

Liberal Arts Advising Guidelines

Class of 2029

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Individual meetings with your first-year advisees should be scheduled for **Tuesday, August 19 – Tuesday, September 2, or on Thursday, September 4 from 1 – 3 pm.**
Group meetings will be scheduled for **Thursday, September 4 from 9:30 – 10:15 am OR 10:15 – 11 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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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. Considering 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, September 4 at either 9:30 or 10:15 am**. Individual meetings with your advisees can be scheduled at any time from August 19 - September 2.

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 WesPortal.

Before you meet with your advisees, please consider:

- **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.
- **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.
- **Resources and Regulations**, including the academic regulations, the Student Handbook, the Honor Code, and the Code of Non-Academic Conduct.
- **The Available Advising and Academic Support Resources**, including the class deans, Student Academic Resources (Academic Peer Advisors & Accessibility Services), the Gordon Career Center, Counseling and Psychological Services, and Residential Life, among others.

Be sure to share with your advisees your contact information, and the best way for students to schedule appointments with you.

2. Agenda for Group and Individual Meetings with Advisees

- I. Introductions
- II. The advising relationship
 - A. Role of the faculty advisor
 - B. 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
 - C. What advisees should expect from their 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 may need
 - 3. A commitment to help the advisees get the information they may need
 - D. Let students know about the [Faculty and Student Advising Handbook](#) and ask them to review it
- 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 no grading mode changes after the deadline closer to the end of the semester 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 Registrar's Office if you have questions.
 - B. [Majors](#)
 - 1. 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
 - a. is highly structured (math, science, language, including study abroad), or
 - b. has multiple course requirements in order to declare
 - 2. Majors are declared in the second semester of the sophomore year, except for CSS, COL, and CEAS majors (spring semester first year)
 - 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 - avoid taking three classes in one day

IV. Considerations for a course of study/reflect on current pre-registration plan

- A. Ask students to prepare for their individual advising meetings with you by considering the courses they are enrolled in, as well as those they hope to add during adjustment and Drop/Add.
 1. Are there courses diverse- across a range of disciplines?
 2. Are they challenging (intellectually, creatively; at least one course in a subject the student loves)?
 3. Are they 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; and do they include a variety of types of evaluation, i.e., exams, papers, quizzes, projects, performances?)
- B. Review [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
- C. 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
 3. FYS courses: Some first-year students participated in a summer FYS course and many have received course enrollments for an FYS seminar for the fall or spring semester. Each student should plan to take 1 FYS during their first year.
 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.
- D. Academic Forum: Students should attend this on **Thursday, September 4, 11:00 am – 12:30 pm.**
- E. 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). Students are required to be enrolled in a minimum of 3.0 credits each semester to be considered full-time.

V. Individual meetings with advisees

- A. Schedule individual appointments from **August 19 – September 2, or on Thursday, September 4 from 1 - 3 pm.**
- B. In preparation for individual meetings and Adjustment, encourage advisees to:
 - Reflect on the questions you may have asked them to consider in your email message sent prior to arrival (See page 10 of [Advising Matters](#))
 - Review Student Checklist for Course Pre-Registration
 - 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:
 - Looking at the two courses you're already in, what kinds of classes would help create a balanced schedule (in terms of subject matter, types of assignments, or time demands)?
 - Is there a subject or department you haven't studied yet that you're curious about? What is one course that could help you explore something new?
 - Is there something you hope to get out of your first semester (new skills, experiences, or habits) that your remaining two courses could help support?
- Reinforce the role of GenEd in liberal arts learning and ask the student to discuss how their choices for the semester reflect GenEd expectations
- 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. Share with them the array of resources available to them, including the class dean and Student Academic Resources.
- Discuss the role of self-assessment, and **preview the end of the semester**, when you meet to discuss the following questions:
 - What are some of the things that you learned in your courses during the semester?
 - 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?

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 to think 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.
4. Unauthorized or undisclosed AI use has consequences. Don't shortcut your learning. AI should support, not replace your work.

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 other [Wesleyan writing support](#) 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 2025

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 2025 semester.
- Attend the Academic Forum on **Thursday, September 4, 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 especially 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

- **Class Attendance:** Attendance at all classes is expected. Penalties for missing classes vary according to professor. If you are ill and cannot attend class, it is important to contact the professor. 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 2025, the Drop/Add period takes place from **September 8 – 19**. 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 25 at 5 pm**. No grading mode changes are permitted after this deadline, so check your schedule for accuracy.
- **Incompletes:** All 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**. Up to two Incompletes are allowed; more require the approval of the class dean.

- **Prematriculation Credits:** Students may count a total of 4 prematriculation credits toward the 32 credits required for graduation. Of the 4 credits that can be counted, at most 2 may come from test credits such as AP and IB test. The remaining credits must be from coursework such as college courses already taken or dual enrollment courses.
- **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 submit a request to Withdraw via their WesPortal. Submitting a petition for a drop or withdrawal after the deadline does not constitute an approval. It is important that students meet the deadlines outlined in the Academic Calendar. All withdrawals are noted on the transcript with a “W.” The deadline for withdrawing from a full-semester course in the Fall 2025 is **December 5 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

August/September

- Email communications with new advisees
- Group/individual meetings with advisees
- 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

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

[**The Faculty and Student Advising Handbook**](#)

[**The Student Handbook**](#)

[**Prematriculation Credits**](#)

[**Information about the course registration process**](#)

[**Academic Regulations**](#)

[**Academic Calendar**](#)