Welcome to the Pforzheimer Learning & Teaching Center. As Academic Peer Tutors, you play an essential role in helping Wellesley students, particularly First Years, adjust to the rigorous and exciting world of college. In this intellectually stimulating community, you will support students as they build on their academic strengths, overcome stress and anxiety and develop effective strategies for academic planning and goal achievement. Through this process, you will participate in a collaborative learning environment. Your work complements the work of faculty, the Department Tutors, the First Year Mentors; RAs; HPs; CG, AMPs, ISLs; Res. Life Staff, Class Deans and a host of other dedicated individuals. As an active participant in the dialog among students, faculty, administration and staff, you help to strengthen the bonds that unite our community in the learning process.

Over the course of the year, I encourage you to share your perspectives, ideas and suggestions about the APT program with me and help shape the future direction of this already outstanding student support service.

Enclosed is your training notebook. It contains the information, forms and materials that you will need in order to perform your job successfully. We will spend a portion of our training time discussing the content of the notebook and will refer to it throughout the year. Please take time to read it thoroughly and bring it to all APT meetings.

Thank you for your participation and commitment to Wellesley’s APT program. Past APTs have been enthusiastic about their work and frequently commented on how rewarding it was. They enjoyed serving as role models with whom students could identify, as they reflect on approaches to learning. I hope you, too, find your work rewarding.

I look forward to working with you,

Roberta Schotka

PLTC Director of Programs
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Mission, Values & Goals
Wellesley College Mission & Values

**Non ministrari sed ministrare.**

"Not to be ministered unto but to minister," proclaims Wellesley's motto, capturing in four Latin words the College's mission: To provide an excellent liberal arts education for women who will make a difference in the world.

Smart, serious women choose Wellesley because it offers one of the best liberal arts educations—and total learning environments—available anywhere. But they graduate with more than a highly regarded degree and four memorable years. They leave as “Wellesley women,” uniquely prepared to make meaningful personal and professional contributions to the “real world”—and to be major influences in it.

The world’s preeminent college for women, Wellesley is known for intellectual rigor, its belief in the enduring importance of service (and putting that belief into practice), and its cultivation in students of an inclusive, pragmatic approach to leadership.

**Wellesley Believes In...**

*Making a Difference*
Every woman can—and should—make a meaningful contribution to her world. There is a growing recognition that women’s empowerment and leadership are crucial to their own advancement, and to worldwide societal change. Wellesley and its alumnae have supported and championed women’s intellectual and social development and autonomy for over 100 years.

*Disciplined Thinking*
Inquiry and intellectual exchange lead to disciplined thinking. Wellesley challenges students to explore widely, interrogate closely, and make the creative leaps—synthesizing disparate ideas, perspectives, and experiences—that lead to new levels of understanding.

A culture of collaboration (with our world-class faculty as well as with her peers) refines a student’s intellectual habits, hones her judgment, and increases her sense of mastery, while teaching her to take a considered position and defend it with conviction.

*Valuing Diversity*
There is no greater benefit to one’s intellectual and social development—and to the vitality of an academic community—than the forthright engagement with and exploration of unfamiliar viewpoints and experiences. Wellesley encourages students to try on new ideas, try out new courses of action, and interact authentically with others whose beliefs or choices challenge their own.

*Pragmatic Leadership*
A contemporary liberal arts education must enhance real-world leadership skills. The rigor of a Wellesley education is part of what makes our graduates so effective “out in the world.” But Wellesley women are also taught to be strategic thinkers who can “read” environments, navigate their challenges, and bring people together to achieve a goal.

*Service*
Knowing how to serve is a key element of effective leadership. True leaders inspire rather than control, and they dedicate their intellect and energy to the hard work of creating a sense of commitment, responsibility, and common purpose in the pursuit of a vision. Wellesley has long dedicated itself to the ideal that former Wellesley President Diana Chapman Walsh described as “trustworthy leadership,” and subscribing to this ideal is integral to the Wellesley experience.
Division of Student Life Mission & Values

Our Mission
The Division of Student Life guides and fosters the intellectual, ethical, personal, and social development of Wellesley students as they explore their place and purpose as engaged learners in a diverse and interdependent college and world.

Our Values
• As educators, we provide opportunities that both enrich the essential learning that occurs in our community and encourage and support these features of student learning by:
• Developing a community in which members exhibit mutual respect and share responsibility for the welfare of the community;
• Setting high standards for personal integrity;
• Understanding and appreciating the relationship between learning within and outside the classroom;
• Exploring personal experiences, values and beliefs, leading to the articulation of a sense of purpose;
• Expanding multicultural competency and awareness of social justice by engaging issues of difference with others;
• Developing a well-balanced lifestyle characterized by making healthy choices, learning from one’s mistakes, and exhibiting resiliency;
• Establishing habits that lead to a lifelong pursuit of learning.

Office of Advising & Academic Support Services Mission
The Office of Advising and Academic Support Services coordinates many of the College’s efforts to help students realize their academic potential.

The Office’s mission is to provide all students with individually focused advising and targeted academic support appropriate to their needs, along with programs that support the successful exploration of the College’s curricular and co-curricular offerings. As part of the Division of Student Life, members of this office support all our division’s values, particularly:

• Establishing habits that lead to a lifelong pursuit of learning;
• Understanding and appreciating the relationship between learning within and outside the classroom; and
• Exploring personal experiences, values and beliefs, leading to the articulation of a sense of purpose.

The Pforzheimer Learning & Teaching Center Mission
The Pforzheimer Learning & Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is to provide students with a variety of programs and services designed to help them realize their academic potential and to give faculty members the opportunity to explore issues in higher education, teaching methodologies and the academic culture of Wellesley College.

Tutoring is the heart of the Center’s academic support services. The PLTC offers a variety of tutorial programs focused on individual and group peer tutoring, Supplemental Instruction and study skills instruction. Peer tutors and PLTC staff help students build on their academic strengths, overcome difficulties, and develop effective strategies for academic success. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.
Academic Peer Tutor Job Description 2013-2014

About the APT Program
The Academic Peer Tutors provide individual peer advising and study technique tutoring to all Wellesley students with an emphasis on the needs of First Years.

Required Qualifications
1. A rising sophomore or junior. Seniors may be considered.
2. Maintain diploma grade standing with a cumulative GPA of at least 3.0
3. Willing to work a minimum of six hours per week (on average)
4. Available to participate in training and attend APT meetings
5. Available to serve the entire academic year
6. A good public speaker
7. APTs may not hold any other Res. Life, HP or CG position while serving as an APT and may not work concurrently as a Public Speaking Tutor, Writing Tutor, or SI leader; however, concurrent employment as a PLTC peer is permissible.
8. Each candidate’s total academic, work and extracurricular commitments are considered as part of the hiring process.

Responsibilities
Each APT is responsible for delivering a clearly defined and specifically timed series of workshops, study breaks, individual tutoring and other activities as outlined by the PLTC. APTs are encouraged to collaborate and coordinate events with other student leaders in their residence hall in order to best meet the needs of the students living in that area. Only specific activities can be developed and delivered in collaboration with another APT or other student leader. Please check with the PLTC Director or your APT Coordinator before you commit to a collaborative event or activity.

- Conduct all workshops, events and activities within the time frame specified at the beginning of the semester.
- Attend all House Council meetings and announce upcoming academic dates, deadlines and events. Share study tips when appropriate.
- Complete a workshop planning sheet and submit it to your coordinator at least ten days prior to your event. Be prepared to modify your workshop based on feedback from your coordinator.
- Complete a workshop reflection sheet within a week after your workshop and submit it to your coordinator.
- Actively seek-out students who would benefit from individual study technique tutoring and meet with them as needed.
- Collaborate with other student leaders in the delivery of events.
● Use the “Techniques Tune-up” session to inquire about the techniques and strategies each First year is using to stay on top of her reading assignments, test preparation and other coursework. Use this information as the basis for follow-up individual tutoring appointments.

● Provide individual study technique tutoring to students. (see above)

● Maintain timely and accurate records of all APT activities and student attendance using the TutorTrac program management software.

● Complete a TutorTrac log sheet within 24 hours of every work-related activity including individual tutoring, workshops and events (excluding House Council).

● Attend and participate in all APT meetings and training sessions, including the Spring training and week-long, pre orientation training.

● Check email and APT Google Group (conference) daily and respond to all APT related emails promptly.

● Participate in the selection of next year’s APTs and assist in the evaluation of the APT program.

● Perform other duties at the request of the PLTC Director of Programs (e.g. give feedback; participate in PLTC faculty programs, etc.).

● Assist in the orientation and adjustment of First Year students through Orientation Week programming as outlined.

● Serve as a first point of contact and advocate for students who may need referral to various campus offices and services and advise students on academic issues and resources in the PLTC and other departments within Wellesley College.

● Encourage intellectual life at Wellesley by accompanying First Years to lectures and seminars on campus; coordinating and participating in a student/faculty meal; facilitate study groups; etc.

● Maintain student confidentiality.

Specific APT Duties

1. Meet individually with students throughout the Fall and Spring semesters to help them develop good study habits and effective study techniques.

2. Attend all House Council meetings and play an active role in sharing relevant information with meeting attendees (see above).

3. Schedule an individual meeting with the PLTC Director (once each semester)

4. Check-In with First Years- Before midterms; send a personalized email to each First Year in your Res. Hall, inviting the student to meet with you. The focus of this meeting is to learn about the study techniques the
student is currently using and whether the strategies are sufficient. Ask about the student’s ability to keep pace with the readings; whether they are turning in assignments on time; how they are managing time and tasks; if their note-taking is providing them with a sufficient amount of information to facilitate studying; how the student prepares for class, quizzes, etc. The student’s responses will guide your follow-up. Answer any questions students have about registration, classes, etc. This is to be completed and logged on TutorTrac according to the dates specified by the Coordinators.

5. Conduct a minimum of SEVEN workshops for the fall semester and FOUR workshops for the Spring semester

For the Fall semester five of the workshops are academic and two are non-academic. You may choose to host more workshops and/or events, but you must minimally comply with the number of each type of event as listed below.

A. Academic workshops (a minimum of five one hour workshops for the fall semester).

[NOTE: Consider offering each workshop as two 30 minute sessions immediately after the HP tea or other standardized Hall meeting.]

i. Time Management I (planning your schedule and calendar, task management) (required topic)

ii. Time Management II (reading efficiency, study strategies) (required topic)

iii. Test-Taking & Exam preparation strategies (required topic)

iv. Academic topic of your choice (note taking, communication/netiquette, etc.) The topic must be approved by your Coordinator ten days prior to workshop date.

B. Non-Academic (a minimum of two for the Fall semester)

[NOTE: One workshop from B must be done in collaboration with an RA or FYM, student organization, etc.]

i. One Faculty/Staff to a meal OR One Study-break (topic of your choice)

ii. One non-academic workshop (topic of your choice, such as: CWS-internships, study abroad, selecting a student organization, etc.)

