Orientation 2017
Academic Starter Kit

This packet of materials is designed to give you important information about starting your academic life at Wellesley, including:

1. Your Path to Academic Success
2. Degree Requirements Summary and Checklist
3. Fall on a Page (listing key dates and deadlines)
4. Registration Information: quick view
5. Registration Information: detailed view
6. Waitlist Information
7. Honor Code and Academic Integrity
8. Shadow Grading Facts
9. Tips for Interacting with Faculty Members
10. Student Guide to Working with Your College Advisor
11. Academic Support Information
12. Educational Access at Wellesley
13. Pre-Health Advising Information
14. Career Education
15. AP and IB Credit Policies
16. Blank Weekly Schedule
Your Path to Academic Success

Placement Tests and QR Assessment: Thursday, 8/31 from 1-4:30. Use these assessments to make sure you are starting in the right courses.

Stretch Your Mind! Friday, 9/1 from 9-10 in Alumnae Hall. Some fantastic faculty welcome you and get you excited about our academic programs.

Advice from the Experts: Friday, 9/1 from 10:30-12 in the Sports Center. Talk to faculty from all our academic departments!

Lunch with Faculty: Friday, 9/1 from 12-1:30 in the Academic Quad area. Mentor groups talk informally with Wellesley faculty about what to expect in the classroom.

Individual Advising and Advising Central: Friday, 9/1 from 1:30-4:00 for faculty, and until 5:30 for Advising Central in the Library. Talk one-on-one with your advisor or other experts about your plans for the fall.

Health Professions Information Session: Friday, 9/1 from 3-4 in SCI 377.

Online Course Registration: Saturday, 9/2 at 9:30am. First-year students will register using Banner Self-Service. Choose any location with wireless Internet access, including residence halls.

Classroom Tours: Monday, 9/4, from 2-4 across campus. Academic Success Coaches help you scout out your classrooms in advance.

CLASSES START! Tuesday, September 5 at 8:30. Have Fun! Learn Out LOUD!
GENERAL DEGREE REQUIREMENTS
WHAT FIRST-YEAR STUDENTS NEED TO KNOW

Wellesley’s general requirements are designed to ensure that all students explore the curriculum. In your first year, don’t worry about “checking off” requirements, since for the most part, you will make progress on completing them just by taking the course that most interest and excite you. Requirements are a framework for making choices, however, and here are the basics:

UNITs: you will need to complete 32 units to graduate. Most Wellesley courses earn one unit of credit. Four courses is the usual load, and first-year students are limited to taking no more than 4.75 units in their first semester.

FIRST YEAR REQUIREMENTS
• You must pass a writing course (everyone is pre-registered for one)
• You must meeting the Quantitative Reasoning basic skills requirement by passing the assessment given during Orientation or passing QR 140
• You should have a plan for meeting the language requirement, and in most cases, the sooner you start that, the better.

DISTRIBUTION REQUIREMENTS
A total of 9 units (of your 32) in the following areas:
• 3 units in the Humanities, including
  o Language and Literature
  o Visual Arts, Music, Theater, Film, and Video
• 3 units in the Social Sciences, including
  o Social and Behavioral Analysis
  o Epistemology and Cognition
  o Religion, Ethics, and Moral Philosophy
  o Historical Studies
  o Note: all students must complete at least 1 unit in Social and Behavioral Analysis, and the remaining 2 units must come from two of the other three areas.
• 3 units in Math/Science, including
  o Natural and Physical Science
  o Mathematical Modeling
  o Note: at least one of these units must include a lab component designated to meet the laboratory requirement.
• Some courses may meet one of two distribution requirements, but they cannot be used for both.
• Some transfer credit can meet distribution requirements, but there are limits, so check with your class dean.
LANGUAGE REQUIREMENT
Students complete this requirement by

- Completing two units of second year language study (usually the course numbered 202), or
- Completing one unit of course work above the 202 level, or
- Earning a score of 5 on a language AP test, or a score of 5, 6, or 7 on a higher level IB test, or earning a score of 690 on an SAT 2 test, or
- With approval of a department, earning a sufficient score on a Wellesley language placement test, or
- Earning credit elsewhere, with the approval of a department.
- Note: students whose high school language of instruction was not English should talk to their class dean.

MULTICULTURAL REQUIREMENT
Students must take 1 unit of course work focusing on:

- African, Asian, Middle-Eastern, Caribbean, Latin America, Native American or Pacific Island peoples, cultures, or societies, and/or
- A minority American or Western European culture (defined by race, religion, ethnicity, sexual orientation, physical ability, etc.), and/or
- The processes of racism, social or ethnic bias, or cross-cultural interaction.
- Note: First Year Writing Courses and first and second year language courses cannot be used to meet the multicultural requirement
- Your multicultural course can count in a distribution area as well.

QUANTITATIVE REASONING OVERLAY REQUIREMENT
After meeting the basic skills requirement, all students must also take a QR Overlay Course. These courses emphasize statistical analysis and interpretation of data in a specific discipline.

- The specific courses meeting this requirement are noted in the catalog.
- Many courses in the Math department, including MATH 115 and 116, do not meet this requirement, since they do not include statistics.
- A QR overlay course may also meet a distribution requirement.

PHYSICAL EDUCATION
All students must complete 8 credits of physical education.

