

The Least You Need to Know About Advising for First Year Orientation

You will have 40 minutes with each student, which is usually plenty of time. Take a few minutes before you begin advising to get to know the students and to put them at their ease. You may well be the first person with an advanced degree they have ever met, and they are often timid.

Learn about your students from the advising survey in the file, which will tell you about their interests, abilities, special needs if any, and possible future directions. Pick up your files in Alumni 026 the day before, and review. Your FY advisees will learn something about you from a card we'll hand them when they arrive at the advising station. We hope this will help them connect better with you, or at least to know what to call you.

Your goal is to get ten courses on the WebAdvisor Course Approval Worksheet, *in order of preference*, and then to enter those courses into the student's WebAdvisor Educational Plan. You may enter them with the student, or after the student has left, as you wish. Please note that the courses will appear alphabetically (not prioritized) in WebAdvisor. The paper worksheet will guide the students as they select sections and register, so please prioritize them there.

Don't worry about scheduling specific sections; just ten courses, in order of preference on the Worksheet. Students will access WebAdvisor from home to select sections of those courses and on June 22, they will go online to register. The registrar and the Dean's office will be on call as the students complete these steps in the advising and registration process.

A Few Dos and Don'ts:

- DO select courses that are being offered in the fall. Use the (paper) Fall 2011 Course Selection at each advising station, so you can see what is available. Getting into "Search for Sections" in WebAdvisor may intrude into the conversation, and move too quickly into worrying about scheduling. We are just picking courses at this point, so use the paper listing.
- DO select 100-level courses, for the most part. Do not allow students to talk you into taking 200 levels, unless they say they have Advanced Placement. (We don't get APs until July, so just believe them. The registrar will sort it out later.)
- DO keep in mind which courses count in the Core Curriculum requirements, and which do not. There is a copy of the Core Checklist in every advising file, and copies at the stations. ART175 Digital Photography does NOT count.
- DO encourage an early decision on how students will fulfill the MATH or LANGUAGE requirement. There are two schools of thought. One is to begin right away, before high school skills have faded. Another is to wait until the student has acclimated to college successfully. Explain both options and let the student choose.

- DO note and follow math and language placements. Language placements will appear in the WebAdvisor Educational Plan. Paper copies of the placement spreadsheet will also be at each advising stations. You may select a course ONE level above or below the recommended language placement, but no more.
- DO remind students that Level II foreign language does not by itself fulfill the Core requirement for foreign language. It has to be followed by Level III.
- YOU MAY list both ENG130 and LTE/LTC140, but please make it clear to the student that they should NOT take both together. Weaker students probably ought to start with ENG130. SAT scores, if provided, are on a label stuck to the inside cover of the advising file. We don't list the Writing scores, since we don't use them for admissions, but the "CR" indicates Critical Reading, which is your best information in making this judgment. If the SAT score is not provided, consult the high school transcript in the file.
- DO note that LTC140 is available as an alternative to LTE140. In fall 2011 there is one LTC section emphasizing classical texts in translation, and another emphasizing world non-anglophone literatures in translation. Both fulfill the first literature requirement in the Core, just as LTE courses do.
- If the student is considering a major or minor in French, Spanish, or Italian, tell them NOT to take LTE/LTC 140 now. They will be taking FRE or SPA or ITA 140 later, as it is a requirement for those majors/minors and is equivalent to LTE/LTC 140. Any student placed in a language class at level IV or above should be made aware of this in case they decide to continue in the language.
- YOU MAY list both PHI100 and THE100, but emphasize to the student NOT to take both in the same semester.
- DO be sure to register future doctors, dentists, or other health care professionals, or anyone interested in Environmental Science, for CHE 131: General Chemistry I *since it is a two-semester sequence*. They'll also need to take BIO 160: Concepts in Biology in the first year. The expectation is that science students can handle two lab science courses in the first semester. But weaker students might be advised to take only CHE131 in the first semester, with the understanding that they will have to take two lab courses every semester thereafter. **Be sure to enter the lab into WebAdvisor, so the student will be approved to register for it. Emphasize to the students that they need to register for both the lecture and the lab.**
- DO guide Business Studies prospects towards ECO110: Microeconomics, or ACC125: Principles of Accounting I, or MGT100: Management and Organizational Behavior, or MKT101: Principles of Marketing. You may list both

MGT100 and MKT101 but emphasize to the students that they should not be taken in the same semester.

- Students interested in majoring in Accounting MUST register for ACC125 Accounting I in the fall semester, since it is a two-semester sequence.
- DON'T forget to list band and chorale (one-credit courses) on the sheet. These courses do not count as overloads and are not charged extra. Taken three times, band, chorale, string camerata and jazz ensemble fulfill the ART/MUS/THA requirement in the Core.
- DO check the file for letters inviting students into special programs, and ask them if they are interested. There is a place on the Course Approval Worksheet to enter program-specific courses. Some of them may already be entered.

Foundations is open enrollment, but is rigorous, so make sure they are strong students. **Honors Program** is by invitation only. Is there a letter of acceptance in the file? If you don't see HON101 Life Stories listed on the worksheet already, please be sure to list it. **First Year Program** is also by invitation. If you see a letter in the file, check to make sure there are still seats in the program and then clarify with the student whether or not they wish to participate.

- DO discuss the **Tagaste Project** as an option. Some students will have already indicated their participation. If so, you'll see those courses on the Approval Worksheet, and you can simply confirm their choice. Most students need to discuss the Tagaste option with an advisor to determine if it's a good choice for them. Know the different linkages and direct students to ones that are appropriate to their interests. If a student opts for a linkage, let us know—enrollments are limited.

Doing the Paperwork

- Start with the worksheet the student developed in the Course Selection Session earlier in the day. Review what they think they want, and see if it makes sense. Converse. Query. Warn. Encourage. Suggest. Take your time.
- Fill out the WebAdvisor Course Approval Worksheet, listing the ten courses *in order of preference*, and sign it. Give the back (last) copy to the student, put the middle copy back in the advising file, and turn the top copy into the registrar at the end of the color group.
- Either with the student, or after the student has left, access "My Advisees" in WebAdvisor, choose "Educational Plan" and enter the courses there, according to the Approval Worksheet. Again, they will appear in alphabetical order, but the student will be guided at registration by the prioritized paper listing you signed.

- Remember, the designations and numbers must be accurate. Follow the paper “First Year Course Offerings,” which will give you the accurate formula to enter, and only those courses which are actually on offer for fall 2011.
- For students participating in Tagaste or the First-Year Program, please let a dean know when you’ve got a taker. Tote boards with tallies will indicate availability. Please consult them.
- Finally, tell us if you’d like to keep a student as an advisee on the sheet provided for the purpose. Whether you are adopting the student or not, this is a good time to write a few notes in the advising file to remind you, or to guide the future advisor.
- That’s it. Have a cookie. Prepare for the next student.

Questions? The registrar, the Dean of Undergraduate Studies, the Associate Dean for the First Year, and representatives from the language and math departments attend every advising session. They are ready to answer any questions you may have. We try to have representatives from all departments at every session as well, so don’t be shy about asking the colleagues around you for information.

Many thanks from the offices of the Registrar and the Dean of Undergraduate Studies, and happy advising!