

The Weinberg College Guide to Freshman Advising 2009-10

Prepared by the Weinberg College Advisers
491-8916

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The WCAS Guide to Freshman Advising

On behalf of the Office of Undergraduate Studies and Advising, thank you for agreeing to be a freshman adviser for 2009-10. We are certain that both you and your advisees will find the experience rewarding.

The students admitted to Northwestern have for the most part mastered the art of being students—high school students, that is. Accustomed both to doing everything and to doing it well, many find themselves overwhelmed not only by the workload but also by the sheer range of choices available to them. Although eager to look like they know everything, they don't. Things you take for granted—like the distinction between lecture courses and seminars—may well elude them. The idea that they should not only frequent office hours but also come prepared with specific questions for their teachers may strike them as alien. There is much that they need to know—and much that they simply will not think to ask.

This is where you, the freshman adviser, come in.

As a freshman adviser, you have an extraordinary opportunity to shape what your advisees will get out of their Northwestern education—and to help them start setting an agenda for what follows. We hope you will find this **Guide to Freshman Advising** useful in identifying your students' needs and planning how best to help them chart paths and avoid obstacles. It isn't, of course, definitive, but it is a very good place to start as you begin the advising process. When you find that you have questions not addressed here, [let us help](#).

Who are we?

WCAS Advising, 1908 Sheridan Rd., 491-8916

Undergraduate Students website:

<http://www.wcas.northwestern.edu/advising/index.html>

Adviser's Handbook:

<http://www.wcas.northwestern.edu/advisers/handbook.html>

We know your students will appreciate your help in making sense of freshman year!!

What to Expect...

Freshman advising is a balancing act—between getting students the information they need and showing them how to find it themselves, and between making the transition to college easy and instilling in students the confidence they will need to solve problems on their own. Managing expectations—your own as well as those of your students—is vital to a strong advising relationship.

Although some of your advisees may expect you to solve all their problems for them, your primary role is to help *them* navigate various requirements and to learn how to find *their own* answers. For the most part, good advisers know where to look for answers, rather than knowing the answer to every question off the top of their heads. If you are well-prepared, the year should go smoothly.

Your role as a freshman adviser is first and foremost to guide your advisees in fruitful academic directions, helping them to develop their interests and to find opportunities to excel. To do this, you will need to be familiar with [degree requirements](#), [academic offerings](#), certain [rules and policies](#), and [registration procedures](#). This **Guide to Freshman Advising** explains much of this and, more important, will help you know where to turn for details. It will also give you some strategies for advising your students about certain topics.

The best source of information as you advise your students is the [WCAS Undergraduate Students website](#): <http://www.wcas.northwestern.edu/advising/>. This site is dedicated to helping students find out what they need to know. **You will want to direct your students to this site early and often! The great benefit of approaching advising through this website is that you can show advisees how to find answers, as opposed to simply informing them.**

There is also the [Adviser's Handbook](#) (you'll need your netid and password to access it), which contains detailed information about rules and certain exceptions to them: <http://www.wcas.northwestern.edu/advisers/handbook/html>.

With these resources and the help of your WCAS Advising liaison, [Dean Fenrich](#), and [Dean Weimer](#), you should be able to find the answer to your students' questions.

Wildcat Welcome and the First Week

The few days prior to Fall Quarter registration are the most hectic part of the advising year. The main goal is to prepare students to register for classes—not to sort out their entire academic future. If you can also help ease students' anxieties by giving them a sense of what the academic year is like and how to start exploring academic areas of interest (or even how to start thinking about what might interest them), you're doing great. Have students come prepared for advising meetings by compiling a list of courses they would like to take, including several back-up options in case classes close.

There are a number of general questions you should plan to cover in these first meetings:

- Has the student made progress toward the [foreign language requirement](#) (FLR) through AP or placement exams? **All** students who have not satisfied the FLR via AP credits should be strongly encouraged to take a placement exam in the language they studied in high school.
- Does the student have [AP scores](#) that may provide placement or satisfy distros?
- Is the student considering a [pre-med](#) course track?
- What areas interest the student? Students should be reminded that they do not need to know what their major(s) and minor(s) are right away; in fact, most students change their minds as their interests develop.
- What extracurricular interests does he or she have?

In addition, here are some strategies specifically for registration advising:

- Regardless of when their registration time falls, students should have a list of their top four courses for fall and several back-up scenarios—that is, alternative four-course schedules (typically), where one or more of their top four courses is left out.
- Peer advisers can be quite helpful with their perspectives on course selection and the mechanics of searching and registering for classes. They can also be the “voice of experience,” reassuring students that, for instance, not everyone enters college knowing their major. Peer advisers are not, however, always correct about rules and policies (especially about AP credits and distros, as rules about how scores count change periodically), and you will want to ensure that your advisees turn to you or the [Undergraduate Students website](#) for such concerns.
- Students should aim to create a balanced schedule as much as possible, with a combination of different kinds of courses (eg. not too many writing-intensive courses). A typical fall quarter schedule might include: 1) Freshman Seminar, 2) distro, 3) language, 4) elective or pre-med or second distro, probably in a different area. Examples of schedules can be found in the [For Freshmen section](#) of the Undergraduate Students website: <http://www.wcas.northwestern.edu/advising/freshmen/advice/schedules.html>.
- Students should consider picking distros in fields they are considering as majors or minors. This is a great way to learn what it's like to study the topic at a college level while satisfying a requirement.

- Because they have the lowest registration priority, freshmen can wind up closed out of classes. Students who are **closed out of courses** that they want to take should be counseled to put themselves on the wait list but to find other interesting classes. If the course doesn't have a wait list, students can keep an eye on CAESAR through drop/add week to see if a spot opens up. Remind them, though, that they will have the chance to register for the class another quarter, and that in the mean time there are other courses and requirements to try out. They should register for a full course load, even if they're hoping to replace a course later.
- If a student is closed out of a course that he or she *must* take (Chemistry, Math, or foreign language) and his or her schedule cannot be rearranged to fit in an open section, have the student contact [the department](#) directly. Typically there are contingency plans, extra sections, or extra seats available.
- It will be helpful to your students if you can show them a little bit about how to **search for classes and register** on CAESAR. There will also be a registration help center in the basement computer lab of the library all day when freshmen register; staff from the Registrar's Office, peer advisers, and WCAS Advisers will be on hand to assist. This may be particularly helpful for students with late registration times.

Of course, your students will also have questions for you. Whether you know the answers off the bat or not, it can be a great teaching tool to walk students through the [Undergraduate Students website](#) to find answers together: <http://www.wcas.northwestern.edu/advising/>.

Frequently Asked Questions (clickable)

General resources

- Where can I find answers to my advising questions?
- How do I access my students' records?
- How do students search for classes and register?

Summer interactions with advisees

- How can I interact with my advisees in the summer before they arrive at NU?

Degree requirements (distros, majors and minors, foreign language)

- How should freshmen think about completing their distribution requirements? Where are lists of distros?
- How do I advise freshmen about majors and minors? Where can I find lists of major and minor requirements?
- What is the foreign language requirement, and how do my students know where they stand with their high school work? Should my student take a language placement exam? How does that work, and where are results?

AP credits and NU placement exams

- How do AP credits count? What does "XX" mean on the AP credit chart? Can AP credits be distros? What if the student has AP credits that aren't posted?
- Where can I find information about Math and Chemistry placement?
- What is the foreign language requirement, and how do my students know where they stand with their high school work? Should my student take a language placement exam? How does that work, and where are results?

Registration procedures and guidance

- How should students pick their classes?
- How do students search for classes and register?
- What happens if a student is closed out of a class? What if it is a lab or a language course?
- When is the latest a student may register for a class?
- How does a student sign up for more than 4 classes?
- Should a student ever sign up for only three classes?
- How does P/N work?
- Where can I find a list of classes for the whole year?

Special opportunities

- What is the Gateway Science Workshop?
- What is MENU? How do I advise students about it?
- How do I talk to freshmen about studying abroad?
- What special programs might interest my students?
- Any special advice for a student who is doing very well?

Pre-professional studies (medicine, business, law)

- How can I answer my advisees' pre-professional questions?
- How do I advise pre-med students?
- How do I advise pre-med students who are struggling?
- How do I advise students interested in business?
- How do I advise students interested in law school?

Special situations

- I just got a warning letter about one of my students. What should I do?
- What tutoring resources are available?
- When should a student drop a course?
- When should a student inquire about an incomplete?
- What if a student wants to transfer out of WCAS?
- What should I do if a student seems to be in trouble academically or personally?
- Any special advice for a student who is doing very well?

Where can I find answers to my advising questions?

There is no one-shot answer to this question. Generally speaking, answers to questions about policy, degree and major/minor requirements, and academic matters can be found via the [WCAS Undergraduate Students](http://www.wcas.northwestern.edu/advising/) website (<http://www.wcas.northwestern.edu/advising/>). It's a great resource to walk through with your students so they can learn the ropes of WCAS. Throughout this **Guide to Freshman Advising**, you'll find answers and links for addressing questions frequently asked of freshman advisers. Questions about specific requirements or courses in a major or minor are best directed toward the [department or program](#) itself. If you want to consult with a WCAS Adviser, you can email your WCAS Advising liaison or call the Advising Office (491-8916). Dean Weimer (491-7559; rpw@northwestern.edu) and Dean Fenrich (491-7560; fenrich@northwestern.edu) are also terrific resources and can help you solve many problems.

How do I access my students' records?

In order to access student records on [CAESAR](#), you must first sign a confidentiality agreement, an electronic version of which will be sent to you early in the summer. The Registrar requires a signature from the WCAS Dean's Office on that form, so please return it to Dean Fenrich at 1922 Sheridan Rd as soon as possible.

Once you have been granted access to student records, it will be well worth your time to familiarize yourself with navigating CAESAR's advising function. This will make it easier for you when you meet with your students. Once you [log in](#) (<http://www.northwestern.edu/caesar/>), you'll be able to click on "View My Advisees" from the Faculty/Adviser Center. You can search for your students by last name. From CAESAR you can access their transcripts, class schedules, enrollment times, and holds and to-dos. Even before they first register, you'll be able to see whether or not students have any AP credits posted to their record. The Registrar's Office has a document on [academic advising and CAESAR](#) you may want to look at: http://www.registrar.northwestern.edu/fac-staff_resources/CAESAR_advising_tips.html.

How do students search for classes and register?

Students search and register for classes using CAESAR. Students are assigned specific registration times by their ID numbers (found under "enrollment appointments" in their CAESAR Student Centers). Registration times rotate over the course of a year, so a student with a late registration time one quarter can reasonably expect to register earlier in the day later in the year.

