## Meeting 1: Course Selection for the Fall Term

### Pre-meeting blitz

* Blitz your advisees to tell them during what half-hour block you have scheduled their meeting on 9/9. You can ask your advisees to do the following in preparation:
	+ Instruct them to fill out the “Advising Questionnaire” form online before their appointment with you.
	+ Encourage students to take any and all placement tests for subjects in which they might have proficiency. Better to do so and score abominably than not and find oneself wasting time and money in a class a student didn’t need to take. Placement tests are offered online and on campus before and during orientation. The full placement exam schedule can be found online at: <http://www.dartmouth.edu/~orientation/placement/placementschedule.html>.

### Things to Cover

* Review of first-year requirements
* Residency Requirement (three-terms of residence)
* Writing Requirement: Writing 5, or its two-term equivalent Writing 2-3, followed by a First-Year Seminar. The Humanities 1-2 sequence, if both completed, can fulfill the First-Year Writing Requirement in place of Writing 5 and a First-Year Seminar. See **General Academic Requirements for Graduation,** p. 16**.**
* Review and explain Distributive Requirements. See **Distributive and World Culture Requirements,** p. 17.
* Discussion of Language Requirement, options and plans. See **The Language Requirement** p. 36.
* A student must have completed the Language Requirement by the end of the seventh term.
* Ask your advisee what his or her plans are for fulfilling the Language Requirement. It is a good idea that the student:
1. know which language they want to study to complete the requirement.
2. know how many terms they will need to complete the requirement.
3. know whether they want to incorporate off-campus-study into their D-Plan.

The Language Requirement need not be started in a student’s first term at Dartmouth. However, it is a good idea that the courses be taken consecutively, and should be coordinated with potential plans for an LSA or LSA+, which is often done in the sophomore year.

### Discussion of Schedule and Course Election

* Students who have been placed into Writing 2-3 will already be enrolled in a section by their advising meeting, and they will choose their other two courses around the time slot of their Writing 2-3 course.
* Students placed into fall term Writing 5 will elect one Writing 5 section at the same time as their other two fall term courses online through course election in BannerStudent.
* **Students no longer select alternate schedules.**
* Check enrollment sizes and caps for all courses in which your advisee is interested. This is important in order to: 1) have a notion of the likelihood of your advisee getting in to his/her desired courses, and 2) plan a balance of courses, so that your advisee isn’t taking only large lectures.
* Students should plan for alternate scenarios in case they do not get into their preferred Writing 5 section or fall term courses during initial course election. In that case, they will need to choose another section of Writing 5, or an alternate course from among those with space available starting at 8 am**, September 10**.
* Use the Faculty Advising Phonebank to call **representative faculty** regarding courses about which you may have questions.

Remind students that they are not locked into their initial selections for the first two weeks. They can drop or add any class freely until **Sept. 18**. They can add a course with the permission of instructor until **Sept. 25**. They can drop a fourth course without penalty until **Oct. 24**. A fourth course dropped AFTER Oct. 24 will exhaust one of the FOUR eligibilities for taking a fourth course without extra tuition. They can drop a third course without penalty until **Oct. 31**.

If a class seems inappropriate they can consider other alternatives. The choice of their schedule is ultimately their own.

## Meeting 2: Course Selection for the Winter Term

### Pre-Meeting Blitz

* Blitz your advisees to let them know that you will be available for a meeting.
* Instruct them to fill out the “Advising Questionnaire” online before their appointment with you.
* Remind advisees that they (probably) have to register their choice for either a Writing 5 section or First-Year Seminar online through course election in BannerStudent as well. (This will not apply to those students continuing in the Writing 2-3 sequence [with Writing 3].)

### Things to Cover

* Suitability of fall term courses
* **Course Election** for winter term
* Plans for the Language Requirement. The **LSA application deadline** for most programs taking place in 2016-2017 is February 1, 2017 (programs taking place in 17X have a January 5, 2017 deadline).
* Your advisee should have a clear plan about how s/he is going to fulfill the Language Requirement.
* Encourage your advisee to think of fulfilling **Distributive Requirements** as a mechanism of exploration.
* **Reference letters:** Discuss the fact that every student is going to have to ask members of the faculty for reference letters at some point (perhaps as early as winter term, when applying for off-campus programs or summer internships). Have they had any one-on-one conversations with their professors? Are they using office hours?
* Remind students that they are not locked into their initial selections for the first two weeks of winter term. They can drop or add any class freely until **Jan. 10**. They can add a course with the permission of instructor until **Jan. 17**. They can drop a fourth course without penalty until **Feb. 14.** A fourth course dropped AFTER Feb. 15 will exhaust one of the FOUR eligibilities for taking a fourth course without extra tuition. They can drop a third course without penalty until **Feb. 20**.

