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Overview

Introduction and Purpose of Manual

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 ssa@tufts.edu.

Additionally, we concluded from focus groups that advisors may benefit from further trainings and workshops throughout the year. 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. We will post the dates, times, and topics of these workshops on our website and share via e-mail.

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
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 is greatly appreciated. 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 are not in this alone: The Advising Deans and SSAs 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 pre-major advising at Tufts!

Best,

Robert Mack
Jennifer Stephan

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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 interests. As the pre-major advisor, you will receive a list of your new advisees at the beginning of August. 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. You are their primary contact and an extremely valuable resource.

What is a Student Success Advisor?

The purpose of the Student Success Advisor is to serve as a point of contact and academic support for pre-major students (from matriculation to major declaration), maintaining a strong connection between the student and the university. SSAs provide programming to enhance the first and second year academic and co-curricular experience. SSAs are available to students by appointment and open office hours and work together with Advising deans to ensure that students are making appropriate academic progress and connecting students to campus resources.

What can a SSA help with?

SSAs can help with: Course exploration, major exploration and declaration, concentration comparisons, pre-matriculation credits, transfer credits, add/drop/pass/fail/withdrawal from courses, referral to University resources, and campus life questions.

What can an Advising Dean help with?

Advising Deans can help with 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 SSAs or Advising Deans with advising questions and concerns, and / or can also refer students to an SSA or Dean.

Academic Advising Web Resources

OSSA:

All pre-majors advisors have access to the OSSA website. The website is updated throughout the year with important dates, announcements, etc. The OSSA website 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. We will no longer be communicating via Trunk.

Student Information System (SIS):

SIS is Tufts’ Integrated Student Information System. Log into SIS at 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:**
For guides on releasing holds, entering grades, accessing student transcripts, and interpreting advisement reports use this website: [http://sites.tufts.edu/sisproject/faculty_doc/](http://sites.tufts.edu/sisproject/faculty_doc/)

Questions about Pre-Matriculation Credits? Use this Chart to help you determine equivalency.

All forms can be accessed here: [http://students.tufts.edu/registrar/student-forms](http://students.tufts.edu/registrar/student-forms)

**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* (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/](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 Advising 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/).
Making 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
   - Review the Tufts University Bulletin
   - 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, SSA, 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**

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 SSAs by contacting us individually or via the general email ssa@tufts.edu.

4. Reporting
- You are a mandated reporter when students divulge incidents that occurred at Tufts, see below for details.

**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 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-procedures/](http://oeo.tufts.edu/policies-procedures/)

**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 also follow up with Student Affairs at (617-627-3158).
3. If the student expresses threat to harm others, attend to your own safety first. Call TUPD immediately at (617-627-6911 or X76911).

[http://oeo.tufts.edu/reporting-resources/](http://oeo.tufts.edu/reporting-resources/)

**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/](http://sites.tufts.edu/ttam/reporting-a-concern/)
Make a report online via Ethicspoint (may be anonymous)

**Orientation Responsibilities**

Orientation is the opportunity for pre-major advisors to meet their new advisees. 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 meeting location. If you request a student leader, they will reach out to you in advance of orientation. During this meeting, you can introduce yourselves and get to know your advisees in a group setting. This is a good opportunity to show them how to navigate the Jumbo Guide, which includes references to courses and pre-matriculation credit information. There are videos on this YouTube page: that the students can access for more tips.

On Thursday (EN) or Friday (LA) of Orientation, you will be meeting individually with each advisee to help with fall semester course selection and understanding distribution and foundation requirements.

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 if you are not able to support them, for Liberal Arts students please refer them back to the advising and registrar staff located in Eaton Hall during registration. Engineering students who have additional questions can reach out to Eliza Yuen and Jennifer Stephan. Registration period will remain open for a couple weeks so students will be able to make changes to their schedules.

