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Overview

Introduction

Letter to Pre-Major Advisors from College Transition Advisors (CTAs)

Dear Pre-major Advisors,

We want to start off by thanking you for supporting our students in such an important and critical juncture in their academic careers. Your commitment to their academic exploration and social development does not go unnoticed. Each year, students leave glowing remarks about their advisors on the first-year survey, so please know that students recognize your efforts and appreciate your support.

Our hopes for this manual are that it provides you with a quick reference guide to common questions that come up while advising first and second year students, has links to the most important documents you will need, and gives you touch points in various positions around campus whom you can reach out to for support.

Please remember you’re not in this alone: the Academic Deans and CTAs are here to help and are happy to answer any and all questions that may come up throughout the year. Please don’t hesitate to contact us if you or your student(s) need support.

We wish you the best, and we appreciate your commitment to strong pre-major advising at Tufts!

Best,

The CTAs  cta@tufts.edu
Joie Cummings  Joie.cummings@tufts.edu
Danielle Vizena  Danielle.vizena@tufts.edu
Eliza Yuen  Eliza.yuen@tufts.edu
Jared Smith  Jared.M.Smith@tufts.edu
Letter to Pre-Major Advisors from Academic Deans

Dear Advisors,

Thank you for supporting our students. As pre-major advisors you are important partners in the work we do to help students navigate their early years at Tufts.

Feel free to call on us to clarify policies and requirements. Also, please alert us to any student about whom you have concerns. We appreciate conversations about your advisees and welcome meeting students you send to see us.

Engineers:
   Jennifer Stephan Jennifer.stephan@tufts.edu A-Z
Liberal Arts:
   Jean Herbert jean.herbert@tufts.edu A - G
   Carol Baffi-Dugan carol.baffi-dugan@tufts.edu H - O
   Joe Waranyuwat joewaranyuwat@tufts.edu P - Z

Structure of Pre-Major Academic Advising

Over the summer before first-year students come to campus, they are required to complete an advising survey which helps in the advising assignment process. The survey allows students to rank their preferences for the different advising options and express some of their academic and personal interests. Students are assigned to pre-major advising with the use of a survey by the Office of Student Transition. As a pre-major advisor, you will receive a list of your new advisees at the end of July. The incoming student will also receive your name, department, and email address at that time. Regardless of the pre-major advising option the student chooses, all pre-major advisors will remain the student’s advisor until the time the student declares their major.

What is a CTA?

The purpose of the College Transition Advisor is to serve as a point of contact and academic support (from matriculation to major declaration) for pre-major students, maintaining a strong connection between the student and the university.

CTAs provide programming to enhance the first and second year academic and co-curricular experience. CTAs are available to students by appointment and open office hours and work together with academic deans to ensure that students are making appropriate academic progress and connecting students to campus resources.
What can a CTA help with?

CTAs can help with: Course selection, major exploration and declaration, concentration comparisons, pre-matriculation credits, transfer credits, add/drop/pass/fail/withdrawal from courses, referral to University resources, campus life questions. CTAs are also liaisons to groups of departments/programs.

What can an Academic Dean help with?

Academic Deans can help with all of the above, plus academic difficulties, extended absences, petitions for exceptions to policies, academic residency requirement questions, leave of absence, and ensuring fulfillment of degree requirements for graduation.

Pre-major advisors are welcome to reach out to CTAs or Academic Deans with advising questions and concerns, and / or can also refer students to a CTA or Dean.

Below is the contact information for CTAs and Academic Deans:

**College Transition Advisors (CTAs)**

Joie Cummings, College Transition Advisor, Liberal Arts A-G  **7-8422**

Danielle Vizena, College Transition Advisor, Liberal Arts H-O  **7-0886**

Jared Smith, College Transition Advisor, Liberal Arts P-Z  **7-2298**

Eliza Yuen, College Transition Advisor, Engineering A-Z  **7-5014**
**Academic Deans**

Dean Jean Herbert, Liberal Arts A-G  **7-2662**

Dean Carol Baffi-Dugan, Liberal Arts H-O  **7-3767**

Dean Joe Waranyuwat, Liberal Arts P-Z  **7-0723**

Dean Jennifer Stephan, Engineering A-Z  **7-0575**

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**Academic Advising Web Resources: Trunk and SIS**

**Trunk site:**

All pre-majors advisors have access to the Trunk website. The Trunk website is updated throughout the year with important dates, announcements, etc. Trunk is the primary location where all pre-major advisors can go to access an electronic copy of the pre-major advising manual as well as other advising resources.

**Logging into Trunk**

1. Go to [https://trunk.tufts.edu/welcome](https://trunk.tufts.edu/welcome) Your login and password is the same as your Tufts username and password

2. At the top of the screen there will be a tab labeled “Pre-Major Advising” (If you have access to many Trunk sites, you will have an “Other Sites” drop-down menu as one of your tabs). If you are having difficulty accessing the Trunk site, please contact the College Transition Advisors at [CTA@tufts.edu](mailto:CTA@tufts.edu) to get access.
**SIS:**

SIS is Tufts' Integrated Student Information System. Log into SIS at [go.tufts.edu/sis](http://go.tufts.edu/sis) with your Tufts Username and Password.

In SIS, pre-major advisors can:

- View all advisees' academic information, including student shopping carts, advisement reports (degree audit), transfer credits, test scores, etc.
- View a picture of advisees
- Remove registration holds
- View enrollment dates (registration times)

**Troubleshooting:**

If you do not have Faculty/Staff SIS Security Access, you will need to complete and submit the following form: [https://students.tufts.edu/sites/default/files/REGSISAccessForm.pdf](https://students.tufts.edu/sites/default/files/REGSISAccessForm.pdf)

If you are having trouble viewing your information, or information about your advisees in SIS, please contact the Student Services Desk. [https://students.tufts.edu/registrar/contact-us](https://students.tufts.edu/registrar/contact-us)

Reference: [https://it.tufts.edu/stuinfosys](https://it.tufts.edu/stuinfosys)

**Quick guides for Faculty and Staff:**

[http://sites.tufts.edu/sisproject/faculty_doc/](http://sites.tufts.edu/sisproject/faculty_doc/)

Includes guides on releasing holds, entering grades, accessing student transcripts, and interpreting advisement reports.

**SIS Glossary of Terms:**

[http://sites.tufts.edu/sisproject/isis_glossary/](http://sites.tufts.edu/sisproject/isis_glossary/)

**Student View Section:**

Quick guide for students: [http://sites.tufts.edu/sisproject/students/](http://sites.tufts.edu/sisproject/students/)

Includes tutorials on how to register, how to create and interpret an advisement report, how to request a leave of absence, and how to request transfer of credit from another college. This link shows screenshots from the student view which can be very helpful.
**Student Records and FERPA**

The [Family Educational Rights and Privacy Act](http://provost.tufts.edu/institutionalresearch/tuci/general-information/ferpa/) (FERPA) gives each student access to his or her educational record, the right to correct inaccuracies in the records, and the right to control distribution. Per FERPA stipulations, only the student (even if under 18 years of age) may grant access to their educational records to any third party, including parents/guardians and bill-payers.

http://provost.tufts.edu/institutionalresearch/tuci/general-information/ferpa/

Should a parent or guardian of a student contact you, please connect them with the student’s academic dean. Please note that confirming that a student is enrolled at Tufts or sharing information about their grades or academic status at Tufts is in violation of FERPA.