- PE courses are worth 4 credits if they are a semester long, or 2 credits if they last half a semester, so the requirement is for a year of PE.
- Varsity and club sports may count for PE credit.
- PE courses are in addition to the normal four course workload.
- Registration for PE occurs after registration for academic classes, once academic classes have begun.
# 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&lt;br&gt;• 1 unit of language study at 3rd year level, or&lt;br&gt;• 690 on SAT-II, or&lt;br&gt;• 5 on AP</td>
<td>•</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>• Basic skills: assessment test or QR 140 in first year, and&lt;br&gt;• 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&lt;br&gt;• One unit of Art/Music/Theater/Film/Video&lt;br&gt;• One additional unit in either area</td>
<td>•</td>
</tr>
<tr>
<td>(3 units total)</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Distribution Area 2</td>
<td>• One unit of Social and Behavioral Analysis&lt;br&gt;• Two units from two of the following three areas:&lt;br&gt;  • Epistemology and Cognition&lt;br&gt;  • Historical Studies&lt;br&gt;  • Religion/Ethics/Moral Philosophy</td>
<td>•</td>
</tr>
<tr>
<td>(3 units total)</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Distribution Area 3</td>
<td>• One unit of Mathematical Modeling&lt;br&gt;• One unit of Natural and Physical Sciences&lt;br&gt;• One additional unit in either area&lt;br&gt;• At least one of these three units must include a lab</td>
<td>•</td>
</tr>
<tr>
<td>(3 units total)</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>Multicultural Requirement</td>
<td>One unit of coursework on a non-Western culture, a minority US culture, or processes of cross-cultural interaction</td>
<td>•</td>
</tr>
</tbody>
</table>

Other general requirements:<br>• 32 units total<br>• One major<br>• Four 300-level units<br>• 18 units outside a single department<br>• PE Requirement
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Labor Day-no classes</td>
<td>Classes begin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Individual tutoring begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Assigned tutoring begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Cross-registration deadline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Fall Break-no classes</td>
<td></td>
<td>Limited tutoring</td>
<td>Classes resume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>No group tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Tanner Conference No Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>December</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Classes Resume</td>
<td></td>
<td></td>
<td></td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Registration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Exams</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Papers due by 4PM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The dates are placeholders and may not match actual academic schedules.
Registering in Banner Self-Service: A Quick Guide

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 2017 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

<table>
<thead>
<tr>
<th>CRNs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Submit Changes  Class Search  Reset

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 Crsn Sec Level</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 POL2.204 01</td>
<td>Undergraduate</td>
<td>1.000</td>
<td>Regular Grading</td>
<td>Pol Econ of Dev &amp; Underlev</td>
</tr>
<tr>
<td><strong>Web Registered</strong> on Apr 11, 2011</td>
<td>None</td>
<td>12204 PSC304 01</td>
<td>Undergraduate</td>
<td>1.000</td>
<td>Regular Grading</td>
<td>Pol Econ of Dev &amp; Underlev</td>
</tr>
<tr>
<td><strong>Web Registered</strong> on Apr 11, 2011</td>
<td>None</td>
<td>12508 AFR 212 01</td>
<td>Undergraduate</td>
<td>1.000</td>
<td>Regular Grading</td>
<td>Black Women Writers</td>
</tr>
<tr>
<td><strong>Web Registered</strong> on Apr 25, 2011</td>
<td>None</td>
<td>12509 AFR 222 01</td>
<td>Undergraduate</td>
<td>1.000</td>
<td>Regular Grading</td>
<td>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 www.wellesley.edu/registrar/registration.
A View of Banner Online Registration

1. You can access Banner Self-Service at: https://bann erss.wellesley.edu:4453

2. Click on “Students, Faculty, and Staff – Click HERE to Log In”

   - Primarily for
     - Students registering for classes
     - Applicants to Wellesley College

   - Otherwise, it is best to access Banner Self Service through MyWellesley: https://my.wellesley.edu

   - Banner Self Service may be unavailable nightly between 11:00PM and 1:30AM and also Friday mornings.

   - Please note that this website is best viewed with Internet Explorer version 6 or 7 on the PC or Safari.

3. Enter your domain username and password and click “Login”

   - User Login
     - Wellesley Domain Username: [Enter]
     - Wellesley Domain Password: [Enter]

4. Select the “Student Services” link

   - Student Services
     - Registration
       - Register for classes, Display your class schedule.
     - PE Menu
       - Register for physical education courses, view physical education course history, add/drop physical education courses
     - Student Records
       - Display your grades, transcripts and student account information.
     - Standardized Test Scores
       - Display standardized test scores, including QR test scores.
     - Acknowledgement of Tuition Costs
     - Enter SEQs
     - Vote in Student Elections
     - Enrollment Verification
5. Click on "Registration"

- Personal Information
- Student Services
- Financial Aid

**Student Services**

- Registration
  - Register for classes: Display your class schedule.
- PE Menu
  - Register for physical education courses; view physical education course history; add/drop physical education courses.
- Student Records
  - Display your grades, transcripts, and student account information.
- Standardized Test Scores
  - Display standardized test scores, including SAT test scores.
- Acknowledgement of Tuition Costs
- Enter SEQs
- Vote in Student Elections
- Enrollment Verification

6. Click on "Register for Classes"

**Registration**

- Select Term
- Register for Classes
- Look-up Classes to Add
- Change Class Options
- Student Schedule by Day & Time
- Student Detail Schedule

**RELEASE: 8.2**

7. From the pull-down menu, select "Fall 2017" and click "Submit"

8. Enter the CRNs in each of the blocks until you have entered all of your selections and click "Submit Changes" to process your registration.