**Tips for Thursday Night Group Advising Meeting**

- Provide students time to get to know one another, many of the students have not have met
- Review Jumbo Guide with a focus on the foundation/distribution form
- Encourage students to utilize their shopping cart
- Provide time to discuss AP credits and review the exam equivalency chart
- Provide space for students to ask questions about Tufts, Classes and whatever else might be on their mind
- Schedule meetings for the next day

**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.
Advising First Year Liberal Arts Students

In some cases it can be very challenging for students 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 checklist 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/

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 register for 3 - 5.5 credits per semester. It is recommended that they 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)
  - If a student is unsure a good starting point is the “Courses to Consider” section of the Jumbo Guide. 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.
Foundation Distribution Requirements Worksheet

34 earned credits (no more than 5 credits may be from pre-matriculation sources)

Foundation Requirements

1. FIRST-YEAR WRITING
   1) ______________________________________
   2) ______________________________________

2. FOREIGN LANGUAGE/CULTURE OPTION
   Part I: Competence equivalent to three semesters of college language courses (credit or placement)
   1) ______________________________________
   2) ______________________________________
   3) ______________________________________
   Part II: Three semesters of language, or culture option. (Fulfill a, b, or c.)
   4) ______________________________________
   5) ______________________________________
   6) ______________________________________
   a. Continue in the first language for three more semesters
   b. Three semesters in a second language
   c. Culture option—there are two ways to fulfill the culture option:
      1. Continue through the fourth or fifth semester of the language used to fulfill Part I, and take
         one or two courses in the same culture area as that language.
      2. Take three credits related to a single culture either the same as or different from the
         language taken to fulfill Part I. One course must focus on the region of origin. See the online
         list of approved culture courses.

3. WORLD CIVILIZATIONS
   1) ______________________________________
   This course may also be used toward a culture OR a distribution requirement, but not both.

Distribution Requirements

A maximum of one pre-matriculation credit may be used in each category, and no course can count
in more than one category. No more than two of the total ten credits may be from a single
department.

1. HUMANITIES
   1) ______________________________________
   2) ______________________________________

2. ARTS
   1) ______________________________________
   2) ______________________________________

3. SOCIAL SCIENCES
   1) ______________________________________
   2) ______________________________________

4. NATURAL SCIENCES
   1) ______________________________________
   2) ______________________________________

5. MATHEMATICAL SCIENCES
   1) ______________________________________
   2) ______________________________________
**Pre-Matriculation Credits**

**Tufts Exam Equivalency Chart for Liberal Arts**

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 approved international diploma exams. The form linked [here](#) must be completed and handed in at the Student Services Desk in Dowling Hall along with an original diploma, which the desk worker will photocopy and return to the student:

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.

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

**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/)

Waitlist: There will be two spots on the waitlist for English 1 and 2. Waitlisted students SHOULD NOT attend class until they hear from the professor. Students SHOULD NOT e-mail the professor.

**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

For information to alternatives for the English 2 course:

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.

http://ase.tufts.edu/english/firstyear/courseDescriptions.htm

**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/
Do all Tufts students need to fulfill the First Year Writing requirement?
YES. Arts and Science (A&S) students need to fulfill both Eng 1 and Eng 2. Engineering students need to fulfill Eng 1.

Can I fulfill the requirement with an AP score?
☐ YES. A 5 on the AP Literature and Composition and/or English Language and Composition examination fulfills Eng 1 and 2.
☐ A 4 fulfills Eng 1 only.

Are there other ways to fulfill the First-Year Writing requirement?
YES. British General Certificate A-Level scores and International Baccalaureate Higher Level and Subsidiary Level scores may also fulfill one or both parts of the requirement. See the Tufts Bulletin for more information.

Can I transfer courses from another school to fulfill the First-Year Writing requirement?
YES. Courses at other schools can fulfill one or both parts of the requirement if they meet the criteria for transferring credit outlined in the Tufts Bulletin and meet the expectations for a First-Year Writing course as set out above. Please note that not all “writing intensive” or “first year seminars” that fulfill a writing requirement at another school will necessarily fulfill the First-Year Writing requirement at Tufts. Online writing courses cannot be transferred as English 1, 2, 3, or 4 equivalents.

How do I determine if a course I took elsewhere will count for Eng 1 or Eng 2?
You must submit a transfer request through SIS. This should include an official course description which should specify the writing component of the class.

Can I transfer credits for an English 2 alternative course, such as Philosophy 1?
NO. English 2 alternative courses, such as Philosophy 1, may not be taken at another university for credit towards the writing requirement. All such courses must be taken at Tufts.

What are English 3 and English 4?
English 3 and 4 also fulfill the writing requirement. They are designed for students for whom English is an additional language. The Director of English 3 and 4 can advise on placement into English 3 and 4. Please note that these courses are equivalent to English 1 and 2 respectively and are not upper level courses. If you have fulfilled your writing requirement and wish to take additional writing courses please look at creative writing courses (Eng 5-16).