To learn more about FERPA and how it impacts your role as a pre major advisor check out [FERPA for School Officials](http://provost.tufts.edu/institutionalresearch/tuci/general-information/ferpa/).
Responsibilities-How to Make the Most of Pre-Major Advising

**Student Responsibilities**

1. **Be Proactive**
   - Show up on time for advising meetings, contact advisor in advance if you need to reschedule
   - Come to appointments prepared with questions or concerns, and be sure to share your academic and personal goals with your advisor
   - Read and understand the Tufts University Student Handbook
   - Maintain open lines of communication with your advisors, deans, and professors. Respond to emails and phone calls in a timely manner.

2. **Be an engaged participant in your education**
   - Familiarize yourself with the Bulletin, including graduation requirements for your intended area of study as well as general academic policies and procedures.
   - Be aware of relevant dates and deadlines on the academic calendar
   - Read and understand the Tufts Academic Integrity Policy
   - Know who your pre-major advisor, CTA, and advising dean are
   - Know when to ask for help (professors, Academic Resource Center, deans, advisors, etc.)

3. **Acknowledge the many contributing factors to your academic success at Tufts**
   - Take care of yourself physically, mentally, emotionally and know when to ask for help
   - Actively engage in campus life – explore your interests and passions
   - Build relationships in and out of the classroom with those who can help you meet your educational goals
   - Be open to new ideas, experiences, and people.

**Advisor Responsibilities**

Pre-Major Advisor Expectations

1. **Be accessible**
   - Offer appointment times to students throughout the semester
   - Make sure your advisees know where your office is located and the preferred method of making appointments with you
   - Meet with pre-major advisees at least once each semester prior to approving them to register in SIS

2. **Offer guidance and support for student exploration**
   - Provide guidance on course selection
   - Provide guidance in major exploration
   - Discuss academic interest and intellectual development
- Ultimately students are responsible for their education, therefore we can offer guidance to students but decisions around academics and co-curricular opportunities are up to them

3. **Refer students to appropriate resources**
   - Refer students to appropriate University resources when necessary
   - You do not need to have all the answers! If you are unsure of where to start or the appropriate resource to refer a student to, feel free to refer them to the CTAs by contacting us individually or via the general email cta@tufts.edu

4. **Mandated reporting and emergency protocol**
   - Sexual Assault/Violence Reporting Policy
     Title IX sexual violence required reporting protocol (why, how, to whom, timeframe)- Tufts employees and faculty are mandated reporters when students divulge incidents that occurred at Tufts that involving sexual harassment, gender discrimination, gender bias, sexual assault, rape, stalking, or relationship violence. Employees and faculty must report such incidents (or student reports of such incidents involving themselves or other students) to OEO in a timely manner. Consult OEO publication on Sexual Misconduct for more information on reporting.

Follow the link to OEO’s Policies and Procedures page:
http://oeo.tufts.edu/policies-and-procedures/

**Emergency Protocol**

**Reporting protocol for students in distress or threaten harm to self**

1. If you are with the student, do not leave the student alone. Call Counseling and Mental Health Services (617-627-3360) and speak with a clinician to strategize next steps. If after hours, call TUPD (617-627-3030) to have the on-call counselor paged.

2. If you are no longer with a student that you are concerned about, call TUPD (617-627-3030). It is important to follow up with Student Affairs as well.

3. If the student expresses threat to harm others, attend to your own safety first. Call TUPD immediately at (617-627-3030 or X76911).

**Reporting protocol for threat of harm to others (EMERGENCY situation)**

1. Get to a safe place.
2. If you are on campus, call University Police (617-627-6911) or x76911 on any campus phone.

3. Tell police your location, the phone number you’re calling from, the nature of the emergency, and who is involved

4. Safely notify others who might be in danger

If you become aware of a situation that you believe may pose a threat to the safety of the community or one of its members, we encourage you to do one of the following (NON emergency situation)

1. Call University Police (617-627-6911) or x76911 from any campus phone.

2. Email the TTAM team (threatassessment@elist.tufts.edu); follow this link to the TTAM team website for more info: http://sites.tufts.edu/ttam/reporting-a-concern/
Make a report online via Ethicspoint (may be anonymous)

Advising Outcomes

Through the pre-major advisors’ work with students, we anticipate students will....

- Understand how to successfully complete graduation requirements
- Have an increased awareness of on-campus resources and services available, and feel more comfortable and confident in utilizing such resources
- Better understand academic likes and dislikes, strengths and weaknesses
- Take a proactive approach in their education
- Declare a major by April of sophomore year
- Become active and contributing members of the Tufts Community
- Identify support network on campus
- Become empowered to make solid academic and personal choices
- Learn to self-advocate for necessary support

Pre-Major Advisor's Role during Orientation

Orientation is the opportunity for pre-major advisors to meet their new advisees. All pre-major advisors are assigned orientation leaders (OLs) to help coordinate each individual and group’s activities during orientation. On Thursday of Orientation, you will have the opportunity to meet with all of your new advisees as a group. You will be emailed your advising group number and homeroom. During this meeting, you can introduce yourselves and get to know your advisees in a group setting.

On Thursday (EN) or Friday (LA) of Orientation, you will be meeting individually with each advisee to help with fall semester course selection. Students have a very busy schedule during Orientation, so it is critical that pre-major advisors communicate with their Orientation Leaders to assist with scheduling.
You will receive the names and email addresses for your Orientation Leaders in a late-July email which will also contain the names of your new advisees.

On Friday (EN) / Saturday (LA) students register for fall courses. Pre-major advisors are not required to be present during registration. Occasionally, students will email their advisors with questions; please refer them back to the advising and registrar staff located in Eaton Hall during registration. Registration period will remain open for a few weeks so students will be able to make changes to their schedules.

**Tips on maximizing Orientation Leaders’ (OLs) assistance**

- Contact OLs to introduce yourself
- Set up a time to meet with OLs to go over plan for group and one-on-one meetings
- Provide OLs with specific times you are available to meet with students on Thursday/Friday
- Suggest that OLs meet with students before one-on-one meetings
- Have OLs provide scheduled times for each student one-on-one meeting in advance
- For advisees who may not already have choices and back-ups for courses in their Shopping Cart, it may be helpful for Orientation Leaders to suggest they look through “Courses to Consider” in their Jumbo Guide

**Tips on the First One-On-One meeting**

- When scheduling initial student meeting, try to allow for extra time in between each student appointment.
- Some students may come in with no plan or idea of courses they may want to select. For these students the “Courses to Consider” section of the Jumbo Guide may be useful.
- Some students will come with a long list of courses they are interested in taking; for these students it may be helpful to remind them that they have plenty of time to explore different interests and there will be other semesters for them to take some of the courses.
- The first meeting can also be an opportunity to challenge some of the course selection myths some students come in with; e.g. college schedule has to mirror high school, register for a bunch of courses and drop some later, etc.
Key Resources

Opportunities for Advisor Development and Student Feedback

This manual was created as a result of focus groups that were held with pre-major advisors. In order to continue to support you as an advisor, we want to hear more from you in terms of what you may need to help you support students. We hope to continue to get feedback from advisors throughout the year. If you have suggestions or concerns, you can send them to cta@tufts.edu.