9. Your registration results will now display (courses you are registered for will appear first). Resolve any registration errors – see next page for common errors.
## Error Messages and Possible Actions

<table>
<thead>
<tr>
<th>STATUS MESSAGE</th>
<th>EXPLANATION AND ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOSED SECTION</td>
<td>Enrollment limit has been reached. Select another course.</td>
</tr>
<tr>
<td>CLOSED-SECTION-X</td>
<td>Enrollment limit has been reached. This course is cross-listed with another course. Seats may be available in the cross listed counterpart. To find the cross-listed counterpart, refer to the online course catalog.</td>
</tr>
<tr>
<td>DUPLICATE CRN</td>
<td>You have added the same CRN twice. Web Drop this one.</td>
</tr>
<tr>
<td>LINK_ERROR TYPE XX REG</td>
<td>You have selected a course that requires lab or conference sections or vice versa. Add the course CRN again, along with the lab or conference section. One will not be accepted as registered without the other. If all labs or conferences are full but there is space in the lecture, request the instructor do an electronic override.</td>
</tr>
<tr>
<td>MAXIMUM HOURS EXCEEDED</td>
<td>You have registered for 4 courses at this time.</td>
</tr>
<tr>
<td>TIME CONFLICT WITH CRN XXXXX</td>
<td>You must register for courses that meet at different times.</td>
</tr>
<tr>
<td>INSTRUCTOR CONSENT REQUIRED</td>
<td>You have selected a course that requires instructor permission. You will need an electronic approval entered by the professor teaching the class. Once the electronic approval has been entered by the professor, you may register online for class.</td>
</tr>
<tr>
<td>CLASS RESTRICTION</td>
<td>You have selected a course that requires instructor permission. Contact the instructor for possible electronic overrides. You will need electronic approvals (2) entered by the professor teaching the class for both signature and capacity. Once the electronic approvals have been entered by the professor, you may register online for class.</td>
</tr>
<tr>
<td>RESERVED SECTION</td>
<td>A certain amount of seats have been set aside for a specific class year or major. At this point, the class is full. Contact the instructor for possible electronic override. Please note, the instructor may wait until after first-year student registration before doing any overrides.</td>
</tr>
</tbody>
</table>
WAITLISTS: WHAT FIRST-YEAR STUDENTS NEED TO KNOW

Some instructors use a waitlist to track students who wish to register for a course that is currently full with no available seats. If a seat becomes available, the student who has placed herself on the waitlist is notified and offered a seat in the course (which she can either accept or decline). Not all instructors use waitlists. The college’s ‘Course Browser’ (https://courses.wellesley.edu) will display a waitlist indicator (either a red $W$ or green $W$) on the expanded section entry to indicate the instructor is using a waitlist. There is also a ‘waitlist note’ with course-specific information and instructions.

After registering for courses on September 2, all First Year students may begin to access waitlists (waitlists are not available prior to registration). Note that there are two types of waitlists:

- The red $W$ represents an instructor-maintained waitlist. Students email the instructor directly and ask to be placed on the waitlist.
- The green $W$ represents a centralized, electronic waitlist. Students click on the green $W$ indicator to automatically add their name to the waitlist.

It is important to attend the first class meeting for each course that you are officially registered for and for each course that you are interested in having a seat in.

Full details about the Waitlist process are available on the Registrar’s website (http://www.wellesley.edu/registrar/students – look for the link to Waitlists in the section titled Course. Registration, Waitlists).
Fundamental to the life of the Wellesley Community is the Honor Code. In entering Wellesley College, each student pledges the following:

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.

This ideal is the basis for all our interactions with each other and for all the procedures we have in place to deal with the complications that arise in our shared life. In our life as a community of scholars, the Honor Code supports the values of:

Academic Honesty and Integrity

Essential to the mission of Wellesley College is the commitment to the principles of intellectual honesty and integrity. Academic integrity is important because independent and original scholarship ensures that students derive the most they can from their educational experience. Academic dishonesty violates the most fundamental values of an intellectual community. Thus, Wellesley College views academic dishonesty as one of the most serious offenses that a student can commit while at college. Students are expected to become familiar with proper procedures for doing research, writing papers and taking examinations—even when definitions of what constitutes academic dishonesty may differ across cultures. Failure to act according to proper procedures is considered academic dishonesty and may result in an Honor Code violation and subsequent sanction. The following is a brief list of what constitutes academic dishonesty (this list is not meant to be an all-encompassing definition).

- **Cheating:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Plagiarism:** Representing the words or ideas of another as one's own in any academic exercise by failing to provide proper documentation of source by way of footnote, endnote, or inter-textual note.
- **Unauthorized Collaboration:** This refers to instances when students claiming sole authorship submit separate reports or other materials that are substantially similar to one another or which contain duplicate or paraphrased passages. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of that data must be each individual's original work.

If students have questions about proper procedures for particular assignments, they should ask their faculty member for clarification!
Wellesley’s shadow grading policy
An enhancement to the first-year experience

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

These shadow grades 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. The shadow grading policy encourages 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 refocuses energy on intellectual exploration and engagement.
2. It gives 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 is 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.

A transition to new courses and new experiences

A student’s very first day at Wellesley College marks 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 is 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 prior practices of teaching and grading differently in the first year. Courses with a credit/non grading structure had been a significant part of the first-year curriculum, and the popularity of this option among faculty reflected 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 a wide-ranging curriculum while they are here and 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.

continued on back
Benefits of shadow grading

continued from front

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 in the first semester at Wellesley enables first-year students to focus on adjusting to their new environment, making thoughtful 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).
• 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 enables graduate and professional schools to understand the shadow-grading policy and why they do not see grades for science courses taken in the first semester.

5 things to know about the shadow-grading policy

1. The policy describes how Wellesley presents first-semester grades on the transcript; it does not alter the grading system itself.
2. First-semester, first-year students receive grades and other feedback as usual, but the transcript reports Pass and No Pass only.
3. It went into effect in Fall 2014 for the Class of 2018, in their first semester.
4. It’s different from taking a course credit/non credit.
5. It’s grounded in research by Sociology Professor Lee Cuba. (See below.)