I speak English as an additional language and took English 1. May I next take English 4 (instead of English 2) to fulfill my writing requirement?
YES. Either English 2 or English 4 will fulfill the second half of the writing requirement. The Director of English 3 and 4 can advise on placement into English 2 or 4.

I speak English as an additional language and took English 3. May I next take English 2 (instead of English 4) to fulfill my writing requirement?
YES. Either English 2 or English 4 will fulfill the second half of the writing requirement. The Director of English 3 and 4 can advise on placement into English 2 or 4.

4/12/17
**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 [online](#), contains an additional 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 [SSA](#).

**Students who are interested in taking Spanish and Japanese must complete the Tufts placement exam even if they have taken an SAT II, AP or IB test.**

Follow [this link](#) for answers to frequently asked questions about the language and culture requirement.

**Supporting Students in Their First Year**

The SSAs have developed the below common concerns that students face in their first year. We also list messaging advisors might want to incorporate into their conversations with students to address these concerns.

<table>
<thead>
<tr>
<th>Month</th>
<th>Messaging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September:</strong> Moving-in process Getting to know roommate Fall Gala Adjusting to new home/ campus Homesickness Utilizing Student Accessibility Services Partying Finding/ buying books Not getting courses they wanted Adding classes by deadline Student Activities Fair</td>
<td>1. You are not alone 2. Promote campus resources as well as SSAs 3. Make Tufts your new home 4. Stress importance of sleep, balance, eating well, and exercise 5. Meet new people 6. There’s plenty of time to take the courses that interest you.</td>
</tr>
<tr>
<td><strong>October:</strong> Dropping classes &amp; impact of dropping Fitting in Adjusting to freedom Adjusting to workload Midterms Level of co-curricular involvement</td>
<td>1. Your classes will count for something 2. College success is more than grades 3. Pressure to participate in drinking and other risky behaviors 4. Time management 5. Attending professor’s office hours 6. Utilizing the ARC 7. Exploring various interests 8. Making appointments in advance with Advisor</td>
</tr>
<tr>
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</tr>
<tr>
<td>December: Withdrawing from a course Plans for winter break Final grade expectations Surviving finals</td>
<td>1. Impact of withdrawing from a course 2. Enjoy time off 3. First semester is an adjustment, strategies to improve for next semester 4. Reading days, time management, tips for surviving finals</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>January:</strong> Fall Grades Readjusting to campus Winter Weekend through Tufts University Social Collective Classes beginning Last day to add classes Greek Life Recruitment Summer plans</td>
<td>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 4. How to make the most of your summer</td>
</tr>
<tr>
<td><strong>February:</strong> Healthy relationships Winter blues Housing lottery begins</td>
<td>1. Dealing with breakups, self-care 2. Exercising, eating well, maintaining relationships and activities</td>
</tr>
<tr>
<td><strong>March:</strong> Spring Break (alternatives and safety) Fall registration starts in early April</td>
<td>1. Options for spring break alternatives, staying safe on break 2. Make an appointment with your advisor</td>
</tr>
<tr>
<td><strong>April:</strong> Last day for first-years to drop course Registration begins Spring Fling Tuftonia’s Day Prepping for finals</td>
<td>1. When to drop a course 2. Balancing your schedule for next semester 3. Maintaining balance between classes and co-curricular during busy April 4. Study strategies</td>
</tr>
<tr>
<td><strong>May:</strong> Finals Summer</td>
<td>1. Staying healthy during finals 2. Summer messaging – internships, jobs, volunteering, etc.</td>
</tr>
</tbody>
</table>
2017-2018 Important Dates

**Fall 2017:**
**Orientation:** August 30-September 4
- Liberal Arts Departmental Fair: August 31, 12-3:00pm
- Liberal Arts Thursday Night Group Advising, August 31
- Engineering Advising Thursday August 31
- Liberal Arts Advising Sessions Friday Sept 1
- Engineering Registration Friday September 1
- Engineering Peer Panel Friday September 1
- Liberal Arts Registration Saturday September 2

