

Wellesley College First-Year ACADEMIC ROAD MAP

Virtual Academic Fair: Self-Guided Website

Posted on Wisr on August 9th

Browse our Academic departments and learn more about what they offer.



Faculty Advising Throughout August

This is your chance to talk one-on-one with your first-year faculty advisor about your plans for the fall. Student will work with their advisor to schedule a time.



Placement Results Week of August 10th

Your first-year writing course and the results of any placement tests you have taken will be available to you and your first-year Advisor in Workday. Use these results to guide your course selection.

Virtual Academic Events

- **Choosing Courses 101**

August 9th (8 pm EST)

- **Preparing for Registration**

August 16th (8 pm EST)

Attend these sessions to go over everything you need to know about Wellesley academics for a successful first year.



NOTE TO SELF
Check the "All About Academics" community on Wisr for more details



Course Registration August 25th, 10 AM-3 PM EST

All first-year students will register for Fall 2022 courses via Workday through their MyWellesley portal.



Academic Success + Skill Building Workshops September 2nd, 9 AM-12 PM EST

Keep your eyes out for these workshops during in-person orientation.



Faculty Panel: Embracing the Liberal Arts at Wellesley. September 1st, 10-11AM EST

Dean of Academic Affairs Michael Jeffries and a panel of expert faculty members provide guidance on the value of the liberal arts, how to make your first academic choices, and how our shadow grading policy will help you learn to be a successful Wellesley student.



Classes Begin September 6th

Attend your first Wellesley classes!



Convocation September 6th

Process from the Academic Quad to the Hay Outdoor Theater with faculty and staff to celebrate your first day of classes!



Academic Advising During Your First Year

Wellesley Offers a great deal of academic support for all students. Here are key resources for first-year students.

Shannon Mokoro, Dean of First Year Students: Dean Mokoro is responsible for guiding first-year students through their academic and personal growth. She is available throughout the semester to meet with first-year students and welcomes your questions and conversation about your goals and hopes, your academic experiences, and your adjustment to Wellesley. Dean Mokoro also works closely with new student orientation and orientation mentor programs.

Email Dean Mokoro at sb118@wellesley.edu to schedule an appointment or to visit her office in Schneider.

Pforzheimer Learning and Teaching Center: The PLTC plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The center provides students with a variety of programs and services designed to help them realize their academic potential, including a variety of tutorial programs focused on individualized peer tutoring, supplemental instruction, and study skills instruction. Peer tutors and PLTC staff help students build on their academic strengths, overcome difficulties, and develop strategies for academic success.

Academic Success Coaches provide academic support to students in residence halls and help students find appropriate academic support services.

Learn more about the PLTC at <https://www.wellesley.edu/pltc>.

Faculty Advisors: Each first-year student is paired with a member of the faculty, who will serve as your faculty advisor during your first year. Your faculty advisor's job is to help you think more broadly about how to take advantage of the opportunities Wellesley offers. You can see your faculty advisor's contact information on MyWellesley and you should plan to meet them during your student orientation or during the first year of class.

We suggest meeting 3 to 4 times during the first semester with your faculty advisor.

- Meeting #1: During New Student Orientation or the first week of class
- Meeting #2: Before the end of week 4
- Meeting #3: Prior to November registration for spring courses
- Meeting #4: In December, prior to final exam

Accessibility and Disability Resources Office: Each wealthy student is viewed as an individual with a unique set of strengths and abilities. Accessibility and disability professionals are available to provide individualized assistance and information to students. The director of accessibility and disability resources works with all students with disabilities, temporary or permanent, and as the first contact point for students with physical disabilities, learning disabilities, and attention disorders. Students with disabilities are encouraged to explore services and resources confidentially and in person.