Learn more about shadow grading:

Shadow Grading Policy:
http://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 informed Wellesley’s shadow grading policy, as the College joined other institutions such as MIT and Swarthmore College who have similar practices.
# College/Workplace Etiquette 101

<table>
<thead>
<tr>
<th><strong>DOS</strong></th>
<th><strong>DON'TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL ETIQUETTE</strong></td>
<td></td>
</tr>
<tr>
<td>Do contact your professor/supervisor by e-mail and expect a response during regular work hours (9AM-5PM)</td>
<td>Do not call or text your professor/supervisor on his or her cell phone, especially at night (unless given explicit permission)</td>
</tr>
<tr>
<td>Do contact your professor directly or talk to your Class Dean in case you have an academic concern</td>
<td>Do not ask your parent to call your professor about an academic concern (inappropriate; against privacy policy)</td>
</tr>
<tr>
<td>Do check your syllabus for logistics – it is guaranteed to answer your question (or ask your classmate)</td>
<td>Do not ask your professor logistics information like office hour times, Alt-Wed meeting times and location, etc.</td>
</tr>
<tr>
<td><strong>E-MAIL ETIQUETTE</strong></td>
<td></td>
</tr>
<tr>
<td>Do start your email with “Dear ___” (most formal) or “Hi/Hello ___” (less formal); See below for appropriate ___</td>
<td>Do not start your email with “Hey ___”; Do not leave out the “Dear ___” or “Hello ___”</td>
</tr>
<tr>
<td>Do address your professor as “Professor &lt;Last name&gt;” during an initial email interaction</td>
<td>Do not use “Mr./Ms./Mrs. &lt;Last name&gt;”</td>
</tr>
<tr>
<td>Do ask your professor or supervisor how s/he prefers to be addressed (some people go by their first name)</td>
<td>Do not use the first name when addressing your professor or supervisor without asking him or her if it’s ok first</td>
</tr>
<tr>
<td><strong>CLASSROOM ETIQUETTE</strong></td>
<td></td>
</tr>
<tr>
<td>Do ask your professor about his or her laptop use policy; Do put away and silence your cell phone during class</td>
<td>Do not use “gadgets” including laptops in class (unless given explicit permission by the professor)</td>
</tr>
<tr>
<td>Do notify your professor in advance if you will be late to or absent from class; Do get notes from classmate</td>
<td>Do not ask or expect your professor to meet outside of class and re-teach the material you missed</td>
</tr>
<tr>
<td>Do sneak in quietly if you are coming in late; Do apologize to the professor for your lateness after class</td>
<td>Do not make noise or disrupt the class in any way if you are coming in late</td>
</tr>
</tbody>
</table>
### COLLEGE/WORKPLACE ETIQUETTE 101

#### OFFICE VISIT ETIQUETTE

<table>
<thead>
<tr>
<th><strong>DOS</strong></th>
<th><strong>DON'TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do wait outside of the office for your professor/supervisor to arrive and let you in</td>
<td>Do not come into your professor/supervisor’s office if s/he is not present even if the door is open</td>
</tr>
<tr>
<td>Do knock and wait for the prompt to come in; Do listen for the prompt and come in right away</td>
<td>Do not open the door and walk in without knocking, even if the door is not locked</td>
</tr>
<tr>
<td>Do silence and put away your cell phone</td>
<td>Do not look at or answer your phone when inside the office</td>
</tr>
<tr>
<td>Do ask the professor/supervisor to give you several options of meeting times; If none of the suggested times work for you, do apologize and ask if s/he is available at X or Y or Z times instead</td>
<td>Do not initiate your discussion of meeting times by telling your professor that you can meet at a specific or odd time, such as “On Thursday, I am free 11:30-12noon” or “I can meet after 6PM on Friday”</td>
</tr>
<tr>
<td>Do schedule outside-of-office-hour appointments by sending a polite email; Do ask if this is a good time to visit first, if you happen to drop by</td>
<td>Do not expect to be seen if you drop by and the professor’s door is closed; Do not miss appointments that you’ve made!</td>
</tr>
</tbody>
</table>

#### SEQ ETIQUETTE

<table>
<thead>
<tr>
<th><strong>DOS</strong></th>
<th><strong>DON'TS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do take your evaluation seriously! SEQs are extremely important for the careers of faculty. They are taken seriously by your professors and by the members of the administration who use SEQs in tenure and promotion decisions</td>
<td>Do not use start the evaluation, but leave everything blank – it would be better not to do the SEQ at all; Do not leave cryptic and uninformative comments like 😏 -- write an explanation of your numerical evaluation</td>
</tr>
</tbody>
</table>
Over the summer before they arrive, new first-year Wellesley students are matched with a member of the faculty or staff as their College Advisor. Your College Advisor’s role is to serve as a general academic guide and to help you think about the best ways to begin your liberal arts education. Some new students may work with College Advisors from academic departments that they already know they are interested in; others may find themselves matched with a College Advisor who is a specialist in an unfamiliar field. In some cases, your advisor is also the instructor in your First-Year Writing Course or First-Year Seminar. In any of these cases, your College Advisor is your first faculty guide, and there will be others along the way as your interests deepen and develop, including your instructors and the major advisor you will choose sophomore year. For now, the conversations you will have with your College Advisor should be general ones, about how to approach the academic options at Wellesley, about how to think about shaping your own goals and educational plans, and about how to take full advantage of the liberal arts experience we offer our students.

**Who Is Your College Advisor?** You received information about your College Advisor on MyWellesley in August, and that information will stay there through Orientation. There may be some changes in matches after that posting, so be sure to check your Wellesley email for the most recent information. If you are not certain who your Advisor is or how to reach them, please email Dean O’Keefe at jokeefe@wellesley.edu.