Additionally, we concluded from focus groups that advisors may benefit from further trainings and workshops throughout the year. Please keep an eye out in Trunk for times and dates of workshops for the upcoming semesters. We hope these workshops will give advisors the opportunity to ask questions based on current student meetings. We will also cover any changes in policies: pre-matriculation credits, academic majors, etc., which may impact students.

Student Feedback

Based on the 2014 results of the First Year Experience survey, some of the top reasons students provided as to how their pre-major advisors were helpful are as follows:

- Gave advice on classes and scheduling
- Gave advice and guidance
- Helped with requirements
- Was friendly, nice
- Was supportive
- Advised on workload and balance
- Answered questions
- Was very knowledgeable
- Willing and available to meet
- Approved of course selections
Liberal Arts Pre-Major Advising

First Year Liberal Arts Students

In some cases it can be very challenging for a student to pick their course schedule for the first time. Students come in with different high school classroom experiences and different expectations as to what the college academic environment is like. As a pre-major advisor you may find that some students will choose their course schedule so that it mirrors a traditional high school schedule (e.g., a math course, a science course, English course, and a social science course). The first semester can be a great opportunity to explore subjects of interest or areas students haven’t previously had the opportunity to explore. Assisting students with choosing their first semester courses is a great opportunity for pre-major advisors to remind students that there is no set first year schedule and students are not required to structure their schedules in a particular way. With the exception of the First Year Writing requirement and choosing a language course if not exempt, students have a lot of freedom to craft their first year course schedules.

Tips for First Year Advising:

1. It is important to promote having a balanced schedule.
   - Students will want to be cognizant of the time and dates that courses are taking place and make sure their schedules are balanced in a way that does not overload them at certain times or on certain days.
   - Students should take a variety of courses to aid in exploration and avoid burnout.

2. It is not recommended for students to take more than one lab science course their first semester.
   - Science courses in high school versus college can be very different. It is recommended that students get a feel for how sciences are taught at Tufts and the time commitments associated with lab sciences before they take multiple lab courses at the same time.

3. Remind students that courses should not serve as a check list to “get requirements out of the way”. They have four years to fulfill requirements, and we recommend that students spread them out through their time at Tufts.

4. The first semester is a great opportunity to explore interests. Students can get involved across campus with various groups and activities. For more information on co-curricular life at Tufts, you can visit the Office for Campus Life website to learn more about student clubs and organizations: [http://ocl.tufts.edu/](http://ocl.tufts.edu/)

5. Almost everything will count for something. Students will find that they easily fulfill requirements by choosing courses they’re interested in.
6. Pre-major advisors are here to assist students, not to tell student which courses to select. Ultimately, the student will register for the courses of their choosing.

**The First Semester**

Students may take a maximum of 5.5 credits per semester. Students should plan to register for **4.0 or 4.5 credits in their first semester**:

- First-year writing course (1.0 credit)
- A language or culture course (1.0 credit)
- Two or three entry-level courses of interest (2.0 – 2.5 credits)

**First-Year Writing Requirement**

It is strongly recommended that first year students take English 1 or 2 (depending on pre-matriculation credits) in their first semester. For students with related Equivalencies & Pre-Matriculation Credits, the links below can assist in determining which writing course to take:

For liberal arts students: [http://ase.tufts.edu/english/firstyear/requirements.htm](http://ase.tufts.edu/english/firstyear/requirements.htm)

For engineering students: [http://ase.tufts.edu/english/firstyear/requirementsEngineering.htm](http://ase.tufts.edu/english/firstyear/requirementsEngineering.htm)

For more detailed information on the First Year Writing Requirement you may visit the following:

[http://ase.tufts.edu/english/firstyear/](http://ase.tufts.edu/english/firstyear/)

**Alternatives to English 2**

English 2 offers students the opportunity to choose among several seminar topics which are posted each semester.

[http://ase.tufts.edu/english/firstyear/english2Topics.htm](http://ase.tufts.edu/english/firstyear/english2Topics.htm)

For information to alternatives for the English 2 course:

[http://ase.tufts.edu/english/firstyear/english2Alternatives.htm](http://ase.tufts.edu/english/firstyear/english2Alternatives.htm)

**English Courses for Non-native English Speakers**

Per the Tufts University Bulletin, international students and students who speak English as an additional language may take English 3 with consent of the instructor. English 3 fulfills the first half of the college writing requirement for Liberal Arts students. English 3 is offered in the fall semester as pass/fail.

English 4 fulfills the second half of the College Writing Requirement for Liberal Arts students. English 4 is designed for international students and for students who speak English as an additional language. English 4 is offered in the spring semester; prerequisite is English 1 (or 3). Engineering students are not required to take English 4.
Writing Requirement fulfilled

If a student has fulfilled the writing requirement with pre-matriculation credits, it is encouraged for students to take another writing intensive course in their first semester to strengthen their college level writing skills. Students can, for instance, explore courses (in any department) that reference research or creative writing assignments in the description.

For more information regarding the Tufts University Writing requirement, you may reference Page 11 of the Bulletin. You may also review the English Department’s “First Year Writing” website at http://ase.tufts.edu/english/firstyear/

Language and Culture Requirement

The requirement provides flexibility as it can be satisfied in one of the following ways:

1) 6 semesters of the same language
2) 5 semesters of the same language + 1 semester of its corresponding culture(s) taught in English
3) 4 semesters of the same language + 2 semesters of its corresponding culture(s) taught in English
4) 3 semesters of the same language + 3 semesters of its corresponding culture(s) taught in English
5) 3 semesters of the same language + 3 semesters of a different culture taught in English
6) 3 semesters of the same language + 3 semesters of a different language

The Jumbo Guide, given to all new students (and available in the Resource section of the advising Trunk site), contains a diagram of these options that may be helpful in clarifying a specific student’s options.

Students who attended a school through grade twelve where the instruction was in a language other than English may be exempted from both Parts I and II of the foreign language requirement. Students who received primary education in English but are fluent in a language not taught at Tufts, may also be eligible for exemption from part of the requirement. In either case, students should contact their academic dean or CTA.

Follow this link for answers to frequently asked questions about the language and culture requirement: http://students.tufts.edu/academic-advice-and-support/academic-advising/what-we-offer/guidance-academic-policies/requirements-graduation-liberal-arts
Two or three entry-level Courses of Interest

In addition to writing and language courses, it is encouraged that students enroll in two to three more courses of interest in any department. If a student is unsure a good starting point is the “Courses to Consider” section of the Jumbo Guide (see description below).

