1 ADVISOR CALENDAR FOR ORIENTATION 2007 ........................................2

2 ADVISING FIRST YEAR STUDENTS .........................................................4
  2.1 EXPECTATIONS OF PRE-MAJOR ADVISORS ........................................ 4
  2.2 RELATED RESPONSIBILITIES OF ADVISING ........................................ 4

3 ADVISING DURING ORIENTATION ..........................................................5

4 INFORMATION ABOUT YOUR ADVISEEES .........................................6
  4.1 THE STUDENT FOLDER ......................................................................... 6
  4.2 READING A NEW STUDENT PROFILE .................................................. 6

5 ADVISING AFTER ORIENTATION ............................................................7

6 ADVISING ABOUT UNIVERSITY REQUIREMENTS ...........................8
  6.1 PROGRESS REPORT FOR STUDENTS IN LIBERAL ARTS ...................... 8
  6.2 UNIVERSITY REQUIREMENTS, SCHOOL OF ARTS AND SCIENCES ....... 8
  6.3 FOUNDATION REQUIREMENTS, SCHOOL OF ARTS AND SCIENCES ..... 8
  6.4 DISTRIBUTION REQUIREMENTS, SCHOOL OF ARTS AND SCIENCES .... 10
  6.5 INFORMATION ABOUT MATH COURSES ............................................. 11
  6.6 ANSWERS TO FREQUENTLY ASKED QUESTIONS ............................... 13
  6.7 GLOSSARY OF ADVISING TERMS .................................................... 16

7 RESOURCES .............................................................................................17
  7.1 ONLINE ADVISOR HANDBOOK ............................................................ 17
  7.2 USEFUL CONTACT INFORMATION .................................................... 17
  7.3 DISABILITY SERVICES ....................................................................... 19
1 ADVISOR CALENDAR FOR ORIENTATION 2007

Prior to August 28th

Make arrangements to speak with the orientation leaders assigned to assist you with advising. They have been instructed to contact you over the summer.

Write to your new advisees and welcome them to the University.

Advisor packets will be delivered to the advisor’s department on Friday, August 24th.

Tuesday, August 28th

2:00
Dowling 745

Advisor training for new and returning Liberal Arts pre-major advisors with Kate Nash

2:00-3:00
Nelson Auditorium

Advisor training for ALL Engineering pre-major advisors with Dean Kim Knox

Wednesday, August 29th

Incoming first-year students arrive
Ideally, advisors will have spoken with their orientation leaders over the summer. Wednesday morning is a time you might want to meet to discuss expectations, although some leaders may have other duties.

12:00-1:15
President’s Lawn

Picnic lunch for students, parents, faculty and staff

1:30
Between Ballou and Barnum Halls

Assemble for Matriculation

1:45-2:45
Academic Quad

Matriculation

3:15
Balch Arena Theatre

Faculty Meeting

5:00-6:30
See Pre-Dinner Advising Room Assignments

Pre-Dinner Advising Meeting
At this time, schedule advising appointments or provide your orientation leaders with the times you are available for appointments on Thursday, August 30th or Friday, August 31st, depending on whether your advisees are Liberal Arts, Engineering, MFA, NEC or Transfer students.
6:30-9:30  
Gantcher Center

Dinner and Celebration of the Class of 2011 and Transfers

Please make every effort to attend dinner and get acquainted with your advisees. You advising folder contains your invitation. Your Pre-Dinner Advising Room Assignment shows your arrival time at Gantcher.

Thursday, August 30th

9:30-11:00
Alumnae Lounge, Aidekman
Arts Center, Talbot Ave

Transfer of credit meeting, for those who are involved

1:30-5:00

Advising Meetings

Individual advising appointments with Engineering, MFA, NEC and Transfer advisees. Allow 20-30 minutes per student conference.