**Making Contact:** You should email your advisor to set up your first meeting. In many cases, faculty members are available to meet during Orientation and we have set aside time on Friday afternoon for those meetings (you can certainly arrange a different time that you are both free, if that’s better). Others will not be back until classes begin, and you should plan to meet during the first week of classes.

**Meetings:** You should plan to meet at least four times over the coming year with your College Advisor. As each meeting approaches, your advisor will likely reach out to you by email (please be sure to respond!), but it is your responsibility to initiate these meetings, so your advisor will welcome a note from you asking for a good time to meet:
- **MEETING #1 (September 1--September 8):** you should meet individually with your advisor during this time to get acquainted and to discuss your initial experiences at Wellesley, your general goals, and your fall courses. Even though you may have already registered (with the help of faculty from all the departments available during orientation), this is a good time to assess these first choices. With the Add period ending on the 15th, it’s important that this meeting occur as early as convenient, to allow for time to follow through on any course changes that seem advisable.

- **MEETING #2 (November 1-November 16):** you should meet your advisor again in this three-week period to discuss course selections for spring (registration for spring courses is on November 17).

- **MEETING #3 (Early February):** you should meet your advisor to check in about the results from your fall courses and about your spring course selections and any changes to your spring schedule.

- **MEETING #4 (April 2-April 19):** you should meet with your advisor to discuss course selection for the fall (registration is on April 20) and review how your plans have developed over the course of the year.

**What to Talk About:** We hope that you will talk with your College Advisor about the specifics of your Wellesley experiences, courses, and extracurriculars. You should be sure to talk with them about how you will be exploring the curriculum, particularly during your first semester with the benefit of shadow grading. But also let your Advisor get to know you as a person, not only a student, and let your Advisor help you ask some of the big questions about how you will use your time at Wellesley. If you filled out the Advisor Information Form earlier in the summer, that information will be forwarded to your Advisor and is a great starting point for your first conversation. This is your time to think broadly, at the beginning of your college experience. Beginning to work on creating a strong personal connection with your College Advisor is a great way to lay the groundwork for success in the time ahead.

**Changing Advisors?** Students sometimes develop new relationships with faculty members, especially their instructors, which become important enough that they would like to change Advisors formally. If you find yourself wanting to do that, or if, after a few meetings, your relationship with your Faculty Advisor is not a productive one, please see Lori Tenser, the Dean of First-Year Students, to talk about what options there might be. Your College Advisor is an important resource for you, but this is just the first of many faculty advisors you will have. The informal relationships that you will develop every semester at Wellesley may be fully satisfying and meet your needs, without any formal change. Dean Tenser is ready to help with this issue, so feel free to meet with her about this.
Wellesley offers a great deal of academic support for all students. Here are key resources for first-year students:

**Lori Tenser, Dean of First-Year Students:** Dean Tenser is charged with overseeing the academic and personal growth of all first-year students. She is available throughout the semester to meet with first-year students, and welcomes your questions and conversation on your goals and hopes, your academic experiences, and your adjustment to Wellesley. Other members of the Class Deans' office are happy to meet with first year students too, and you can learn about them and see their office hours at [www.wellesley.edu/advising/classdeans](http://www.wellesley.edu/advising/classdeans). Email Dean Tenser at ltenser@wellesley.edu or sign up for an appointment using the appointment calendar on the website.

**College Advisors:** Each first-year student is paired with a member of the faculty, who will serve as their College Advisor during the student's first year. Your College Advisor’s job is to help you think most broadly about how to take advantage of the opportunities Wellesley offers. You can see your College Advisor’s contact information on MyWellesley and you should plan to meet with her or him during orientation or during the first week of classes, and at regular points through the year.

**Pforzheimer Learning and Teaching Center:** This is home to a variety of programs and services designed to help all Wellesley students achieve their full academic potential. Tutoring is the primary service provided by the PLTC, but also offered are a large collection of printed resources on effective learning, and individual consultation with the director on study skills and learning styles. The PLTC is on the third floor of the Clapp Library and your Academic Peer Tutor can tell you about their services. Learn more about the PLTC at [www.wellesley.edu/pltc](http://www.wellesley.edu/pltc).

**Office of Disability Services:** Students needing accommodations for specific learning issues or other disabilities should consult with members of the Disability Services office about the support that we can offer them. That office is located in the PLTC on the third floor of the Clapp Library. You can find out more about Disability Services at [www.wellesley.edu/disability](http://www.wellesley.edu/disability).
Every student brings strengths to the campus, and every student faces challenges. In ensuring that our campus is as welcoming and accessible as possible to everyone, we hope that all community members are aware of some basic information about disabilities, and the accommodations available to help students and others thrive at Wellesley.

Our Student Body
Consistent with national averages, about 12% of Wellesley students experience some kind of condition that under federal laws is considered a disability and may create a need to provide some assistance to these students, so they can take full advantage of Wellesley’s educational opportunities.

- Some conditions are visible: you may see a person on campus in a wheelchair using ramps and automated doors to get around.
- Some conditions are invisible: learning disabilities, mental health issues, attention deficit disorders, and other matters can affect students greatly but be unknown to even close friends.

Accommodations to Ensure Educational Access
In response to student needs, Wellesley arranges for a number of accommodations, or adjustments to our usual rules and practices designed to help students experience Wellesley fully. Some common examples include:

- Help with transportation
- Note-taking services for classes
- Interpretation services for people who are deaf or hard of hearing
- Text book recording for people who are visually impaired
- Extra time on tests and other timed assignments
- Housing accommodations

In crafting these accommodations, the College works to assess each person’s needs individually and responds to those as best it can, within the context of Wellesley’s overall mission as a residential college, and within the context of its physical facilities and staff capabilities.