For the Spring semester the workshop schedule will be slightly different.

A. Academic Workshops (a minimum of two for the Spring semester)

i. Either Time Management I or Registration workshop.

ii. Customized topics: Each APT will survey the first years in her Res. Hall and select two academic topics to present, based on student interest. You may repeat your fall workshops or develop new workshop content. Workshop topics must be approved by your coordinator at least 10 days in advance.
B. Non-Academic (a minimum of two semester)

[NOTE: One workshop from B must be done in collaboration with an RA or FYM, student organization, etc.]

i. One Faculty/Staff to a Meal OR One Study-break.

[NOTE: If you did the Study Break in the fall, you must do the faculty to a meal in the Spring and vice versa.]

ii. One non-academic workshop (topic of your choice, such as: CWS-internships, study abroad, selecting a student organization, etc.)

[NOTE: In addition each APT may be asked to conduct or participate in one or more targeted workshops for selected student or groups.]

Time Commitment & Stipend

Academic Peer Tutors typically work six to eight hours per week. This includes time spent on individual and group appointments, workshops, preparation, PLTC meetings, House Council meetings, etc. New APTs can earn up to $750.00 per year, returning APTs receive an increase each year, based on successful completion of work and timely submission of log sheets. Incomplete, late or inaccurate data reporting, or failure to return APT materials at the end of the year, may impact your stipend.

Receiving a Recommendation

Many current and former APTs request a recommendation from the PLTC Director of Programs in support of various awards; scholarships; graduate school applications and employment opportunities. In order to be considered for a recommendation, you must be (or have been) an APT or APT Coordinator in good standing. This means that you attended and participated in training sessions and staff meetings; turned in all work on time; carried out all of the APT duties and responsibilities; returned all APT materials at the end of the year; entered all of your APT activities in Tutor Trac; maintained satisfactory academic progress and complied with all of the college’s policies and procedures. If you have not met these job obligations you will not receive a written or verbal recommendation.
Payroll Procedures for APTs

The PLTC is delighted to have you on board as an APT. We have worked hard to develop a payroll system that is efficient and effective in meeting your needs, as well as those of the PLTC and the payroll office. Your need is to be paid on time. The PLTC needs accurate and thorough records, time sheets and TutorTrac logs and the payroll office needs to process multiple forms in a timely manner. Let’s all work together to help make this happen.

Initial Paperwork

You must complete an I-9, a W4 and a Direct Deposit form before you may work as an APT. (These forms are available at the Student Employment Office and the Payroll Office.) Make sure to bring two forms of identification with you to the Student Employment Office. If you have already filled these three forms out, you will not need to do it again for any other campus job, unless you change banks.

In addition, all International students must have a social security number and a Visa that allows you to work in the US.

The PLTC does not receive any notification that your employment paperwork is complete; therefore you are responsible for insuring that you complete and submit all of the appropriate paperwork at the beginning of the Fall semester.

Payroll

APTs are paid at the end of each month based on the schedule developed by the Student Employment office. Each month you must start a time sheet and submit it for modification and approval by the PLTC’s Administrative Assistant. She will enter the appropriate number of hours to reflect the correct pay for the payroll period.

Your check will be automatically deposited into your checking account (based on the Direct Deposit form you completed and submitted). If you work more than one job on campus, your check will be cumulative, reflecting the hours worked for all jobs during the relevant pay period.

Please monitor your deposits and inform the PLTC Administrative Assistant immediately if there appear to be any errors. Payroll errors can only be corrected within the same fiscal year. If there is an error in any of your checks, the corrections MUST be made prior to the last pay period of the Spring semester.

Your final check for the year is contingent upon submitting all of your TutorTrac log sheets on time and returning all of the non-consumable and unused items in your APT kit (books, scissors, etc.). You may be charged for the cost of unreturned items.
Important Contacts
<table>
<thead>
<tr>
<th>Tower Court East</th>
<th>Tower Court West</th>
<th>Severance</th>
<th>Claflin</th>
<th>Well Plus +</th>
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<tr>
<td>Kim Asenbeck</td>
<td>Michelle Namkoong</td>
<td>Simone Liano</td>
<td>Natalie Mendenhall</td>
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<td>Julie Leow</td>
<td>Naomi Day</td>
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<td>Ciaran Gallagher</td>
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<td>Catherine Johnson</td>
<td>Aimanda Gulick</td>
<td>Paulina Perlin</td>
<td>Laura VanArsdel</td>
<td>Disha Okhai</td>
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<th>Davis</th>
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<tr>
<td>Zainab Younus</td>
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Coordinators:
- Sebiha Abdullahi
- Arleeva Freeman
- Milena Radoman

APTs with Major, Cell Phone & Res. Hall info
<table>
<thead>
<tr>
<th>APT Name</th>
<th>Class Year</th>
<th>Major (or intended major)</th>
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<tbody>
<tr>
<td>Sebiha Abdullahi (Coordinator)</td>
<td>2015</td>
<td>Biological Chemistry</td>
<td>Yes</td>
<td>(770) 910-4090</td>
<td>Davis</td>
</tr>
<tr>
<td>Kim Asenbeck</td>
<td>2017</td>
<td>(Economics)</td>
<td>No</td>
<td>(219) 629-0808</td>
<td>Tower Court East</td>
</tr>
<tr>
<td>Naomi Day</td>
<td>2017</td>
<td>(Computer Science)</td>
<td>No</td>
<td>(413) 884-2347</td>
<td>Munger</td>
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<tr>
<td>Arlevea Freeman</td>
<td>2015</td>
<td>Economics</td>
<td>No</td>
<td>(773) 715-6499</td>
<td>Severance</td>
</tr>
<tr>
<td>Ciaran Gallagher</td>
<td>2017</td>
<td>(Environmental Studies)</td>
<td>No</td>
<td>(619) 972-9505</td>
<td>Beebe</td>
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<tr>
<td>Aynanda Gulick</td>
<td>2017</td>
<td>(International Relations)</td>
<td>No</td>
<td>(617) 680-6014</td>
<td>Bates</td>
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<tr>
<td>Catherine J. Johnson</td>
<td>2016</td>
<td>Classical Civilization</td>
<td>No</td>
<td>(407) 733-2643</td>
<td>Freeman</td>
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<tr>
<td>Julie Leow</td>
<td>2017</td>
<td>(Psychology)</td>
<td>No</td>
<td>(908) 644-2832</td>
<td>Pomeroy</td>
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<tr>
<td>Simone Liano</td>
<td>2017</td>
<td>(Neuroscience)</td>
<td>No</td>
<td>(585) 955-3990</td>
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<tr>
<td>Natalie Mendenhall</td>
<td>2017</td>
<td>Undeclared</td>
<td>No</td>
<td>(708) 543-0564</td>
<td>Claffin</td>
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<tr>
<td>Michelle Namkoong</td>
<td>2017</td>
<td>Undeclared</td>
<td>No</td>
<td>(847) 372-3424</td>
<td>Tower Court West</td>
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<tr>
<td>Disha Okhai</td>
<td>2017</td>
<td>(Geoscience)</td>
<td>No</td>
<td>(617) 513-2094</td>
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<tr>
<td>Paulina Perlin</td>
<td>2015</td>
<td>(Political Science and Mathematics)</td>
<td>No</td>
<td>(617) 291-0435</td>
<td>McAfee</td>
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<tr>
<td>Jillian Seymour</td>
<td>2015</td>
<td>Middle Eastern Studies &amp; Political Science</td>
<td>No</td>
<td>(281) 793-4000</td>
<td>Instead</td>
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<tr>
<td>Anne Shen</td>
<td>2017</td>
<td>(Biological Science)</td>
<td>Yes</td>
<td>(832) 538-5225</td>
<td>Cazenove</td>
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<tr>
<td>Laura VanArsdel</td>
<td>2017</td>
<td>Undeclared</td>
<td>No</td>
<td>(650) 451-2617</td>
<td>Dower</td>
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<tr>
<td>Tiffany Wang</td>
<td>2017</td>
<td>Undeclared</td>
<td>Yes</td>
<td>(609) 933-2899</td>
<td>Shafer</td>
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<tr>
<td>Zainab Younus</td>
<td>2017</td>
<td>(International relations/economics)</td>
<td>No</td>
<td>(917) 288-6878</td>
<td>Davis</td>
</tr>
<tr>
<td>Milena Radoman</td>
<td>2015</td>
<td>Neuroscience &amp; German studies</td>
<td>No</td>
<td>(617) 708-6551</td>
<td>Bates</td>
</tr>
</tbody>
</table>
**Director of Programs**
Roberta Schotka 781-283-2675
rschotka@wellesley.edu
Contact Ms. Schotka for issues regarding the APT program, tutoring, Supplemental Instruction (SI), study skills assistance, questions about students' academic support needs, disability questions related to learning & teaching, student leadership training (tutors, APTs, SI Leaders and Office Assistants) and overall issues and concerns regarding the PLTC.

**PLTC Program Coordinator**
Kim Lancaster 781-283-2641
klancas2@wellesley.edu
Contact Mrs. Lancaster for issues regarding student employment, payroll, training sign-up and scheduling, APT kits and additional kit materials; snacks and general administrative needs.

**Director of Disability Services**
Jim Wice 781-283-2434
jwice@wellesley.edu
Contact Mr. Wice for issues regarding disability services, accommodation planning and implementation, employment as a reader, note-taker, etc. and disability testing

**Disability Services Administrative Assistant**
Suzanne Flint 781-283-3845
sflint@wellesley.edu
Contact Ms. Flint for general information regarding disability services, transportation, note-takers, etc.

**Faculty Director**
Akila Weerapana 781-283-2300
Associate Professor, Economics
aweerapa@wellesley.edu
Contact Professor Weerapana for information regarding faculty development.

**Writing Tutor Coordinator**
Jeannine Johnson 781-283-2579
jjohnso2@wellesley.edu
Contact Professor Johnson with questions about the writing tutors and tutoring specifically for writing.