Courses for First Year Students to Consider

Students can find “Courses to Consider” in the Jumbo Guide, which each student receives upon arrival to campus. These are department approved courses that are recommended for first semester first-year students. An electronic copy of this year’s Jumbo Guide will be posted to the Advising Trunk site in August, and advisors will get a hard copy of their own.

Pre-Matriculation Credits

Tufts Exam Equivalency Chart for Liberal Arts

http://students.tufts.edu/registrar/what-we-assist/transfer-credit/liberal-arts-exam-equivalencies

AP, IB, A Level, and other pre-matriculation test scores should be posted in SIS, in the student’s Transfer Credit Report as well as on the Unofficial Transcript. If scores are not listed, the student will need to bring an official score report to the Student Services Desk in Dowling Hall.

In the case of AP scores, the student may pull up his or her score report in the College Board website at the Student Services desk, and the desk worker will print and put the scores in the queue to be entered into SIS.

A Levels & Other International Diplomas – Students must formally request credit for international diploma exams. The form linked to below must be completed and handed in at the Student Services Desk in Dowling Hall along with an original diploma:

http://students.tufts.edu/sites/default/files/REGInternationalDiplomaExamCreditRequest.pdf

Liberal Arts students may use a maximum of 5 pre-matriculation credits towards their degree requirements. In the case that a student has more than the maximum number, they can elect which AP credits they would like counted by filling out a “Request to Change Pre-Matriculation Credits” Form which can be found on the registrar’s website.

http://students.tufts.edu/sites/default/files/REGRequesttoChangePrematricCredits.pdf

Transfer Credits:

It is recommended that students who would like to take a class at another college or university and transfer the credit to Tufts should put in the request prior to taking the class to ensure that the credit will transfer. This tutorial walks students through how to make this request in SIS:

http://sites.tufts.edu/sisproject/files/2015/03/Student_Portal_Transfer_of_Credit_Student.pdf

Once a student has completed the course(s) they should have an official transcript sent to Tufts.
Supporting Students, Referrals & University Resources

**Supporting Students in their First Year**

The CTAs have developed the below “Calendar of Anxieties,” showing what first year students may be concerned about throughout the academic year. We also list messaging advisors might want to incorporate into their conversations with students to address these concerns.

**Fall Semester**

<table>
<thead>
<tr>
<th>Month</th>
<th>Messaging</th>
</tr>
</thead>
</table>
| September:  | 1. You are not alone  
Moving-in process  
Getting to know roommate  
Adjusting to new home/campus  
Homesickness  
Utilizing Student Accessibility Services  
Partying  
Finding/buying books  
Not getting courses they wanted  
Adding classes by deadline |
| October:    | 1. Your classes will count for something  
Dropping classes & impact of dropping  
Fitting in  
Adjusting to freedom  
Adjusting to workload  
Midterms  
Level of co-curricular involvement |
| November:   | 1. Take time to relax  
Pass/fail and drop deadline  
Thanksgiving break  
Midterm grades  
Visiting home/staying on campus (homesickness)  
Spring Registration |
| December:   | 1. Impact of withdrawing  
Withdrawing  
Plans for winter break  
Final grade expectations  
Surviving finals |
## Spring Semester

| January:                  | 1. Reflecting on first semester grades-how to improve or maintain for the Spring  
|                          | 2. Getting back into a routine on campus, time management - start early  
|                          | 3. Balancing co-curricular with academics |
| Fall Grades              |  
| Readjusting to campus   |  
| Classes beginning        |  
| Last day to add classes  |  
| Greek life rush          |  
|                          |  
| February:                | 1. Dealing with breakups, self-care  
| Healthy relationships    | 2. Exercising, eating well, maintaining relationships and activities  
| Winter blues             |  
| Housing lottery begins   |  
| March:                   | 1. Options for spring break alternatives, staying safe on break  
| Spring Break (alternatives and safety) | 2. How to make the most of your summer  
| Summer plans             | 3. Make an appointment with your advisor  
| Fall registration starts in early April |  
| April:                   | 1. When to drop a course  
| Last day for first-years to drop course | 2. Balancing your schedule for next semester  
| Registration begins      | 3. Maintaining balance between classes and co-curricular during busy April  
| Spring Fling             | 4. Study strategies  
| Tuftstonia Day           |  
| Prepping for finals      |  
| May:                     | 1. Staying healthy during finals  
| Finals                   | 2. Summer messaging – internships, jobs, volunteering, etc.  
| Summer                   |  

### Second Year Advising Liberal Arts Students

The second year student connection website is a great resource for students. Check it out here, [http://students.tufts.edu/who-i-am/sophomores](http://students.tufts.edu/who-i-am/sophomores)

Students in their second year begin to focus in on a specific major(s) and possibly a minor(s). At this time students often feel overwhelmed by the options and can feel pressured to choose a major as they begin to see their peers declaring.

Students are not required to declare until April 1st of their sophomore year.
At this time it is important to encourage students to more carefully review the requirements of their majors of interest on department websites to ensure they are taking the required courses for the major(s).

**Faculty**
Encouraging students to have conversations with faculty members in their major of interest can be very helpful. Understanding what type of work their major may lead to is important. Faculty can provide them with ideas for real world applications of their majors.

In addition, Majors Week, which occurs each year at the end of February, is an opportunity for students to attend departmental receptions featuring faculty and declared students in their majors of interest. They may also take their faculty members to the dining hall for a meal to discuss areas of interest. This can be done individually or with a group.

**Academic Deans and CTAs**
The College Transition Advisors and Academic Deans can also be helpful in connecting students to potential faculty advisors as well as helping them explore particular programs or compare concentrations.

**Career Services**
Sophomores are also encouraged to visit Career Services, who can provide information on career paths associated with majors. Here is a guide: [What Can I do with this Major guide >](#). Please see the last page of this manual for more details on the Career Center.

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**Advising Pre-Health Students**

Many first year students enter Tufts interested in a pre-health track. Tufts University does not offer a pre-health concentration, but there are many resources here on campus to prepare students to fulfill requirements for graduate studies in health professions. First year students come in with an array of questions and concerns in thinking ahead in being prepared and competitive for the next step in their pre-health journey.

Students may have very specific questions regarding course selection, or what is required for medical school applications. For first year students, it is important to remind them that there is plenty of time over the next four years to fulfill pre-health and other requirements in their area of interest.

**General Pre-Health Tips:**
- Students should take at least one course per semester towards medical school requirements.
- Clinical experience is very important in being a competitive applicant.
- Med schools like to see a student progress as they get further into their program.
- There are many factors other than grades that are considered for medical school admission.
During Orientation there is an information session called “Thinking of Pre-Med/Dental/Vet?” where students can receive general information and have an opportunity to connect with the health professions advisors here on campus.