The office of ADR arranges a number of accommodations to assist students. Some examples are:

- Note-taking services for classes
- Textbook recording for people who are visually impaired
- Extended time on tests and other assignments
- Housing accommodations

Learn more at: <https://www.wellesley.edu/adr/general-information>



WHAT FIRST-YEAR STUDENTS NEED TO KNOW



WAITLIST

Some instructors use a waitlist to track students who wish to register for a course that is currently full with no available seats. If a seat becomes available, the student who has placed herself on the waitlist is notified and offered a seat. Not all instructors use waitlists. The college's "Course Browser" (courses.wellesley.edu) will display a waitlist indicator (either a red **W**, a blue **W**, or a green **W**) to indicate the instructor is using a waitlist. There is also a "waitlist note" with course-specific information and instructions.

More information can be found online:

<https://www.wellesley.edu/registrar/registration/waitlist>

PHYSICAL EDUCATION

Wellesley students must earn eight physical education credits to fulfill the College's graduation requirement. These credits do not count as academic units toward the degree, but are required for graduation.

First-year students are encouraged to begin taking PE during the first semester. Registration for PE courses takes place through Workday. Once you have successfully built your class schedule, select a PE course that will fit into your week around classes and other obligations.

More information can be found online:

www.wellesley.edu/athletics/physicaleducation

HONOR CODE

"As a Wellesley College student, I will act with honesty, integrity, and respect. In making this commitment, I am accountable to the community and dedicate myself to a life of honor."

Essential to the mission of Wellesley College is the commitment to the principles of intellectual honesty and integrity. Academic integrity is important because independent and original scholarship ensures that students derive the most they can from their educational experience. Students are expected to become familiar with proper procedures for doing research, writing papers and taking examinations - even when definitions of academic dishonesty vary across cultures.

More information can be found online:

<https://www.wellesley.edu/studentlife/aboutus/honor>

SHADOW GRADING

During the first semester of your first year at Wellesley, shadow grading encourages you to explore new subjects and adjust to the rigors of college-level coursework. While you will receive feedback and grades from your professors, the final grades you receive in your courses will not be recorded on your official transcript.

Shadow grading provides students with the opportunity to learn about the standards for academic achievement at the College and to assess the quality of your work in relation to those standards.

More information can be found online:

www.wellesley.edu/registrar/grading/grading_policy/shadow_grading_policy

AP/IB CREDITS

Wellesley uses AP and IB scores to determine course placement, and, in some cases, for credit toward the degree. If you have taken Advanced Placement or other advanced level work in high school, you may be ready for coursework above the 100 level. Be sure to examine the full range of available course offerings and consult with faculty members at the Academic Fair to identify some options that will be right for you.

There are some direct equivalencies between AP subjects and some specific Wellesley courses, which can be found online, at the link below. In most cases, a score of 5 on an AP exam or a 5, 6, or 7 in a higher-level IB will earn one unit of Wellesley credit, up to a maximum of four units. Credits from these scores will not count toward your distribution requirements and will not post on your record until after your first year at Wellesley.

More information can be found online:

www.wellesley.edu/registrar/credit/ap/ap_credit_guide

ADD/DROP

The Add/Drop Period at the beginning of each semester is typically a time to make adjustments to your schedule based on level of comfort with a class and its workload.

During the first week of the term, students can both add and drop different classes from their previously created schedule. Up to two weeks after classes for a given term begin, a student may drop a class without it appearing on their transcript.

The most up-to-date timeline for this is always on the academic calendar:

<https://tinyurl.com/academicCalendar2022>

FACULTY ADVISING



Your faculty advisor's role is to serve as your first Wellesley academic guide, and to help you think about the best ways to begin your liberal arts education. Some new students may work with an advisor from an academic department that they already know they're interested in; others may find themselves matched with an advisor who is a specialist in an unfamiliar field. Your advisor is your first faculty connection, and there will be others along the way as your interests deepen and develop, including your instructors and the major advisor you will choose sophomore year.

You will receive information about your faculty advisor on MyWellesley in early August, and that information will stay there through New Student Orientation. If you are not certain who your advisor is or how to reach them, please email advising@wellesley.edu.