Friday, August 31

9:00-5:00

Advising Meeting

Individual advising appointments with Liberal Arts advisees and some continued appointments with Engineering, MFA, NEC and Transfer advisees (morning only). Allow 20-30 minutes per student conference.

1:30-5:30

Registration (Transfer, Engineering, MFA and NEC students).
Orientation leaders will assist students with on-line registration in various locations. Help will also be available in the computer lab in Eaton.

Saturday, September 1

9:00-5:00

Registration (Liberal Arts students)
Orientation Leaders will assist students with on-line registration in various locations. Help will also be available in the computer lab in Eaton.
2 ADVISING FIRST YEAR STUDENTS

Pre-major advising introduces first-year students to the academic opportunities available at Tufts. Effective advising makes an enormous difference; it helps students experience intellectual excitement and engagement, provides them with a sense of belonging to the academic community, and guides them toward academic success.

Tufts University offers five different advising programs: Curricular Advising Program (CAP), the Faculty Seminar Program, the Host Advising Program, the Explorations Program, and the Perspectives Program.

You will be matched with up to 14 advisees (depending on which advising program you participate in) and you will receive a list of their names and addresses during the summer. You are encouraged to write to them and tell them a little bit about yourself and how you expect to work with them.

To assist you in the work of advising, you will be assigned two upper-level orientation leaders (OLs). The names and addresses of your orientation leaders will be sent to you along with your list of advisees. The OLs are instructed to contact you during the summer and arrange a meeting with you to discuss how you will work together. Please let them know your expectations of them.

2.1 EXPECTATIONS OF PRE-MAJOR ADVISORS

- Help advisees begin long-range planning for a liberal arts or engineering program.
- Maintain regular contact with advisees.
- Inform advisees as to when and how they can reach you for regular business and emergencies outside of your established advising sessions.
- Communicate to advisees that you are interested in and concerned about their intellectual and social development during the college years. Get to know them and encourage them to know you.
- Guide and counsel advisees in their selection of courses, combining challenging with less difficult courses and exploring different fields of study. In course selection, help students take into account their academic preparation, educational goals, and personal interest.
- Explain university requirements and the various ways of fulfilling them.
- Draw advisees' attention to deadlines for pass/fail, add, and withdrawal.
- Assist advisees in deciding on a major, along with parents, deans, Career Services, and the Program Director of Advising. See that liberal arts sophomores and first-year engineering students declare a major before spring registration.
- Where appropriate, refer students to university resources for academic help, supplementary advising and counseling, or special programs.
- Let your advisees and the Program Director of Advising know if you are going on leave. Instruct advisees on how to select a new advisor, either permanently or for the time you are away.

2.2 RELATED RESPONSIBILITIES OF ADVISING

1. Attend advisor training in the summer.
2. Attend appropriate sessions of orientation.
3. Get acquainted with Orientation Leaders and review their roles and responsibilities.
4. Relate advising concerns, issues, and suggestions to the Program Director of Advising.
5. Above all, serve as a concerned adult to new Tufts students, many of whom are thousands of miles away from home for the first time.
3 ADVISING DURING ORIENTATION

INFORMATION FOR ADVISING
An advising folder exists for each of your advisees. Your folders will be available for pick-up at the Student Services Desk in Dowling Hall on Friday, August 24th. Student Profiles in the folders supply basic information about your advisees.

PRE-DINNER GET-ACQUAINTED MEETING
The orientation leaders will lead each advising group in a pre-dinner advising meeting. It is important to be present at these meetings; many advisors have found it quite helpful to drop in on their groups and listen to some of the questions and concerns of their advisees. You may also arrange with the orientation leaders to reserve some time at that meeting to introduce yourself and discuss advising issues. During the meeting, make sure that you set up individual advising appointments with each of your advisees for Thursday, August 30 (Engineering, MFA, NEC, and Transfer) and Friday, August 31 (Liberal arts and some continued Engineering, MFA, NEC, and Transfer in the morning). Please let your advisees and OLs know where your office is located.