The Registrar's Office has a site to answer many navigation and how-to [questions for students](#) using CAESAR: http://ses.northwestern.edu/student_help.htm. The links on this page explain how to search for classes, how to select classes for their shopping carts and then register for them, how to swap classes, and how to drop them. You may want to spend a little time reading over this, and at the very least you'll be able to send students here for help. Peer advisers can be very helpful for CAESAR-related questions as well.

Searching for classes can be a bewildering experience, especially for first-quarter freshmen faced with a broad array of possibilities. And the CAESAR interface is not always intuitive. So here are a few suggestions for you and your students:

- CAESAR searches for classes by department and generally defaults to showing open classes only. It may be more helpful to search for *all* classes in a department; that way you can see everything a department has to offer in a given quarter, helping students see the sort of classes that, say, Sociology, offers. Plus you give students a chance to put themselves on waiting lists for closed classes.
- Students can search CAESAR for all courses that satisfy a particular distribution area. Click on “Additional Search Criteria” (located under the Class Search Criteria box), then on the drop-down menu called “Course Attribute.” Select “WCAS Distribution Requirement.” Then select the desired area from the drop-down menu titled “Course Attribute Value,” and you will get a list of all courses that fulfill that particular area offered that quarter.
- In many cases, it is easier and more beneficial to students to search the [class schedule](#) before turning to CAESAR. This PDF can be printed up (even just all the WCAS courses) and you can consult it along with your advisees, looking at all the courses offered in that quarter at one time. Doing this can give your students a broader sense of a department’s offerings and an easy way to flip between departments. You will also find all the courses in a particular quarter that satisfy distribution requirements listed by area. Be aware that the information on the class schedule may be out of date; unlike CAESAR, the PDF schedule is not updated when classes are canceled or added, class attributes are corrected, etc. The class schedule can be found at http://www.registrar.northwestern.edu/registration/index.html#class_schedule.
- Students who want to plan ahead can consult the [yearly course planner](#), which is linked to here: <http://www.registrar.northwestern.edu/courses/index.html>. While this should not be considered completely accurate and while not all departments submit yearly course schedules, it can provide students with a sense of what will be offered when for the entire academic year. Some [departments and programs](#) also maintain full-year plans on their own websites, and these may be updated more frequently.

How can I interact with my advisees in the summer before they arrive at NU?

Your freshmen will find out that they have been assigned to your seminar in early July. When that happens, the Office of Undergraduate Studies and Advising will send each adviser a roster of his or her advisees. At a minimum, plan to email your students a brief note of welcome introducing yourself and indicating your availability. Some advisers encourage their freshmen to contact them over the summer about their plans and questions they may have in advance of arriving in Evanston. Some advisers also use blackboard (not available until early August) to start discussing issues related to the seminar or to the [One Book, One Northwestern](#) project. Conversations of this sort can be a great way to make the first advising meetings a little easier and to start building a sense of community amongst your students.

How should freshmen think about completing their distribution requirements? Where are lists of distros?

One goal of a liberal arts education is exposure to breadth of knowledge and a wide range of academic disciplines. To that end, all WCAS students are required to take 12 distribution requirement courses, two in each of six areas: Natural Sciences, Formal Studies, Social and Behavioral Sciences, Historical Studies, Ethics and Values, Literature and Fine Arts. It is a good

idea for freshmen to start taking courses that satisfy these requirements—and it can be a great way to explore areas in which they may want to major or minor.

The Undergraduate Students website has extensive information about [distribution requirements](http://www.wcas.northwestern.edu/advising/degree/distro/index.html): <http://www.wcas.northwestern.edu/advising/degree/distro/index.html>. You can direct students here to find descriptions of each area, rules and policies regarding distros, how interdisciplinary distros work, and courses that satisfy different areas.

Here are some important rules and advising points to bear in mind:

- Distribution courses must be taken for a grade, and students need to earn a D or better for the course to count toward the requirement.
- AP credits may be used to satisfy 2 total distros, one each in two different areas. Students may count 12 AP credits toward graduation. Here is a [chart](http://www.wcas.northwestern.edu/advising/freshmen/credit/apib/2008-2009.html) detailing how AP credits can be used for distribution requirements: <http://www.wcas.northwestern.edu/advising/freshmen/credit/apib/2008-2009.html> Using CAESAR, students may indicate which distros they want satisfied by AP credits.
- Passing Math 230 or above fulfills both Area II distribution requirements.
- Distros shouldn't be the entire focus of freshman year, but they can be a good tool for exploring potential majors. While students will likely want to complete a majority of their distros by the end of sophomore year, there is *no need* for them to finish all in the first two years.
- Distribution courses may also count toward a major or a minor. This is NOT considered double counting.

There are a number of ways to find lists of courses satisfying distribution requirements. A list of all the [distribution courses approved](http://www.wcas.northwestern.edu/advising/degree/distro/courses.html) by area can help give students a sense of the kind of courses that make up that area and of what's out there generally:

<http://www.wcas.northwestern.edu/advising/degree/distro/courses.html>. This list does not indicate the quarter in which the course will be taught. You and your advisees can find that out on a quarterly basis through the Registrar's website under [quarterly registration information](http://www.registrar.northwestern.edu/registration/index.html) (<http://www.registrar.northwestern.edu/registration/index.html>), through individual course listings on CAESAR, and at the beginning of the PDF version of the [quarterly class schedule](#).

Students can search CAESAR for all courses that satisfy a particular distribution area. Click on "Additional Search Criteria" (located under the Class Search Criteria box), then on the drop-down menu called "Course Attribute." Select "WCAS Distribution Requirement." Then select the desired area from the drop-down menu titled "Course Attribute Value," and you will get a list of all courses that fulfill that particular area offered that quarter.

How do I advise freshmen about majors and minors? Where can I find lists of major and minor requirements?

For many freshmen, the looming decision of which major to declare is stressful. It can seem to them as if this single decision will set the course of the rest of their lives. In fact, for the vast majority of students, the major only determines the academic focus of their time in college. It need not determine their career or even the majority of their coursework. Some good advice for students about [declaring a major](#) can be found on the Undergraduate Students website:

<http://www.wcas.northwestern.edu/advising/majors/choosing.html>.

In Fall 2009, Weinberg College will implement the Rule of Three, which states “All Weinberg College students must complete one major. The total number of majors plus minors may not be more than three. Exceptions to this limit require permission from the Weinberg College Advising Office and cannot be granted during the freshman year.” *This is a change from a prior rule that allowed as many majors as a student wanted, but only one minor.* The Rule of Three was created to help students craft academic programs which enable them to pursue their individual interests within the context of a liberal arts education—and with a reasonable course load.

Students are not required to declare a major until the end of their sophomore year, so freshman year can be a wonderful time to explore various intellectual and academic interests.

- Students should be encouraged to explore their interests through distros and also with upper-level courses (especially after fall quarter). They have lots of time to investigate and to consider the issues, methods, and disciplines which fit their interests and talents. Students considering majors in a foreign language, mathematics or the sciences should strongly consider taking relevant coursework as a freshman.
- Adjunct majors such as International Studies and Gender Studies require students to have another, primary major.
- Many students believe that they are not “getting their money’s worth” out of college unless they have multiple majors and minors. But it’s far more important for them to find an academic program that allows them to satisfy their intellectual interests and goals than to pile up different programs for their transcript. WCAS only *requires* students to have a single major, and for many, that is what makes the most sense.
- [Major requirement worksheets](http://www.wcas.northwestern.edu/advising/majors/worksheet.html) can help with planning: <http://www.wcas.northwestern.edu/advising/majors/worksheet.html>. [Minor worksheets](http://www.wcas.northwestern.edu/advising/majors/minors/worksheet.html) can help too: <http://www.wcas.northwestern.edu/advising/majors/minors/worksheet.html>. Additional information is available on some [department or program](#) website.
- Some students ask about the merits of declaring a major before the College requires them to at the end of their sophomore year. There is no single answer to this. If students are pretty confident, it may make sense to declare in freshman year, especially if advanced registration will help them get into courses in the department. It’s low-risk: they can always drop a major or minor at a later time. If, however, the students aren’t certain, it may make more sense to hold off until they have taken at least two classes in the department, if possible including an upper-level course.

What is the foreign language requirement (FLR), and how do my students know where they stand with their high school language work? Should my students take a language placement exam? How does that work, and where are results?

WCAS students must demonstrate the equivalent of two-year proficiency in a foreign language. This requirement can be satisfied in several ways: through coursework at NU (completing the final quarter of the intermediate level with a C- or better), a qualifying AP score, or a proficiency exam administered by Northwestern. Many students test out of at least part of the requirement.

Detailed information about the [foreign language requirement](#), ways to satisfy it, and a few special circumstances can be found at <http://www.wcas.northwestern.edu/advising/degree/language/index.html>.

Here are some important advising points to bear in mind:

- AP credits can satisfy some or all of the FLR; different scores are treated differently by individual departments. The [foreign language proficiency table](#) shows how each language counts AP scores: <http://www.wcas.northwestern.edu/advising/degree/language/table.html>.
- The Council on Language Instruction maintains a detailed [brochure](#) (<http://www.cli.northwestern.edu/language-study/index.html>) that has information about all the languages offered at NU, how to achieve proficiency, placement tests, course descriptions, and options for students with learning disabilities. Nearly everything you'd need to know about foreign language instruction can be found here!
- Freshmen planning to sign up for any foreign language in which they have some background should take the [online placement test](#), *even students who assume that they will place only into the first quarter of the first year*. Even students who plan to start a new language should still strongly consider taking the placement exam in the language they studied in high school. Most of your advisees will have already taken the placement exam before arriving on campus. Many online exams are available at all times through the year should a student decide to start later; scores are valid for a year. Individual departments are the best source of particular details, but for [information about exams](#), see <http://placement-test.mmlc.northwestern.edu>.
- Students should be encouraged to complete this requirement *as soon as possible* so as not to lose ground in languages they have studied previously. Even if they're planning to start an entirely new language, they should ideally start as freshmen so that they have as much time to devote to the new language as possible. Also, the longer they delay, the greater the likelihood that they will encounter scheduling conflicts between their language courses and courses in other areas of study.
- [Foreign language placement results](#) can be found at <http://placement-test.mmlc.northwestern.edu/results/index.html>
- Students may not P/N courses taken to satisfy the language requirement. Many introductory and intermediate language sequences don't permit P/N in any situation.
- If a student's final grade in any quarter of a language sequence is below a C-, the department may choose not to allow the student to continue on. In such cases, the student would most likely repeat the course at a later time. If this situation arises and the student has questions about how to proceed, he or she should start by consulting his or her instructor and then the coordinator of the department's language instruction.
- International students whose high school coursework was in a foreign language and native speakers of a foreign language should consult with Dean Weimer in the WCAS Office of Studies to determine whether their foreign language requirement has been satisfied.