Connecting with your First-Year Faculty Advisor

Starting during Virtual Orientation in August, and then at regular intervals throughout the year, your advisor will likely reach out to you by email to invite you to schedule advising meetings (please be sure to respond!). As an advisee, however, it is really your responsibility to initiate contact, so your advisor will welcome a note from you asking for a good time to meet. You should plan to meet regularly with your advisor for multiple reasons.

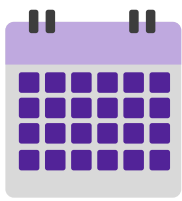
- **Build a Relationship:** The advisor-advisee relationship is an ongoing process, so it's important to reach out early and begin getting to know your advisor. Advisors volunteer for this role because they are eager to offer their support and expertise. They have more to offer in terms of life experience and knowledge than just academic support, and they want to help you succeed in your goals.
- **Plan Your Course Schedule:** Before registration for a given period opens, you are expected to meet with your faculty advisor to talk through your options and discuss how your chosen courses would fit into a larger plan or help you explore your interests.
- **Check-in & Adjustment:** After a term begins, especially during the fall, checking in with your advisor helps you evaluate how your classes are going and what you can do to maximize your learning while keeping a good work/life balance.
- **Reflection & Support:** The first year is a time of enormous transition. It can be tremendously valuable to have a trusted faculty advisor to talk with about how things are going. When it's time for course selection for the spring (registration is again TBD but usually mid-late November), you'll want to meet to review how your plans and interests have developed over the course of the fall.

What to Talk About

First-year faculty advisors are great resources. They can help you find answers and information as you make the transition to Wellesley during your first year.

We hope that you will talk with your faculty advisor about your Wellesley experiences, courses, and extracurriculars. You should be sure to discuss how you will be exploring the curriculum, particularly during the fall with the benefit of shadow grading. Please help your advisor get to know you as a person, not only a student, and use the time to get to know your advisor, as well. What do they love about Wellesley? Who is in their family? Where did they get their education?

This is your time to think broadly, at the beginning of your college experience. Beginning to work on creating a strong personal connection with your faculty advisor is a great way to lay the groundwork for success in the time ahead. Let your advisor help you ask some of the big questions about how you will use your time at Wellesley.



COURSE SCHEDULE WORKSHEET

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 AM					
9 AM					
10 AM					
11 AM					
12 PM					
1 PM					
2 PM					
3 PM					
4 PM					
5 PM					
6 PM					
7 PM					
8 PM					

QUANTITATIVE REASONING

The QR component of the requirement has two distinct components: Quantitative Reasoning (QR) and Data Literacy (DL):



QR component of the requirement

- The QR component of the requirement can be fulfilled by successful completion of the introductory quantitative reasoning course, QR 140. Alternatively, you may satisfy the QR component of the requirement by demonstrating your understanding of the material in daily settings via the online QR Assessment. A second-chance assessment will be available from August 4 - 9. Information about its content including [preparatory materials](#) is available on the QR program webpage. The QR component of the requirement is expected to be completed during a student's first year at the College.
- Course recommendations based on your QR assessment score will be made available to you and to your first-year faculty advisor in Workday. You will be able to get feedback and advice on course selection prior to registering for your fall courses.
- QR 140 may be counted toward both the Mathematical Modeling (MM) distribution requirement and the QR degree requirement.
- Although completion of the QR component of the requirement remains a prerequisite for many quantitative courses, students who are interested in pursuing the life sciences or economics may enroll in Chem 105P, Bisc 110P, Econ 101P, or Econ 102P during their first year, prior to or concurrently with QR 140. Contact the instructors if you think that one of these courses might be right for you (Julia Miwa and Amanda McCarthy in Chemistry, Kim O'Donnell and Julie Roden in Biological Sciences, or Casey Rothschild in Economics)
- Satisfaction of the QR component of the QR & DL requirement is not a prerequisite for courses in the mathematics department, which have a separate [placement mechanism](#). Thus, you may enroll in a calculus course prior to or concurrently with QR 140. Also, the department of mathematics is piloting two new calculus courses this year. These courses, Math 115Z and Math 116Z, are designed to highlight how calculus is used to solve problems in the physical, biological, and social sciences.