**Academic Coach**
Joseph DeMeis
demeis@wellesley.edu

**Public Speaking Tutoring Consultant**
Barbara Boger
bboger@wellesley.edu
<table>
<thead>
<tr>
<th>Service</th>
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<tr>
<td>Health Services</td>
<td>Receptionist</td>
<td>781-283-2810</td>
</tr>
<tr>
<td>Stone Center Counseling</td>
<td>Receptionist&lt;br&gt;After Hours</td>
<td>781-283-2810</td>
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<tr>
<td>Campus Police</td>
<td>Regular Number&lt;br&gt;Emergency Number</td>
<td>781-283-2121</td>
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<tr>
<td>Class Deans</td>
<td>Ruth Samia, Admin Assistant, First Year&lt;br&gt;TBA Admin Assistant, Class Deans&lt;br&gt;John O’Keefe, Director of Advising &amp; Academic Support Services</td>
<td>781-283-2327&lt;br&gt;781-283-2325&lt;br&gt;781-283-2326</td>
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<tr>
<td>Assistant Deans of&lt;br&gt;Intercultural Education and Cultural Advisors</td>
<td>TBA Assistant to the Offices of Advisor to Latina Students, Advisor to Students of Asian Descent and Director of LGBTQ Programs&lt;br&gt;Mared Alicea-Westort, Assistant Dean of Intercultural Education and Advisor to Latina Students&lt;br&gt;Karen Shih, Assistant Dean of Intercultural Education and Advisor to Asian/Asian American Students&lt;br&gt;Leah M. Fygetakis, Director of LGBTQ Programs and Services&lt;br&gt;TBA, Assistant to Director of Harambee House&lt;br&gt;Tracey Cameron, Assistant Dean of Intercultural Education and Director of Harambee House, Advisor to Students of African Descent&lt;br&gt;TBA, Assistant to Director of Slater International Center&lt;br&gt;Karen Pabon, Director of Slater International Center/ International Student and Scholar Advisor</td>
<td>781-283-2955&lt;br&gt;781-283-2958&lt;br&gt;781-283-2959&lt;br&gt;781-283-2682&lt;br&gt;781-283-2133&lt;br&gt;781-282-2134&lt;br&gt;781-283-2082&lt;br&gt;781-283-2084</td>
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<td>Disability Services</td>
<td>Jim Wice, Director of Disability Services&lt;br&gt;Suzanne Flint, Administrative Assistant</td>
<td>781-283-2434&lt;br&gt;781-283-3845</td>
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<tr>
<td>Religious &amp; Spiritual Life</td>
<td>TBA, Assistant to the Dean&lt;br&gt;TBA, Assoc. Dean Religious &amp; Spiritual Life</td>
<td>781-283-2685&lt;br&gt;781-283-2656</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>Schneider Hall -1st floor&lt;br&gt;<a href="http://www.wellesley.edu/Registrar/">http://www.wellesley.edu/Registrar/</a>&lt;br&gt;Hours: 8:30-4:30</td>
<td>781-283-2307</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>TBA, Executive Assistant, Dean of Students Office&lt;br&gt;Debra DeMeis, Dean of Students&lt;br&gt;Carol Bate, Associate Dean of Students</td>
<td>781-283-2322</td>
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<tr>
<td>Staff Member</td>
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<tr>
<td>TBA</td>
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<td>Billings 106</td>
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<tr>
<td>Stacie Allen</td>
<td>Area Coordinator</td>
<td>Bates/McAfee/Cedar/Simpson</td>
</tr>
<tr>
<td>Sarah Cooper</td>
<td>Resident Director</td>
<td>Munger</td>
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<tr>
<td>Sherman Cowan</td>
<td>Resident Director</td>
<td>Cazenove/Beebe</td>
</tr>
<tr>
<td>Kady Shea</td>
<td>Area Coordinator</td>
<td>Severance</td>
</tr>
<tr>
<td>Erin Doherty</td>
<td>Area Coordinator</td>
<td>Stone-Davis/Dower/French</td>
</tr>
<tr>
<td>Don Leach</td>
<td>Assoc. Dir. Res Life</td>
<td>Lake</td>
</tr>
<tr>
<td>Kristine Niendorf</td>
<td>Assistant Dean of Students,</td>
<td>Instead/Homestead</td>
</tr>
<tr>
<td></td>
<td>Director of Residential and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus Life</td>
<td></td>
</tr>
<tr>
<td>Paula Queenan</td>
<td>Area Coordinator</td>
<td>Pomeroy/Shafer</td>
</tr>
<tr>
<td>Jessica Sprague</td>
<td>Resident Director</td>
<td>Freeman/ FYM supervisor</td>
</tr>
<tr>
<td>Meghan Todd</td>
<td>Area Coordinator</td>
<td>Tower/Cervantes/Claflin</td>
</tr>
</tbody>
</table>
Calendars, Schedules & Important Dates
### Links to Calendars

Link to Multifaith Calendar: [http://new.wellesley.edu/religiouslife/resources/calendars/holidaysobservances](http://new.wellesley.edu/religiouslife/resources/calendars/holidaysobservances)

Link to Registrar (for calendar page): [http://www.wellesley.edu/Registrar/](http://www.wellesley.edu/Registrar/)

### Fall 2014 & Spring 2015 APT Meeting Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>9/3/14</td>
<td>12:30-1:45</td>
<td>Check-in &amp; de-brief from Orientation APT e-newsletter</td>
<td>Large &amp; small group discussion</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/17/14</td>
<td>12:30-1:45</td>
<td>Intro to Research &amp; Instruction Support APT e-newsletter work session</td>
<td>Becca Darling, Laura O’Brien, Emily Belanger</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/8/14</td>
<td>12:30-1:45</td>
<td>Preparing for Spring Registration Class Deans</td>
<td>Coordinators, Class Deans</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/29/14</td>
<td>12:30-1:45</td>
<td>Faculty guest speakers panel</td>
<td>Q&amp;A study strategies and tips</td>
</tr>
<tr>
<td>Wednesday</td>
<td>11/19/14</td>
<td>12:30-1:45</td>
<td>Thinking ahead for final exams and papers</td>
<td>Coordinators (RS at conference)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12/2/14</td>
<td>4:10-5:20</td>
<td>Semester Wrap-up</td>
<td>All</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1/28/15</td>
<td>12:30-1:45</td>
<td>Start the semester off right</td>
<td>All</td>
</tr>
<tr>
<td>Wednesday</td>
<td>tbd</td>
<td>12:30-1:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>tbd</td>
<td>12:30-1:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>tbd</td>
<td>12:30-1:45</td>
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<tr>
<td>Wednesday</td>
<td>tbd</td>
<td>12:30-1:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>tbd</td>
<td>12:30-1:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>5/6/15</td>
<td>12:30-1:45</td>
<td>End of Year luncheon w/ 2014-2015 &amp; 2015-2016 APTs</td>
<td></td>
</tr>
</tbody>
</table>
### Wellesley College Schedule of Classes

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am - 9:40 am</td>
<td>8:30 am - 9:40 am</td>
</tr>
<tr>
<td>9:50 am - 11:00 am</td>
<td>9:50 am - 11:00 am</td>
</tr>
<tr>
<td>11:10 am - 12:20 pm</td>
<td>11:10 am - 12:20 pm</td>
</tr>
<tr>
<td>12:30 pm - 1:20 pm</td>
<td></td>
</tr>
<tr>
<td>1:30 pm - 2:40 pm</td>
<td>2:15 pm - 3:25 pm</td>
</tr>
<tr>
<td>2:50 pm - 4:00 pm</td>
<td>3:35 pm - 4:45 pm</td>
</tr>
<tr>
<td>4:10 pm - 5:20 pm (M, Th only)</td>
<td></td>
</tr>
<tr>
<td>Evening (except F) 6:30 pm - 9:30 pm</td>
<td>Evening 6:30 pm - 9:30 pm</td>
</tr>
</tbody>
</table>

### Wellesley College Weekly Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
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<tr>
<td>9:50</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
<td>Community Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td>Community Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:10</td>
<td></td>
<td></td>
<td>Community Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

### WELLESLEY COLLEGE ACADEMIC CALENDAR
# IMPORTANT DATES FOR FALL 2014

## September 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Monday</td>
<td>Labor Day</td>
</tr>
<tr>
<td>02</td>
<td>Tuesday</td>
<td>Add period begins; credit/no-credit declaration period begins at 8am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall Classes Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring and Summer 2014 Make-up exams completed during this week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline to submit Spring and Summer 2014 incomplete work to instructors - 4 pm</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>Deadline to ADD a fall course at 11pm</td>
</tr>
<tr>
<td>23</td>
<td>Tuesday</td>
<td>Final Grades due by NOON to replace Spring and Summer 2014 Incompletes</td>
</tr>
<tr>
<td>29</td>
<td>Monday</td>
<td>Deadline to declare a course credit/no-credit (includes MIT courses) - 11pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drop deadline. (including any MIT course) (course is removed from the student record) - 11pm</td>
</tr>
</tbody>
</table>

## October 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Monday</td>
<td>Fall Break - No Classes (through 10/14/14)</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>24</td>
<td>Friday</td>
<td>Mid-semester warnings due from instructors</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>No Classes - Tanner Conference</td>
</tr>
</tbody>
</table>

## November 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Tuesday</td>
<td>Spring 2015 Registration Week Tuesday (through Friday, 11/14/14)</td>
</tr>
<tr>
<td>26</td>
<td>Wednesday</td>
<td>No Classes - Thanksgiving Break (through Sunday, 11/30/14)</td>
</tr>
</tbody>
</table>

## December 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>09</td>
<td>Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>Reading Period Begins (runs through Sunday, 12/14/14)</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Final Examinations End</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exams end - 4:00 pm, Final papers due - 4:00 pm</td>
</tr>
</tbody>
</table>
# IMPORTANT DATES FOR SPRING 2015

## January 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Monday</td>
<td>Wintersession begins (through Friday, 1/23/15)</td>
</tr>
<tr>
<td>07</td>
<td>Wednesday</td>
<td>Fall final grades due from instructors</td>
</tr>
<tr>
<td>26</td>
<td>Monday</td>
<td>Fall 2014 Make-up exams completed during this week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Classes Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline to submit fall incomplete work to instructors - 4 pm</td>
</tr>
</tbody>
</table>

## February 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Monday</td>
<td>Add deadline. Deadline to add a spring course at 11 pm</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>No Classes - Presidents' Day</td>
</tr>
<tr>
<td>23</td>
<td>Monday</td>
<td>Fall 2014 incomplete grades due from instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline to declare a course CR/NCR (including MIT courses) - 11 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drop deadline, including any MIT course - 11pm</td>
</tr>
</tbody>
</table>

## March 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Spring Break Begins</td>
</tr>
<tr>
<td>20</td>
<td>Friday</td>
<td>Spring Break (through 3/29/15)</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
</tbody>
</table>

## April 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>Tuesday</td>
<td>Fall 2015 Registration Week (through Thursday, 4/9/14)</td>
</tr>
<tr>
<td>20</td>
<td>Monday</td>
<td>No Classes - Patriot's Day</td>
</tr>
<tr>
<td>21</td>
<td>Tuesday</td>
<td>MONDAY Schedule - Substitute Day</td>
</tr>
<tr>
<td>23</td>
<td>Thursday</td>
<td>Honors Theses due - noon</td>
</tr>
<tr>
<td>29</td>
<td>Wednesday</td>
<td>No Classes - Ruhlman Conference</td>
</tr>
</tbody>
</table>
### May 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Friday</td>
<td>Spring Classes End</td>
</tr>
<tr>
<td>09</td>
<td>Saturday</td>
<td>Reading Period (through 5/12/15)</td>
</tr>
<tr>
<td>12</td>
<td>Tuesday</td>
<td>Reading Period Ends</td>
</tr>
<tr>
<td>13</td>
<td>Wednesday</td>
<td>Final Examinations Begin (run through Tuesday, 5/19/15)</td>
</tr>
<tr>
<td>19</td>
<td>Tuesday</td>
<td>Final Examinations End</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exams end - 4:00 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final papers due - 4:00 pm</td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Senior grades due - noon</td>
</tr>
<tr>
<td>25</td>
<td>Monday</td>
<td>Memorial Day - No Classes</td>
</tr>
<tr>
<td>29</td>
<td>Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### June 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Tuesday</td>
<td>Non-graduating student final grades due - noon</td>
</tr>
</tbody>
</table>
**APT Do’s & Don’ts**

**DO:**

1. Understand all aspects of the APT job and commit to carry out all APT duties and responsibilities.
2. Conduct all workshops as required, during the specified time-frame.
3. Meet with students on an individual basis for study skill tutoring, peer advising, etc.
4. Use TutorTrac to log in all APT activities and attendance.
5. Be prepared, be adaptable, be humble.
6. Spend time reading the APT manual, the APT books, reviewing all handouts, reading the Wellesley College catalog, etc.
7. Notice the body language of the people you are tutoring.
8. Listen carefully to what the student says.
9. Be able to recommend available resources.
10. Be ready to present information in various ways if needed.
11. Demonstrate patience and persistence.
12. Ask questions.
13. Be relaxed, it helps put people at ease.
15. Form a partnership with other student leaders in your res. hall (Other APTs, FYM’s, RAs, etc.).
16. Always discourage plagiarism.
17. Encourage and model positive student/faculty relationships.
18. Encourage students to meet with their professors regularly.
19. Work closely with your APT Coordinator.
20. Talk to the PLTC Director and/or Class Dean if you think a student might have learning issues that are negatively affecting their goal achievement.