**Classes Begin:** September 5
**Last Day for AS&E to Add:** September 19
**Pre-Major Advising Workshop:** October 6 12:00-1:15pm
**Last day to drop (except first years):** October 10
**Pass Fail Deadline (except first years):** October 10
**Marathon of Majors:** October 19 12:00-3:00pm
**Advising Period:** October 30 – November 24
**Pre-Major Advising Workshop:** November 3 12:00-1:15pm
**Registration:** November 13-24
**Last Day for First Years to Drop:** November 14
**Last Day for First Years to Pass/Fail:** November 14
**Last Day for Students to withdraw from class with W:** December 11

**Spring 2018:**
**Pre-Major Advising Workshop:** February 16 12:00-1:15pm
**Majors Week:** February 26 – March 2
**Engineering Major Declaration:** March 1
**Pre-Major Advising Workshop:** March 9 12:00-1:15pm
**Advising Night with David Proctor:** April 4
**Advising Period:** March 26-April 20
**Registration:** April 09-April 20

**Advising Pre-Health**
Many first-year students enter Tufts interested in pursuing a health career. Tufts University does not offer a “pre-health concentration”, but does offer a lot of support and many resources to prepare students to fulfill requirements for graduate studies in health professions. First year students come in with an array of questions and concerns about how to best prepare and become a competitive applicant 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 or other health professions 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 start with only one pre-health lab science course.

As students continue they may take heavier course loads if they are doing well.

Many students will want to apply to the Early Assurance Program with our medical (or dental or vet school. This does not change any of the advice on this sheet.

Clinical experience is very important in being a competitive applicant.

There are many factors other than grades that are considered for admission.

During Orientation there is an information session called “Thinking of Pre-Med/Dental/Vet?” given by the two pre-health advisors where students can receive general information about the office services as well as specific curricular information. Please encourage your advisees to attend – it occurs prior to LA pre-major advisor appointments.

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 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.

GET CONNECTED
* go.tufts.edu/prehealth Subscribe to the weekly Health-E Newsletter

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

EXPLORE THE HEALTH PROFESSIONS ADVISING WEBSITE
The health professions website is located at go.tufts.edu/prehealth 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
Schedule an appointment with Carol Baffi-Dugan or Stephanie Ripley. Appts for pre-health students posted each Wed night for the next week https://calendly.com/carol-baffi-dugan/pre-health-30min or https://calendly.com/stephanie-ripley/pre-health-30min 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
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:
Pre-Law Advising website
http://uss.tufts.edu/pre-law/
- Law Related Courses at Tufts: http://students.tufts.edu/academic-advice-and-support/pre-professional-advising/pre-law-advising/prepare/academic-preparation/law-related-courses

Pre-Law Newsletter
Encourage students to register for the pre-law newsletter which is sent out twice a month. This will connect students to different events and speakers pertaining to pre-law. Register here: https://app.e2ma.net/app2/audience/signup/1808671/1758137/

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 or schedule online: https://calendly.com/stephanie-ripley/pre-law-30minute
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 on to Law school majored in?
Career Resource Center
http://tuftsalumni.org/site/tufts-online-community/

Advising Students Interested in International Relations
The IR Program offers a rigorous plan of study for undergraduate students with a primary interest in international relations. The field of international relations includes the study of international and regional systems; the foreign relations of states, including their political, military, economic, and environmental policies; the sources of international conflict and cooperation; the domestic and transnational interests and actors that influence states; and the historical, political, social, cultural, ethical, and humanistic traditions that impinge on the international relations of particular states or regions.

The International Relations major requires twelve courses comprised of five core courses and seven courses from one of thirteen Thematic Concentrations. Additionally, the IR Program requires proficiency in a language other than English.

Language Requirement
The IR major requires oral and written proficiency in a language other than English. Proficiency is defined as successful completion of eight semesters (or the equivalent) of university-level language instruction. All students wishing to major in International Relations are required to comply with this requirement. Courses used to fulfill this requirement may not overlap with the Core or Thematic Concentration requirements. Contact Ciara Pisano for additional questions regarding these requirements.
Core Requirements

The Core Requirements constitute the foundation of knowledge that is needed by all majors in International Relations, regardless of thematic concentration. They are comprised of five broad introductory courses that cover the major themes and debates within each discipline on the study of international affairs.

- Introduction to International Relations (PS 61)
- Principles of Economics (EC 5)
- International Economics (one course from approved list)
- The Historical Dimension (one course from approved list)
- Theories of Society and Culture (one course from approved list)

Thematic Concentration Requirement

Thematic Concentrations are designed to provide students with substantial, in-depth, and focused study of an aspect of international relations. Students will choose one concentration and take 7 courses from that concentration.