DL component of the requirement

The introductory statistics program offers three different introductory courses, each of which caters to a different level of student interest in statistics. All three courses satisfy the Data Literacy (DL) requirement:

- QR/STAT150 Introductory Data Literacy: Everyday Applications is designed for non-science majors who wish to understand how quantitative data are used. It does not fulfill the prerequisite for any upper-level courses in statistics. QR/Stat 150 doesn't have calculus as a prerequisite.
- STAT160: Fundamentals of Statistics is designed for students who intend to continue in statistics or to use statistics to study science or social sciences. This course does not require a previous calculus background.
- STAT218: Introduction to Statistics and Data Analysis is a calculus-based statistics course for students with a strong background or interest in statistics or mathematics.
- There are also [many other courses](#) all over campus that satisfy the DL component of the requirement.

Your pre-major advisor, your class dean, and the faculty in the mathematics, statistics, quantitative reasoning, and other STEM departments welcome your questions as you consider your options and interests.

COLLEGE / WORKPLACE ETIQUETTE 101



DO



DON'T



GENERAL ETIQUETTE

Do contact your professor/supervisor by e-mail and expect a response during regular work hours (9AM-5PM).

Do contact your professor directly or talk to your Class Dean in case you have an academic concern.

Do check your syllabus for logistics - it is guaranteed to answer your question (or ask a classmate).

Do not call or text your professor/supervisor on his or her cell phone, especially at night (unless given explicit permission).

Do not ask your parent to call your professor about an academic concern (inappropriate; against privacy policy).

Do not ask your professor logistics information like office hour times, alternative meeting times, location, etc.

E-MAIL ETIQUETTE

Do start your email with "Dear ____" (most formal) or "Hi/Hello ____" (less formal); See below for appropriate ____.

Do address your professor as "Professor <Last name>" during an initial email interaction.

Do ask your professor or supervisor how s/he prefers to be addressed (some people go by their first name).

Do not start your email with "Hey ____";
Do not leave out the "Dear ____" or "Hello ____".

Do not use "Mr./Ms./Mrs. <Last name>."

Do not use the first name when addressing your professor or supervisor without asking him or her if it's ok first.

CLASSROOM ETIQUETTE

Do ask your professor about their laptop policy; Do put away and silence your cell phone during class.

Do notify your professor in advance if you will be late to or absent from class; Do get notes from your classmates.

Do come in quietly if you are coming in late; Do apologize to the professor for your lateness after class.

Do not use "gadgets" including laptops in class (unless given explicit permission by the professor).

Do not ask or expect your professor to meet outside of class and re-teach the material you missed.

Do not make noise or disrupt the class in any way if you are coming in late.

DO



DON'T



OFFICE VISIT ETIQUETTE

Do wait outside of the office for your professor/supervisor to arrive and let you in.

Do knock and wait for the prompt to come in;
Do listen for the prompt and come in right away.

Do silence and put away your cell phone.

Do ask the professor/supervisor to give you several options of meeting times; if none of the suggested times work for you, do *apologize* and ask if s/he is available at X or Y or Z times instead.

Do schedule outside-of-office-hour appointments by sending a polite email; Do ask if this is a good time to visit first, if you happen to drop by.

Do not come into your professor/supervisor's office if s/he is not present even if the door is open.

Do not open the door and walk in without knocking, even if the door is not locked.

Do not look at or answer your phone when inside the office.

Do not initiate your discussion of meeting times by telling your professor that *you* can meet at a specific or odd time, such as "On Thursday, I am free 11:30-12noon" or "I can meet after 6PM on Friday."

Do not expect to be seen if you drop by and the professor's door is closed;
Do not miss appointments that you've made!

COURSE EVALUATION ETIQUETTE

Do take your evaluation seriously! SEQs are extremely important for the careers of faculty. They are taken seriously by your professors and by the members of the administration who use SEQs in tenure and promotion decisions.