Campus Resources
If you want to talk more about these issues, and in particular if you may have a temporary or long-term need for accommodations to help you make the most of your time at Wellesley, here are some useful campus contacts:

- The Office of Disability Services is your first resource, located on the third floor of the Clapp Library, within the Pforzheimer Learning and Teaching Center. The Director of Disability Services is Jim Wice, and he is available for individual meetings with students who want to understand better how they
can succeed at Wellesley, and he coordinates the services that Wellesley provides. He also coordinates educational efforts about disability issues that take place on campus throughout the academic year. Email the office at disabilityservices@wellesley.edu and check out the extensive information available online at http://www.wellesley.edu/disability.

- Faculty members and other members of the Division of Student Life, including class deans, residential life staff, and clinicians at the Health Service and the Stone Center are also happy to talk about these issues with students and help them move forward with their goals.
EXPLORING CAREERS IN THE
HEALTH PROFESSIONS

1 Welcome to Health Professions Advising at Wellesley College! Who we are:

- **Lynn White, MD**
  Director, Health Professions Advising
  Advises with a focus on patient-oriented health care careers
  442 B Green Hall
  lwhite3@wellesley.edu

- **Christopher De La Cerda**
  Career Community Advisor for Health Professions, Public Health & Life Sciences
  Advises across all three domains
  442A Green Hall
  cdelacer@wellesley.edu

- **Kara Sickmier**
  Coordinator, Health Professions Advising
  442C Green Hall
  ksickmier@wellesley.edu

**Come talk with us! During Orientation you’ll find us at the following events:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC FAIR</td>
<td>September 1, 10:30 am - 12:00 pm</td>
<td>Field House</td>
</tr>
<tr>
<td>HEALTH PROFESSIONS</td>
<td>September 1, 3:00 - 4:00 pm</td>
<td>Rm 377 in the Science Center</td>
</tr>
<tr>
<td>INFORMATION SESSION</td>
<td>September 1, 4:00 - 5:30 pm</td>
<td>Clapp Library</td>
</tr>
<tr>
<td>ADVISING CENTRAL</td>
<td>September 1, 1:00 - 2:30 pm</td>
<td>442 Green Hall</td>
</tr>
<tr>
<td>WALK-IN HOURS</td>
<td>August 31, 1:00 - 3:00 pm</td>
<td>442 Green Hall</td>
</tr>
</tbody>
</table>

2 Sign up to be a part of the Health Professions, Public Health & Life Sciences Community on Handshake so that you can receive announcements, emails, newsletters, and more.

2. Sign in with your Wellesley user ID and password.
3. Navigate to the “Career Interests” section under your account.
4. You’ll see several questions including the following: “Which Wellesley Career Community Best Matches Your Interests?” Choose “Health Professions (Pre-Med, Pre-Dental, Pre-Veterinary, etc.)” as one of your options (you can choose more than one). This will enroll you in our community newsletters and ensure you receive the latest updates.

3 Find out about health professions on our website on the Career Education website and in Handshake!

Visit [www.wellesley.edu/careereducation/connect/health-professions](http://www.wellesley.edu/careereducation/connect/health-professions) and [www.wellesley.joinhandshake.com/articles/1836](http://www.wellesley.joinhandshake.com/articles/1836). There you can learn about different health careers, see dates for a variety of programs, find information about student pre-health organizations, review recommended courses, learn how to gain experience, browse summer opportunities, and more. Visit it often!
When you’re ready, make an appointment to meet with a Health Professions Advisor (Lynn or Christopher).

2. Sign in with your Wellesley user ID and password.
3. Click on “Career Center” on the top navigation bar to find the appointment scheduling tool.
   You should meet with a health advisor at least once a year. We are here to help you, even if you aren’t sure a career in health care is right for you.

Begin thinking about your academic planning.

including your pre-health courses, exploring your major, and the possibility of studying abroad. Don’t delay taking pre-health courses because of pass/fail grades in the first semester. Commonly taken courses can be found on the website and in Handshake, and we can help you plan out your schedule. We suggest you begin with only one or two science course in your first semester. If the courses you want are not available, don’t panic. There are many ways to complete pre-health requirements. Come talk with us!

Start thinking about how you will gain clinical experience, participate in service to others, and perhaps explore research.

It’s not too early to think about opportunities for next summer. The Health Professions Advising and Career Education websites can help you get started.

Get the help you need.

As a future health professional, you will always need to rely on the assistance of others. Don’t be reluctant to find the resources you need to do your best.
   A. Advising: Deans, professors, Career Education mentors and advisors, students, family, alumnæ (Connect through The Wellesley Hive! hive.wellesley.edu)
   B. Academic support: Professors, PTC, tutors, study groups, Disability Services
   C. Other help: Counseling (Stone Center), Wellesley College Health Service, RAs, other student leaders, student organizations, and more.

Keep an open mind.

The Wellesley Honor Code promotes academic honesty and community trust. Wellesley students are expected to abide by the Honor Code whether they are on or off campus. Cheating, using a fake ID, drinking under age, driving drunk, using drugs, and other poor choices can make your admission to health professions schools more difficult. Don’t let a momentary lapse in judgment affect your life goals and plans.

Be mindful of your values and integrity.

This is your time to expand your understanding, broaden your experience, and to explore people, places, and ideas you have never been exposed to before. Try on identities and consider different paths as you make this journey. Don’t be too locked in to one career plan. There are many, many ways for you to achieve your goals, and they may change as you explore!

Enjoy your time at Wellesley!

You can both plan for the future and enjoy today. Talk with your advisors about maintaining a healthy balance in your life.