ORIENTATION DINNER
It is suggested that you attend the first night dinner and celebration of the Class of 2011 and transfers. In your advising folder, you will find an invitation indicating the time and place.

INDIVIDUAL ADVISING SESSIONS
On Thursday, August 30 and Friday, August 31, you will meet with all of your advisees individually to discuss their schedules for the semester, fill in their registration forms, and release them to register. Orientation leaders will be happy to help you in any way, by meeting with your advisees as a group while you see individuals, by explaining the block schedule, or by performing duties you assign. You will need to know about your advisees' non-academic interests and commitments such as jobs, ROTC, and sports activities. Meeting with advisees individually gives you more opportunity to get to know them better, to ask about their families, and to find out things that will help you to advise them better.

REGISTRATION DATES AND TIMES
Students from the School of Engineering, the joint program with the New England Conservatory of Music and the School of the Museum of Fine Arts, as well as all transfer and domestic exchange students register on Friday, August 31 between 1:30 p.m. and 5:30 p.m. All other liberal arts students register on Saturday, September 1 between 9 a.m. and 5 p.m.

HELPFUL HINTS FOR ADVISING DURING REGISTRATION
- Have students fill out their proposed schedules on the time block sheet.
- Be sure that students choose and write down alternative courses in case their first choices are closed when they register. Have students list the department, course number and section, time block, and course title for each alternative course.
- Be sure to keep copies of the students’ schedules for your record and for their advising folders.
- Keep an updated list of your advisees’ campus and permanent addresses, local and home phone numbers, and e-mail.
- Make notes about the students’ interests, especially possible majors and any academic concerns.
4 INFORMATION ABOUT YOUR ADVISEES

4.1 THE STUDENT FOLDER
You will receive a folder for each student in your advising group. Your folder contains the following items:

- High School transcript
- New Student Profile (please see the next section for instructions on reading the Profile)
- "What My Advisor Should Know" Questionnaire submitted by students
- Progress Report (Liberal Arts Advisors only)
- ENGLISH 3 LETTER, if appropriate
  o English 3 is the equivalent of English 1, but the course provides individualized attention to help students with the linguistic and cultural issues that may arise out of using a second language in academic writing. English 3 is offered pass/fail and is full credit course. Students are offered the opportunity to enroll in the class.
- MATH 4 LETTER, if appropriate (Liberal Arts Advisors only)
  o Students with a Math SAT Score below 560 or a Math ACT score below 23 are required to take Math 4 in the first semester of their first year. Students can exempt out of this requirement by passing the Placement Exam offered during Orientation or receiving a score of 5 or 4 on the Calculus AB Advanced Placement Exam.

4.2 READING A NEW STUDENT PROFILE
The terms described below appear on the form entitled "New Student Profile," enclosed in the advisee folders. Use the key at the bottom of the Profile sheet for an explanation of the code.

LEGACY
Did a parent or close relative attend Tufts?

RANK IN CLASS
Unless you know how challenging the high school program is and how competitive the student population, it is difficult to draw any useful conclusions from class rank.

SAT I
Verbal, Math, and Writing aptitude scores on the SAT I are out of a total of 800.

TOEFL
Some international students will have taken the Test of English as a Foreign Language. A score of less than 560 on this exam may require special planning, including referring the student to available support services. Such a student is eligible to fulfill the foundation writing requirement in English 3 and English 4, designed for non-native English speakers. A score of 0 means that the student did not take the exam or that we do not have the score on file.