**PRE-HEALTH COURSE REQUIREMENTS**  
**MAKING WISE DECISIONS WITH THE FACTS**

**General Requirements:**
Most medical, dental, veterinary, and other clinical health professions schools share a standard list of requirements that includes Bio 13 and 14, Chem 1 or 11 and 2 or 12, and Phys 1 or 11 and 2 or 12. Medical schools now will generally accept Tufts’ accelerated chemistry sequence that includes one semester of organic chemistry (Chem 51/53) and one semester of biochemistry, while dental and vet schools are mostly still requiring Chem 51/53 and Chem 52/54. All must be taken with laboratory and for a letter grade.

First year students should start their first semester with only one pre-health lab science.

**Sequencing:**
Chem 1 – offered each fall, spring and summer  
MUST BE TAKEN BEFORE  
Chem 2 – offered each fall, spring and summer.

Bio 13 – offered each fall only  
IS NOT A PREREQUISITE FOR  
Bio 14 – offered each spring only

Chem 51/53 – offered each fall and summer  
MUST BE TAKEN BEFORE  
Chem 52/54 – offered each spring and summer (no longer needed for most med schools).

Physics 1 – offered each fall and summer  
MUST BE TAKEN BEFORE PHYS 2  
Physics 2 – offered each spring and summer.

**Biochemistry**
Biochemistry is increasingly required. It is tested on the new MCAT, and is a requirement at all vet schools, and our own dental school. Bio 152 or Chem 171 will fulfill this requirement. Both are offered in the spring and Bio 152 is offered in the summer.

**Extra Sciences**
Non-science majors should consider taking one or more additional biology courses numbered higher than 13 and 14 to strengthen their backgrounds for future study in the health professions. Suggested topics include genetics, cell bio, physiology, neurobiology and endocrinology.

**Math**
There is decreasing emphasis on calculus and increasing emphasis on statistics and research methods. One semester of calculus credit, or a single course itself, is more than sufficient for pre-health
requirements. A semester of statistics from any department is highly recommended and increasingly required.

**Behavioral Sciences**
Understanding the behavioral determinants of health is important for pre-health students. Courses in psychology, medical sociology, medical anthropology and community health are wise choices.

*Prepared by the Health Professions Advisors, Tufts University, Fall 2016*

**PRE-HEALTH ADVISING AT TUFTS**

**GET CONNECTED**

* Log-in to SIS.
* Click on the Student Living toolbar
* Select Webcenter
* Click Health Professions Advising Newsletter
* Subscribe

This newsletter alerts you to programs, deadlines, special internships and other opportunities. These newsletters are archived on our website, so parents can read them as well.

**EXPLORE THE HEALTH PROFESSIONS ADVISING WEBSITE**

The health professions website is located here. It offers info about course requirements, health-related experience, the application process, internships, and more. Visit it to get accurate and helpful information.

**MEET WITH AN ADVISOR**

Call 617-627-2000 to schedule a meeting with Carol Baffi-Dugan or Stephanie Ripley. There are also open hours on Tuesday and Thursday afternoons. The sign-up sheet for a 15 minute slot goes out at 1:30 PM in Undergraduate Education in Dowling Hall. Additional open hours are scheduled at the start of each semester. Students can email brief questions to carol.baffi-dugan@tufts.edu or stephanie.ripley@tufts.edu after reading the website. Do not email them to schedule an appointment.

**RESOURCES**

For more detailed information for students interested in any of the health professions:

*Page 50 of the Bulletin*

Advising Pre-Law Students

While there are no specific concentrations for Pre-Law at Tufts, there are many resources here on campus to help guide students interested in this path. Tufts University has a Pre-Law Advisor, Stephanie Ripley, which can assist students. Students can meet with Stephanie by phone or in person. What is important for first year students interested in pre-law to know is:

- There is not a specific or recommended Pre-Law major.
- Individuals considering law school are encouraged to take a variety of courses to sharpen critical thinking, reading and writing skills; to practice oral communication and performance techniques, to master analytic problem-solving, and to develop expert research skills.

RESOURCES
For more detailed information for students interested in a pre-law or pre-business track:
Page 54 of the Bulletin
Pre-Law Advising website
http://uss.tufts.edu/pre-law/

Meeting with a Pre-Law Advisor
To arrange an advising appointment with Stephanie Ripley, the Pre-Law advisor, contact student services at 617-627-2000. Appointments can either be conducted in person or by phone. Appointments are offered year round.

What are Law Schools looking for?
http://www.americanbar.org/groups/legal_education/resources/pre_law.html

What have other Tufts University who went onto Law school majored in?
Career Resource Center
http://tuftsalumni.org/site/tufts-online-community/

Advising Potential International Relations (IR) Majors

Language requirement:

Per the IR website: “Students must display oral and written proficiency in one foreign language. Proficiency is met by 8 semesters of instruction or the equivalent in a single language. Students may place into courses above level one and thereby complete the requirement in fewer than 8 Tufts semesters. Note: other majors require only 6 semesters of foreign language. IR requires 8” (emphasis added).”

“Native speakers may be exempt from the IR language requirement if 1) the student graduated from a foreign high school where English was NOT the language of instruction; 2) in the case of English-language international schools the critical topics were NOT taught in English; 3) the student takes an
examination which demonstrates oral, written, and cultural proficiency. Please contact the respective language department about gaining exemption.”

“Students who are exempt from Parts 1 and 2 of the Tufts Language Requirement need an additional two semesters of language to reach the IR language proficiency requirement (8 semesters or the equivalent). Students placing into a higher level may meet the requirement with fewer than 8 semesters.”

http://ase.tufts.edu/ir/academics/policies.htm#language

Major coursework:

The IR department recommends that students intending to major in IR begin their major coursework in their first year.

The staff of the IR department are happy to work with students and pre-major advisors to answer IR related questions. Their contact information is here: http://ase.tufts.edu/ir/about/contact.htm

Advising Students Interested in Engineering

Students interested in transferring from the School of Arts & Sciences to the School of Engineering meet with College Transition Advisor, Eliza Yuen, to fill out an application and discuss appropriate coursework for the following semester. Here is the internal transfer policy: http://engineering.tufts.edu/undergraduate/startingOut.htm

Applications and transcripts are reviewed upon completion of one full semester of Engineering coursework by the School of Engineering Internal Transfer Committee. The Committee meets after grades are posted in January and May.

First year students interested in pursuing a transfer immediately upon arriving at Tufts should register for the following classes for the fall semester, and follow up by meeting with Eliza Yuen after Orientation to fill out an application:

1. EN 1 (any section)
2. Calculus – Math 32 (or Math 34 or Math 42 if student has AP credit)
3. English 1 or if student has AP credit for English, they should choose a humanities, art, or social science elective – any class that has the attribute value “SOE-HASS” in SIS
4. Physics 11 (or Physics 12 if student has AP credit); or Chemistry 1 (or 2 if student has AP credit) if student is interested in Chemical or Environmental Engineering
   *please refer to Tufts’ AP Credit table for more details

Feel free to refer students to Eliza Yuen (Eliza.Yuen@tufts.edu) with any questions or for clarifications on schedule questions.
Advising First Year Engineering Students

ASSISTING STUDENTS WITH CHOOSING THEIR FIRST SEMESTER SCHEDULE

The Engineering Curriculum is quite structured, and each major provides a suggested sequence of courses by semester, which can be found on the 3rd page of the degree sheets found here: http://engineering.tufts.edu/undergraduate/degreesMajors.htm

These suggested sequences of coursework takes into account which courses are typically offered during each semester as well as pre-requisites. Therefore it is strongly recommended that students take the courses in the order listed.