Office Hours
Mon–Fri • 8:30 am – 4:30 pm

Mentor Drop-in Hours
Mon–Fri • 12:30 – 2:00 pm

Pop-Up Advising Hours with
Christopher De La Cerda
Tuesdays • 9:30 – 11:30 am
Science Center Sage Lounge

WELLESLEY
CAREER
EDUCATION

WellesleyCareerEd
Wellesley Career Education
WC_CareerEd
wellesley.edu/careereducation
Courses for Preparation for Health Professions Schools

Individual health professions schools set their own admission requirements. A few schools have no specific courses for admission, however they expect their applicants to have mastered the information covered in the standardized admissions tests (MCAT, DAT, GRE, OAT, PCAT, etc.). It is up to you to know the admission requirements for the health profession schools in which you are interested and to check individual school websites to know the most up-to-date requirements. Many (but not all) medical, dental, and veterinary health professions schools in the US require the following courses. Veterinary schools may require further specific course work in natural and animal sciences such as genetics, microbiology, animal science, and animal nutrition. Grades of C or higher are required by most schools for prerequisite courses.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Number of Courses</th>
<th>Possible Wellesley Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Most schools recommend 2 semesters with lab. (University of Texas medical schools may require 4 semesters, 2 with lab: biochemistry counts as 1 biology OR 1 chemistry course) (AP credit: 1 unit for 5 on AP Bio test, does not replace course)</td>
<td>BISC 110: Intro Cell &amp; Mol Bio (F, Sp, Su I) BISC 111: Intro Organismal Bio (F, Sp) (Can take BISC 110/111 in any order) BISC 116: See below (Others: BISC 111T, BISC 112 (for students with 4/5 on AP Bio test), BISC 113 (for students with 4/5 on AP Bio test))</td>
</tr>
<tr>
<td>NEW: Combined Biology and Chemistry Course as of Fall 2016</td>
<td>This course is the equivalent of one introductory course with lab and one introductory biology course with lab (2.5 credits) (AP credit: 5 on AP Chem test equals CHEM105)</td>
<td>BISC 116/CHEM 116: (F) Covers the content of both BISC 110/112 and CHEM 105. Please see Course Catalogue for details</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2 semesters inorganic, 2 semesters organic with lab for most schools. Some schools require only 1 semester organic (AP credit: 5 on AP Chem test equals CHEM 105)</td>
<td>CHEM 105P: Fundamentals (can take at same time as QR 140. Permission of Julia Miwa) (F) CHEM 105: Fundamentals (1 yr HS chem) (F, Sp, Su I) (Can take either CHEM 205 or CHEM 211 after this course) CHEM 116: See above CHEM 205: Chem Analysis (F, Sp) CHEM 120: Intensive Intro. 5 on AP or pass a placement exam. Replaces CHEM 105 + CHEM 205. If take course still get 1 AP credit (F) CHEM 211: Orgo 1 (F, Sp, Su I) CHEM 212: Orgo II (F, Sp)</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Many schools now require biochemistry and it is tested as a subject area on the MCAT</td>
<td>CHEM 220: Biochem (no lab). Prereq: CHEM 205, CHEM 211, CHEM 212, and BISC 110/112; or CHEM 120, CHEM 211, CHEM 212, and BISC 110/112 (F, Sp) CHEM 222: Biochem with lab. Same prereq as above without the BISC courses (F, Sp)</td>
</tr>
<tr>
<td>Calculus</td>
<td>Requirement varies, may be none, 1 semester, 2 semesters. Math placement questionnaire is required of all students.</td>
<td>MATH 115: Calc I for students with no prior calc (F, Sp, Su I &amp; II) MATH 116: Calc II for students with AB calc. (F, Sp, Su I) MATH 120: More challenging variant of Calc II. 1 year HS calc by permission. (F)</td>
</tr>
<tr>
<td>Subject</td>
<td>Requirement</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physics</td>
<td>2 semesters with lab. (AP credit: Physics B, score 5 on test, 1 credit, equivalent to PHYS 104 or 107. Physics C (Mechanics), score 5 on AP test, 1 credit, PHYS 104 or 107, Physics C (Electricity and Magnetism), score 5 on AP test, 1 credit, PHYS 106 or 108.)</td>
<td>PHYS 104: Fundamentals of Mechanics. Coreq: MATH 115 (F, Sp) PHYS 106: Prereq PHYS 104 (F, Sp) PHYS 107: Instead of PHYS 104, for students with previous experience in physics with a strong math background (F, Sp) PHYS 108: Prereq is PHYS 107 (or PHYS 104 and permission of instructor) and MATH 116 or MATH 120 (F, Sp)</td>
</tr>
<tr>
<td>Statistics</td>
<td>Some schools now require a semester of statistics. Statistics is also included in the content of the MCAT, and it is recommended that students take a statistics course at the college level. (AP credit: Statistics AP test score 5, 1 credit, equivalent to MATH 101)</td>
<td>MATH 101: Elementary Applied Statistics. No calculus required. Not open to students who have taken MATH 205. (F, Sp) Math 101Z: Elem Stats With Health Applications. Same restrictions as above (Sp) Math 220: Probability and Elementary Statistics. Requires MATH 205. (F, Sp) (Other statistics courses that are major specific include POL 199, QR 180, ECON 103/SOC 190, PSYCH 205, BISC 198 (Biostatistics)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Some schools may require a psychology course. Psychology is now included in the content of the MCAT and it is recommended that students take an introductory course at the college level. (AP credit: AP test score 5, 1 credit, equivalent to PSYCH 101)</td>
<td>PSYCH 101: Intro to Psychology (F, Sp, Su II) NEUR 100: Intro to Neuroscience (challenging) (F, Sp)</td>
</tr>
<tr>
<td>English</td>
<td>Two semesters (AP credit: 1 credit for score of 5 on English Language &amp; Comp or English Literature &amp; Comp)</td>
<td>WRIT 100-WRIT 198 or combined course hyphenated with WRIT and one other English course. Some schools will accept a course that is not in an English Department but is considered writing intensive.</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Almost all math and science courses at Wellesley have fulfillment of the QR basic skills requirement as a prereq for courses. QRB assessment given during Orientation</td>
<td>QR 140: Intro to Quantitative Reasoning (F, Sp) (Must be taken in the first year if QRB assessment not passed during Orientation)</td>
</tr>
<tr>
<td>Sociology</td>
<td>Sociology is included in the Psychological, Social, and Biological Foundations of Behavior section of the MCAT</td>
<td>A sociology course is not required but may be helpful</td>
</tr>
</tbody>
</table>
WELLESLEY CAREER EDUCATION
Your window to a world of opportunity.

Meet your College Career Mentor

From day one on campus, every student is paired with her own College Career Mentor. Your Mentor will give you the tools, guidance, and support to discover a career path that's right for you — one grounded in a sense of your values, strengths, and interests. Career paths are winding and non-linear, and no two will look exactly the same. Your College Career Mentor will help you navigate your personal journey.

Your first step to engaging with our office is to make an appointment. Log into Wellesley's job and internship platform, Handshake, at wellesley.joinhandshake.com/appointments to find out who your College Career Mentor is, and to schedule an introductory meeting.

Are you exploring one or more Career Communities?

Our team of Career Community Advisors will provide industry expertise and guidance as specific fields pique your interest. Sign up for Career Community newsletters by filling out your Career Interest profile in Handshake at wellesley.joinhandshake.com. You can also make appointments with Advisors in Handshake, in addition to your College Career Mentor.

Frances Adijordolo '08
Technology, Engineering, & Physical Sciences

Destiny Barletta
Arts, Marketing, & Communications

Stephanie Hessler '94
Consulting, Finance, Business, & Entrepreneurship

Sarah Ahmed
Government, International Affairs, & Law

Christopher De La Cerda
Health, Public Health, & Life Sciences

Lynn White, Health Professions Advising

Kevin Tate
Education, Nonprofit, & Human Services

Office Hours
Mon–Fri • 8:30 am – 4:30 pm

Mentor Drop-in Hours
Mon–Fri • 12:30 – 2:00 pm

Career Community Pop-Up Advising Hours
See event schedule in Handshake

Green Hall Room #441
careereducation@wellesley.edu • 781.283.2352

WellesleyCareerEd
Wellesley Career Education
WG_CareerEd
wellesley.edu/careereducation
AP AND IB CREDITS: 
WHAT FIRST-YEAR STUDENTS NEED TO KNOW

You may be ready for more advanced work as you begin your time at Wellesley if you have taken college-level work already or have taken Advanced Placement or other advanced work in high school. Scores of 5 on AP exams and grades of 5, 6, and 7 on the IB higher-level exams may let you move directly into upper-level courses. If you have taken such courses, or taken other courses in college while you were finishing high school, and enjoyed those studies and want to continue, be sure to examine the full range of available course offerings to select possibilities that are right for you.

There are some direct equivalencies between AP subjects and some specific Wellesley courses, listed at http://www.wellesley.edu/registrar/credit/ap/ap_credit_guide. If you did this kind of advanced work in high school you should consider whether or not to take the equivalent course at Wellesley. Some students take the Wellesley equivalent in order to ensure that they have good knowledge and skills for moving on in that field. Note that a student cannot also receive credit for the AP work if she takes the Wellesley course in that area. Other students will feel that they have a good foundation from their AP work, and will be ready to start at a higher level. Talk with faculty members during Orientation about whether your previous coursework qualifies you to start at a more advanced level. If you have scores of 5 on a language AP, and you want to go on in that language at Wellesley, you should still take the placement exam for that language (many exams are online and available on the Entering Student Checklist, even after classes begin).

Credit Issues
Wellesley credit may be available for some of your advanced work in high school here are some basics about that:

- Scores of 5 on most AP exams will earn one unit of Wellesley credit.
- A score of 4 or 5 on the MATH BC exam will earn two units of credit, and a score of 4 or 5 on the MATH AB exam will earn one unit of credit.
- Scores of 5, 6, or 7 on higher-level IB exams also earn one unit of Wellesley credit (IB Economics earns 2 units of credit).
- You can have up to four units of credit counted toward your degree from AP or similar credits (or from courses taken at college before coming to Wellesley that are not part of your high school program). Credits from these scores will not count toward Wellesley's distribution requirements.
- However, a score of 5 on an exam in a language other than English will satisfy Wellesley's foreign language requirement, and a score a 5 of the Statistics exam will satisfy the QR overlay requirement, although you still must independently satisfy the basic skills requirement by passing our QR assessment during Orientation.
- To get AP credit added to your record, have the College Board report your scores to Wellesley's Registrar's Office. No credit for AP courses will be added to a student's record until after the successful completion of one year of study at Wellesley, but you can have the scores sent in advance of that.
<table>
<thead>
<tr>
<th>Time</th>
<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>
<td></td>
</tr>
<tr>
<td>9:50-11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10-12:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-1:20</td>
<td></td>
<td></td>
<td>Community Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:40</td>
<td></td>
<td></td>
<td>Community Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15-3:25</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td></td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>2:50-4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:35-4:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:10-5:20</td>
<td></td>
<td></td>
<td>Community Time</td>
<td>XXXXXXXX</td>
<td></td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>6:30-9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XXXXXXXX</td>
</tr>
</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