SAT II
To determine the SAT II score, use the SAT II key to determine the subject area, and then add a zero to the end of the two digit number. For example, a score of M154 means Math 1: 540. This is a first-level math exam with a score of 540. M254 means Math level 2: 540. Students with scores below 600 (60) may find math challenging.
5 ADVISING AFTER ORIENTATION

GROUP MEETING WITH ADVISEES
Advisors of first-year students are encouraged to invite the students to their homes for an informal meal; some arrange for the group to have a meal together on campus. Meal cards are available for commuting students and for you from the S.P.I.R.I.T. program in Undergraduate Education in Dowling Hall. It is also possible for advisors to be reimbursed up to $75.00 through the S.P.I.R.I.T. program for meals provided at the advisor's home. Please note that to be reimbursed, the faculty member must be present at the event. For Explorations and Perspectives, the Ex College will fund similar activities.

REVIEW OF ACADEMIC PROGRAMS
By the end of the first month of fall semester, you should review your advisees' academic programs. These should be reviewed for accuracy and soundness. Advisees with academic programs that concern or puzzle you should be contacted immediately.

ADD/DROP PETITIONS
Advisors should be aware of the deadlines for adding and dropping courses and for withdrawing from courses. Many of your advisees will be visiting you around these dates, since advisors must sign off on all changes to a student’s academic program. Please post your office hours or have a sign-up sheet available so students can make appointments to see you.

ACADEMIC DIFFICULTY AND PROBATION
Advisors of first-year students in academic difficulty will be sent a letter midway through the semester. You are encouraged to meet with your advisees in trouble at that time. Please keep in mind that academic difficulty is rarely a matter of lack of ability; rather, it is often an indication of other problems. There are many resources available to you and the student for help in dealing with academic difficulty.

Any student with a GPA less than 1.8 or with fewer than three credits earned in the semester will be placed on academic probation. The student must take four courses (4 credits) the following semester and receive a C- or better in each to get off probation. Students on academic probation should not take courses pass/fail, nor should they request an incomplete except in cases of medical or other serious emergency. Remember that students on financial aid and international students may be adversely affected by probation. Discuss their situations and refer them to the International Center or the Financial Aid Office for accurate information.

REGISTRATION
At the midpoint of each semester, the Program Director of Advising and Scholarship will send you a reminder to meet with your advisees. Please anticipate this busy period and plan your schedule so that you are able to meet your advisees before their registration appointments. Also consider calling or writing your advisees, giving them your schedule of advising hours and asking them to make appointments to discuss course selection, appropriate academic programs, questions about deciding on a major, and other advising issues.

LEAVE OF ABSENCE/TRANSFER
Students considering taking a leave of absence or transferring to another school must fill out a form available in Undergraduate Education. They must speak with their academic dean and notify Residential Life if they have signed a contract for housing and the Financial Aid Office if they are on financial aid.
6 ADVISING ABOUT UNIVERSITY REQUIREMENTS – THE SCHOOL OF ARTS AND SCIENCES

During their first semester at Tufts, Liberal Arts students take 4 or 5 courses. Most students choose to fulfill their College Writing Requirement, continue in their foreign language and then find 2-3 additional courses that interest them. While advisors and students should be aware of the requirements for graduation, it is most important for students to structure their course load to be manageable and enjoyable.

**Students and advisors should also keep in mind the importance of AP exams and equivalencies. Acceleration credits are treated as regular course credits so if a student receives Tufts acceleration credit for an AP Exam, IB or other credit, and then takes a Tufts course that is at an equal or lower level, he or she will lose the university credit that was earned via the exam.**

6.1 PROGRESS REPORT FOR STUDENTS IN LIBERAL ARTS

You will receive a Progress Report in each of your student folders. This checklist will help you and your students track their fulfillment of the requirements in each of the categories. Additional copies of the Progress Report can be downloaded from the Online Advisor Handbook at http://ase.tufts.edu/undergradeducation/advising.asp.

6.2 UNIVERSITY REQUIREMENTS, SCHOOL OF ARTS AND SCIENCES

For complete information on foundation, distribution, and concentration requirements, please consult The Bulletin at http://ase.tufts.edu/bulletin/liberal_arts.html.