If a student opts to use pre-matriculation credit for a suggested first semester course, he or she should move forward to the next course in the sequence (for example, students with credit for Calculus 1 should move forward to Calculus 2, students with credit for Physics 11 and 12 should move on to Chemistry 1, etc.) Students should not feel pressured to use all pre-matriculation credits, and in some cases, should consider not using all pre-matriculation credits, especially if they took the course quite a while ago or does not feel confident in the subject. (For example, if a student has a 5 on the AP Chem exam, they would receive Tufts credit for Chem 1 and Chem 2. However, the student intends to major in Chemical Engineering. This student should strongly consider registering for either Chem 1 or Chem 2, using the AP credit for whichever course they do not take).

Engineering Pre-Matriculation Credits:

Engineering students are limited to eight pre-matriculation credits toward their degree. Please consult the latest Tufts Bulletin for detailed information about grades required and credit granted for the various types of pre-matriculation degrees, courses, and diplomas.

AP, IB, A Level and other pre-matriculation test scores should be posted in SIS, in the student’s Transfer Credit Report, as well as on the Unofficial Transcript. If scores are not listed, the student will need to bring an official score report to the Student Services Desk in Dowling Hall.

Alternately, in the case of AP scores, the student may go directly to Student Services and log into College Board to confirm the scores.

A Levels & Other International Diplomas – Students must formally request credit for international diploma exams. The form linked to below must be completed and handed in at the Student Services Desk in Dowling Hall along with an original diploma:

http://students.tufts.edu/sites/default/files/REGInternationalDiplomaExamCreditRequest.pdf
In the case that a student has more than the maximum number of pre-matriculation credits, they can elect which credits they would like applied by filling out a “Request to Change Pre-Matriculation Credits” Form which can be found on the registrar’s website.

http://students.tufts.edu/sites/default/files/REGRequesttoChangePrematricCredits.pdf

Transfer Credits:
It is recommended that students who would like to take a class at another college or university and transfer the credit to Tufts should put in the request prior to taking the class to ensure that the credit will transfer. This tutorial walks students through how to make this request in SIS: https://students.tufts.edu/registrar/what-we-assist/transfer-credit (under “Getting Departmental Approval”)

Once a student has completed the course(s) they should have an official transcript sent to Tufts.

English Requirement:

Engineering Students are required to complete either English 1 or English 3 (for non-native speakers). If the student has pre-matriculation credit for English 1, they are not required to take any further English coursework. Please note that an SAT score of 760 or above on the writing section of the SAT does NOT exempt EN students from English 1.

For more information: http://ase.tufts.edu/english/firstyear/requirementsEngineering.htm
Academic Policies and Forms - Liberal Arts and Engineering

Drop/Add, Pass/Fail, Withdrawal Forms and Policies

Adding a course can be done in SIS by the student until the add deadline. The deadline for all AS&E students to add a course is two weeks into the semester.

Dropping a course can be done in SIS by the student until the drop deadline. The drop deadline for first-years is ten weeks into the semester (this applies to both fall and spring semesters), and five weeks into the semester for upper class students.

If students do not drop a course by the deadline, they can still withdraw from the course; the course will remain on the student’s transcript with a W in place of a grade. The last day for a W is the last day of classes for a semester.

Students may also elect to take a course pass/fail, and the deadline is the same as the drop deadline for the respective years.

Follow the link below to the Tufts academic calendar for official deadlines.

http://uss.tufts.edu/stuserv/acadcal/

Reasons students might give for dropping a course include: poor performance on assignments, a too strenuous course load, not fully understanding beforehand the topics being taught in the course, etc. Students who are considering dropping a course and adding another course should consult with their advisor and the professor of the course they're interested in adding to determine if it’s feasible for them to catch up in the class. Dropping a course before the deadline is not reflected on the student’s transcript.

Rather than drop a course, students can elect to take it pass/fail. Reasons to take a course pass/fail may include (but aren’t limited to): wanting to explore a new subject but aren’t sure of the workload involved, seeking credit towards Tufts degree but not needing a course for a foundation, distribution, or major requirement, making satisfactory progress in a course but aren’t doing as well as they’d hoped, etc. We generally recommend students take a course pass/fail when they’re confident that they will maintain the workload in the course and pass it. If they pass, it doesn’t affect their GPA, but if they fail, it will be factored into their GPA. Also, pass/failing a course means the course will not fulfill requirements, so a student should not take a course pass/fail if it’s needed for a requirement.

When electing to take a course pass/fail the Pass/Fail petition form must be filled out and submitted to Student Services. When a student elects to take a course pass/fail the instructor is unaware of this fact and will continue to grade students’ work as if they are receiving a letter grade. The final grade that the professor inputs is then changed to a P or F automatically in the system. A student will receive a P if they receive a grade of D- or better in the course.

Withdrawing from a course means the student will have a W on their transcript, but there is no effect to their GPA. We generally recommend withdrawing from a course when a student has poorly performed
in class, and there is no way they can enhance their grade. Other reasons students might withdraw are: too strenuous course schedule, course not needed for requirements, etc. It is not advisable to make a habit of withdrawing from courses. Students may withdraw from a course directly in SIS – paper forms are no longer needed.

If you feel uncomfortable discussing these options with a student, you can always refer them to their Academic Dean or a College Transition Advisor.

**Tracking Academic Progress**

**Academic Standing/Satisfactory Progress Toward the Degree**

Determination of a student’s academic status is made by the faculty Committee on Academic Standing. The following guidelines apply to all liberal arts undergraduates as of Fall 2013.

**Academic Alert:**
A student will be sent an academic alert at the end of any semester in which the student earned fewer than 3.0 credits but more than 1.0, and/or had lower than a 2.0 but higher than a 1.66 GPA. Incompletes are not earned credits.

**Academic Probation:**
A student will be considered for academic probation by the Committee on Academic Standing at the end of any semester in which the student earned 1.0 credit or fewer and/or lower than a 1.67 GPA. If put on Academic Probation, the student will no longer be in good academic standing, and notification of this status will be sent to the student’s advisor and parents or guardians. The probation status will also be recorded on the student’s unofficial transcript. To be removed from Academic Probation, in the following semester the student must complete a minimum of 3.0 credits and earn a minimum GPA of 1.67, with a cumulative GPA of 1.67. Incompletes are not earned credits.

**Required to Withdraw:**
If a student’s academic performance meets the criteria for Academic Probation for a second semester, then the student will be considered for a Required Academic Withdrawal for one semester, determined by the Committee on Academic Standing.