- Students may [test out of a language](http://www.wcas.northwestern.edu/advising/degree/language/validation.html) not offered at NU:
- A dilemma can arise for students who have placed out of several quarters of one language but want to study abroad in a country where a different language is spoken. Check the [language requirements for study abroad programs](http://www.northwestern.edu/studyabroad/programs/region/index.html) in that country (<http://www.northwestern.edu/studyabroad/programs/region/index.html>)—it may make more sense to complete the foreign language requirement in the new language.

How do AP credits count? What does “XX” mean on the AP credit chart? Can AP credits be distros or satisfy the foreign language requirement? What if the student has AP credits that aren’t posted?

This set of questions is one that incoming freshmen ask most frequently. The best place to point them for information is the [For Freshmen](http://www.wcas.northwestern.edu/advising/freshmen/credit/apib.html) section of the WCAS Undergraduate Students website. Under “College Credit for High School Courses,” there is a link to details about [AP/IB test credits](http://www.wcas.northwestern.edu/advising/freshmen/credit/apib.html) (<http://www.wcas.northwestern.edu/advising/freshmen/credit/apib.html>).

Departments set rules on how AP and IB credits may count. The [AP/IB Credit Recognition Chart](http://www.wcas.northwestern.edu/advising/freshmen/credit/apib/2009-2010.html) (<http://www.wcas.northwestern.edu/advising/freshmen/credit/apib/2009-2010.html>) shows how each score may be used. Some scores translate into 2 credits, others into 1. In some cases, the AP score will count as a specific course (AP of 5 on the Economics-Macro exam will get the student credit for Econ 201). In other cases, it may count as a general credit within the department (a 5 on the English literature AP exam will get the student 2 units of English 2XX, a generic 200-level course credit). NOTE: a 3 or 4 on the AP Chemistry exam earns a student credit for Chem 101 and placement in Chem 171, *not* in Chem 102.)

Students often ask if having an AP credit means they can skip over certain classes. If they receive credit for a specific course in a progression, they can generally place themselves in the next course. NOTE: Students who take a course for which they already have AP credit (Econ 201, for instance) are, in effect, retaking it. They will lose the AP credit, but they will receive credit and the grade for the course taken at NU.

If the AP credit does not carry a specific course number, the answer to where students should place themselves is less standardized. While some majors do allow AP credits to substitute for certain introductory-level requirements, there is no across the board rule. Best practice is to advise the student to start with a 100- or 200-level course in that department on a topic different from the AP exam. For instance, a student with AP credit for American history might be encouraged to take a 200-level course in European history, rather than repeating the AP work in a 200-level American history course or jumping directly to a 300-level American history course.

The [AP/IB chart](http://www.wcas.northwestern.edu/advising/freshmen/credit/apib.html) will also tell you whether the credits earned via AP and IB exams can be counted for distribution requirements. This is not standard across departments, so be sure to send students to the chart for accurate information. NOTE: AP credit in English literature *does not* confer any distribution credit; this is the case for AP credit in several other subjects too. WCAS rules permit students to use up to two AP credits to satisfy distribution requirements, but those may not be in the same area. You can consult the [foreign language requirement chart](http://www.wcas.northwestern.edu/advising/freshmen/credit/apib.html) for information about how AP and IB scores count toward that requirement.

If a course does not give distribution credit or specific class credit, it will generally count as a credit toward the 45 minimum needed to graduate. Students may use up to 12 AP credits toward that 45; if students bring in more than 12 AP credits, they will still receive credit and placement for the extras, but they will not count toward graduation. In other words, a student who brings in 14 AP credits will see those 14 credits on his or her transcript, but will require a minimum of 47 credits to graduate instead of 45.

Students who claim to have AP credits not posted to their records should *not panic*. They should consult the list AP/IB chart and register for classes accordingly. At some point during freshman year, they should get a copy of their AP score report from home or from ETS. They should bring the score report to [Dean Weimer](#) at the WCAS Office of Studies (1922 Sheridan Rd).

Where can I find information about Math and Chemistry placement?

Many students are confused about courses and placement in Math and the sciences. Department offices will be a good source of information, particularly during the first week of fall quarter. For a helpful guide to placement in [Math](#), see <http://www.math.northwestern.edu/courses/placement.html>. Students with little or no experience with calculus should look at the Math 212, 213, 214 sequence rather than the 220, 224, 230 sequence; the former is specifically geared toward beginners.

For information about placement through exams or AP in [Chemistry](#), see <http://faculty-web.at.northwestern.edu/chemistry/placement-exam>. The important thing to remember is that **if a student has AP credit for/places out of Chem 101 only, he or she should take Chem 171, not Chem 102.**

How should students pick their classes?

There is no magic bullet answer to this question. A great place to direct your students is the [Advising for Freshmen](#) (<http://www.wcas.northwestern.edu/advising/freshmen/advice/>) page in the For Freshmen section of the Undergraduate Students website. There is a page devoted to [choosing classes](#) and another that has some [sample freshmen schedules](#).

Some students' schedules will be more pre-determined than others'. For instance, pre-med students will most likely take your freshman seminar, a math course, a chemistry course, and a foreign language course (or a distribution course if the foreign language requirement has been completed) in their first quarter. Other students will have more choices.

A good strategy for advising freshmen trying to pick a schedule is to encourage them to strike a balance between requirements and interests: take the freshman seminar and, if necessary, the language requirement course they need, and then use their remaining courses to satisfy distros and explore areas that interest them—using distribution courses to do this is a great way to do both at once. It is important to remind students that not *all* of their freshman year courses need to satisfy requirements; they don't need to get all their distros done by the end of freshman year. They will have plenty of space for electives, and should feel free to use those to pursue interests.

Students who are considering calculus for their Formal Studies distribution requirement should be encouraged to take it freshman year while the material is fresher in their minds; the same goes for foreign language courses.

Students should be aware of any prerequisites that courses may have and should not ignore them.

Elsewhere in this **Guide to Freshman Advising** you will find specific advice for students with different **pre-professional interests** (medicine, law, and business). You'll also find ideas for advising about **distribution requirements** and the **foreign language requirement**.

What happens if a student is closed out of a class? What if it is a lab or a language course?

This is a relatively common (and anxiety-producing) occurrence for freshmen. Students are assigned specific registration times by their ID numbers. Registration times rotate over the course of a year, so a student with a late registration time one quarter can reasonably expect to register earlier in the day in a later quarter. Most of the time when a class is full, the best strategy is to encourage your students to put themselves on the wait list for the course and then find another one to take. In most cases, a single course being full should not derail your students' long-term plans; they can take the course later or perhaps take a different section at a less desirable time. Using the [yearly course planner](#) to show your students how frequently a course is offered can sometimes allay their concerns.

Most classes use a CAESAR-controlled [wait list](#) which lets students see where they are in line. If a student is let in off the wait list, he or she will be emailed a permission number. The Registrar's Office has a tip sheet about [wait list procedures](#): http://ses.northwestern.edu/documentation/SC_Waitlist_Tip_Sheet_v9.pdf. If a course has a CAESAR wait list, it is not necessary for students to contact the department or professor. If the course does not have an on-line wait list and is full, students may want to email the professor to see if he or she is keeping one. Otherwise, students should just keep an eye on the course on CAESAR in case someone drops—and plan to find a replacement course in the mean time. They may also want to consider going to the first class meeting, assuming their back-up course does not conflict.

During Fall Quarter registration, students may find that the math, language or lab course they need to take is full. Sometimes this is an easily-fixed problem; students simply need to rearrange their schedules to take the course at a less desired time. For students with no other options, the best bet is to have them contact the department **immediately**. Some departments hold sections of languages and labs off of CAESAR until a need arises; other departments will allow a class to over-enroll. A phone call to [the department](#) should be all it takes.

When is the latest a student may register for a class?

The deadline for adding a class is the end of the first week of the quarter. Dates can be found on the **Important Dates in the Academic Year** page of this Guide or on the [academic calendar](#): http://www.registrar.northwestern.edu/calendars/index.html#acad_calendar.

How does a student sign up for more than 4 classes?

WCAS students may register for up to 4.99 credits during advanced registration (i.e., prior to the first week of classes). So a student, for instance, who plans to take a half-credit music performance class on top of 4 other courses can sign up for that without special permission.

Most students never need to take an overload (5 classes per quarter). Freshmen should be especially cautioned about over-burdening themselves. (Students taking the 2-credit intensive Italian language course are an exception to this.)

Details about [overloading](#) can be found on the Undergraduate Students website: <http://www.wcas.northwestern.edu/advising/rules/courseload.html#over>. Freshmen with a GPA of at least 3.5 for the prior quarter will be permitted to take 5 classes. They should come to the WCAS Advising Office at 1908 Sheridan Rd for permission; if the course requires a permission number, students should have that in hand at that time. Students may **only** register for an overload during drop/add week, the first week of classes. First-quarter freshmen are rarely given permission to overload.

Should a student ever only sign up for only three classes?

While four courses is a standard course load, there are occasions when it makes sense for a student to take only three classes, which is still considered full time enrollment. A student without AP credit can graduate on time with as many as three 3-course quarters; those with AP credits theoretically could have even more. Student athletes often take three courses when they are in season. Students may want to consider taking three courses following a particularly rough quarter as a way to help get back on track. In most cases, however, students are best off starting with four courses and dropping one if need be.

How does P/N work?

P/N stands for [Pass/No Credit](#). It is a grading option designed to encourage students to venture outside their academic comfort zones without the pressure of ABC grades. Not all courses may be taken P/N; students use CAESAR to find out about a particular class and to choose this grading option. Students may ONLY P/N elective courses, i.e., not freshman seminars, distribution requirements, courses used toward completion of the foreign language requirement, or major or minor courses. Students may only P/N one course a quarter, and a maximum of 6 courses overall can be taken for P/N grades. In order to earn a P, students must get a D or better in the course. Professors do not know that students are P/Ning the class; students will receive letter grades on all assignments during the quarter. The deadline for changing a grade in a course to P/N from ABC or from ABC to P/N is the end of the third week of classes. There are no exceptions to this deadline. See the [academic calendar](#) for specific dates, and for more information about the P/N option, consult the WCAS Undergraduate Students [website: http://www.wcas.northwestern.edu/advising/rules/grades.html#4](http://www.wcas.northwestern.edu/advising/rules/grades.html#4).

Where can I find a list of classes for the whole year?

Students who want to plan ahead can consult the [yearly course planner](#), which is linked to here: <http://www.registrar.northwestern.edu/courses/index.html>. While this should not be considered to be completely accurate and while not all departments submit yearly course schedules, it can provide students with a sense of what will be offered when for the entire academic year. Some [departments and programs](#) also maintain this information on their websites.

What is the Gateway Science Workshop?

