may make an appointment but *should not be required to do so* to see their liberal arts 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](#)
 - 1. Students are responsible for knowing them—especially deadlines (i.e., no course deletions after drop/add and expectations for academic performance (i.e., academic discipline status))
 - 2. Your role is to make sure they know that regulations exist and refer them to the Academic Regulations website to review. Please contact the class dean or registrar if you have questions
 - 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 to declare
 - C. Time Management Issues
 - 1. Give priority to academics and balance other interests
 - 2. *Rule of Seven* = 4 courses + 3 other activities
 - 3. Balance number of hours spent each day attending classes.

- 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, SBS, NSM) 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., psych, 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, 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. IMPORTANT things to keep in mind
 - 1. The 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: Some first-year students participated in a summer course and many have received course enrollments for an FYS seminar for the fall or spring semester.
 - 4. Have students check that they are in the lab associated with a lecture class if it is required. The instructional mode should also be considered.
 - F. Academic Forum: Students should attend this on **Thursday, August 29, 11:00 am – 12:30 pm.**
 - G. Credit requirements: 4.00 credits expected by end of first semester (remember that some students have already completed one credit during the summer session) 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 from **August 20 – 27, or on Thursday, August 29 at 9:30, 10:15 or from 1 – 3 pm.**
- B. In preparation for individual meetings 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 an Academic Peer Advisor
 - Attend the Academic Forum
 - Review Advising Guidelines & 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 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:

<https://www.wesleyan.edu/academics/journey/advising-faculty.html>

3. 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 Code at Wesleyan
 1. The [Honor Code](#) 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."

2. Emphasize faculty assumptions about how students will produce work within the context of an Honor Code, 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. The Community Standards Board (CSB) 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](#) for further elaboration.

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 Code in their Student Handbook, if they are confused about what is expected.

4. Student Checklist for Course Pre-Registration Fall 2024

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 2024 semester.
- Attend the Academic Forum on **Thursday, August 29, 11:00 am - 12:30 pm**
- Meet with an Academic 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.
 - Be sure that if you are signed up for a lecture or a lab, that you have the corresponding lab or lecture, if required.
 - 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.
 - **Please note that Drop/Add ignores time conflicts.** Students need to be sure that they can meet the expectations of each class and must confirm this with the faculty if there is a conflict.

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.

- **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. 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 2024, the Drop/Add period takes place from **August 26 to September 13**. You need your advisor's approval for any course registration changes. Courses dropped during Drop/Add will be deleted from your academic record. *Course withdrawals 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. The default is the letter grade if you neglect to choose. Changes in grading mode can be made only through your portfolio. The deadline for grading mode changes is **Tuesday, November 19 at 5 pm**. No grading mode changes are permitted after this deadline, 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 **30 days after the end of the semester**, *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.

- **Transfer Credit:** You may request to transfer college course credit earned prior to enrolling at Wesleyan. Before any evaluation can be considered, an official transcript must be sent by the Registrar's Office of the college you attended to the email of your class dean at Wesleyan. 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 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 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 Withdrawal Form and obtain the signatures of the advisor, instructor and class dean. Submitting a petition after the drop/add withdrawal 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 **Tuesday, November 26 at 5 pm**. 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. Calendar for Meetings with Liberal Arts Advisees (See also [Advising Matters](#))

August/ September

- Email communications with new advisees
- Individual meetings with advisees
- Group/individual meetings with advisees
- Honor Code discussion

October

- Time management
- Discussion of course concerns
- Grades and grading

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 Gordon 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

7. Other Useful Resources

- **Advising Matters**
https://www.wesleyan.edu/studentaffairs/facguide/Advising_Matters_20191.pdf
- **The Faculty and Student Advising Handbook**
<http://www.wesleyan.edu/studentaffairs/facguide/index.html>
- **Academic Advising Resources for Faculty**
<https://www.wesleyan.edu/academics/journey/advising-faculty.html>
- **Information about the course registration process**
https://www.wesleyan.edu/registrar/registration/course_registration.html
- **The Student Handbook**
<https://www.wesleyan.edu/studentaffairs/studenthandbook/>

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