- Regional and Comparative Analysis (choose one sub-concentration)
  - Europe and the Former Soviet Union
  - East and Southeast Asia
  - Africa
  - Middle East and South Asia
  - Latin America
- International Economics
  - Trade
  - Finance
  - Environment
  - Development
- Global Health, Nutrition and the Environment
- International Security
- Globalization
- Identity

Important Major Instructions & Policies:

Selecting an IR Advisor: When declaring an IR major, students must select an advisor from the IR Core Faculty listing. It is recommended that students select an advisor with expertise in their field of interest and/or with whom they have taken a course.

Transfer of Credit & Study Abroad:

The transfer credit process should begin before you leave to study abroad. No more than 3 courses taken abroad may be applied toward the 12-course IR major (only 1 of which can be applied toward the IR Core requirements). There is no limit on the number of language courses taken abroad for the IR language requirement.

Intro Level Courses: No more than 3 of the 7 Thematic Concentration courses may be an introductory-level course.
Capstone: All IR majors must fulfill the [capstone requirement](#) by completing an upper-level seminar, IR Directed Research, or IR Senior Honors Thesis. Students may NOT use transfer courses for their capstone requirement. This requirement must be fulfilled at Tufts.

**Petitioning Courses:** Students are not permitted to petition courses to count toward the IR major. Each semester the IR Program invites faculty members to submit their courses to the International Relations Faculty Board. The IR Faculty Board will review courses submitted by faculty for inclusion in the IR major.

**Double Counting Courses:** There is no double counting among the Core, the Thematic Concentration, and the Language Requirement courses. Within a Thematic Concentration, a course may fulfill more than one Thematic Concentration requirement. However, a student who employs double counting must still complete a total of 12 courses for the IR major (this may be done with electives). Courses used as part of the major may also be used to fulfill distribution requirements.

**Grades and Pass/Fail:** A grade of C- or better is required for a course to count toward the IR major. The Pass/Fail option may not be used for courses used to complete the IR major.

**Experimental College and Institute for Global Leadership:** Ex-College and IGL courses may not be used for credit towards the IR major.

**Academic Policies and Forms**

All forms can be accessed at this website: [http://students.tufts.edu/registrar/student-forms](http://students.tufts.edu/registrar/student-forms). For official deadlines, visit the [academic calendar](#).

**Add/Drop**

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 and transfers**. 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. 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.

**Pass/Fail**

Rather than drop a course, students can elect to take it pass/fail. Reasons to take a course pass/fail may include (but are not limited to): wanting to explore a new subject but are not 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 are not doing as well as they had hoped, etc. We generally recommend students take a course pass/fail when they are confident that they will maintain the workload in the course and pass it. If they pass, it does not 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 is 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 online. 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**
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.

**Full Time Status**
In order to retain full time status, students must attempt 3 credits. **Full time status reflects attempted not earned credits.** Students are able to drop or withdraw from a course, fall below the 3 credit threshold and retain their full time status if that is in their best interest. In the event the student does not earn the minimum of 1.5 credits, then they are subject to review by the academic standing committee (see information below). International students are subject to regulations regarding their visa and should consult with the international center before withdrawing from a course.

If you feel uncomfortable discussing these options with a student, you can always refer them to their Student Success Advisor.

**Tracking Academic Progress For LA**
**Academic Standing/Satisfactory Progress Toward the Degree**
Determination of a student’s academic status is made by the faculty Committee on Academic Standing.

**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:**
Academic Alert: 1.5 – 2.5 credits and/or term GPA 1.67 - 1.99
In good academic standing; no transcript notation

Academic Probation: 0.0 – 1.0 credit and/or term GPA 0.00 - 1.66
No longer in good academic standing; notation on unofficial transcript; advisor and parents notified

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 Advising 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>

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://students.tufts.edu/academic-advice-and-support/academic-advising/what-we-offer/guidance-
academic-policies/requirements-graduation-engineering/engineering-degrees

These suggested sequences of coursework take 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. Please see this link for more information about introductory Engineering
courses.

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. This procedure can likewise be followed by students who took courses in high school that they hope to transfer to their Tufts record. Please note that this is only possible if the course does NOT appear on the student’s high school record.