Courses taken to fulfill requirements (Foundation, Distribution, Concentration, and Minor) may NOT be taken Pass/Fail. In addition to the requirements, students in the School of Arts & Sciences need 34 credits and 8 semesters of full-time study. See The Bulletin for details on requirements for major (concentration) and further graduation requirements.

6.3 FOUNDATION REQUIREMENTS, SCHOOL OF ARTS AND SCIENCES

The faculty recognizes the following elements as basic to any program leading to a bachelor's degree in liberal arts, whatever a student's particular interests may be. First, an educated person in our society must be able to write coherent English, and must be able to apply that writing ability to the critical analysis of information and ideas in any field. Second, the study of another language and of foreign cultures is indispensable to a liberal education; such study provides a basis for locating oneself within a larger cultural and international context. Courses in college writing, foreign language and culture, and world civilizations constitute the foundation of a liberal arts education at Tufts.

The foundation requirements should be met early in a student's college career, so that these courses may serve as a foundation for later work. Please refer to The Bulletin for more information on foundation requirements.
COLLEGE WRITING REQUIREMENT
Two semesters of college writing are normally required for graduation in liberal arts. In general, students should complete this requirement in the first year. Most students do so by taking English 1 (Expository Writing) in the first semester and, in the second semester, English 2 (College Writing Seminar) or another approved writing course (such as Philosophy 1). A Philosophy 1 class (or other English 2 substitute) transferred from another college will not count for English 2 or 4. Students taking courses approved as English 2 substitutes may not count them as English 2 if taken before or at the same time as English 1. Students for whom English is a second language may take English 3 with consent of the instructor. Courses taken toward fulfillment of this requirement must be taken for letter grades, except English 3, which is pass-fail.

Please see The Bulletin for the list of exemptions from the Writing Requirement.

FOREIGN LANGUAGE/CULTURE REQUIREMENT
This foundation requirement has two parts. First, every student must satisfy a basic language requirement, demonstrating knowledge of a foreign language equivalent to three semesters of college courses. The second part of the requirement may be satisfied in several different ways. Students may take advanced courses in the same foreign language, undertake study of a second language, or study a foreign culture through courses taught in English.

PART I. BASIC LANGUAGE REQUIREMENT
Entering students are expected to demonstrate competence in a second language equivalent to three semesters of college courses. Secondary school transcripts are not accepted as evidence of language competence. Language competence may be determined on the basis of a placement examination taken at Tufts, SAT II Subject Test scores, or a college transcript. Entering students who do not demonstrate the required level of competence must take college language courses until that level is reached.

PART II CONTINUED LANGUAGE STUDY / CULTURE OPTION
After the basic language requirement has been satisfied, the student has four options:

1. To continue study in the foreign language used to fulfill the basic language requirement until two courses have been completed at the third-year level.
2. To complete courses through the third college-semester level in a language different from the one used to satisfy the basic language requirement. For students in the Class of 2009, American Sign Language may be used to fulfill this option.
3. To complete three credits dealing with a single culture or designated cultural area, either the same as or different from the language taken to fulfill Part I. The course must deal with a foreign culture. For students beginning with the Class of 2009 who elect to take this option, at least one course must focus on the region of origin.
   a. Culture courses are regularly updated at http://studentservices.tufts.edu/registration.htm. Students wishing to submit courses that are not on this list (or its updated semester supplement) must petition the Academic Review Board; forms are available in Dowling Hall.
4. Foreign language courses beyond the third college-semester level may be counted as part of the culture option, e.g., Spanish 4, French 4, or courses at higher levels. For example, a student who has completed four semesters of foreign language study may choose to complete the foundation requirement by taking two culture courses in the same culture area as that of the language studied.
FOREIGN LANGUAGE PLACEMENT
Students may determine their placement and/or exemption from all or part of the requirement in the following ways:

1. The best ways to determine proper placement for continued study of a foreign language is to take the placement test offered during orientation. Our language departments emphasize that this test provides the most accurate assessment of students' proficiency. Proper placement in courses will prevent students from taking a course that is too easy or too difficult for them.