The [Gateway Science Workshop](#) is a peer-led program aimed at enhancing students' learning in science and math course sequences: Math 220-224-230, Chem 101-102-103, Bio 210, Chem 210, and Physics 130/135. Students should be advised that they sign up for GSW *starting on the first day of class*; they should receive an email about GSW, and an announcement should be posted to

the course's blackboard site. Students meet once a week in small groups (5-7 students) with a student facilitator, a more advanced undergraduate who has excelled in the course previously and has been trained to mentor. The workshop is not for credit, and students do not receive a grade, although participation is noted on their transcripts. This is a great option for students who are concerned about their strength in the math/science courses and who may not have had very rigorous coursework in these areas in high school. For more information, consult the Gateway Science Workshop website:

http://www.northwestern.edu/searle/programs_and_research/undergradprograms/gateway_science_workshop.html#tab1.

What is MENU? How do I advise students about it?

MENU is a special program for entering freshman with strong math skills who are interested in mathematics for any reason. Students with high enough AP scores to get credit for Math 220 and 224 are invited to participate. MENU courses tend to be small and well taught by carefully chosen professors. Students are invited to participate, but they often have questions about what MENU is and whether or not they should enroll. Students must have a permission number to enroll. Ideal candidates really enjoyed their high school calculus courses, and they may be considering majors in mathematics, the physical sciences, or economics—although MENU is by no means limited to these students.

Questions can best be answered by the Mathematics department's terrific website about [MENU](http://math.northwestern.edu/undergraduate/menu.html): <http://math.northwestern.edu/undergraduate/menu.html>.

There are two separate MENU sequences. Math 291 gives a more rigorous presentation of the concepts for students interested in "pure mathematics." (Students come out with a deeper understanding of the "how" and "why".) Math 290 still covers the material in a more in depth manner than the standard math sequence, yet it is less theoretical than 291.

Sometimes students are concerned that they may struggle in a more difficult math sequence and wonder what will happen if they want to drop out of MENU. The Math department makes it easy for students to switch between 290 and 291 at the beginning of quarters, as well as between MENU and the standard calculus sequence. Have students in this situation consult with the [MENU coordinator](#).

How do I talk to freshmen about studying abroad?

Many Weinberg students plan to study abroad; whether for a summer, a semester, or a full year (or even some combination of these), study abroad can complement and further a student's work in WCAS. While the primary study abroad advising generally takes place in sophomore year, it's never too early to get your advisees thinking about whether this is something of interest.

You do not, however, need to be an authority on study abroad. The [Study Abroad Office](#) has a detailed and informative website: <http://www.northwestern.edu/studyabroad>. The WCAS Undergraduate Students webpage also has information and advice for students considering going abroad: <http://www.wcas.northwestern.edu/advising/studyabroad/index.html>.

Some particular points relevant to freshman advisers about study abroad:

- Students increasingly decide to go abroad earlier and more often—sometimes even in the summer between freshman and sophomore year. This is allowed, although careful advising is necessary. Refer such students to the Study Abroad Office during fall quarter, as the deadline for summer programs comes in winter quarter.
- Freshmen should check out the [study abroad website](#) if they are considering studying abroad at any point. Students should be aware of requirements, especially language, for programs they're interested in. Note that Study Abroad requires students to have at least a 3.0 cumulative GPA and to have declared a major when they apply to go abroad.
- Yearlong sequences in majors such as American Studies and the English Major in Writing can complicate study abroad; students should plan ahead and talk to major advisers during freshman year!

What special programs might interest my students?

[Northwestern University Premedical Scholars Program \(NUPSP\)](#)

This program is an early MD acceptance program into the Feinberg School of Medicine for high achieving Northwestern undergraduates with a demonstrated commitment to a career as a physician. Students are accepted during their third undergraduate year for matriculation into the Feinberg School after their fourth or senior year. Qualified students must have taken their science coursework at NU, have high science GPAs (at least 3.7), and be committed to attending medical school at Northwestern. Interested students should be referred to the [NUPSP website](#) (<http://www.medschool.northwestern.edu/nupsp/>) and to the [University Academic Advising Center's](#) pre-medical advisers for more information.

[Kellogg Certificate in Financial Economics](#)

The Financial Economics certificate program prepares students for careers in financial services and consulting as well as doctoral or professional school programs in areas such as law or business. The certificate program builds on students' existing strong analytical and mathematical skills and their coursework in microeconomics. Students will specialize in corporate finance, capital markets, and securities pricing. The program consists of a four-course sequence which is normally completed in the junior year. Qualified students will have a strong background in calculus, probability, statistics, and econometrics when they apply at the end of their sophomore year. This program is not for every student, nor is it the only route to a job in business. Interested students should be referred to the [Kellogg Certificate website](#) (<http://www.kellogg.northwestern.edu/certificate/prospective/index.htm>) and to a WCAS Adviser for more details.

[Brady Scholars Program in Ethics and Civic Life](#)

The Brady Program in ethics and civic life creates a scholarly community for undergraduates, faculty and graduate students to learn and to research the serious questions about how we live as citizens, how we have courage as leaders, and how we make significant changes in our communities, both locally and globally. The program supports sixteen undergraduate students for a three-year (sophomore through senior year) course of study and practical experience about the nature of the good life, the nature of justice, the meaning of public service, and core values in the humanities and sciences: integrity, veracity, fidelity, courage. Students commit to studying abroad in junior year. Interested students should consult the [Brady Program website](#): <http://www.bradyprogram.northwestern.edu/index.htm>.

Posner Summer Research Grants

The Posner Summer Fellowships provide summer research funds for students from underrepresented groups who are at earlier stages than students eligible for most other funding sources. Fellowship winners will typically be freshmen and sophomores, and their research plans may be more preliminary. For more information, contact Associate Dean Mary Finn (mfinn@northwestern.edu).

Undergraduate Leadership Program

The Undergraduate Leadership Program (ULP) is an academic certificate program that creates a community of students interested in learning about, practicing, and reflecting upon their leadership skills. Rather than focusing on the leader as a single role or position, their approach to leadership focuses on skills and behaviors which help people work collaboratively to understand and solve problems. The program offers a combination of courses, self-study and experiential learning.

Any special advice for a student who is doing very well?

Even as freshmen, stand-out students should be encouraged to meet with the [Office of Fellowships](#). Such students should also be encouraged to start talking to their professors during office hours, especially as they make a decision about a major; these conversations can help students find opportunities for research, develop a specialization, and think more rigorously about their plans. While most freshmen do not take upper-level courses, it may make sense to encourage students who hit the ground running to think about 300-level courses, especially by spring quarter and if they have already taken a 200-level course in that department.

How can I answer my advisees' pre-professional questions?

Many students getting started on their college careers do so with a preconceived professional goal: they want to be doctors, lawyers, or “in business.” In most cases, these goals lend shape and focus to their academic paths, and our students are very successful in these fields. In other cases, these plans are derailed, sometimes by shifting interests, other times by academic difficulties.

While each of these tracks pose different challenges for students (and advisers), the common thread is that students with long-term professional goals in mind tend to feel like they must make the “right” choices to get them into law school, medical school, or the best internship. Everything from choice of major to first quarter class choices to the difference between a B and a B+ in a course feels like it has the future hanging on it. As a freshman adviser, your job will primarily be to help students sift through their options and become aware that there is not a single path to their goal. If they do come up against academic difficulties, students will need advice about whether to continue along their track or consider finding a new one. If students are successful in their early coursework, they can be encouraged to think about ways to enhance their studies such as independent studies, research, honors theses, and even fellowships.

We in the WCAS Advising Office are happy to help, particularly if you've got a student who struggles in his or her early pre-med coursework. What follows are some links to helpful information and some best practices for advising students who enter with set pre-professional goals. You can also find more information on the Undergraduate Students [website](http://www.wcas.northwestern.edu/advising/preprof.html):
<http://www.wcas.northwestern.edu/advising/preprof.html>.

How do I advise pre-med students?

Because so many freshmen self-identify as pre-med and because their plans can seriously impact their freshman year, you'll find a lot of specific information here. Pre-med advisers in the [University Academic Advising Center](#) (UAAC) are the experts, however, and you should direct pre-med students to them during their first year: <http://www.northwestern.edu/advising-center/health/index.html>.

Course Decisions for Freshman Pre-Meds

- Pre-med students need not major in the hard sciences; they need only take the required coursework (and, of course, do well).
- In the Appendix, you'll find several different **courses of study for pre-med students** depending on the students' major and when they plan to apply to medical school. All pre-med students need the equivalent of a year each of Chemistry, Organic Chemistry, Biology, and Physics and at least 2 quarters of Calculus.
- While many students plan to apply to medical school at the end of their junior year (and thus would need to fit all their science courses into 3 years), it may make more sense to apply at the end of senior year and take a year off before med school. In this case, the science and math courses can be spread over the entire 4 years, and students will apply with a full four years of grades.
- Organic Chemistry must be taken before or concurrently with the Bio 210 sequence. If students are not planning on a Bio major, they can take Bio 110 instead; it is offered only in the summer and counts the same as a full year of biology for medical schools. But students who want to major in Biological Sciences typically must take Orgo and Bio together during sophomore year. It is a hard combination. Many want to take 3 courses while doing this, but it may make more sense to advise such students to start with 4 classes so they have room to drop a course—especially if they decide to switch out of the pre-med track. Starting with 4 means they can drop a course, if that seems advisable, and remain a full-time student.
- Many non-Bio majors take the equivalent of Bio 110 at other U.S. schools over the summer as well. Students who fill out the [proper paperwork](#) can get credit toward graduation for such courses, but the classes typically cannot count toward a science major.
- Some students attempt to take Orgo over the summer after freshman year before taking Bio 210 as a sophomore. While this is an option, summer Orgo is notoriously difficult and students should be counseled to read CTECs and think carefully about this decision.

Some Details about Pre-Med course planning

- To continue in science sequences, you must get a C- or better.
- Physics 130 is non-calculus based; Physics 135 is calculus-based. Students should take either sequence in consecutive order.
- Students who feel they're weak in Biology may want to take Bio 164 during freshman year before starting 210 or 110.

- Pre-med students considering studying abroad need to plan carefully. They should consult advisers at UAAC and study abroad advisers during freshman year.
- Some medical schools no longer accept AP credit in lieu of science coursework. This can affect students' course selection in major ways. Students considering using APs to exempt themselves from several quarters' worth of courses should meet with a UAAC adviser to see if this will impact long-term plans.

How do I advise pre-med students who are struggling?

One of the toughest decisions facing pre-med students is whether they should continue in this course of study if their grades are not stellar. Low grades in science courses may indeed prove a very big obstacle to later admission. Freshman advisers should encourage students whose grades may not be good enough to at least start thinking about other options (osteopathy, public health, nursing, for instance) or about timetables that delay application until at least the end of senior year. But you need not tell students that their medical careers may be over after a few low grades. The [UAAC](#) offers advising to freshmen, and the College Advisers do a great deal of pre-med advising from sophomore year on.