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.
Advising Students Interested in Engineering

Students interested in transferring from the School of Arts & Sciences to the School of Engineering meet with Student Success Advisor, Eliza Yuen, to fill out an application, learn about the internal transfer policy, and discuss appropriate coursework for the following semester. Here is the internal transfer policy: https://students.tufts.edu/academic-advice-and-support/first-year-and-transfer-students/transferring-within-tufts-liberal-arts-engineering

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 final 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 Students in their Second Year

The second-year student connection website is a great resource for students. Check it out here.

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 required to declare by April 1st of their sophomore year, however if a student is certain of their major before this date, encourage them to declare sooner.

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. Students can also attend Marathon of Majors in October and Advising Night in the spring.

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 SSAs**
The Student Success Advisors and Advising 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.

**University Resources**

**Financial Aid**
If students have questions regarding financial aid, the first point of contact should be the specialists in Student Services who are trained to answer any questions they may have about financial aid and billing issues. If they cannot answer the student’s question, they will be referred to their financial aid counselor.

**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.
  

**Financial Aid Frequently Asked Questions**

**Contacting Financial Aid**
Drop-in hours are Mondays from 12 to 2 p.m., and Thursdays from 2 to 5 p.m.
Dowling Hall
[http://students.tufts.edu/financial-services/contact-us](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, Advising Dean, Pre-health and Pre-law Advisors, and Student Success 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

Counseling and Mental Health
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

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. during the academic year. Summer hours are weekdays 8:30 am – 4:30 pm.

**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, English language support 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: [go.tufts.edu/arc](go.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: [go.tufts.edu/arc](go.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 burnout 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: go.tufts.edu/arc

Student Accessibility Services

Student Accessibility Services, at Tufts University, promotes an accessible college experience for students with disabilities. We support students in developing self-advocacy skills, empowering them at Tufts and beyond. SAS also advocates for an inclusive and diverse Tufts community through education and collaborative campus partnerships.

To be eligible for SAS services you must:
1. Be accepted or currently enrolled as a Tufts University student
2. Self-identify as having a disability by contacting our office
3. Provide current diagnostic documentation that clearly identifies evidence of your disability*. Please have all of your documentation sent directly to SAS.
4. Complete a personal statement describing your disability and return it to SAS prior to your in-take meeting.
5. Meet with a SAS professional to review your experience with your disability and determine what accommodations are appropriate.
6. Remember to request your accommodations each semester that you are at Tufts and would like to use them.

Website: [https://students.tufts.edu/student-accessibility-services](https://students.tufts.edu/student-accessibility-services)
SAS Student Handbook: [https://students.tufts.edu/sites/default/files/Tufts%20Handbook%20Website%20FINAL.pdf](https://students.tufts.edu/sites/default/files/Tufts%20Handbook%20Website%20FINAL.pdf)
Contact: By phone at 617-627-4539 or email at accessibility@tufts.edu

If an advisee discloses a disability, please encourage them to contact our office. We appreciate you handling any disclosure with confidentiality.

**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](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 for Campus Life**
The Office for Campus Life at Tufts University seeks to build community and inspire the growth of the whole student by being a catalyst in the lives of students through a support system of guidance, compassion, service, and leadership. The office, located in the Mayer Campus Center, fosters growth and development of students in the areas of leadership and programming and assists students in planning and coordinating a range of social, cultural, and educational programs.

For students interested in joining a student organization, encourage them to attend the Activities Fair on September 13\(^{th}\) from 5-7pm on the academic quad (rain date Sept 14 5-7pm). This is the best opportunity for first year students to expose themselves to the various clubs and organizations available.

**Information About the Campus Center**
- A place to study and hang out
- Three Different Dining Options
  - The Commons
  - The Rez
  - Hotung
- Late Night Dining
- Fridays and Saturdays from 8:00pm – 1:00 am
- Student Organizations can reserve tables
- Information Booth
  - Ticket sales
  - General campus questions

Students looking for on campus jobs should visit the Office for Campus Life, there are many student staff positions for both work study and non-work study eligible 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/](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.

**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](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. Danielle Vizena is the advisor to the council and can be reached at Danielle.Vizena@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
Contact: Tisch Sports and Fitness Center | 161 College Avenue | Medford, MA 02155 | Phone: (617) 627-3232

ROTC

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

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/
Contact: 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
Guide to Graduate & Professional Schools
http://students.tufts.edu/career-center/apply-graduate-school