2. If students have taken Advanced Placement examinations in a foreign language, they can refer to The Bulletin for an explanation of their placement and possible credit. Students who speak, read, and write a foreign language other than those taught at Tufts may be exempt from all or part of the foreign language requirement. These students should see Sheila Bayne in Undergraduate Education for testing.

WORLD CIVILIZATIONS
The world civilizations requirement focuses on an in-depth study of a non-Western civilization or civilizations, or the interaction of non-Western and Western civilizations with equal attention given to both. The definition of the non-Western world is considered to include Africa, Asia, the Caribbean, Latin America, and selected indigenous cultures of Oceania and North America. The course taken in fulfillment of the world civilizations requirement may be used to fulfill the culture option or that distribution requirement for which the course would normally be appropriate, but not both. For an updated list of courses that have been approved by the Academic Review Board, visit http://studentservices.tufts.edu/registration.htm. For approval of courses that do not appear on this list, a petition form, available at Dowling Hall, with a course syllabus must be submitted to the chair of the Academic Review Board.

QUANTITATIVE REASONING
The quantitative reasoning requirement is designed to impart basic mathematical skills that students will need throughout their studies. Students with a Mathematics SAT score of 560 or above are automatically exempt from this requirement.

Students with a mathematics SAT score below 560 must take Mathematics 4 in the fall semester of their first year. For these students, Mathematics 4 will fulfill one credit of the two-credit mathematical sciences distribution requirement. Students who wish exemption from Mathematics 4 must pass the placement examination offered by the mathematics department during orientation week.

6.4 DISTRIBUTION REQUIREMENTS, SCHOOL OF ARTS AND SCIENCES
The faculty holds that a student enrolled in any program leading to a liberal arts degree must demonstrate a reasonable acquaintance with each of the following five areas of inquiry: the humanities, the arts, the social sciences, the natural sciences, and the mathematical sciences. As in the case of the foundation requirement, a student may be granted credit toward fulfillment of the distribution requirement in any of these areas on the basis of an examination such as the AP or International Baccalaureate.

Students are expected to take two classes in each of the five areas, with no more than two of the ten courses used to fulfill the requirement may be from a single department or program. Students are advised to attend to their distribution requirements early. Please refer to The Bulletin for an updated list of courses that fulfill the distribution requirements.
6.5 **INFORMATION ABOUT MATH COURSES**

**THREE DIFFERENT LEVELS OF CALCULUS**

**Math 11, 12, 13 sequence**
This is the standard three-semester calculus sequence. Students should begin with the course that best matches their preparation. Those with an AP score of 4 or 5 on the Calculus AB exam receive one acceleration credit (for Math 11) and should consider Math 12 or 17. Students with an AP score of 5 on the Calculus BC test receive two acceleration credits (for Math 11 and 12) and should consider taking Math 13 or 46.

**Math 5**
This is a one-semester introduction to calculus. Therefore students whose majors or future plans require two semesters of calculus should NOT take Math 5. Those who begin with Math 5 and then need another semester of calculus run into difficulty because Math 5 is not adequate preparation for Math 12. Pre-med students who need only one semester of calculus may take Math 5. Math 5 will not count toward a degree in the School of Engineering. **STUDENTS ENTERING TUFTS IN THE FALL OF 2007 WILL RECEIVE AN ADDITIONAL HALF-CREDIT (WITH GRADE) FOR MATH 11 IF THEY TAKE IT AFTER RECEIVING CREDIT FOR MATH 5. CREDIT FOR MATH 5 MAY COME IN THE FORM OF TRANSFER, FOREIGN DIPLOMA CREDIT OR BY TAKING THE COURSE AT TUFTS, BUT THE EXTRA HALF CREDIT FOR MATH 11 MAY ONLY BE EARNED BY TAKING THE COURSE AT TUFTS FOR A GRADE.** Current students have the option of choosing between the old or new policy. Please note, the extra half-credit for Math 11 **WILL NOT** count for a mathematical sciences distribution credit. Also, students **WILL NOT** receive course credit for Math 5 when taken after or concurrently with Math 11.