## Meeting 3: Course Selection for the Spring Term and D-Plan

**NOTE: Many of your advisees may at this point not feel the need to meet with you. It is appropriate to make yourself available if they do.**

### Pre-Meeting Blitz

* Blitz your advisees to let them know that you will be available for a meeting.
* Instruct them to fill out the “Advising Questionnaire” online before their appointment with you.
* Remind those advisees who are scheduled to take their First-Year Seminar in the spring to register their choices online through course election in BannerStudent.
* Remind them that one of the things you will be discussing is their D-Plan, which they will have to register by **April 13**. Invite them to begin thinking about what term they want to take off and why.

### Things to cover

* Course election for spring term, including alternate schedules for capped courses. Students may be reassessing their academic goals. It is appropriate to begin to build course selection on new or developing interests. It may also be appropriate to broach the question of major study.
* Summer plans. Some options and opportunities to inform your advisee about include:
	+ Internships (for which, direct them to the [Center for Professional Development](http://www.dartmouth.edu/~csrc/) [formerly Career Services])
	+ Summer term (and sophomore year) research opportunities (for which, direct them to the [Office of Undergraduate Research](http://www.dartmouth.edu/~ugar/undergrad/))
* D-Plan. Ask your advisee to articulate what his or her current thinking is about his/her D-Plan: When s/he is planning on taking the off term? What his/her goals are for the off term? How s/he might integrate this opportunity with his/her academic goals? What will his/her overall schedule look like if doing an off-campus program?
* First-year students must submit their enrollment pattern (D-Plan) by **April 13**. Let them know that they are not locked into this schedule.

Encourage students to make use of [The Center for Professional Development](http://www.dartmouth.edu/~csrc/) (formerly Career Services) early on to find an internship. Also, many departments and offices sponsor internships and offer competitive grants to support students during their off-terms. For more information, see: <http://www.dartmouth.edu/~ugar/undergrad/other.html>

Remind students that they are not locked into their initial selections for the first two weeks of spring term. They can drop or add any class freely until **April 2**. They can add a course with the permission of instructor until **April 9**. They can drop a fourth course without penalty until **May 5**. A fourth course dropped AFTER May 6 will exhaust one of the FOUR eligibilities for taking a fourth course without extra tuition. They can drop a third course without penalty until **May 16.**

## Meeting 4 (suggested): Reflecting on the first year of college

**NOTE: While, for some students, meeting with their first year advisor to help them reflect upon their first year might seem unproductive, this is the perfect time to move beyond the previous goal of selecting classes for the coming term.**

**Timing of the meeting**

Since this meeting is not necessarily linked to course choice, you can send out a note at your convenience. Some strategies might include:

* In the first week of classes (before the work of the term makes finding a time to meet too difficult),
* When the timetable for fall courses is available (**May 5**)
* Pre-examination break (**May 31**) for a meal or coffee break

**What to discuss**

What did your advisee learn about themselves in their first year? What was their most interesting class? Do they see themselves pursuing that topic further? What did they learn about how they can be successful in the classroom? It might be interesting to have your advisee reflect upon their successes and failures as a learner and offer the occasional failure as a learning experience.

**The reality of this meeting**

In many ways, the value of this meeting is dependent upon the rapport developed between you and your advisee. If the conversations have been entirely transactional (“What courses should I take?” “How can I fulfill my language requirement?”), it is likely that this meeting will feel like a low priority to you and the student. If, however, the previous conversations have gone deeper, this might be a very important time to preface the important meeting that will come in the fall term. The reality of advising students, though, is that not everyone assigned to you in the fall will see the advantage of establishing a relationship with their faculty advisor.

## Meeting 5: Transitioning to a major and a major advisor

**NOTE: While the relevance of this meeting will depend a great deal on the quality of the relationship you will develop with your advisees in the first year, it is still a good idea to contact your all of your advisees in the first week of classes.**

The Fall Term of the sophomore year is an important time for students to re-evaluate their academic goals and start working towards a focused plan. This might not be about particular course choice, but about aligning a student’s interests with what they have learned in their first year and what they would like to consider doing in the future. This conversation is open-ended, but you can start with some of these resources:

* In preparation for this meeting you might refer your students to an excellent resource through the Undergraduate Dean’s Office: <http://www.dartmouth.edu/~upperde/sophomores/>
* Has your advisee thought about *how* to choose a major? This is often a better question at this point than what major they are interested in pursuing. Students will choose a major after 5 terms in residence, but the actual deadline is **April 4, 2017**. It is a good idea to start the process with some insights:
	+ What are some of the common myth about choosing a major? The Undergraduate Dean’s Office has prepared a great starting point: <http://www.dartmouth.edu/~upperde/academic/planning/myths.html>
	+ What is the relationship between choosing a major and an eventual career? Dartmouth’s Center for Professional Development has summarized the career choices of some Dartmouth graduates with every major offered at Dartmouth. There is also a great summary of the skills associated with individual majors: <http://www.dartmouth.edu/~csrc/explore/majors/>

In any case, this meeting offers the perfect opportunity for you to relate your own passion and choice of careers. Whether your own choice was made in a minute or in months, encourage students to think broadly about where Dartmouth might take them in life and how to best explore their options.