**Summary:**

<table>
<thead>
<tr>
<th>Academic Alert:</th>
<th>1.5 – 2.5 credits and/or term GPA 1.67 - 1.99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In good academic standing; no transcript notation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Probation:</th>
<th>0.0 – 1.0 credit and/or term GPA 0.00 - 1.66</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No longer in good academic standing; notation on unofficial transcript; advisor and parents notified</td>
</tr>
</tbody>
</table>

| Required to Withdraw:| Credits and GPA meet the criteria of Academic Probation for a second term |
|---------------------| Student considered for withdrawal for one semester; notation on official transcript; advisor and parents notified |

**Permanent Academic Withdrawal:**
A student who returns from having been required to withdraw for a semester and meets the criteria for Academic Probation in any semester after the return will be subject to a Permanent Academic Withdrawal, determined by the Committee on Academic Standing.

**Satisfactory Progress Toward the Degree:**
Liberal arts undergraduates will be alerted by their academic dean if they are not earning adequate credits to make satisfactory progress toward the degree. Satisfactory progress is defined by the number of credits completed by the end of each semester, as follow:

<table>
<thead>
<tr>
<th>Credits completed</th>
<th>First year</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>10</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>14</td>
<td>23</td>
<td>34</td>
</tr>
</tbody>
</table>

**Calendar and Important Dates**

The Tufts University official academic calendar is available here: [http://uss.tufts.edu/stuserv/acadcal/](http://uss.tufts.edu/stuserv/acadcal/)
If students have questions regarding financial aid, the first point of contact is Student Services who are trained to answer any questions students may have about financial aid and billing issues. If Student Services are unable to answer the student’s question, the student’s call or email will be forwarded to a financial aid representative.

General Financial Aid Info

- Tufts is committed to meeting the full demonstrated need of all undergraduate students.
- Tufts does not offer merit or academic scholarships.
- Student need, or aid eligibility, is the difference between educational expenses (cost of attendance) and the university's estimate of what your family can contribute toward those expenses.

http://students.tufts.edu/financial-services/financial-aid

General Financial Aid Policies
http://students.tufts.edu/financial-services/financial-aid/policies

Contacting Financial Aid

Drop-in hours are Thursdays from 2 to 5 p.m.
Drop-in Hours
Thursdays, 2-5pm
Dowling Hall
http://students.tufts.edu/financial-services/contact-us

Student Services

Student Services can assist students with an array of issues/questions:

1. Academic and Student Records
2. Student Billing and Financial Aid
3. Online Services for Students
4. Online Services for Faculty
5. Additional Resources

- Make appointments with Financial Aid, Academic Deans, Pre-health and Pre-law Advisors, and College Transition Advisors.
- Drop off Forms: Cross registration, pass/fail, petitions, and many others. These forms are available online at http://students.tufts.edu/registrar/student-forms
- Purchase a T-pass

**Contact Student Services**

The Student Services Center is located on the seventh floor of Dowling Hall which can be accessed by crossing the bridge on Medford's upper campus or by taking the parking garage elevator to the 7th floor.

**Hours of Operation**
Monday - Friday, 9:00 AM to 5:00 PM

Phone: 617.627.2000
Fax: 617-627-4691

[https://students.tufts.edu/registrar/contact-us](https://students.tufts.edu/registrar/contact-us)

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**Counseling and Mental Health Services**

Tufts faculty and staff members are in a unique position to identify and help students who are in distress. This may be especially important for students who cannot or will not turn to family or friends. Anyone who is seen as caring and trustworthy may be a potential student resource in times of trouble. Your expression of interest and concern may be a critical factor in supporting a student’s well-being or even saving a student’s life.

Resources and information on website: [http://students.tufts.edu/health-and-wellness/counseling-and-mental-health](http://students.tufts.edu/health-and-wellness/counseling-and-mental-health)

Students may come to you directly to discuss a concern, but often difficulties are expressed indirectly. Sometimes signs of distress are evident through academic performance or classroom behavior. At other times students may communicate personal problems to you via email, or through references to personal or emotional difficulties in written class assignments. The following list identifies signs which may indicate that the student is distressed and would benefit from assistance, *especially if the signs are persistent*, severe, or represent a marked change.

**Academic Indicators**

- Poor performance or preparation in class or program activities
- Excessive absences or tardiness
- Unusual or sudden changes in interactions with you or others
- Marked inattentiveness or sleepiness in class
- Attending class or activities under the influence of alcohol or drugs
- Noticeable withdrawal from social interactions

**Psychological or Physical Indicators**

- Noticeably depressed, sad or apathetic mood
- Hyperactivity or very rapid speech
- Noticeable anxiety or panic
- Deterioration in personal hygiene
- Dramatic weight gain or loss
- Disruptive or inappropriate behavior
- Signs of loss of contact with reality
- References to feeling hopeless or helpless

**Social and Interpersonal Indicators**
- Significant withdrawal from social interactions
- Excessive anxiety during social interactions
- Concerns expressed by peers, faculty/staff or others

**How to Make an Appointment**
- Call 617-627-3360 or stop by CMHS at 120 Curtis Street.
- In order to facilitate a referral, sometimes concerned faculty and staff members call while the student is in their office or walk with a student to the counseling center.

**Hours**
- Open weekdays, 9 a.m. to 5 p.m.

**Emergencies**
- During business hours, call 617-627-3360 and state your emergency
- After hours, contact the counselor on call through TUPD at 617-627-3030

**Confidentiality**
- Counseling is confidential, and information can be released only with a student’s permission, except in certain emergency situations. Feel free to ask students directly if they have followed up with a referral you have made.
- Although we cannot release information about our contact with a student, we can always listen to and consult with you regarding your concerns about students.

**Services**
- Consultations to faculty, staff and others about student mental health concerns
- Brief individual counseling for Tufts students
- Groups and workshops
- Couples counseling (when both partners are Tufts students)
- Psychiatric services
- 24 hour emergency coverage for student mental health crises
- Referral services for specialized or continued counseling
- Educational programming

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**Academic Resource Center**

The Academic Resource Center facilitates student learning beyond the classroom by offering one-on-one and group sessions in many course subjects, as well as in time management, study skills, writing, and public speaking. Through the Academic Resource Center, students develop the skills they need to become effective independent learners able to thrive at Tufts and beyond. (source: [http://uss.tufts.edu/arc/](http://uss.tufts.edu/arc/))
Subject Tutoring

To book an appointment with a writing or subject tutor, please visit the Tutor Finder. When you log into SIS, choose the Academics menu, then select "Tutor Finder" from the drop-down menu. When you get to Tutor Finder, choose the subject you want (or click "Writing" or "Public Speaking"), and then reserve the time that fits within your schedule. (source: http://uss.tufts.edu/arc/)

The Time Management & Study Strategies Consulting Program

While advising students, you may see them struggling with a variety of problems. Some may have very disorganized backpacks and notebooks; some may forget when you were supposed to meet; others may feel burnt out from their own high expectations or over commitments; some may blank out when taking tests; some may mention they have lost their motivation. The Time Management & Study Strategies Consulting program can help students with all of these challenges and more. You are in a key position to refer them to this resource so that they can collaborate with a consultant on building healthy life habits that work for them.