**Math 17, 18 sequence**
This is a two-semester honors calculus sequence, which offers a more theoretical approach for those with AP credit or an equivalent course in high school. At the end of the two semesters students will have covered the material of Math 11, 12, and 13 on a more sophisticated level. Math 17 is for students with strong backgrounds and a strong interest in math. Prospective math majors should consider Math 17; however, many math majors also begin with Math 11 or 12. Students who enter Math 17 without AP credit will receive an additional credit (acceleration credit without grade) upon successful completion of the course. Math 13 may be substituted for Math 18 in the sequence. Students who receive an AP score of 5 on the Calculus BC test (and who therefore earn two acceleration credits) will forfeit a credit by taking Math 17 and should consider Math 13 or 46.
**ALGEBRA AND TRIGONOMETRY**

Math 4  
This is a one-semester course that does not satisfy the mathematical sciences distribution requirement unless a student is required to take it. **STUDENTS WITH A MATH SAT SCORE BELOW 560 OR A MATH ACT SCORE BELOW 23 ARE REQUIRED TO TAKE MATH 4 IN THE FIRST SEMESTER OF THEIR FIRST YEAR**, unless they are granted exemption either by passing the Placement Exam offered by the Math Department during orientation or by receiving an AP score of 4 or 5 on the Calculus AB exam. Math 4 will not count toward a degree in the School of Engineering. [Offered only in the FALL]

**OTHER INTRODUCTORY MATHEMATICS COURSES**

Math 6  
**Introduction to Finite Math**  
This is a one-semester course in finite mathematics with topics selected from financial math, matrix algebra, game theory, statistics, and probability. The prerequisites are high-school algebra and geometry. Math 5 is NOT a prerequisite, nor does the course involve any calculus. Engineers are not permitted to take Math 6 for credit. [Offered only in the SPRING]

Math 8  
**Symmetry**  
This is a one-semester course in which students learn a mathematical treatment of the symmetries of wallpaper patterns and how to identify the 17 distinct types and draw them. The prerequisite is high-school geometry. Three lectures, one section. Engineers are not permitted to take Math 8 for credit. [Offered only in the SPRING]

Math 9  
**The Mathematics of Social Choice**  
This is a one-semester course in which students are introduced to mathematical methods for dealing with questions arising from social decision-making, such as apportioning votes in multi-candidate elections. The prerequisite is high-school algebra. Engineers are not permitted to take Math 9 for credit. [Offered only in the FALL]

For questions about placement into math courses, please contact Gail Kaufmann at x72162.
6.6 **ANSWERS TO FREQUENTLY ASKED QUESTIONS**

**MATH**

**How do I satisfy the math requirement?**

The math requirement may be satisfied in a variety of ways, depending on a student’s proposed course of study and individual interests. Liberal Arts students who are not pre-med and do not plan to major in math do not necessarily have to take calculus and should be aware of the available options. While some of them may elect to take calculus, others might be interested in alternative, non-calculus math classes (including Math 6, 8, 9, and 10, offered in the spring semester) or other courses that fulfill the math requirement (such as Psychology 31 and Sociology 101). All Computer Science courses also fulfill the Mathematics Distribution Requirement. Pre-med students must take one semester of calculus; only two medical schools (Harvard and Duke) require two semesters of calculus. All Engineering students take calculus their first year (Math 11-12).