21. Talk to the appropriate Res. Life staff if you think a student might have “life” issues that are negatively affecting their goal achievement.

DON’T:

1. Ignore students who need help.

2. Rush students. If you do not have time to address the student’s concerns, set up an appointment for another, mutually convenient time.

3. Talk down to students.

4. Minimize or maximize the student’s concerns.

5. Be afraid to admit that you don’t know the answer, but help the student find the information they need.

6. Make negative comments about the college, faculty, facilities, etc. Remember that you are a model student as well as an employee of Wellesley College and an ambassador of the PLTC.

7. Use your cell phone, text, browse the internet or do personal communications or projects while you are tutoring students.

8. Forget to utilize the PLTC study skill handouts and other resources.

9. Neglect to turn in your workshop planning sheets on time.

10. Forget to log all student contact into TutorTrac.
How to be a Successful APT

Be friendly
This seems obvious, but remember that being friendly is the first step in helping students feel comfortable and welcome.

Be clever, creative, and flexible
Tutoring and peer mentoring can be challenging. You have to adapt your communication style and content to meet the diverse needs of students. Remember too that you want to encourage students to be active learners, and to become more independent problem solvers.

Be patient
Encourage your tutee to be patient as well. Learning takes time.

Be supportive
Do not always focus on what a student is doing wrong but give equal time to what they are doing right. Praise your tutee for their accomplishments and persistence.

Be sensitive, respectful, and understanding
Value your tutee’s racial, ethnic and cultural background and recognize the opportunity to create a positive learning experience for both you and your tutee.

Be empathetic
One of the reasons APTs are so successful is that they can share their recent experiences in learning a new concept or skill, making mistakes, feeling pressured, and struggling with learning.

Be professional
Maintain confidentiality about students. Be careful of where conversations take place and who might be listening. Be dependable. Be on time for your individual and group appointments and expect the same from the students. Demonstrate respect for professors, staff and the college.

Be organized
Prepare material for your tutoring sessions. Log all APT activities consistently and completely. Utilize PLTC handouts to help your tutees.

Be resourceful
Remember that you have access to a host of additional resources, both human and material. Start with the PLTC Resource Collection of handouts, print and non-print items (a sample list of resources is included in this manual). Ask for advice from your Coordinator, other APTs, the PLTC Director and Class Deans. Contact or refer your student to another person or department on campus (see resource list in this manual for some frequently accessed contacts).
General Tips on Public Speaking

Practice
Determine length, test clarity, practice to reduce nervousness.

Visual Aids
1. Make sure you know how to use your visual aids with your presentation
2. Practice on the same equipment you will be using during your presentation
3. Keep slides simple and large enough to read from far away
4. Don’t use too many slides or they will become a distraction
5. Don’t over use slide animation, or transitions. Keep your slides simple and straightforward.

Voice
1. Pay attention to volume, clarity, and variety
2. Be careful of upward inflection at the end of sentences
3. Watch for fillers, for example: “uh”, “umm” and “like”
4. Talk slowly, remember the power of the silent pause—write in pauses if it helps
5. Make eye contact in slow sweeps of the room
6. Look enthusiastic, confident, and sincere. Don’t use weak words, for example: “just”, “really”)
7. Stand still, balanced on both feet
8. Gestures should appear natural and fit with what you’re saying

When answering questions:
1. Don’t be defensive. Smile your way through your mistakes!
2. Don’t rush to answer-remember, pauses can be powerful
3. Don’t worry about stumbling
4. Don’t roll your eyes or laugh nervously
5. If you really don’t know the answer, don’t bluff-admit you don’t know

Interacting with the Audience
1. Watch how the audience reacts
2. Based on feedback you can clarify, exemplify, modify, explain again, repeat, etc.
3. Remember someone entering the room, noise in the hallway, etc. can distract your audience. When this happens, pause and then continue, you want to make sure everyone can hear you
4. Your voice and body language are very important-so look and sound enthusiastic and authoritative
5. Words account for 7% of the speaker’s effect on the audience\(^1\)
6. Visuals account for 55% (how the speaker looks, facial gestures, body language, posture, etc.)
7. Voice accounts for 38% of impact (sounds trustworthy, inflections, emphasis)\(^1\)

\(^1\) Statistics from notes taken at a lecture on public speaking given by Barbara Tannenbaum
1. **Model clear thinking.** Prepare for your appointment or workshop and take time during the session to gather and clarify your thoughts.

2. **Model strategic thinking and learning.** Share a wide range of strategies that you and others have found effective and explain that developing effective strategies leads to independence. There are many study skills that are discipline specific, so part of your job is to help students understand and practice how to read, write, and study effectively for a specific discipline. For example, share memorization techniques and tricks that work for you or others and might be specific to courses in your major. Rely on other APTs for strategies they have found helpful in their major and share that information with your students. Also, make sure you build on the skills and strategies that the student is already using. Research suggests that if a student has a strategy that is partially working, it is more effective to help the student adapt, adjust or refine that strategy, rather than introducing a new strategy.

3. **Suggest a variety of ways the student might practice and apply what they are learning.**

4. **Listen and observe a lot.** Ask a lot of questions. Monitor how much you talk and your tutee talks. Think about ways to ask questions and then how to follow-up on those questions to both diagnose the problem and guide the tutee's understanding and learning. Consider your wait time after asking a question, and consider appropriate ways to answer a student's question with another question.

5. **Monitor your communication with your tutee.** You may use certain words or phrases, which may mean something entirely different or may mean nothing at all to your tutee. Think about the subtle as well as more obvious ways you communicate information. Consider your body language; nonverbal communication; tone of voice; use of gender neutral pronouns; pace and wait time when you ask questions.

6. **Focus on critical vocabulary.** Confusion often can be traced back to misunderstandings about the major vocabulary of a discipline.

7. **Don't be afraid to go back to basics.**

8. **Consider both your learning style and the tutee's learning style.** They may match or they may not. Think about ways to share information in several different formats, for example auditory, visually, or kinesthetically. The PLTC Director of Programs can help you with this.

9. **Suggest a variety of ways to ask for help and share the situations and ways you have asked for help.** Everyone needs help at times and students need to understand that Wellesley encourages help-seeking behaviors.

10. **Consider ways of breaking ideas and tasks into smaller parts and ways of making the information or skill as concrete as possible.** Try to think about a teaching progression that moves from the concrete to the semi-concrete to the abstract.
11. Review with the student’s class or reading notes to see whether they are able to differentiate the key information from the less relevant, or whether they organize information in a logical and effective way. Teach ways to take notes more effectively.

12. Suggest that the student join a study group. Study groups help everyone, those who are working successfully in a course and those who are struggling.

13. Encourage the student to attend the professor’s office hours. It’s important to continue asking the professor for help while working with an APT and/or tutor.

14. Suggest that a student attend the APT Study Skills Workshops (yours and other APTs) given throughout the semester. Developing relationships with students through individual study skill tutoring appointments is an excellent way to build your workshop audience.

15. Consider whether the tutee's difficulties might be the result of a language-based problem. If the tutee is not a native speaker of English, consider a consultation with the Writing Program’s professional tutor for ESL/ELL (English as a Second Language/ English language Learner). Please direct students to the Writing Program scheduling link https://wellesley.mywconline.com/

16. Talk to other APTs and your coordinator about their approaches and strategies that work. Brainstorm alternatives, but remember to maintain confidentiality about specific students.

17. Do not do work for the student. Your tutee needs to understand that your job is to help them develop effective learning strategies and find answers for themself, not to give them the answers. In this process, you will need to focus both on asking questions and on modeling clear thinking, strategies, and behaviors.
Support intellectual life on campus

1. Invite faculty and hall residents to enjoy a meal together.
   APTs are responsible for inviting at least one faculty or administrators (Class Dean, Registrar, etc.) each semester to join you and students to enjoy a meal together in the dining hall. You may select the faculty yourself or ask students to suggest names. It is fine to pick faculty in the department in which you are majoring or considering majoring or check with the PLTC Faculty Director for the names and contact information of new faculty. APTs frequently worry that they will be the only one to eat with the faculty member. Take the time to personally invite students, including a friend or two, to join you.

2. Facilitate study groups.
   Research on teaching and learning supports the idea that students who participate in study groups on a regular basis perform better academically and experience less course-related stress. Please read the PLTC handout on Study Groups. The handout explains the value of study groups and gives suggestions for establishing and sustaining a successful study group environment. Note the last section on the types of activities that are most appropriate for groups.

   
   Your role as an APT is to facilitate and monitor the study groups. Of course, you may also participate in the group if it is relevant to your own coursework. It is important for you to help the students get their study groups started. To help establish a new study group you can post a sign-up list for student’s names and courses in which they would like to participate in a group and check for matches. Be prepared to follow-up with students individually to encourage their participation. Plan to attend the first few meetings. Bring cookies or candy; discuss roles and responsibilities; follow-up with students and faculty and do whatever you can to help students recognize and appreciate this valuable academic resource.

3. Host “Technique Tune-up” sessions
   Inviting students to meet with you individually to discuss their successful study techniques and recommend additional strategies is an important aspect of your role as an APT. By focusing on each student’s strengths and areas for improvement, you will help them learn new skills that they can use throughout their college career.

4. Announce important dates and academic events at House Council and at community meetings.
   By reminding students of important dates and events you will help insure that they are prepared to meet institutional deadlines and you will help them learn about interesting and informative activities on campus. Even though this information is available to students online and in the their Wellesley planner, hearing it from an upper class woman helps reinforce the information and is much appreciated by First Years who are being bombarded by print and electronic information.
5. Present workshops on a range of study topics and topics related to navigating the academic life at Wellesley. The PLTC has taken the guesswork out of your workshop planning. Your APT Coordinators have selected the workshop topics and dates for the year.

6. Escort First Years to lectures and presentations on campus.
   If you are planning to attend a lecture, performance or other campus event, why not ask your First Years to join you? This gesture will mean a lot to a new student, who might otherwise be reluctant to get involved in the many exciting activities that Wellesley has to offer.

**Share an inspirational Quote of the week**

Each APT is responsible for researching and selecting two appropriate (academic, educational, etc.) quotes for sharing with the APT group. Each week you will post a Quote of the Week on your bulletin board and online on the res. hall conferences. The same quote will be offered to all res halls at the same time. The APT Coordinators will work with you to develop the list of who is responsible for each week. They will post the quotes on the APT Google site several weeks in advance for your convenience.

Several sources for quotes include the following:

http://www.webcrawler.com/webcrawler300/ws/results/Web/educational+quotes/1/417/

http://www.brainyquote.com/quotes/topics/topic_success.html

**Offer a Study tip of the week**

Each week you will post a Study Tip of the Week on your bulletin board and online on the res. hall Google site. During training, we will develop a list of the tips and a timeline for sharing them for the first semester. It is important for all APTs to offer the same tips at the same time.
Tips for Developing and Delivering Successful Workshops

Scheduling Workshops

Your APT Coordinators will provide you with a planning calendar which includes the time frame for each workshop. Please inform your coordinator immediately if there is a conflict. Workshop dates and times should not be changed once they are posted. You are responsible for making sure the other student leaders in your res. hall are aware of your workshop dates well in advance. Check the Res. Hall Google Site for other activities, post your workshop dates online and do not schedule your activities for the same day & time as the other student leader activities in your res. hall.

- Remember to use the PLTC handouts and study skill books as part of your workshops.
- For a change of pace, try delivering one of your workshops in the PLTC

In addition to the materials on Effective Workshop Presentation Skills, please consider the following points:

Planning

1. Don’t make up information. Use the study skill textbooks provided to you by the PLTC to develop your content.
2. Consider both the content and your presentation style.
3. As you prepare, document your sources. Someone might ask.
4. Begin and end on time.
5. Direct participants to other possible resources (books, people, etc.).
6. Provide note cards at end of workshop for questions and feedback.
7. Have your laptop on hand to record attendance using TutorTrac.
8. After the workshop, make yourself available to answer questions and chat with attendees.
10. A 45-minute workshop includes 10 minutes- introductions & getting started, 25 minutes-presentation, 10 minutes-summary, Q&A, wrap-up

Presentation

1. Ask your coordinator or another APT to videotape and critique a practice session before your scheduled workshop.
2. Do not waste time with lengthy icebreakers.
3. Maintain eye contact with your audience; do not read from a prepared script.
4. Be organized, clear, and focused.
5. Make 2-3 main points and remember the “Tell 3” rule (Tell them what you will teach them, teach them, tell them what you taught them).
6. Offer practical suggestions that will work immediately.
7. Provide handouts, but, unless they are interactive, do not give them out until after the workshop. Otherwise students will spend time reading the handouts rather than listening and participating.
8. Combine different presentation formats: interactive, lecture, discussion, question & answer.
9. Get students involved through activities or sharing what works for them.

**Advertising & Promoting Your Workshops and Events**

There is nothing more disappointing than preparing for a wonderful workshop only to have no one show up. Below are some tried and true methods to boost your workshop attendance:

1. Establish a good rapport with the other students in your res. hall; make yourself visible and available on a regular basis.
2. Communicate with your First Years on a regular basis, through email, bulletin boards and the res. hall Google site.
3. Attend all House Council meetings. Not only is this a job requirement, but it is a great way for students to get to know you.
4. Advertise your workshops in advance. Use word of mouth to encourage students to attend. Send voice mail, email, spam and personal invitations. Post a colorful flyer on your bulletin board announcing your workshop. Put flyers under doors, announce workshops at House Council and utilize all house messages.
5. Serve cookies or candy. Let students know you will have snacks available.
6. Always start and end your activity on time.
7. Stay in the room for the full time period. Even if no one shows up at first, you want to be there when students do arrive.
8. Attend another APTs workshop. People are more likely to join in if there is at least one other person in the room besides you.
9. Ask other APTs and your friends to attend your workshops. They can also learn from what you have to say.
10. Remember to schedule your workshops in consideration of other events and activities on campus and where students are in the semester calendar (i.e., a study skills workshop right after midterms is less likely to have high attendance than one offered before midterms).
What I Wish I Had Known
Before My First Semester at Wellesley

During Orientation week APTs will meet with First Year students to address their questions and concerns about registration. This year, all First Year students will be pre-registered for a First Year Writing course and may also pre-register for a First Year Seminar course, but they are bound to have additional questions about the registration process, course selection, creating a schedule, etc.

Your goal for this meeting is to help alleviate students’ concerns through information and guidance so that they can think reasonably about registration. You want to help students create a reasonable and realistic context for thinking about academics.

Please be prepared to address some of the following issues:

**Registration & Course Information**

1. Questions about registering on-line
2. Credit/non-credit and review of add/drop process
3. How to “shop around” for courses (need to attend first class)
4. Creating a schedule that is compatible with their lifestyle
5. Choosing alternative courses if their first choice classes are full
6. How many lab classes to take their first semester (only one is recommended)
7. How to read the course schedule (crn’s, alt Wednesdays, lab sessions, Monday schedule, etc.)
8. First Years will register for four courses (up to 4.75 units) during on-line registration. They cannot register for additional courses/units for the Fall semester and will need the permission of Dean Tenser to register for more than 4.75 units for the Spring semester. Any changes made after the online registration period has ended require the signature of Dean Tenser.
9. First Years may not cross-register (take a course at MIT) during the first semester.

**Academic Life and Concerns**

1. First Year Advising: how the system works
2. How the first semester is a period of transition and change for everyone (How are academics different in college from in high school? How to make the transition.)
3. Managing a schedule with lots of open time
4. Managing four courses and a social life
5. Grading system issues: GPA calculation; excused/unexcused incompletes; does taking a class credit/non look bad on transcript; shadow grading, etc.

Support Systems

1. PLTC academic support programs: help rooms; attached tutoring; assigned tutoring; SI, etc. Be prepared to describe each of these services; what a student needs to do in order to participate, etc.

2. Importance of going to professors’ office hours and how to make good use of the time.

3. How and when to meet with their Class Dean.

Resources

1. The Student Handbook available online at http://www.wellesley.edu/studentlife/aboutus/handbook

2. Entering student pages on the portal http://www.wellesley.edu/esp/entering

3. Registration Information, especially for First Years http://www.wellesley.edu/Registrar/students/newstudents

4. Course catalog- Explain the importance of using the catalog to find accurate information. Highlight important sections of the catalog (e.g., curriculum requirements especially the QR requirement); the basic categories of the catalog and flag several departments. Note that at the end of each course description is information on prerequisites, distribution areas met by that course, and semester in which the course is offered.

5. The 2014-2015 Student Planner/Calendar/Appointment Book

6. The Registrar’s online academic calendar
Workshop Forms
Pre-Workshop Checklist

APT: ______________________________________________________ Date: ____________

Res. Hall: ____________________ Location of Event: _______________________

Workshop Name/topic: _________________________________________________________

Workshop date: _______________________

Before the event

___ Meet with Coordinator to discuss and plan your workshop
___ Make copies of necessary materials
___ Arrange for guest speakers
___ Meet with other student leaders to select best date/time
___ Schedule date and time at least one week in advance
___ Check your Res. Hall Google site for scheduling conflicts
___ Make and spam at least one week in advance
___ Pick-up refreshments from the PLTC and signed for them

Workshop Leader: _____________________________________________________________

Co-leader/collaborator: _________________________________________________________

Event Date: ___________________________  Event Time___________________________

Location_____________________________________________________________________

Guest/Presenter (if other than APT): ____________________________________________

Summary of material you plan to present

____________________________________________________________________________
____________________________________________________________________________
Post-Workshop Reflection Sheet

APT: ______________________________________________________ Date: ____________

Res. Hall: _____________________ Location of Event: _______________________

Workshop Name/topic: __________________________________________

Workshop date: _______________________

After the event

Number in attendance: ____________ Completed TutorTrac entry: ________________

Self-evaluation and remarks (What can you improve upon? What went well? What would you add or do differently?)

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Suggestions for future reference

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Making Referrals Helping Your Tutees Get the Help They Need

While working with a student, you may become aware of a question or problem you cannot address. When this happens, it is often best to be frank with the student and explain that you will refer the student to someone else on campus that may be able to help. A list of possible referral sources is included below. Keep in mind that how you refer a student is as important as knowing when and where to refer them. You never want to give the student the impression that you do not want to help, or that you cannot be bothered. Instead of simply saying: “go see your professor”, look up the professor’s contact information and office hours and help your student plan what they want to say to the professor.

Remember that most of the problems that students share with you can be addressed by referral to professional staff in any number of offices. However, if you ever sense that a student is at risk of self-injury or injuring someone else, stay with the student, and contact the Stone Center, the RD or AC on duty or Campus Police immediately. Remain calm and supportive until professional help arrives.

Faculty
Encourage the student to attend faculty office hours. As an APT, you are there to help facilitate learning, but the ultimate responsibility for teaching and learning rests with the professor and the student.

PLTC Director of Programs
The PLTC Director of Programs is responsible for the overall functioning of the Pforzheimer Learning & Teaching Center. In addition, the director meets with students on a wide range of study strategies and academic difficulties. The Director is a good diagnostician, helping students figure out exactly what the problem is when they are not doing as well academically as they think they should. The Director also works closely with the Director of Disability Services to assist students who have a disability or who think they may have a disability, in order to help them access appropriate campus resources.

English as a Second Language Professional Tutor
If a student’s native language is not English, and the student needs help with general writing skills, please make a referral to the Writing Program’s ESL Consultant, available on a part time basis in the PLTC.

Class Deans
The Class Deans are the main point of contact between students, faculty and advisors. They are an excellent referral source for all kinds of questions about academics; college policies and procedures; academic requirements; credits, etc. The Class Deans are now located on the second floor of Schneider Hall. For more information, visit the Class Deans online at http://new.Wellesley.edu/advising/classdeans
The Stone Center Counseling Services
The Stone Center provides a broad range of information, resources and counseling for students experiencing a variety of problems and issues. Please refer to the Stone Center Counseling Services handout (see the following page) or visit them on the web at http://www.wellesley.edu/Counseling/

Residence Life Staff
The Residential Life professional team utilizes theories of student development to form the basis of the Residential Life department mission. They support, encourage and serve as non-peer resources so that students may safely challenge their own limitations and fears. The Residential Life team also works to build strong communities within each residence hall. A strong community is a place that practices hospitality, holds all members to the same standard of accountability, and develops a trusting and respectful space that celebrates its members. Living in a community establishes a model of civic responsibility within the Wellesley Community. You should refer your tutee to the RA (a fellow student) or RD or AC (professional positions) any time there is an issue involving life in the residence halls, issues with roommates, etc. Please feel free to contact their office by phone at (781) 283-2679 or via email at ResLife@wellesley.edu.
How to Help a Friend

Living in a college community, there are likely to be times when you become concerned about someone else. This could be a friend, your roommate, or just someone you see in a class or in your residence hall. You may not do anything about your concerns because you do not know how to help, or do not want to make things worse. Here are some guidelines to help you know what to do when you are concerned about someone else on campus.

When to be concerned

Everyone experiences distress sometimes. Adjusting to college, experiencing academic stress, struggling with a recent break-up or having worries at home can all create some temporary difficulties. Any one of the following signs when taken alone is not necessarily a sign of severe distress. However, when someone is experiencing several of them, or if they persist, then it may be indicative of more severe difficulties that warrant professional help.

- Deterioration of physical appearance or personal hygiene
- Excessive fatigue or sleep difficulties
- Skipping class or absence from other activities
- Difficulty completing schoolwork or other obligations
- Avoidance of friends or uncharacteristic social isolation
- Marked decrease in concentration, motivation or energy
- Visible increase or decrease in weight
- Looking sad, worried or preoccupied
- Irritability or temper outbursts
- Impulsive behavior or acting with poor judgment
- Direct statements about problems with family or friends
- Statements of hopelessness or comments about death, self-harm or suicide

It’s okay to ask

When you are concerned about a peer, you might hesitate to inquire further about their well-being. You might feel that it is an invasion of privacy, or that talking about things will make it worse for the student. If there is someone whom you are concerned about, it is fine to express genuine interest or concern; they can always decline to talk with you if they are uncomfortable. In fact, authentic interest is often felt as caring by someone, and may provide the opportunity they need to talk about important things.

How to approach someone

Choose a time and a place that is most likely to ensure privacy. Ask how the student is, in a way that really conveys you are interested in knowing the answer. Make eye contact and use your facial expression and tone of voice to convey your concern. If you approach the student because of a concern, share the specific things you have noticed that worry you. You do not need to go into extensive detail or “build a case”, but rather be honest about what you have noticed that has led to your concern. If the student is not interested in talking, you can let them know you are available to talk at another time. You can remind the student that there are many resources on campus to access for help at any point.
**When someone wants to talk**

Whether you initiate the conversation or the students does, when it comes time to talk, the most important thing you can do is listen. Just by being an open, interested and supportive friend, you are providing important assistance to someone who is feeling upset or stressed. Ask occasional questions to help draw the student out and/or to gain clarity. Express empathy about how hard things have been. If you can relate to parts of what the student is feeling, say that, but do not use this as a time to sound off yourself. You do not need to be an expert, or to give advice. In fact, this is not a helpful approach and you might get in over your head. Just talking might be enough to help the student feel some relief, but if there are concerns that are more serious or you feel require professional help, encourage the student to do this. This does not mean you are “telling the student that they are crazy”, but instead, that you are urging them to get the help they need. Tell the student that you think asking for help is a sign of strength.

**Do not get sworn to secrecy**

Of course, when someone shares something deeply personal, it is important that you maintain confidentiality by not sharing this information casually with others. However, avoid making blanket promises of confidentiality that might make it harder for you to share your concerns with someone else. If you are worried that your friend might be at risk, it is important that you seek professional help right away and let them know the reasons for doing so— even if your friend has asked you not to. Safety must be the primary concern.

**Take care of yourself**

While it is wonderful to be a kind and caring friend, you are not responsible for solving their problems. Do not let yourself get in over your head. If you start to feel too burdened, overwhelmed or concerned, it is time to consult with a professional and ask for assistance. If the student will not get help you can call the Stone Center Counseling Service and receive a confidential consultation. The counselor can assess the situation carefully and help you know the options available to help your friend. If you learn more about how the Counseling Service works, it might help you feel more comfortable about assisting your friend.

The Counseling Service is located in the Stone Center, one flight above Health Services. Counseling support is provided by licensed professionals as well as graduate level interns who are participants in the Clinical Training Program. Counseling support is available to all Wellesley College students at no cost, whether or not the student has purchased the College insurance. The office hours are Monday through Friday 8:30 a.m. - 4:30 p.m., and there is also emergency and after hours support. Counseling is confidential within the limits of the law. Students can schedule an appointment by calling ext. 2839.
Disability Services

Disability Services General Information
Wellesley College complies with the Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973, as amended, and uses both as benchmarks in providing equal access to individuals with disabilities. Some key elements to these guiding principles and their interpretation at the College include providing equal access to qualified individuals with disabilities for all programs and services; requiring that individuals self-disclose and provide documentation of disability if a request for reasonable accommodation is being made; and insuring that the highest levels of confidentiality is maintained relative to disability status. For more information, contact the Director of Disability Services, (781) 283-2434.

Wellesley College promotes inclusion of individuals with disabilities in all facets of the campus community. Disability Services professionals are available to assist in identifying existing accessibility resources and in receiving requests for accommodations to make the campus and its’ program more accessible to individuals with disabilities.

The Office of Disability Services is headed by Director of Disability Services, who is responsible for the coordination of disability services on campus while also acting as campus ADA/504 Coordinator. Specifically, the Office of Disability Services works with campus departments and others to serve the needs of students, faculty, staff and visitors who have a disability and require appropriate accommodation. For more information, visit Disability Services online at http://new.wellesley.edu/disability

Students Needing Accommodations
Your students may find the need to request accommodations. Others may find the need for support and understanding of a staff person with expertise in disability issues. Examples of commonly requested accommodations include: Tutoring with a visual focus such as including images and notes, tutoring with an audio focus meaning more speaking and less visual and written materials, tutoring with a combination of visual and audio, testing accommodations such as extended time; note taking assistance; formatting in alternative media such as large print, Braille, or computer disk or sign language interpreting.

Individuals needing these or other disability related assistance should contact the Director of Disability Services. The Director will meet with the student to discuss and plan for appropriate accommodations.

Confidentiality
If a student discloses that they have a disability, remember that the information is confidential. Do not discuss the information to anyone else, including the student’s professor, as it is up to the student to decide to share this information. These types of disclosure issues are generally discussed between the service providers listed here and the student. There may be situations where a student discloses a limitation such as short-term memory loss but does not disclose what the specific disability is. Respect that the student has disclosed what they felt necessary or comfortable with disclosing and, similarly, keep that information confidential unless given permission to share it with others.
Language and Disability
There is no one universally agreed upon term for disability or an agreed upon language of disability. Many, but not all, people involved in disability services prefer to put the person first and use expressions like “individual with a disability, person with a mobility impairment, or student with a learning disability.” Terms such as handicapped are considered outdated though often remain in reference to parking. Expressions such as crippled, deformed, wheelchair-bound and invalid are outdated and are often interpreted as derogatory. Phrases such as “physically challenged and handi-capable” tend to be considered euphemisms. If the need arises to use the language of disability with your tutee, follow the student’s lead or ask what their preference is.
The ways to do research are changing very quickly these days. The two most important things you can convey to your students are:

1. Ask for help
   - The **Research and Instruction Librarians** are here to help. Our job, which we enjoy immensely, is to help students, faculty, and staff with their research. Among the things we can help with:
     - Getting started and refining a research topic
     - Locating resources through both Wellesley and other colleges and universities
     - Evaluating resources
     - Citations (and citation tools like EndNote and Zotero)
     - Subject specific information – all of our librarians specialize in the support of a collection of departments and programs on campus.

   You can find your Research and Instruction Librarians at a library service desk, by appointment, by phone, by email ([AskUs@wellesley.edu](mailto:AskUs@wellesley.edu), and their own email addresses) and by chat! Find our “Ask a Librarian” chats on our website. The LTS Help page is a great place to start. [http://www.wellesley.edu/lts/helppage](http://www.wellesley.edu/lts/helppage)

2. SuperSearch
   SuperSearch is a great place to start your library research and discover information on any topic. It simultaneously searches the Wellesley College Library Catalog along with electronic books, journals and databases. Super Search, along with the Library’s traditional catalog search can both be found on the Library and Technology Services web page: [http://www.wellesley.edu/lts/](http://www.wellesley.edu/lts/)

For more in-depth library research

1. **Databases A-Z**
   Find links to our indexes, databases, and full-text resources. We offer Academic Search Premier, JSTOR, LexisNexis, and other collections of articles, newspapers, poetry and books on the Internet. You can also use one of specialized databases to find citations to articles in scholarly journals.
   [http://www.wellesley.edu/lts/research/databases](http://www.wellesley.edu/lts/research/databases)

2. **Research Guides by Subject and Course**
   Our library subject specialists have designed web pages for each department and program offered at Wellesley that point to the best places to find articles, books, web pages, and more. It is a great site to bookmark! Also note the Specialized Guides section where you can find information on starting your research, finding book reviews, citing sources, finding news, and other useful things. You can also find research guides from your course site in Sakai.
   Research Guides: [http://libguides.wellesley.edu/](http://libguides.wellesley.edu/)

3. **Library Access and Other Information**
   Our Library Research web page answers many of the top questions students have about borrowing, finding items in the libraries, doing research, and getting research and other help. [http://www.wellesley.edu/lts/research](http://www.wellesley.edu/lts/research)
What every APT should know about the Honor Code

As the primary purveyors of tips about time-management, note-taking, test-taking, and studying, APTs play a crucial role in promoting the Honor Code by teaching students the academic strategies and techniques they need to uphold integrity in their work. As the main academic support resources in the residence halls, APTs can also be integral in promoting the Honor Code by answering student questions about proper citation methods, collaborative group policies, and other questions relating to the Honor Code.

This guide is designed as a resource to help you when answering common questions about what the Honor Code is, how it applies in the academic sphere, and other basic information about the Honor System at Wellesley. If you need help with any other questions not addressed here, you are encouraged to consult the links listed below, or to email the Chief Justice at ChiefJustice@Wellesley.edu or the Honor Code Administrative Coordinator, Don Leach at dleach@Wellesley.edu. Thank you for your commitment to promoting the Honor Code and the integrity of our academic community!

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

Honor Code FAQs:
General Questions

Q: What are the benefits of having an Honor Code?
A: The experiences of both living and learning at Wellesley benefit from an environment of trust and a community that upholds the shared values of honesty, integrity, and respect. Some specific benefits include: self-scheduled exams, take-home exams, communal shower cubbies, shared kitchen and other common room spaces, fair college systems, low theft, and general expectations of respectful acts and intentions.

Q: What do I do if I witness a violation of the Honor Code?
A: All members of the Wellesley Community share the responsibility of upholding the Honor Code, and so anyone who suspects a violation is encouraged to report it as soon as possible. You can find the violation report form by visiting: http://new.wellesley.edu/studentlife/aboutus/honor. If you are unsure whether a violation has occurred, you are encouraged to email the Chief Justice (ChiefJustice@Wellesley.edu), or Honor Code Administrative Coordinator, Don Leach (dleach@wellesley.edu) who can answer any specific, confidential questions about your situation.
Q: What is Honor Code Council?

A: Honor Code Council is a joint student-faculty committee responsible for adjudicating violations of the Honor Code, setting policies and procedures related to the judicial system, and educating the College community about the Honor Code. It is chaired by the Chief Justice, and consists of 12 students and 8 faculty members. The student members include 2 representatives each from the senior, junior, and sophomore classes, 1 ALANA student, 1 Davis Scholar, 1 student to sit on the Judicial Review Board, 1 student from the House Presidents’ Council, and 2 ombudspersons. More information about the Committee is available at: http://new.wellesley.edu/studentlife/aboutus/honor/getinvolved

Q: I am having trouble upholding the Honor Code in a social/academic setting. Where can I go for help?

A: There are several on-campus resources available to support students who are experiencing difficulties in their social and academic lives. Honor Code Council strongly encourages students to seek help before their problems become unmanageable.

Class Deans: For any personal or academic problem, students are first encouraged to consult their Class Dean, who can often recommend and coordinate various types of support for students, such as arranging counseling at the Stone Center or for academic extensions for extenuating circumstances.

PLTC: For citation help, time management and study tips, subject tutors, and other academic assistance, students can find help at the Pforzheimer Learning and Teaching Center (PLTC) located in Clapp Library.

APTs: Located in each Residence Hall, Academic Peer Tutors can offer study and time-management tips, citation help, as well as other academic advice.

Stone Center: For students experiencing intense stress or other emotional problems, counseling is available at the Stone Center.

Q: What kinds of punishments are given for Honor Code violations?

A: When an Honor Code Council panel finds a student in violation of the Honor Code, they give a sanction to fit the particular circumstances. The panel has the right to assign a variety of sanctions, ranging from community service, to course grade adjustments, to suspensions and expulsions, and the sanctions almost always include both punitive and educational components. Academic violations usually result in failure for an assignment or the course, whereas social violations, such as theft, may result in remuneration, an apology, community service, or suspension for a semester or longer.
Academic Applications of the Honor Code

Q: Is it a violation of the Honor Code to submit one paper for two or more classes?

A: Yes, submitting the same paper for more than one class—or writing two very similar papers—is a violation of the Honor Code. When a professor assigns a paper, they expect you to produce new, original work, and thus submitting a paper you have written for a different course is non-original work and does not fulfill the assignment. If you want to use material you have written for another paper, you are expected to cite it as a distinct source, just as you would acknowledge any other source. If you have concerns about the overlap between an old paper and a new assignment, you should consult your professor.

Q: How does the Honor Code apply to group work?

A: While students are generally expected to submit original and individual work, there are many situations in which collaborative learning may be appropriate and encouraged, such as with group assignments, discussing a paper topic with a friend, group work on problem sets, and in labs. Considering the multiple forms of collaboration, there is no single standard as to what is acceptable, and therefore it is up to each professor to set the standards for each assignment. While most professors clarify their policies ahead of time, it is best to ask if you are unsure. In general, it is helpful to remember the objective of the assignment when seeking help from others, and that in group situations, all students should be active participants.

Citation Resources

Online resources about citations:

MLA FAQ page (provides detailed answers to FAQs about style, citation from web sources, and formatting): http://www.mla.org/style_faq

APA Style page (provides detailed APA style manual): http://apastyle.apa.org/

Where to find information about the Honor Code:

http://new.wellesley.edu/studentlife/aboutus/honor

Who to contact for more specific or confidential inquiries:

- The Chief Justice, at ChiefJustice@Wellesley.edu
- The Honor Code Administrative Coordinator, Don Leach at dleach@wellesley.edu
- Any member of Honor Code Council (list available on the Honor Code Council website.)
Your chosen major will determine many requirements as you progress toward your degree at Wellesley.

**Class deans and advisors are there to help**

Certain common requirements for graduation apply regardless of your major, the key points of which we outline here. Students with questions about Wellesley College degree requirements should speak with their class dean.

**Units Requirement**

The Wellesley degree requires 32 units of credit. It is fine to have more than 32, but if you have fewer (even 31.99) your degree is not complete.

You may apply no more than two units toward the degree from the accumulation of fractional units through 1.25-unit courses taken at Wellesley. A two-unit limit also applies to the accumulation of fractional units through Wellesley 0.5-unit courses.

Of your 32 units, you must take 16 units at Wellesley (MIT units are considered Wellesley units). You may earn up to 16 units through a combination of the following: AP credits (no more than four units, or eight for students who entered before Fall 2006), courses taken at another institution during the summer (no more than four units), courses taken at another institution during the academic year (no more than four units per semester and eight units total—except in the case of transfer students and Davis Scholars), and courses taken at a college or university prior to your graduation from high school but not included in your high school record (no more than four units). No more than four units may be earned through a combination of AP credits and courses taken at a college or university prior to graduation from high school and not included in your high school record.

Of the 32 units required for the degree, you must have at least 18 units outside any single department.

**Distribution Requirements**

You must complete:

- Three units total (at least one unit from each distribution area) in Language and Literature and Visual Arts, Music, Theater, Film and Video;
- One unit in Social and Behavioral Analysis and two units total from two of the following three distribution areas: Epistemology and Cognition; Religion, Ethics, and Moral Philosophy; and Historical Studies; and
- Three units total (at least one from each distribution area) in Natural and Physical Science and Mathematical Modeling and Problem Solving. At least one unit must be a laboratory unit.

Students must ordinarily complete two of the three units in each distribution group at Wellesley (the exceptions are transfer students and Davis Scholars, who should consult their class dean).

If you intend to apply a non-Wellesley course towards a distribution requirement, the course must be equivalent to a full Wellesley unit (or you may transfer credit for more than one course to make up a full unit).
The exception is courses taken on one of the formalized resident exchange programs (e.g., Twelve College, Mills and Spelman) and their cross-registered programs. At these schools, for the purpose of distribution (but not for the degree), a course will be equivalent to one full unit, subject to department approval.

You may count one unit of language study at the second-year level toward the Language and Literature requirement. You may also count any language course beyond the second-year level toward this requirement.

AP units may not be used to fulfill distribution requirements.

First-year writing courses do not satisfy any distribution requirement, unless the section you completed was cross-listed with a department (e.g., Writing 141/Art History 100).

Independent study courses (350s) cannot be used to satisfy distribution requirements.

**Foreign Language Requirement**

Each candidate for the degree of Bachelor of Arts must show, ordinarily before the beginning of their senior year, that they have some proficiency in the use of at least one language, ancient or modern, other than English. The requirement may be met in one of the following ways:

A. By completing two units of language study at the second-year college level (through the Wellesley course numbered 202, or, in the case of Latin, 201); or

B. In cases where the student can demonstrate to the appropriate department or program through a placement test that they have adequate preparation, by completing one unit of work taught in the foreign language above the course numbered 202 (the appropriate department or program will determine the appropriate placement for these students); or

C. By course work done at another institution, subject to approval by the appropriate department or program (this requirement may not be met by independent work); approval will typically include a placement test, and may include a requirement that the student take an additional course in the language at Wellesley; or

D. By passing one of the language tests of the College Entrance Examination Board, either the SAT II at a score of at least 690, or the Advanced Placement Examination at a score of 5; or by passing a Higher Level IB language exam with a score of 5, 6 or 7.

E. In cases of students who are native speakers or very advanced learners of languages other than English, by permission of the appropriate department or program (in cases of speakers of languages not taught at Wellesley, by presenting documentation to the Academic Review Board of proficiency in that language).

**Quantitative Reasoning Requirement**

This is a two-part requirement. All students must fulfill both a basic-skills component and an overlay-course component.
To satisfy the basic-skills component of the QR requirement, students must either receive a passing grade on the QR Assessment test or successfully take QR 140, Introduction to Quantitative Reasoning. The basic-skills component should be completed in the student’s first year.

To complete the QR requirement, all students must also pass a QR-overlay course that involves analyzing and interpreting data in a scientific or social context. The Committee on Curriculum and Academic Planning has designated courses in various departments as QR-overlay courses; they are identified as such in the individual course descriptions in the Wellesley College Catalog. You can also check the QR home page for an updated list of QR-overlay courses. A score of 5 (4 for students who entered before Fall 2006) on the AP statistics exam also satisfies the QR-overlay requirement.

300 Level Requirement
The Wellesley degree requires four 300-level units.

At least two 300-level units must be completed in your major. (Some majors require more; check your major’s specific requirements.) There is no limit to the number of 300-level courses you can take in one department, nor are you required to take 300-level courses outside your major.

At least two units of 300-level work must be completed in your last two years of college (no matter how many 300-level units you may have completed as a first-year student or sophomore).

In order to get 300-level credit for work done elsewhere than at Wellesley, you must get the approval of the appropriate Wellesley department chair, who is likely to want to review not only a course description but also the course syllabus and the papers and exams you submitted. Use the transfer credit form on the Registrar’s website to ask for this approval.

Several MIT courses have been pre-approved for 300-level credit; check with the Registrar’s office. Please note that the political science department accepts no transfer credits at the 300 level, including MIT courses.

For the purpose of 300-level credit (but not for the degree), a course taken on one of the formalized resident exchange programs (Twelve College, Mills or Spelman) and their cross-registered programs will be equivalent to one unit, subject to department approval.

Multicultural Requirement
You must have a multicultural-requirement proposal, signed by your faculty advisor or dean, on file with the Registrar’s Office. First Year Writing courses may not be used to satisfy the multicultural requirement except in the case of sections cross listed with a department.

Major Requirements
College legislation stipulates a minimum of eight units for a major. However, many departments and programs require more than eight units. Make sure that you know the requirements of your major(s) and that you have a reasonable plan for meeting them.

You should have a major declaration on file in the Registrar’s Office by the end of second semester sophomore year or by the end of the first semester if you plan on study away from Wellesley in the junior year. You will officially confirm your major in the fall of senior year.
**Minors**

A minor is not a degree requirement but an "extra" that some students may elect. Check the *Wellesley College Catalog* or each department's Web page to determine which departments offer minors. If you are interested in completing a minor, see the Department Chair about courses, requirements, and an advisor.

You may have one major, a major and a minor, or two majors. It is not possible to declare two majors and also a minor, nor is it possible to declare a major and two minors. You can, of course, complete the course work for as many majors and minors as you have time for.

**Physical Education Requirement**

Although it does not appear on your transcript, physical education is a degree requirement for all students except Davis Scholars. (Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Usually, students admitted in the sophomore year will be expected to complete four credit points at Wellesley. Students admitted in the junior year will usually be considered as having completed this degree requirement.) If you are unsure about the status of your Physical Education Requirement, check with the PE Registrar.

**Transfer Credit**

If you began at Wellesley as a first-year student, you may transfer a total of eight units from work completed at another institution during the academic year. (Students who transfer into Wellesley after beginning college elsewhere should see their Class Dean.)

Only four units may be transferred towards the Wellesley degree from summer school, other than Wellesley College. There is no limit to the number of Wellesley College Summer School units you can count towards the degree.

In order to be considered for transfer credit, you must ordinarily pass a course with a letter grade of C or better. The exception is courses taken at one of our exchange schools (Mills, Spelman, or one of the 12-College Exchange schools), where you may receive transfer credit with that institution's passing grade.
Information for Incoming Students on the QR Assessment and Basic Skills Requirement

What is the QR Assessment?
The QR Assessment is a test of quantitative reasoning skills. All incoming students are required to take this assessment during Orientation. Preparatory materials, including sample tests and worked-out answers, are sent to incoming students in the summer before their arrival on campus. The assessment tests skills in arithmetic, algebra, geometry, and basic probability and statistics. It also tests one’s ability to read and interpret graphs and tables. Students may not use calculators on the QR Assessment.

When is the QR Assessment offered?
The QR Assessment is given over four time slots on the Wednesday of Orientation week. Grades are posted by 8 AM the next morning at the latest; however, they are usually ready by 9 PM on Wednesday. Students who wish to take the “re-take” may do so on Thursday afternoon. The schedule is provided in the Orientation Book. For students who take the test twice, the better of the two scores is posted by Thursday evening. It is the higher score that matters.

What do scores on the QR Assessment mean?
- A score of 9 or below (out of 18 possible points) indicates significant gaps in one’s quantitative preparation. Students who score 9 or below must take QR 140, the quantitative reasoning basic skills course, during their first year at the College.

- A score of 9.5 or above satisfies the basic skills component of the QR Requirement.

- Scores between 9.5 and 12 (including those end points) represent a marginal pass. While the student with a score between 9.5 and 12 has satisfied the basic skills requirement, they may wish to take advantage of workshops and tutorials to improve their quantitative skills. The student should seek advice in selecting quantitative courses.

What is QR 140?
QR 140 is a full-credit course that reviews algebra, geometry, probability and statistics, graph theory, and estimation in the context of real-world applications. For example, students learn how to model linear versus exponential growth in the context of personal finance decisions. Class meets three times per week: twice in lecture and once in computer lab. In the lab sections, students use spreadsheets to create tables and graphs and to explore various mathematical models of real-world phenomena. This course is offered in both the fall and spring semesters.

QR Requirement Issues
Students who score 9.0 or below on the QR Assessment need to wait until they have passed QR 140 before registering for quantitative courses that have the QR basic skills component as a prerequisite.

Students should be advised that in their first year they need not worry about the second QR requirement: the “QR overlay requirement.” Most students take their QR overlay classes as sophomores or juniors. As First Years, they should just be focusing on the QR Basic Skills requirement – met by passing the QR assessment or by successfully completing QR 140. Students should not aim to be “knocking off the QR overlay requirement” in their first year. If they take such a class because it’s an early requirement for their major, that’s fine. For example, students in some science fields, such as
Chemistry will find that some FY courses are QR overlays. But someone who is not sure of their major should be meeting the liberal arts distribution requirements first as part of their exploration of courses at the college. Students should wait until at least their sophomore year (hopefully wait until they are pretty sure of their major) to take a QR overlay course for the sake of meeting that requirement.
Helpful PLTC Resources
Class Performance & Test Taking
1. Leading a Class Discussion
2. Post Test Stress
3. Speaking Up in Class
4. Successful Test Taking
5. Test-Taking 5 day Study Plan

Major, Graduation Requirements, & Courses
1. Choosing Your Major
2. Degree Req. Checklist
3. Requirement Checklist for Students

PLTC
1. Disabilities Resource
2. Effective Bulletin Boards
3. PLTC Resources (on PLTC website)
4. Semester on a Page

Public Speaking
1. Breathing, Projection, & Enunciation
2. Checklist for Oral Presentation
3. Coping with Public Speaking Anxiety
4. Giving Oral Presentations
5. How to Enhance Your Power Point
6. Speaking up in Class

Presentation Skills
1. Leadership Role
2. Leading a Class Discussion
3. Oral Presentation
4. Preparing for Honors Orals
5. Tanner & Ruhlman Conference Presentation
6. The Shakes

Request Forms
1. To request an individual (assigned) tutor, please complete the form found online at http://www.wellesley.edu/pltc/reqtutorassg

Stress
1. Combat Academic Stress
2. Stress Busters

Studying
1. Academic Skills Inventory
2. Effective Reading
3. Learning a Language
4. Love Your Body Study Tips
5. Memory Tips & Techniques
6. Notes on Notes
7. Planning & Time Management Study Tips
8. Reading & Study Skills - SQ3R Method
9. Study Environments
10. Study Tips - Study Groups
11. Thoughts about Effective Memorization
12. Writer’s Block

**Time Management & Scheduling**

1. Class Schedule
2. Not Enough Time in the Day
3. Time Management Questionnaire
4. Procrastination Prevention with Quiz
5. Set Your Goals Now
6. Sleep
7. Weekly Student Planner
8. 8+8+8=SUCCESS
The Pforzheimer Learning & Teaching Center has a growing library of books and DVDs on general and course specific study skills and strategies. These resources may be checked out for limited time periods. For a complete updated list of PLTC print and media resources, please check the college’s online catalog by title or subject, or at: http://www.wellesley.edu/pltc/link_to_pltc_collection_holdings. We encourage you to browse through the books and DVDs on the shelves in the PLTC and please encourage students to use these resources.

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<td>BF323.D5 M37 2008</td>
<td>Defeating the 8 demons of distraction: proven strategies to increase productivity and decrease stress / Geraldine Markel</td>
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<tr>
<td>BF323.L5 B8 1994</td>
<td>The business of listening: a practical guide to effective listening / Diane Bone</td>
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<tr>
<td>BF323.L5 B8 2009</td>
<td>The business of listening: become a more effective listener / Diane Bonet Romero</td>
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<tr>
<td>HF5736.K64 1999</td>
<td>Conquering chronic disorganization / Judith Kolberg</td>
</tr>
<tr>
<td>LB1027.5.E52 2000</td>
<td>Students helping students: a guide for peer educators on college campuses / Steven C. Ender, Fred B. Newton</td>
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<tr>
<td>LB1027.5.N727 2010</td>
<td>Students helping students: a guide for peer educators on college campuses / Fred B. Newton, Steven C. Ender  foreword by John N. Gardner</td>
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<tr>
<td>LB1031.5.H36 2012</td>
<td>Handbook for training peer tutors and mentors / editors, Karen Agee, Russ Hodges</td>
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<tr>
<td>LB2343.3.E44 2013</td>
<td>Becoming a master student / Dave Ellis   Doug Toft, contributing editor   Dean Mancina, faculty advisor</td>
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<td>LB2343.3.V36 2007</td>
<td>Orientation to college learning / Dianna L. Van Blerkom</td>
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<tr>
<td>LB2395.B28 2011</td>
<td>Dean's list: eleven habits of highly successful college students / John B. Bader</td>
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<td>LB2395.E94 2007</td>
<td>Evelyn Wood note taking and study skills for great grades! [electronic resource] / Evelyn Wood Reading Dynamics</td>
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<td>LB2395.L58 2005</td>
<td>College learning and study skills / Debbie Guice Longman, Rhonda Holt Atkinson</td>
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<td>LB2395.P3 2008</td>
<td>How to study in college / Walter Pauk, Ross J.Q. Owens</td>
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<td>LB2395.2.S77 2004</td>
<td>Strategic learning [videorecording-DVD]</td>
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<td>LB2395.3.R39 2004</td>
<td>Reading improvement [videorecording-DVD]</td>
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<td>LB2395.4.T566 2004</td>
<td>Time management [videorecording-DVD]</td>
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<td>LC41.M33 1994</td>
<td>The master tutor: a guidebook for more effective tutoring / Ross B. MacDonald</td>
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<td>LC41 .M93 1990</td>
<td>Becoming an effective tutor / Lynda B. Myers</td>
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<tr>
<td>LC4713.4 .A33 1994</td>
<td>ADD and the college student : a guide for high school and college students with attention deficit disorder / Patricia O. Quinn, editor</td>
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<tr>
<td>LC4818.5 .N33 2006</td>
<td>Survival guide for college students with ADHD or LD / by Kathleen G. Nadeau</td>
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<tr>
<td>RA785 .S775 2004</td>
<td>Stress management [videorecording-DVD]</td>
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<tr>
<td>RC394.A85 A345 2006</td>
<td>Scattered minds : hope and help for adults with attention deficit hyperactivity disorder / Lenard Adler with Mari Florence forward by Edward M. Hallowell</td>
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<tr>
<td>RC394.A85 B385 2010</td>
<td>Taking charge of adult ADHD / Russell A. Barkley</td>
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<tr>
<td>RC394.A85 G76 2005</td>
<td>Making ADD work : on the job strategies for coping with attention deficit disorder / Blythe N. Grossberg</td>
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<tr>
<td>RC394.A85 H349 2006</td>
<td>Delivered from distraction : getting the most out of life with attention deficit disorder / Edward M. Hallowell, John J. Ratey</td>
</tr>
<tr>
<td>RC394.A85 H35 1995</td>
<td>Driven to distraction : recognizing and coping with attention deficit disorder from childhood through adulthood / Edward M. Hallowell and John J. Ratey</td>
</tr>
<tr>
<td>RC394.A85 H66 2008</td>
<td>The gift of adult ADD : how to transform your challenges &amp; build on your strengths / Lara Honos-Webb</td>
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<tr>
<td>RC394.A85 K45 2006</td>
<td>You mean I'm not lazy, stupid or crazy?! : the classic self-help book for adults with attention deficit disorder / Kate Kelly and Peggy Ramundo forward by Edward M. Hallowell</td>
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<td>RC394.A85 S26 2005</td>
<td>10 simple solutions to adult ADD : how to overcome chronic distraction &amp; accomplish your goals / Stephanie Moulton Sarkis</td>
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<td>RC394.A85 S66 2005</td>
<td>Women with attention deficit disorder : embrace your differences and transform your life / by Sari Solden introduction by Kate Kelly and Peggy Ramundo forewords by Edward T. Hallowell, and John J. Ratey</td>
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<td>RC569.5.F67 R38 1998</td>
<td>Shadow syndromes / John J. Ratey and Catherine Johnson</td>
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<td>RJ506.H9 H3448 1996</td>
<td>Answers to distraction / Edward M. Hallowell and John J. Ratey</td>
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<tr>
<td>RJ506.H9 H88 2009</td>
<td>The brilliant reality of ADHD / by Bryan Hutchinson</td>
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Addendum