How do I advise students interested in business?

Many WCAS freshmen enter with a plan of going into business. Northwestern has a strong track record of getting students internships with top companies, and the school as a whole is rolling out new business-related academic programs and resources. When advising pre-business freshmen, you will want to help students become aware of what WCAS and the rest of NU have to offer and to help them avoid typical pitfalls.

Pre-business students most frequently stumble because they believe that they *must* pursue a particular major, Economics, to get a job. Remind your advisees that there is no true business major in Weinberg, and Economics is not necessarily the best alternative. Students considering business should certainly take introductory Econ (201 and 202) and some Calculus, but beyond that, they should find a major that satisfies their intellectual curiosity and strengths. The Undergraduate Students website has some [good advice for pre-business students](#): <http://www.wcas.northwestern.edu/advising/prebus.html>.

WCAS does have several academic offerings that can benefit those interested in business:

- The [Business Institutions Program](#) minor (BIP) focuses on business as a part of society. With courses in Economics, Political Science, History, Sociology, and Philosophy as well as the program's own offerings about topics such as marketing, consumer behavior, and business ethics, this may be a good fit for your students.
- The Kellogg Certificate in Financial Economics was started in Fall 2007. While students do not apply for the Kellogg Certificate until at least the end of sophomore year, freshmen may well have heard about the program and will be interested in how to prepare to apply. The main things to let them know are a) that the Certificate is very quantitative and has advanced math and economics prerequisites, and b) the program is not for everyone, and they need not feel like *not* applying will put them at a disadvantage. Your students can find a description of the program and a list of prerequisites on the [Kellogg Certificate website](#): <http://www.kellogg.northwestern.edu/certificate/prospective/finance/index.htm>.

- The [Chicago Field Studies](http://www.wcas.northwestern.edu/cfs/index.html) internship program is one of the few ways for students to do an internship for credit, and it is often a terrific option for students looking for meaningful work experience. CFS offers internship programs in a number of different areas: Field Studies in the Modern Workplace, Business Field Studies, Legal Field Studies, Field Studies in Social Justice, and Field Studies in Community Research. Internships typically happen some time following sophomore year and can be in summer or during the academic year. You can direct your students to the CFS website: <http://www.wcas.northwestern.edu/cfs/index.html>.

How do I advise students interested in law school?

Many students enter their freshman year planning to go to law school. For many of our students, their interest in the law stems from concerns about justice and politics. Some may have a particular issue within the law that drives them. Others end up on this track by default because they believe it is what smart, articulate students who enjoy arguing *do*.

Advising pre-law freshmen generally does not require any special expertise. While your students may believe that law schools require a particular major—generally History or Political Science—you can assure them that students from all majors go to law school. Writing-intensive courses and learning about the law generally will be good preparation.

WCAS does not have a dedicated “pre-law” major. We do, however, offer the [Legal Studies](http://www.northwestern.edu/legalstudies/undergraduate/) adjunct major and minor, an interdisciplinary study of legal issues, institutions, and processes from the perspective of the humanities and social sciences. Students should not feel obligated to do this program, but they may at least want to look at the Legal Studies website (<http://www.northwestern.edu/legalstudies/undergraduate/>) for a list of law-related courses offered across the curriculum.

You can direct interested students to our [pre-law advice](http://www.wcas.northwestern.edu/advising/prelaw.html) online: <http://www.wcas.northwestern.edu/advising/prelaw.html>.

You may also want to tell your students about new programs in the [Chicago Field Studies](http://www.wcas.northwestern.edu/cfs/index.html) program that may be relevant to future lawyers. The CFS internship program is one of a few ways for students to do an internship for credit, and it is often a terrific option for those seeking meaningful work experience. CFS offers internship programs in a number of different areas that may be of particular interest to pre-law students: Legal Field Studies, Field Studies in Social Justice, and Field Studies in Community Research. Internships typically happen some time following sophomore year, and can be in summer or during the academic year. You can direct your students to the CFS website: <http://www.wcas.northwestern.edu/cfs/index.html>.

I just got a warning letter about one of my students. What should I do?

The Dean’s Office sends students warning letters if their performance midway through a course is unsatisfactory—typically, if they are earning a D or F at midterm. Freshman advisers are copied on the letter. A warning letter may be a sign of trouble in only one course, or it may indicate larger problems are looming. If you receive a copy of a warning letter, best practice is to contact your student right away and encourage him or her to come talk to you about the course. That way you’ll be able to determine if the problem is limited to the one course; perhaps it is correctable with better study habits, working more closely with the TA or professor, or seeking outside tutoring, or perhaps the student should drop the course. If it seems like the student is going through personal problems, you may want to refer him or her to [CAPS](#) (Counseling and

Psychological Services) for a consultation. If the problem affects more than one class, you may want to refer the student to Dean Weimer or consult your WCAS Advising Liaison about plans of action.

What tutoring resources are available?

Students who are having difficulty in their courses can first try talking with the TA and/or professor. For some students, this is not an obvious first step, but you can assure them that it can help them get a sense of how they can improve, as well as of department-specific resources. [The Writing Place \(http://www.writing.northwestern.edu\)](http://www.writing.northwestern.edu) is a tremendous resource for students who struggle with writing—or even for stronger writers who simply want a qualified set of eyes to read a draft. Students with general study habit problems should talk to the University Academic Advising Center, which offers [study skills tips](#) on their website and will [meet with students one-on-one](#) to discuss study habits. If students decide that they need more formal tutoring, one option could be Multicultural Student Affairs, which offers free [tutoring](#) for students of any ethnicity. Students need to contact MSA if they are interested. Students should also consider contacting individual departments to find out about options (Mathematics, for instance, has a [math resource room](#)) and for names of interested tutors. If you have a student who needs tutoring but cannot afford to pay, contact your WCAS Adviser liaison.

When should a student drop a course?

The logistical answer to this question is that students who plan to drop courses *must* do so prior to the drop deadline, the **end of the sixth week of classes**. Dates can be found on the [Important Dates in the Academic Year](#) page of this Guide or on the [academic calendar: http://www.registrar.northwestern.edu/calendars/index.html#acad_calendar](#). Exceptions to this deadline are very rare, and may only be approved by Dean Weimer. A three-course load is considered full time. A student without AP credit can graduate on time with as many as three 3-course quarters; those with AP credits theoretically could have even more. Students drop courses via CAESAR.

The theoretical answer to this question is much less certain. Students have numerous reasons for wanting to drop a class—they're not doing well, they don't like the course, they don't have the time they need to devote to the class, they're changing their academic direction, they are having personal problems that are distracting them from coursework. When advising students who are considering dropping a course, it is best to ask lots of questions: why do they want to drop, why are they struggling, and so forth. Students used to succeeding in high school may panic unnecessarily upon receiving their first B in college; in such cases, the conversation can be an opportunity to talk about the difference between high school and college expectations and how to adjust work habits accordingly. Students who are truly floundering can start thinking about what steps may turn things around—a conversation with a TA or professor, a trip to the [Writing Place](#) with a paper draft, a session (or more) with a tutor, even a change in academic plans.

Students for whom it makes sense to drop a course should be reassured that the dropped class will be erased from their record without a trace, as long as it is dropped by the deadline. They should also understand that a single three-course quarter won't "look weird" on their transcript and that dropping a single class doesn't necessarily mean they can't do well in a course in that discipline. If, however, students continue to take courses in that area, you may want to keep tabs on their work in future quarters.

In a few cases, students may want to drop below 3 courses. While this may be a good idea, it reduces students to part-time status. This can have implications for the students' undergraduate residence requirement, insurance status, and financial aid. If you have an advisee who wishes to drop below 3 classes, consult with your WCAS Adviser liaison.

What if a student wants to transfer out of WCAS?

As a freshman adviser, it is not your job to be an expert in the requirements and academic offerings in other schools; instead, if students approach you to discuss transferring out of WCAS, it will be best simply to know a few logistical matters and to whom they can be referred.

The WCAS Undergraduate Students website has detailed information about [interschool transfer](#) to which you can refer your students:

<http://www.wcas.northwestern.edu/advising/rules/transfersch.html>. There are deadlines early each quarter for submitting interschool transfer applications; you can refer students to the [academic calendar](#) (http://www.registrar.northwestern.edu/calendars/index.html#acad_calendar) or to each quarter's [class schedule](#) (http://www.registrar.northwestern.edu/registration/index.html#class_schedule) for those dates.

Students seeking information about majors and requirements in other schools should be referred to that school's Dean's Office; students can find out who at that school can give them advice about interschool transfer. Students should also be referred to the [University Academic Advising Center](#); they do a great deal of cross-school advising and can help students get a sense of their options.

Students who are considering transferring out but have not yet decided should be advised to continue to register for classes as if they will continue in WCAS (i.e., they should continue to take their freshman seminars and language courses). That will keep their options open should they decide to stay. They may, however, want to take a course or two in the other school to learn more about it.

When should a student inquire about an incomplete?

An incomplete can be a solution for a student who has been making good progress in a class but who has found him or herself unable to finish the work. For example, an incomplete may be approved if a student has missed an exam due to illness or has been called away from campus at the last minute for a family emergency. (Students feeling too ill to take a final exam should go to Searle, both for the medical attention and for verification of the illness.) Incompletes require the approval of the professor in the course and the Dean's Office. Students who are given incompletes must make up the missed work by the end of the following quarter. Procedures are slightly different for students who miss an exam and those who miss other work. Students who are considering an incomplete should consult the [Rules and Policies](#) section of the Undergraduate Students website:

<http://www.wcas.northwestern.edu/advising/rules/grades.html#5>.

What should I do if a student seems to be in trouble academically or personally?

There is no simple answer to this question, and sometimes it's difficult to predict who will struggle. While it can be hard to identify such students, a good thing to keep an eye out for is

how prepared students seem to be to do well in college. For instance, first-generation college students, students from struggling high schools, and under-represented minorities can have a tough time slipping easily into their roles as college students, and they may feel ashamed to ask for help. Yet these factors do not necessarily mean that they can't or won't succeed—and, likewise, a student well-primed for university life can just as easily fall apart. Talking with all your advisees, regardless of background, about how to navigate through the mysteries of the university—about going to office hours, about how to address and talk to faculty, about improving their study habits—can go a long way toward heading off future problems.

Academic problems can happen separately from personal ones—and vice versa—or in conjunction with them. If the student's problems seem to be purely academic, encourage him or her to come talk to you as a first step. That way you'll be able to determine if the problem is limited to one course—and perhaps correctable with better study habits, working more closely with the TA or professor, seeking outside [tutoring](#), or [dropping the course](#)—or if it is more systemic. Helping students navigate the resources at Northwestern that are here to support them is a big step in the right direction.

If a student's problems seem to be more broad-based than trouble in a single course, you may want to refer him or her to the WCAS Advising Office, to Dean Weimer, or to Dean Fenrich. We are all here to help you and your student think about the big picture and to help solve difficult problems. You may also want to look at and refer your student to our web pages about [academic struggles](#) and [time off](#) from Northwestern.

[CAPS](#) (Counseling and Psychological Services) is a key resource for struggling students. While not all problems are psychological at root, academic problems can be sometimes a sign of personal problems, and personal problems can cause academic difficulties. CAPS offers one-on-one therapy sessions (up to 12 per student) as well as groups that focus on perfectionism and sleep problems which might be relevant to such students. If you have concerns about a student—particularly if you think the student is at risk—you should not hesitate to call CAPS (491-2151) and talk to a staff member there. People at CAPS can guide you on how to talk to your student, make recommendations for dealing with situations, and suggest next steps. It can be difficult to encourage a student to seek help from CAPS, but it can be an important part of the mentoring role of freshman advisers.

Financial issues are increasingly of concern to students and their families, and problems may arise. Encourage students whose financial situation has changed to contact the financial aid office; they will reevaluate the financial aid package if necessary.

Appendix

ADVISING EVENTS FOR ALL FRESHMAN ADVISERS, 09-10

September

- 16 Wednesday @ 10 or 11:30 AM First group meeting with freshman advisees.
Following convocation (there will be 2 convocations this year), you will meet with your entire group of advisees. Your peer adviser(s) will meet the students after convocation and escort them to your classroom. This is a good time to discuss general issues and to sign them up for individual advising appointments.
- 17 Thursday Individual or small-group appointments with advisees.
- 18 Friday Freshman Registration begins 9 AM.
Be available for consultation/crises! In person is best, or at least by phone or email.

November

- 2 Monday Send email telling your advisees to sign up for individual meetings with you prior to registration for Winter Quarter.
- 9-13 Mon–Fri Meet with advisees prior to registration for Winter Quarter.
Advanced Registration Begins Monday, Nov. 16.
Freshmen will register according to their registration appointment. This information is available online at this link:
<http://www.registrar.northwestern.edu/registration/>

February

- 8 Monday Send email telling your advisees to sign up for individual meetings with you prior to registration for Spring Quarter.
- 15-19 Mon–Fri Meet with advisees prior to registration for Spring Quarter.
Advanced Registration Begins Monday, Feb. 22.
Freshmen will register according to their registration appointment. This information is available online at this link:
<http://www.registrar.northwestern.edu/registration/>

May

- 3 Monday Send email telling your advisees to sign up for individual meetings with you prior to registration for Fall Quarter.
- 10-14 Mon–Fri Meet with advisees prior to registration for Fall Quarter.
Registration Begins Monday, May 17.
Freshmen will register according to their registration appointment. This information is available online at this link:
<http://www.registrar.northwestern.edu/registration/>

For more details, see enclosed Important Dates in Academic Year.

IMPORTANT DATES IN ACADEMIC YEAR

2009-2010

FALL QUARTER

SEPTEMBER

- | | | |
|----|---------|--|
| 15 | Tuesday | New Student Orientation begins. |
| 18 | Friday | Freshman Registration begins. Individual times can be looked up on-line on CAESAR or in the New Student Week schedule. |
| 22 | Tuesday | Classes begin. Drop/Add period begins. |
| 28 | Monday | Last day for ADDING a course. 5 PM deadline. |

OCTOBER

- | | | |
|----|--------|---|
| 19 | Friday | Last day to change grading status from grade to P-N or vice versa. 5 PM deadline. |
| 30 | Friday | Last day for DROPPING any course. 5 PM deadline. |

NOVEMBER

- | | | |
|------|---------|--|
| 2 | Monday | Send email telling your advisees to sign up for individual meetings with you prior to registration for Winter Quarter. |
| 9-13 | Mon–Fri | Meet with advisees to plan their Winter Quarter schedules. |
| 16 | Monday | Registration for Winter Quarter begins at 9:00 AM. |
| 30 | Monday | WCAS Reading Period begins. |

DECEMBER

- | | | |
|----|--------|--------------|
| 7 | Monday | Exams begin. |
| 14 | Monday | Grades Due. |
- Suggestion: check your students' first-quarter grades via CAESAR and contact students with very low or very high GPAs.

WINTER QUARTER

JANUARY

- | | | |
|----|--------|---|
| 4 | Monday | Classes begin. |
| 8 | Friday | Last day for ADDING a course. 5 PM deadline. |
| 22 | Friday | Last day to change grading status from grade to P-N or vice versa, 5 PM deadline. |

FEBRUARY

- | | | |
|-------|---------|--|
| 8 | Monday | Send email telling your advisees to sign up for individual meetings with you prior to registration for Spring Quarter. |
| 12 | Friday | Last day for DROPPING any course. 5 PM deadline. |
| 15-19 | Mon–Fri | Meet with advisees to plan Spring Quarter Schedule. |
| 22 | Monday | Registration for Spring Quarter begins at 9:00 AM. |

MARCH

- | | | |
|----|---------|-----------------------------|
| 9 | Tuesday | WCAS Reading Period Begins. |
| 15 | Monday | Exams Begin. |
| 22 | Monday | Grades Due. |
- Suggestion: check your students' second-quarter grades via CAESAR and contact students with very low or very high GPAs.

SPRING QUARTER

MARCH

- | | | |
|----|--------|----------------|
| 29 | Monday | Classes Begin. |
|----|--------|----------------|

APRIL

- | | | |
|----|--------|---|
| 2 | Friday | Last day for ADDING a course. 5 PM deadline. |
| 16 | Friday | Last day to change grading status from grade to P-N or vice versa, 5 PM deadline. |

MAY

- | | | |
|-------|---------|--|
| 3 | Monday | Send email telling your advisees to sign up for individual meetings with you prior to registration for Fall Quarter. |
| 7 | Friday | Last day for DROPPING any course. 5 PM deadline. |
| 10-14 | Mon–Fri | Meet with Advisees to plan Fall Quarter Schedule. |
| 17 | Monday | Registration for Fall Quarter begins at 9:00 AM. |

JUNE

- | | | |
|----|---------|---|
| 1 | Tuesday | WCAS Reading Period Begins. |
| 7 | Monday | Exams Begin. |
| 14 | Monday | Grades Due. |
| 15 | Tuesday | Send Advising Meeting Notes to your College Adviser Liaison at 1908 Sheridan Rd, Evanston Campus. |

NOTE-TAKING & CONFIDENTIALITY OF STUDENT RECORDS

Taking Notes on Advising Meetings

- We encourage you to keep brief notes for yourself on your meetings with your freshmen. Keeping notes will help you remember important issues regarding the student's interests and situation, bringing better continuity to your interactions. These notes should be factual and—as much as possible—free of your opinion. You should also focus on students' general academic situations, as opposed to their performance in your course. At the end of the school year, you can then forward these notes to your College Adviser liaison, which will help to create a smooth transition for the student.
- When taking notes:
 - Focus on statements of fact
 - Focus on academic issues
 - Use your own judgment as to what to record

Issues of Confidentiality/FERPA

The Family Educational Rights and Privacy Act restricts those who can view the student's record, which includes advising notes, and those with whom you may discuss anything the student has shared with you in your advising meetings. Those who have regular access are individuals with a "legitimate educational interest."

- Those who CAN view the records, and with whom you may discuss the student's record, include: the WCAS Dean, Associate Dean, and Assistant Deans; the student; other official College Advisers.
- Those who CAN'T see the written notes/record, and with whom you cannot discuss the student's record without student's written permission*, includes: Parents, faculty, anyone else not mentioned above
- EXCEPTIONS: When circumstances create a need to know: CAPS; Sexual Harassment Prevention Office (for example, if a student reports incidents or if you believe the student to be in personal danger or harmful to others.)

FERPA Weblink: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**If student wishes to give permission, s/he must fill out a written form. Call OUSA at 491-8916 for the form or download it from http://www.registrar.northwestern.edu/PDFs/gen_consnt.pdf*

EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT

FERPA

WHAT THE HECK IS FERPA AND WHY SHOULD YOU CARE?

FERPA is the Family Educational Rights and Privacy Act

This federal law protects the privacy of your educational records—which includes the file with your name on it that is kept in the Weinberg Dean's Office. FERPA, among other protections, restricts who can view your academic record and file, which may include advising notes. FERPA also restricts whom your academic adviser can speak with regarding information contained in your records.

WHO GETS TO KNOW?

You have the right to review the contents of your file. Certain other individuals can see your file, and can be consulted regarding issues raised during your advising meeting or over email with your adviser. These are individuals with a “legitimate educational interest,” and may include such people as the WCAS Dean, Associate Dean, and Assistant Deans; and other official College advisers.

WHO CAN'T KNOW?

No one else can see your file or be consulted regarding specific issues raised during your advising meeting or over email with your adviser—UNLESS you have first given your written permission (or unless you are kept anonymous). This includes your parents or guardian and other faculty. To give permission you must fill out a written form. Come to the Weinberg Office of Undergraduate Studies and Advising for the form, or download it from http://www.registrar.northwestern.edu/PDFs/gen_consnt.pdf.

WAIT! THERE ARE EXCEPTIONS!—

—when circumstances create a need to know. For example, if your adviser has reason to believe that you may be in physical danger, or may hurt yourself or someone else; or if you disclose an incident of sexual harassment. Your adviser then may have an obligation to notify others at NU (e.g., CAPS, the Sexual Harassment Prevention Office, the Dean of Student Affairs). If you are looking for a more confidential conversation on campus, you can call one of the following:

- CAPS 491-2151
- The Women's Center 491-7360
- University Chaplain 491-7256 (Members of any or no particular religious tradition are welcome.)

This is not meant to be a comprehensive list.

**Your adviser would be happy to discuss FERPA with you further
and answer any questions you may have.**

This document is not intended to alter NU's official FERPA compliance policy.

To read NU's FERPA compliance policy, go to:

<http://www.registrar.northwestern.edu/ferpa/ferpapol.html>

ADVISING NOTES

Student _____

Adviser _____

Meeting Date:

Meeting Date:

Meeting Date:

Meeting Date:

Meeting Date:

AP / IB Credit Recognition
For Students Entering September 2009 - August 2010

[Subject to change until July 1, 2008]

IMPORTANT NOTE:

Students entering in September 2006 or later may satisfy **up to TWO** of the twelve Distribution Requirements through Advanced Placement or International Baccalaureate credits. These credits must be in **two different distribution areas**.

Weinberg College Recognition for Advanced Placement Testing

EXAM	SCORE	COURSE CREDIT AUTHORIZED	DISTRIBUTION CREDIT AUTHORIZED (see note above)
Art History	5	1 unit (Art History 2X)	None
Studio Art	5	1 unit (Art 1X)	None
Biology	5	1 unit (Biology 1X)	None
Chemistry	3, 4	1 unit (Chem 10I; placement in 171)	1 unit, Area I
	5	3 units (Chem 101, 102, 103); placement in Chem 210-1 or 212-1	1 unit, Area I
Chinese Language and Culture	4	1 unit (AAL 2X - Chinese)	None
	5	2 units (AAL 2X - Chinese)	None
Computer Science A & AB	4, 5	1 unit (Comp Sci 110)	1 unit, Area II
Economics-Macro	5	1 unit (Economics 201)	1 unit, Area III
Economics-Micro	5	1 unit (Economics 202)	1 unit, Area III
English (Language)	5	2 units (English 1X)	None
English (Literature)	5	2 units (English 1X)	None
Environmental Science	5	1 unit (Env Sci 1X)	None
French Language	4	1 unit (French 2X)	None
	5	2 units (French 2X)	None
French Literature	4	1 unit (French 2X)	None
	5	2 units (French 2X)	1 unit, Area VI
Geography (Human)	5	1 unit (Geography 1X)	None
German Language	4	1 unit (German 2X)	None
	5	2 units (German 2X)	None
Government (American)	5	1 unit (Poli Sci 2X [Am Govt])	1 unit, Area III
History (European)	5	2 units (History 2X)	1 unit, Area IV
History (U.S.)	5	2 units (History 2X)	1 unit, Area IV
History (World)	5	2 units (History 2X)	1 unit, Area IV

Italian	4	1 unit (Italian 2X)	None
	5	2 units (Italian 2X)	None
Japanese	4	1 unit (AAL 2X)	None
	5	2 units (AAL 2X)	None
Latin (Literature/Catullus)	4	1 unit (Latin 1X)	None
	5	2 units (Latin 2X)	None
Latin (Vergil)	4	1 unit (Latin 1X)	None
	5	2 units (Latin 2X)	None
Mathematics AB (or AB subscore of Mathematics BC)	4	1 unit (Math 220)	1 unit, Area II
	5	2 units (Math 220, Math 224)	1 unit, Area II
Mathematics BC	below 4	see Mathematics AB	see AB<
	4,5	2 units (Math 220, Math 224)	1 unit, Area II
Physics B	5	2 units (Physics 130-1,2)	1 unit, Area I
Physics C-1	5	1 unit (Physics 135-1)	1 unit, Area I
Physics C-2	5	1 unit (Physics 135-2)	1 unit, Area I
Psychology	4,5	1 unit (Psychology 110)	1 unit, Area III
Spanish Language	4	1 unit (Spanish 2X)	None
	5	2 units (Spanish 2X)	None
Spanish Literature	4	1 unit (Spanish 2X)	1 unit, Area VI
	5	2 units (Spanish 2X)	1 unit, Area VI
Statistics	4,5	1 unit (Statistics 202)	1 unit, Area II

Northwestern does not offer credit for AP results in comparative government or music.

Weinberg College Recognition for International Baccalaureate Testing

International Baccalaureate higher level examination	Score	Northwestern credit	Distribution credit authorized (see note above)
Biology	6,7	1 unit (Biology 1X)	None
Chemistry	5,6	1 unit (Chem 101, placement in 171)	1 unit, Area 1
	7	3 units (Chem 101, 102, 103); placement in Chem 210-1 or 212-1	1 unit, Area 1
Computer Science	5,6,7	1 unit (Comp Sci 110)	1 unit, Area II
Economics	6,7	2 units (Econ 201, 202)	1 unit, Area III

English	<6,7	1 unit (English 1X)	None
History (European or American)	6,7	2 units (History 2X)	1 unit, Area IV
Mathematics	5, 6	1 unit (Math 220)	1 unit, Area II
	7	2 units (Math 220, Math 224)	1 unit, Area II

revised June 2008

LANGUAGE PLACEMENT

Below is a quick reference guide for how to fulfill the Foreign Language Proficiency Requirement in WCAS. Detailed information about placement exams and schedules is available online at:

<http://www.northwestern.edu/orientation/wildcatwelcome/before/academicplacement/index.html>

Students' placement exam results can be found here:

<https://www.mmlc.northwestern.edu/placement/results/>

Foreign Language Proficiency Table

<http://www.wcas.northwestern.edu/advising/degree/language/table.html>

This table summarizes ways to fulfill the WCAS Foreign Language Proficiency Requirement. For more details, please see the [information on WCAS Foreign Language Proficiency Requirement](#) in the online Weinberg College Student Handbook.

IMPORTANT NOTE: All courses used to attain the WCAS foreign language proficiency must be taken for a letter grade; they cannot be taken P/N.

Language	Department	Courses with a C- or Better	AP Score	Other
Arabic	African & Asian Lang.	AAL 106-3	none	Dept. Test and Interview
Bosnian/Croatian/Serbian	Slavic Lang. & Literature	Slavic 207-3	none	Dept. Test and Interview
Chinese	African & Asian Lang.	AAL 112-3	none	Dept. Test
Czech	Slavic Lang. & Literature	SLAVIC 206-3	none	Dept. Test and Interview
French	French & Italian	FRENCH 121-3 or 125-3 (3rd quarter) or 201	4 or better	Dept. Test and Interview
German	German	GERMAN 102-3, or German 201-4, 204, or 205	4 or better	Dept. Test and Interview
Greek (Ancient)	Classics	GREEK 201-3	none	Dept. Test
Hebrew	African & Asian Lang.	AAL 102-3	none	Dept. Test
Hindi	African & Asian Lang.	AAL 129-3	none	Dept. Test and Interview
Italian	French & Italian	ITALIAN 102-3, or 133/34-3	4 or better	Dept. Test and Interview
Japanese	African & Asian Lang.	AAL 116-3 or 217-1	none	Dept. Test and Interview
Korean	African & Asian Lang.	AAL 126-3	none	Dept. Test and Interview
Latin	Classics	LATIN 201-3	5	Dept. Test
Persian	African & Asian	AAL 119-3	none	Dept. Test and

	Lang.			Interview
Polish	Slavic Lang. & Literature	SLAVIC 208-3	none	Dept. Test and Interview
Portuguese	Spanish and Portuguese	PORT 111-3 and 112-3 completed concurrently	none	Dept. Test
Russian	Slavic Lang. & Literature	SLAVIC 102-3	none	Dept. Test and Interview
Spanish	Spanish and Portuguese	SPANISH 121-3 or SPANISH 125-0 (prior to 2008-09: SPANISH 102-3)	4 or better	Dept. Test and Interview
Swahili	African & Asian Lang.	AAL 122-3	none	Dept. Test and Interview
Turkish	African & Asian Lang.	AAL 132-3	none	Dept. Test and Interview

Updated 09/17/08

Psychology Placement Information for Freshmen, Fall 2009

July 2, 2009

➤ **Students who have not taken a college-level psychology course**

- Enroll in Psych 110-Introduction to Psychology

➤ **Students who have AP credit for Psych 110** (4 or 5 on the AP Psychology test)

- Psych 150-Advanced Introductory Psychology, designed especially for these students, provides a survey of the field of psychology at a more advanced level than Psych 110 or AP courses. Psych 150 will emphasize writing and original research. Students will design and conduct their own research project and will be encouraged and prepared to conduct independent research in future terms. Enrollment requires departmental permission; all interested students should contact the instructor, David Uttal, duttal@northwestern.edu. He will provide further information about the course and arrange for students to receive permission numbers.
- A 200-level course with openings (as of July) is also a good options for these students:
 - Psych 218-Developmental Psychology
- Two 200-level courses with no current openings (as of July) would be good options, if spaces open up:
 - Psych 204-Social Psychology
 - Psych 215-Psychology of Personality
- Students who have credit for Psych 110 and also have very strong biology backgrounds might consider enrolling in Psych 212-Introduction to Neuroscience.

➤ **Students who earned transfer credit for Psych 110** (that is, students who took Introduction to Psychology at another college or university and had the credit accepted by Northwestern)

- Same as for students with AP credit; also, check that the Psych 110 credit has been posted on the student's transcript.

➤ **Students who have already completed Psych 110 at Northwestern** (e.g., during summer session)

- The 200-level courses listed above are appropriate selections for these students.

➤ **Special situations**

- Contact Joan Linsenmeier, j-linsenmeier@northwestern.edu

Students considering majoring in psychology should be informed that the major requirements include **two 200-level math courses**. Those who have not already completed this requirement with AP credit should keep this in mind in planning their schedules.

Majors and Minors in Weinberg College

[African American Studies](#) (major, minor)

[African and Asian Languages Program](#)
(minor in Chinese Language and Culture, minor in Japanese Language and Culture)

[African Studies](#) (minor)

[American Studies](#) (major)

[Anthropology](#) (major, minor)

[Art History](#) (major, minor)

[Art Theory and Practice](#) (major)

[Asian American Studies](#) (minor)

[Asian and Middle East Studies](#) (adjunct major and minor in Asian and Middle East Studies, major in Asian and Middle East Languages and Civilizations)

[Astronomy](#) (see Physics)

[Biological Sciences](#) (major)

[Business Institutions](#) (minor)

[Central and Southeastern European Studies](#) (minor)

[Chemistry](#) (major, minor)

[Chinese Language and Culture](#) (minor)

[Classics](#) (major; minor concentrations in Latin, Greek, and Classical Studies)

[Cognitive Science](#) (major, minor)

[Comparative Literary Studies](#) (major)

[Computer Science](#) (major) (formerly Computing and Information Systems)

[Computing and Information Systems](#) (renamed Computer Science)

[Critical Theory](#) (minor)

[Drama](#) (major)

[Earth and Planetary Sciences](#) (major, minor) (formerly Geological Sciences)

[Economics](#) (major, minor)

[English](#) (major, minor)

[Environmental Policy and Culture](#) (minor)

[Environmental Sciences](#) (major) (cross-school program)

[European Studies](#) (major)

[Evolutionary Processes](#) (minor)

[Film & Media Studies](#) (minor) (School of Communication program)

[Financial Economics](#) (certificate) (Kellogg School of Management program)

[French](#) (major, minor)

[Gender Studies](#) (adjunct major, minor)

[Geography](#) (adjunct major, minor)

[Geological Sciences](#) (major, minor) (renamed Earth and Planetary Sciences)

[German](#) (major, minor)

[Global Health Studies](#) (minor)

[History](#) (major, minor)

[Humanities](#) (minor)

[Integrated Science](#) (major)

[International Studies](#) (adjunct major, minor)

[Italian](#) (major, minor)

[Japanese Language and Culture](#) (minor)

[Jewish Studies](#) (major, minor)

[Latin American and Caribbean Studies](#) (minor)

[Latina and Latino Studies](#) (major, minor)

[Legal Studies](#) (adjunct major, minor)

[Linguistics](#) (major, minor)

[Managerial Analytics](#) (certificate)

[Materials Science](#) (major, minor)

[Mathematical Methods in the Social Sciences](#) (adjunct major)

[Mathematics](#) (major, minor)

[Philosophy](#) (major, minor)

[Physics](#) (major, minor)

[Political Science](#) (major, minor)

[Psychology](#) (major, minor)

[Religion](#) (major, minor)

[Science in Human Culture](#) (adjunct major, minor)

[Slavic Languages and Literature](#) (major in Slavic Languages and Literatures, minor concentrations in Russian and in Slavic Studies, and in Central and Southeastern European Studies)

[Sociology](#) (major, minor)

[Sound Design](#) (minor) (cross-school program)

[Spanish and Portuguese](#) (major and minor in Spanish)

[Statistics](#) (major, minor)

[Transportation and Logistics](#) (minor) (cross-school program)

[Urban Studies](#) (adjunct major)

Improving the Odds for Freshman Success

Annotated quotations from: Bigger, J.J. (2005). Improving the odds for freshman success. Retrieved July 28, 2008 from NACADA Clearinghouse of Academic Advising Resources Web site:
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/First-Year.htm>

“The first year of college is trying for many students; new responsibilities and expectations can be overwhelming.”

Note: Some advisees may be having a hard time at first – this is normal.

“Betsy O. Barefoot (2000) outlined a number of objectives needed for a successful first-year transition program. Key are student-to-student interactions and student-to-faculty interactions.”

Note: The students in your seminar will benefit from their contact with you. Research has shown that student/faculty interaction promotes student success.

“Once objectives have been established, interventions must be implemented that define a transition program. The cornerstone of most programs is the first-year seminar course designed to introduce students to the college experience and teach them how to master it (Gardner, 2001).”

Note: The freshman seminar model is used by many institutions because it has shown to promote academic success and smooth the transition to college.

“... today's traditional-age student represents a new generation of college students known as the Millennial Generation.....Keeling (2003) notes that millennial students often have lofty goals and high expectations but often lack realistic plans for achieving their goals. Advisors must be prepared to help these students achieve a full understanding of how their educational and career goals align. Advisors should ask guiding questions to determine students' strengths and interests as well as what will make them happy.”

Note: Advising is more than just answering the questions that students have – the questions that you ask students can be even more important. Think Socratic Method.

“Often millennial students find the pressures of their first - year daunting. This can lead to extreme stress, depression, and, in some cases, student engagement in risky behaviors. Advisors should be aware of warning signs and know how to refer students to appropriate resources (Keeling, 2003).”

Note: Remember you are not alone. If you sense trouble, talk it over with someone in CAPS or an administrator. If you are not sure who to talk it over with, call your advising liaison.

“In the past thirty years significant efforts have been made to improve the experiences of students transitioning to our campuses. A variety of campus programs have been developed to meet the unique needs of these students and most importantly, help them become successful students.”

Note: Encourage students to utilize all the resources provided by the university. Teach them that asking for “help” is not a bad thing, and also that no single person or office will be able to meet all their needs.

**Weinberg College of Arts & Sciences
WCAS General Requirements Worksheet**

Note: This is a worksheet only. Content has not been verified by the registrar.

Name: _____ Class of 20____

Major, if known: _____ Optional 2nd Major: _____

Optional Minor(s): _____

Starting in Fall 2009, students must have one major, and the total number of majors plus minors may not be more than 3. Exceptions may only be granted by a WCAS adviser, and will not be granted to freshmen.

A. Writing Proficiency:

1. Two Freshman Seminars

Course Number & Title	Quarter/Yr Taken

2. Writing Proficiency Fulfilled Yes No

If no, student should consult his or her College Adviser about ways to fulfill the requirement. For details see <http://www.wcas.northwestern.edu/advising/degree/writing>.

B. Distribution Requirements

(12 courses total). Include AP credits (to a maximum of 2, one in each of two different areas), transfer credits, and courses taken at Northwestern in which a grade of D or higher was earned. No P/N courses allowed.

	Course Number & Title Quarter/Yr Taken
I. Natural Sciences	1.
	2.
II. Formal Studies	1.
	2.
III. Social Sciences	1
	2
IV. Historical Studies	1.
	2.
V. Ethics and Values	1.
	2.
VI. Literature & Fine Arts	1.
	2.

C. Foreign Language Requirement

Proof of two-year proficiency (this means through the intermediate level of an NU language course, or the approved equivalent.) Note below the final NU course completing proficiency, the AP score received, or the proficiency exam taken. (Grade must be C- or higher. No P/N)

Language Achieved	Proof of Proficiency	Quarter Proficiency

**A SUGGESTED PREMEDICAL COURSE OF STUDY
FOR STUDENTS WHO ARE NOT NATURAL SCIENCES MAJORS: 3-YEAR PLAN
(i.e. for students who want to apply to medical school at the end of their Junior year)**

	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
F R E S H	Chem 101 or 171 Math 220-0 _____ _____	Chem 102 or 172 Math 224-0 _____ _____	Chem 103 (if started with Chem 101, 102) [Math 230-0] _____ _____	Chemistry 101, 102, 103 OR some Math classes can be taken at NU over the summer instead of during the school year.
S O P H	Chem 210-1 Physics 130 or 135-1 _____ _____	Chem 210-2 Physics 130 or 135-2 _____ _____	Chem 210-3 Physics 130 or 135-3 _____ _____	Chemistry 210-1,2,3 OR Physics 130/135- 1,2,3 can be taken at NU over the summer instead of during the school year.
J R	Biol 210-1 _____ _____ _____	Biol 210-2 _____ _____ _____	Biol 210-3 _____ _____ _____	Bio 110-1,2,3 can be taken at NU over the summer instead of Bio 210-1,2,3 during the school year.
S R	[Biol 301] _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

[] indicates course is recommended, but is not required by all schools. Other courses in this table are required by most schools.

OTHER REQUIRED COURSE WORK: 3 English courses, or 2 WCAS Freshmen Seminars and 1 course in English.

OTHER RECOMMENDED COURSE WORK: Taking a course in statistics is a good idea. It is also advisable to take some science courses beyond the minimum required; this is especially important if some of the science credits were earned through AP.

Pre-Health Advising Page: <http://www.northwestern.edu/advising-center/health/medicine/allopathic/required.html>

**A SUGGESTED PREMEDICAL COURSE OF STUDY
FOR STUDENTS WHO ARE NOT NATURAL SCIENCES MAJORS: 4-YEAR PLAN**
(i.e. for non-science majors who spread out their pre-med course work over four years instead of three,
and delay applying to med school. This would mean taking one or more years between the end of
college and the beginning of med school)

	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
F R E S H	Chem 101 or 171 Math 220-0 _____ _____	Chem 102 or 172 Math 224-0 _____ _____	Chem 103 (if started with Chem 101, 102) [Math 230-0] _____ _____	Chemistry 101, 102, 103 OR some Math classes can be taken at NU over the summer instead of during the school year.
S O P H	Chem 210-1 _____ _____	Chem 210-2 _____ _____	Chem 210-3 _____ _____	Chemistry 210-1,2,3 can be taken at NU over the summer instead of during the school year.
J R	Biol 210-1 _____ _____ _____	Biol 210-2 _____ _____ _____	Biol 210-3 _____ _____ _____	Bio 110-1,2,3 can be taken at NU over the summer instead of Bio 210-1,2,3 during the school year.
S R	Physics 130 or 135-1 [Biol 301] _____ _____	Physics 130 or 135-2 _____ _____ _____	Physics 130 or 135-3 _____ _____ _____	_____ _____ _____ _____

[] indicates course is recommended, but is not required by all schools. Other courses in this table are required by most schools.

OTHER REQUIRED COURSE WORK: 3 English courses, or 2 WCAS Freshmen Seminars and 1 course in English.

OTHER RECOMMENDED COURSE WORK: Taking a course in statistics is a good idea. It is also advisable to take some science courses beyond the minimum required; this is especially important if some of your science credits were earned through AP.

Pre-Health Advising Page: <http://www.northwestern.edu/advising-center/health/medicine/allopathic/required.html>

**A SUGGESTED PREMEDICAL COURSE OF STUDY
FOR STUDENTS WHO ARE BIOLOGY MAJORS**

	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
F R E S H	Chem 101 or 171 Math 220-0 _____ _____	Chem 102 or 172 Math 224-0 _____ _____	Chem 103 (if started with Chem 101, 102) [Math 230-0] _____ _____	_____ _____ _____ _____
S O P H	Chem 210-1 Biol 210-1 _____ _____	Chem 210-2 Biol 210-2 _____ _____	Chem 210-3 Biol 210-3 _____ _____	_____ _____ _____ _____
J R	Physics 130 or 135-1 Biol 301 or 309 _____ _____	Physics 130 or 135-2 _____ _____ _____	Physics 130 or 135-3 _____ _____ _____	_____ _____ _____ _____
S R	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

[] indicates course is recommended, but is not required by all schools. Other courses in this table are required by most schools.

OTHER REQUIRED COURSE WORK: 3 English courses, or 2 WCAS Freshmen Seminars and 1 course in English. The Biological Sciences major requires students to take 1 Statistics course, offered by any department.

IMPORTANT NOTE: Science majors must take all of their science courses toward their major at Northwestern.

Pre-Health Advising Page: www.northwestern.edu/advising-center/health/medicine/allopathic/required.html

**A SUGGESTED PREMEDICAL COURSE OF STUDY
FOR STUDENTS MAJORING IN NATURAL SCIENCES OTHER THAN BIOLOGY**

	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
F R E S H	Chem 101 or 171 Math 220-0 _____ _____	Chem 102 or 172 Math 224-0 _____ _____	Chem 103 (if started with Chem 101, 102) Math 230-0 _____ _____	_____ _____ _____ _____
S O P H	Chem 210 or 212-1 Physics 135-1 ** _____ _____	Chem 210 or 212-2 Physics 135-2 ** _____ _____	Chem 210 or 212-3 Physics 135-3 ** _____ _____	Bio 110-1,2,3 can be taken at NU over the summer instead of Bio 210-1,2,3 during the school year
J R	Biol 210-1 _____ _____ _____	Biol 210-2 _____ _____ _____	Biol 210-3 _____ _____ _____	_____ _____ _____ _____
S R	[Biol 301] _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

** Physics majors typically take Physics 135-1,2,3 freshman year.

[] indicates course is recommended, but is not required by all schools. Other courses in this table are required by most schools.

OTHER REQUIRED COURSE WORK: 3 English courses, or 2 WCAS Freshmen Seminars and 1 course in English.

OTHER RECOMMENDED COURSE WORK: Taking a course in statistics is a good idea.

IMPORTANT NOTE: Science majors must take all of their science courses toward their major at Northwestern.