Do not start the evaluation, but leave everything blank -- it would be better not to do the SEQ at all;
Do not leave cryptic and uninformative comments like "😊" --write an explanation of your numerical evaluation.

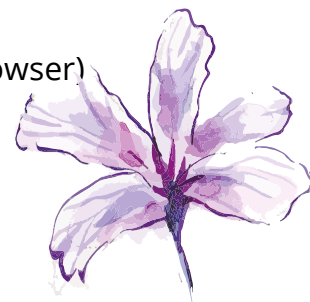


QUICK STEPS FOR FIRST YEAR REGISTRATION



Creating a Saved Schedule Before Registration:

1. Complete the Tuition Acknowledgement form **at least 30 minutes prior to registering for courses.**
2. Look through the Course Browser (<https://courses.wellesley.edu>) to find courses you are interested in taking.
3. In Workday, go into the Academics Worklet.
4. Use the Find Courses link to create a schedule containing your first choice courses.
5. Add courses to a saved schedule and be sure to select Graded as your grading basis (these grades will later be converted to shadow grades on your transcript).
6. Make a list of two to four backup courses you would like to take in the event that one of your first choice courses fills up before you register. Make sure that these fit in your schedule.
7. Check your schedule for and remove the following:
 - Time conflicts
 - Courses you are ineligible for (check prerequisites in the course browser)
 - Courses you are pre-registered for
 - Courses that are full



On Registration Day:

1. 10 minutes before your registration appointment begins, navigate to My Saved Schedules through the Academics worklet. Leave this open.
2. Open the Find Course Sections report in an additional tab and find each backup section you would like to register for. Open each of these in additional tabs. Make sure that you are eligible for them and that they do not conflict with your pre-registered courses.
3. Go back to your Saved Schedule and wait for registration to open.
4. Once registration opens, refresh your page and press the Start Registration button underneath the saved schedule you want to register from and click the Register button.
5. See if there were any unsuccessful registrations and what the errors were.
6. To register for your backup courses, go to the tabs you have prepared, refresh the page, and click Register.
7. Select a course section and select "graded" as the grading basis, then click Register (First-year students only: this will be converted to Shadow Grading).
8. Add yourself to any course waitlists you want to be on. The maximum number is 3.



Additional Support:

- Technical support: Email workday@wellesley.edu or visit the Wellesley College Workday Student Facebook group.
- Advising support: contact your Class Dean or Advisor.

DEGREE REQUIREMENTS CHECKLIST



WRITING

A First-Year Writing Course must be taken in fall or spring of the first year

FOREIGN LANGUAGE

Each student must complete two years of language study or the equivalent based on placement results

QUANTITATIVE REASONING AND DATA LITERACY

- Quantitative Reasoning: pass Assessment or QR 140 in first year, and
- Data Literacy: see courses listed in the Catalog

MULTICULTURAL REQUIREMENT

One unit of coursework on a non-Western culture, a minority US culture, or processes of cross-cultural interaction; see the Catalog for additional details

OTHER GENERAL REQUIREMENTS

- 32 units total
- One major
- Four 300-level units
- 18 units outside a single department
- PE Requirement (Eight units of PE)

DISTRIBUTION AREA 1

- One unit of Language and Literature
- One unit of Art/Music/Theater/ Film/ Video
- One additional unit in either area

DISTRIBUTION AREA 2

- One unit of Social and Behavioral Analysis
- Two units from two of the following three areas:
 - Epistemology and Cognition
 - Historical Studies
 - Religion/ Ethics/ Moral Philosophy

DISTRIBUTION AREA 3

- One unit of Mathematical Modeling
- One unit of Natural and Physical Sciences
- One additional unit in either area
- At least one of these three units must include a lab

- Consult Catalog or Class Dean for additional details
- Additional information on these requirements can be found online: www.wellesley.edu/academics/theacademicprogram/requirements

NOTES:
