FIRST ADVISING MEETING/ADVISING CENTRAL CHECKLIST

Here are the essential topics to understand, in order to be ready for Registration on Thursday.

〇 SHADOW GRADING: First semester grades will not be reported on the transcript for the Class of 2019. We hope this initiative will help our students explore and engage with the curriculum. Details are included in this packet.

〇 PRE-REGISTRATION: First-Year Writing courses have been pre-registered, and will appear on student schedules as they enter the registration process. Those with a fall writing course should build their schedules around that. It is not possible to drop writing. Any change to a writing course MUST be approved in advance by Prof. Jeannine Johnson.

〇 REGISTRATION: Registration happens in Banner Self-Service, and students get there at https://bannerns.wellesley.edu:4453. Students use their username and domain password to log in. They are able to register between 7:30 and 8:30 pm on Thursday, August 27, and registration will reopen for add/drop at 9am on Friday, August 28. Courses are added to a schedule by entering the five-digit CRN, and the easiest place to find that number is in the Course Browser, at http://courses.wellesley.edu.

〇 REQUIREMENTS: First semester students should not be too concerned about completing all their requirements; it's more helpful to plan to take courses that are engaging. Requirements can provide a framework for thinking about a good schedule, which will typically include some variety; choosing courses from a couple of different distribution areas helps provide that. Attached are a checklist for requirements and a two-page brief description (thanks to Prof. Greer in History for this).

〇 LANGUAGE: First and second year language courses are typically two semester sequences, starting in the fall, so students who want to take a language at that level should be planning for that now. Please encourage students to consider language study this fall.

〇 MEET THE EXPERTS: Faculty from all departments and programs will be available on Thursday from 9:30-11:30 in the Academic Quad to talk with students. Students should use this time to get answers to detailed questions their advisor can't be expected to know (about placement, course sequences, preparation, and so on). Students can use this event to find out about placement test results, if they haven't heard already.
## DEGREE REQUIREMENTS CHECKLIST

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>DETAILS</th>
<th>PLANS FOR MEETING THE REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>First-Year Writing course must be taken in fall or spring of first year</td>
<td>✗</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>** 2 units of language study at 2nd year level, or**</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• 1 unit of language study at 3rd year level, or</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• 690 on SAT-II, or</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• 5 on AP</td>
<td>✗</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>** Basic skills: assessment test or QR 140 in first year, and**</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• QR Overlay: see the courses listed in the Catalog</td>
<td>✗</td>
</tr>
<tr>
<td>Distribution Area 1</td>
<td>** One unit of Language and Literature**</td>
<td>✗</td>
</tr>
<tr>
<td>(3 units total)</td>
<td>• One unit of Art/Music/Theater/Film/Video</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• One additional unit in either area</td>
<td>✗</td>
</tr>
<tr>
<td>Distribution Area 2</td>
<td>** One unit of Social and Behavioral Analysis**</td>
<td>✗</td>
</tr>
<tr>
<td>(3 units total)</td>
<td>• Two units from two of the following three areas:</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• Epistemology and Cognition</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• Historical Studies</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• Religion/Ethics/Moral Philosophy</td>
<td>✗</td>
</tr>
<tr>
<td>Distribution Area 3</td>
<td>** One unit of Mathematical Modeling**</td>
<td>✗</td>
</tr>
<tr>
<td>(3 units total)</td>
<td>• One unit of Natural and Physical Sciences</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• One additional unit in either area</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>• At least one of these three units must include a lab</td>
<td>✗</td>
</tr>
<tr>
<td>Multicultural Requirement</td>
<td>One unit of coursework on a non-Western culture, a minority US culture,</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>or processes of cross-cultural interaction (see Catalog)</td>
<td>✗</td>
</tr>
</tbody>
</table>

Other general requirements:
- 32 units total
- One major
- Four 300-level units
- 18 units outside a single department
- PE Requirement
You need 32 units to graduate. (There is only 1 specific course required for all students: a writing course.)

As a first year:
- You must fulfill the writing requirement in your first year.
- You must either pass the Quantitative Reasoning Assessment or take (and pass) QR 140 (a basic skills course that builds mathematical skills in the context of real-world applications).
- You should ascertain where you stand in terms of the language requirement (see below).

Basic Distribution Requirements:
Of the 32 required units, 9 units must fulfill the following distribution:

- **3 units must come from Group 1**, which consists of courses in:
  - Language and Literature
  - Visual Arts, Music, Theater, Film and Video

- **3 units must come from Group 2**, which consists of courses in:
  - Social and Behavioral Analysis
  - Epistemology and Cognition
  - Religion, Ethics, and Moral Philosophy
  - Historical Studies

  **Note:** Of the 3 units from Group 2, 1 unit must be a Social & Behavioral Analysis unit and the remaining 2 units from two of the other three areas.

- **3 units must come from Group 3**, which consists of courses in:
  - Natural and Physical Science
  - Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science

  **Note:** Of the 3 units from Group 3, at least one unit of lab work is required.

Important:
1. For students entering Wellesley as First-Year students (excludes transfer students or Davis Scholars)—6 of the 9 units required across Groups 1, 2, & 3 must come from Wellesley College.
2. Courses cross-listed between Groups 1, 2, or 3 cannot be used to fill more than one distribution requirement. (Example: a course classified as both a Social and Behavioral Analysis and Mathematics course can only satisfy 1 distribution requirements of the 9 units required across Groups 1, 2, & 3.)
3. You will complete many of these requirements your first year without much effort, whatever your interests may be; therefore don’t limit yourself.

Overlay Requirements:
To graduate, you must also fulfill the following “overlay requirements”* (details below):

1. Writing requirement
2. Foreign Language requirement
3. Multicultural requirement
4. Quantitative reasoning requirement

*These requirements are called “overlay” because courses that fulfill these requirements MAY also fulfill the distribution units required across Groups 1, 2 & 3, as outlined above.

Writing Requirement
Must successfully complete **1 unit** (a one semester course) of expository writing—offered through Writing Program—**during first year**.
Foreign Language Requirement

Students can complete this requirement by:

1. completing 2 units, including a 202 course (or in the case of Latin, a 201 course); or
2. completing 1 unit of an above-202 course and demonstration of adequate preparation via a placement test; or
3. approved course work from another institution (may require placement test and/or additional Wellesley 202 course); or
4. passing language one of language tests of College Entrance Examination Board (see Student Handbook for further details); or
5. by permission granted by appropriate department to native speakers or very advanced learners of languages other than English.

Multicultural Requirement

Must successfully complete 1 unit of course work that focuses on:

1. African, Asian, Middle Eastern, Caribbean, Latin American, native American, or Pacific Island peoples, cultures, or societies; and/or
2. a minority American culture (defined by race, religion, ethnicity, sexual orientation, physical ability, etc.); and/or
3. the processes of racism, social or ethnic bias, or cross-cultural interaction.

Important:

- Students will indicate their choice of multicultural course by submitting the online Multicultural Course Form (available at: http://www.wellesley.edu/Registrar/Forms/Multicultural.
- A First-Year writing course cannot be used to satisfy the multicultural requirement.

Quantitative Reasoning Requirement

There are 2 parts necessary to satisfying the QR requirement:

1. basic skills component
2. overlay course component

Part I

Students must pass the QR Assessment or pass QR 140 during first year.

Part II

- Students must pass a QR overlay course. (Such courses emphasize statistical analysis and interpretation of data in a specific discipline.)
- Specific courses are designated to satisfy the QR overlay requirement.
- A QR overlay course may satisfy another distribution requirement as well.

GENERAL SUMMARY of REQUIREMENTS

- 32 units to graduate
  - 9 units (6 from Wellesley) across Groups 1, 2, & 3 (3 from each group, details above)
  - four 300-level courses
  - 18 units outside a single department
- Writing requirement
- Foreign Language requirement
- Multicultural requirement
- Quantitative Reasoning requirement
- Physical Education requirement
Wellesley’s shadow grading policy
An enhancement to the first-year experience, beginning with students in the Class of 2018

Shadow grading means that, beginning this fall, letter grades that first-semester, first-year students receive will not be recorded on their transcript and will not ever be released outside the College. Their work will, in fact, be graded, and these grades will be shared with the student and her advisors.

These shadow grades will provide students with the opportunity to learn about the standards for academic achievement at the College and to assess the quality of their work in relation to those standards. We hope this will encourage each first-year student to use the first semester to explore new subjects and to learn more about how to grow as a learner in college.

The top 3 goals of shadow grading
1. Shadow grading will refocus energy on intellectual exploration and engagement.
2. It will give all first-year students time to adjust to the demands of being a college student, and to start to develop academic and other skills that are essential for curricular and extra-curricular success in college.
3. It will be especially important for students whose transition to college may be more challenging: such as first-generation students and students from high schools that are very different from the Wellesley environment.

The unique first-year experience at Wellesley: a transition to new courses and new experiences

A student’s very first day at Wellesley College will mark a milestone in her life. It’s the start of a transition and adjustment process that will unfold over the course of the entire first year.

At Wellesley we are committed to helping each first-year student make—and mark—this transition from high school to college. This first year will be more than just a chance to “get used to” college life. It is a particular moment in her cognitive and personal development that, at its best, affords her both opportunities and pleasures that are unique to the first year. We hope that each first-year student will find time to pursue the following:

- Participate in and build an intellectual community
- Engage (joyfully) in the life of the mind
- Take time for thoughtful self-discovery and reflection
- Nurture her growing independence
- Explore the curriculum and take classes in new subjects
- Focus on right now and enjoying today for itself
- Take risks and challenge herself!

Shadow grading is consistent with Wellesley’s current practices of teaching and grading differently in the first year. Courses with a credit/non grading structure are already a significant part of the first-year curriculum, and the popularity of this option among faculty has grown, reflecting a uniformly positive experience with it. It allows instructors to meet students where they are and develop individual learning objectives and to refocus the conversation about student performance away from “How do I get an A?” toward “How do I improve my skills and knowledge?”

Benefits of shadow grading

Shadow grading reflects Wellesley’s commitment to the core elements of a liberal arts education.

The strength of a liberal arts education is in the development of intellectual skills and habits that allow students to engage in a wide-ranging curriculum while they are here and in a complicated and rapidly changing world when they leave.

At Wellesley, our first-year curriculum is focused on building skills, introducing new areas of study, and encouraging exploration of new and unfamiliar academic subjects, through first-year seminars, a required first-year writing course, and a program in quantitative reasoning. Shadow grading allows students and their teachers to focus on progress toward those goals and not just on how many of them are met by semester’s end.

We refocus attention from grades to intellectual engagement and inspiration.

The process of preparing for and applying to college sends the message to high school students that grades are all that matter, and that only “A” grades are good grades.

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The Benefits of Shadow Grading
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The transition to college marks a time when students can broaden their definition of academic success to include intellectual engagement, inspiration, and risk-taking; experience the joy of discovery and challenging oneself; and forge meaningful intellectual relationships with faculty. Wellesley is committed to providing the framework for students to make such a transition, and shadow grades provide a clear statement that college is different from high school.

We help all students learn to manage their time and balance their academic and extracurricular interests and commitments.

The overall transition from the highly structured and supervised environment of high school to the more independent and self-managed work environment at college is challenging for most new students. They are confronted with many smaller transitions, sets of choices, and time management decisions.

Shadow grading first semester at Wellesley will better enable first-year students to focus on adjusting to their new environment, making thoughtfull decisions, and creating a complementary balance within their academic commitments and social activities.

A Few More Details

- Shadow grading does not apply to new transfer students or Davis Scholars.

- Shadow grades/first semester grades will not be used in the calculation of a student’s Wellesley grade point average.

- The notation system to be used on the official transcript of first year first semester students will be as follows: Grades of D or above will appear as “P” (passing) on the official transcript; grades of F will appear as “NP” (not passing).

- All first year writing courses—regardless of whether they are taught in the fall or spring semester—will be shadow graded.

- In addition to the instructor and the student, the Dean of First Year Students and first-year advisors will know what the shadow grades are, as these grades are useful to the advising process.

- Professors will be allowed to write a recommendation in which they can indicate the grade given to a first-semester, first-year student.

- A letter explaining Wellesley’s grading policies accompanies every transcript sent out by the Registrar. This will enable graduate and professional schools to understand the shadow-grading policy and why they will not see grades for science courses taken in the first semester.

5 things to know about the shadow-grading policy

1. The new policy will be a change in how Wellesley presents first-semester grades on the transcript; it’s not a change to the grading system itself.

2. First-semester, first-year students will receive grades and other feedback as usual, but the transcript will report Pass and No Pass only.

3. It takes effect in Fall 2014 for the Class of 2018, in their first semester (along with spring writing courses).

4. It’s different from taking a course credit/non credit.

5. It’s grounded in very good research by Sociology Professor Lee Cuba. (See below.)

Learn more about shadow grading:

Shadow Grading Policy:
www.wellesley.edu/registrar/grading/grading_policy/shadow_grading_policy/policy

FAQ:
www.wellesley.edu/registrar/grading/grading_policy/shadow_grading_policy/faqs

“High Marks for No Marks”:
An article featuring Lee Cuba, Professor of Sociology, in the Winter 2014 Alumnae Magazine:
http://issuu.com/wellesley/docs/2014_winter_issuu

“When grades become the object of learning rather than learning itself, students are engaged in a form of goal displacement.”

—Lee Cuba, Professor of Sociology

As the article reports, Cuba’s longitudinal study of students at Wellesley and six other New England colleges found that academic achievement and engagement are negatively correlated—i.e., the more time students spend thinking about getting an A, the less time they’re spending thinking about what they’re really learning. The research of Cuba and his colleagues has informed Wellesley’s new shadow grading policy, as the College joins other institutions such as MIT and Swarthmore College who have similar practices.
Step-by-Step Guide to Registering in Banner Self-Service

Go to https://bannerss.wellesley.edu:4453 and click on “Students, Faculty, and Staff—Click HERE to Log In”

Log in using your Wellesley domain username and password

Click on “Student Services” in the menu that appears

Click on “Registration” in the next menu

Click on “Register for Classes” in the next menu

Select Fall 2015 for the term, and click on Submit

Next you will enter in the five-digit CRN numbers for the courses you want, in the boxes arranged horizontally, under the phrase Add Classes Worksheet. It looks like this:

Add Classes Worksheet

CRNs

Find CRNs in advance in the Course Browser. When you enter your numbers, click on “Submit Changes”.

Next you will see a list of the courses you have successfully registered for, looking like this:

<table>
<thead>
<tr>
<th>Status</th>
<th>Action</th>
<th>CRN</th>
<th>Subj</th>
<th>Cred</th>
<th>Grade Mode</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web Registered</strong> on Apr 11, 2011</td>
<td>None</td>
<td>12144</td>
<td>PCL2 204</td>
<td>01</td>
<td>Undergraduate</td>
<td>1.000 Regular Grading Pol Econ of Dev &amp; Underdev</td>
</tr>
<tr>
<td><strong>Web Registered</strong> on Apr 11, 2011</td>
<td>None</td>
<td>32030</td>
<td>PCC 304</td>
<td>01</td>
<td>Undergraduate</td>
<td>1.000 Regular Grading Tor: Nonviolent Direct Action</td>
</tr>
<tr>
<td><strong>Web Registered</strong> on Apr 11, 2011</td>
<td>None</td>
<td>12508</td>
<td>AFR 212</td>
<td>01</td>
<td>Undergraduate</td>
<td>1.000 Regular Grading Black Women Writers</td>
</tr>
<tr>
<td><strong>Web Registered</strong> on Apr 25, 2011</td>
<td>None</td>
<td>12509</td>
<td>AFR 222</td>
<td>01</td>
<td>Undergraduate</td>
<td>1.000 Regular Grading Blacks &amp; Women in Amer Cinema</td>
</tr>
</tbody>
</table>

Total Credit Hours: 4.000
Billing Hours: 4.000
Minimum Hours: 0.000
Maximum Hours: 5.750

Some common problems: you might get an error message, telling you that you were not successful in registering for a particular course. Possible reasons are there are no seats left, instructor permission is required, you need to register for a lab to go with the lecture, or the course has a time conflict with another course on your schedule.

You can look up courses to add while in Banner, searching by department or course meeting time and there are detailed instructions for that posted at http://www.wellesley.edu/Registrar/Looking%20Up%20Classes%20Using%20Banner%20Self-Service.pdf.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>CRN/ Other Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:50-11:00</td>
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<tr>
<td>11:10-12:20</td>
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<td></td>
</tr>
<tr>
<td>12:30-1:20</td>
<td></td>
<td>Community Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:40</td>
<td></td>
<td>Community Time</td>
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<td></td>
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<tr>
<td>2:15-3:25</td>
<td>X XXXXXX</td>
<td>X XXXXXX</td>
<td>X XXXXXX</td>
<td>X XXXXXX</td>
<td></td>
</tr>
<tr>
<td>2:50-4:00</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>3:35-4:45</td>
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<tr>
<td>4:10-5:20</td>
<td></td>
<td>Community Time</td>
<td>X XXXXXX</td>
<td>X XXXXXX</td>
<td></td>
</tr>
<tr>
<td>6:30-9:30</td>
<td></td>
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</tbody>
</table>

**Remember:**
- Know the CRN for each course
- Science courses require a lecture and a lab
- Only one course for each time slot per day
- Save room for PE classes
- Leave time for a lunch break every day

PLTC 8/15