We work with students on a wide variety of topics that impact academics:
- test anxiety and test strategies
- motivation and procrastination
- effective study skills (time of day, how to take effective breaks, etc.)
- planning out projects, homework and study periods
- preventing and treating burnout
- life balance and relaxation skills
- goal setting and progress
- organizing notebooks, book bags, etc.
- how to use your learning style (auditory, visual, kinesthetic, read/write) to study more effectively

Students who are interested may email a request to time.management@ase.tufts.edu with the answers to the following questions:
1. What areas would you like to focus on with your consultant?
2. Are you thinking more short-term or long-term consulting?
3. Is there anything you believe is important that we should know about (Anxiety, learning disabilities, or course work incompletes, etc.)?
4. What are some days and times that you are available to meet for an hour with a consultant?

Then students fill out an intake survey and then they are matched with a consultant (they can request a consultant who studies science/humanities/engineering or who’s funny/direct/gentle, etc.). They meet together once per week for as long as the student wants (a month, the
semester, the year, or even just occasionally from time to time). Some consultants even meet with students in the evening or on the weekend.

The program is run by Claire Weigand, an Assistant Director of the Academic Resource Center. Please email Claire anytime if you have questions or requests at Claire.Weigand@tufts.edu.

To learn more about the ARC’s services, please visit their website: http://uss.tufts.edu/arc/

**Student Accessibility Services (formerly known as Disability Services)**

“Tufts University welcomes students with disabilities and assures them that the university will provide access to all programs for which they are qualified. In accordance with all Federal, State, and University regulations Tufts is committed to providing support and equal access for all students so that they may access curricula to achieve their academic potential.”

Website: http://students.tufts.edu/student-accessibility-services

Contact: http://students.tufts.edu/student-accessibility-services/about-us

In order to register with Student Accessibility Services, students must:

1. Submit [documentation](http://students.tufts.edu/student-accessibility-services) from a licensed practitioner to the Student Accessibility Services Office (located in the Academic Resource Center).
2. Schedule a meeting with the Director of Student Accessibility Services by calling (617) 627-4539 or email Accessibility@tufts.edu.
3. Fill out the required request forms and submit in person after you meet with the director.

**Reasonable Accommodation Request**

http://oeo.tufts.edu/reporting-incidents-of-any-misconduct/student/reasonable-accommodation-request/

**Study Abroad**

If students are interested in studying abroad, you can find more information at the following link including a list of frequently asked questions about studying abroad: http://students.tufts.edu/study-abroad

The Programs Abroad office holds weekly information sessions during the academic year that students can attend to get the best answer to their questions.
Office of Campus Life
If students have questions about joining student organizations, starting their own, or activities currently happening on campus, you can find that information on the Office of Campus Life page: http://ocl.tufts.edu/

Co-curricular Student Support

International Students

International Center

When serving as a pre-major advisor to international students, it is important to note that you are NOT responsible for advising them related to their immigration status. Any questions students may have about the following should be directed to the I-Center:

- Visas
- Maintaining full-time status
- CPT or OPT
- Taxes
- Acquiring a social security card
- Employment authorization
- Travel
- I-20 signatures
- Obtaining a bank account or driver’s license

More information can also be found on the I-Center’s website: http://ase.tufts.edu/icenter/

The I-Center is also an excellent source of support for students struggling with cultural adjustment and making connections on campus. They host programs to support students culturally, academically, socially, and with career planning.
Social Identities

Group of Six

“We are a resource on campus for all students interested in thinking about social identities; how social identities intersect with one another; and how these identities impact our lives and the world we live in. Through our centers’ collaborative and individual work, we provide students with the opportunity to attend events, participate in discussions, and take on leadership roles that relate to the diverse experiences of gender, race, culture and ethnicity, sexual orientation, gender identity and expression, and socioeconomic status. Don’t let our names fool you – Africana Center, Asian American Center, International Center, Latino Center, LGBT Center, and Women’s Center – whether you do or don’t identify with one or more of these groups, every student is welcome in every center.” (Source: Women’s Center website: http://ase.tufts.edu/womenscenter/about/groupofsix.asp)

Africana Center

Asian American Center

International Center

Latino Center

Lesbian, Gay, Bisexual, Transgender Center

Women’s Center

First Generation College Student Council

Students who identify as “first-gen” often feel unsure how best to navigate University resources and/or have questions that they assume many of their peers are able to ask parents or community members who have attended an institution similar to Tufts. Joie Cummings is the advisor to the council and can be reached at joie.cummings@tufts.edu. The council’s Facebook page is available here: https://www.facebook.com/FirstGenTufts/info?tab=page_info

“The Council welcomes any student who self identifies with the first generation college experience”

Chaplaincy

The Chaplaincy is a confidential resource on campus whose aim is to “provide pastoral care, support religious and philosophical communities, educate about spiritual and ethical issues in society and the world, and promote multifaith engagement.” Website: http://chaplaincy.tufts.edu/
**Student Athletes**

Student athletes have practice and game obligations that may require a little more effort in planning out their schedules. The date and time of a course offered or needed may conflict with a practice time. Many athletes will come to Tufts already having a good idea of their upcoming semester athletic schedule or restrictions.

- Tufts University Athletics

Website: [http://www.gotuftsjumbos.com/landing/index](http://www.gotuftsjumbos.com/landing/index)

Contact: Tisch Sports and Fitness Center | 161 College Avenue | Medford, MA 02155 | Phone: (617) 627-3232

**ROTC (Reserve Officer Training Corps)**

Tufts students can participate in ROTC through the Massachusetts Institute of Technology (MIT). Most of the ROTC courses are held at MIT, and students can join the Air Force, Army, or Navy units. More information can be found here: [http://nrotc.mit.edu/prospective-students/tufts](http://nrotc.mit.edu/prospective-students/tufts)

**Pre-Professional Students**

There are many pre-professional student groups that students can get involved in here at Tufts. Student groups can be an opportunity for networking and getting to know more about the profession of their interest.

Website: [http://ocl.tufts.edu/academic/](http://ocl.tufts.edu/academic/)

Contact: [http://ocl.tufts.edu/contact-us/](http://ocl.tufts.edu/contact-us/)

**Tufts Career Resources**

The Career Center can assist undergraduate students with: career coaching, job and internship listings, campus recruiting, resume and cover letter preparation interviewing tips, and applying to grad school.

Open Monday to Friday, 9am - 5pm • Dowling Hall • 617.627.3299

Guide to the Career Center’s Services

[http://students.tufts.edu/career-center](http://students.tufts.edu/career-center)

Guide to Graduate & Professional Schools

[http://students.tufts.edu/career-center/apply-graduate-school](http://students.tufts.edu/career-center/apply-graduate-school)