**What is the difference between Math 5 and Math 11?**

Students should seriously consider not only their level of preparation but what major they may choose before selecting Math 5 or Math 11. Most medical schools require only the equivalent of Math 5. However, certain science majors (e.g. biochemistry, chemical physics, geology, Math, and physics) require Math 11 and 12. For students likely to select one of these majors, Math 11 is the wiser choice, as Math 5 is not adequate preparation for Math 12. **Please be advised of the following change effective Fall 2007:**

**STUDENTS ENTERING TUFTS IN THE FALL OF 2007 WILL RECEIVE AN ADDITIONAL HALF-CREDIT (WITH GRADE) FOR MATH 11 IF THEY TAKE IT AFTER RECEIVING CREDIT FOR MATH 5. CREDIT FOR MATH 5 MAY COME IN THE FORM OF TRANSFER, FOREIGN DIPLOMA CREDIT OR BY TAKING THE COURSE AT TUFTS, BUT THE EXTRA HALF CREDIT FOR MATH 11 MAY ONLY BE EARNED BY TAKING THE COURSE AT TUFTS FOR A GRADE.** Current students have the option of choosing between the old or new policy. Please note, the extra half-credit for Math 11 **WILL NOT** count for a mathematical sciences distribution credit. Also, students **WILL NOT** receive course credit for Math 5 when taken after or concurrently with Math 11.

**WORLD CIVILIZATION**

**Which courses fulfill the World Civilizations requirement?**

The University Bulletin contains an up-to-date listing of these courses. The world civilizations requirement focuses on an in-depth study of a non-Western civilization or civilizations, or the interaction of non-Western and Western civilizations with equal attention given to both. **The definition of the non-Western world is considered to include Africa, Asia, the Caribbean, Latin America, and selected indigenous cultures of Oceania and North America.** Please visit http://studentservices.tufts.edu/registration.htm for the current list of World Civilizations courses.
**SCIENCE**

Which science courses are suitable for non-science majors?
The following is a list of courses that fulfill the science requirement but are designed specifically for those not interested in pursuing a science major. Be sure to check the course listings for availability and prerequisites. This list is not complete and some of these courses are not offered every year. Also note that some courses are not available to first-year students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 20</td>
<td>Physical Anthropology</td>
<td>Chemistry 8</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>Anthropology 124</td>
<td>Diversity in the Americas</td>
<td>Community Health 107</td>
<td>The Science and Practice of Western Medicine</td>
</tr>
<tr>
<td>Anthropology 150</td>
<td>Human Evolution</td>
<td>Geology 1</td>
<td>The Dynamic Earth</td>
</tr>
<tr>
<td>Astronomy 9</td>
<td>Concepts of the Cosmos</td>
<td>Geology 2</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>Astronomy 10</td>
<td>Wanderers in Space</td>
<td>Geology 5</td>
<td>Introduction to Oceanography</td>
</tr>
<tr>
<td>Biology 3</td>
<td>Fundamentals of Biology</td>
<td>Physics 6</td>
<td>Physics for Humanists</td>
</tr>
<tr>
<td>Biology 7</td>
<td>Environmental Biology</td>
<td>Physics 10</td>
<td>Physics of Music and Color</td>
</tr>
<tr>
<td>Biology 10</td>
<td>Plants and Humanity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ENGLISH**

Do I need to take English in my first year?
Yes. While this isn’t an “enforced” requirement, the English Department encourages students to complete both semesters of the college writing requirement while they are in their first year.

What is Philosophy 1?
Philosophy 1 can be taken in lieu of English 2. If a student wants Philosophy 1 (or any other English 2 equivalent), to fulfill the writing requirement, he or she MUST complete English 1 first or place out of the first semester English requirement.

Can English 1 and Philosophy 1 be taken in the same semester to fulfill the College Writing requirement?
No. If a student places out of English 1 with an AP Exam or SAT II, then they can take Philosophy 1 in their first semester (or during any subsequent semester) to fulfill the second half of the writing requirement.

**LANGUAGES/CULTURE**

Which courses fulfill the Foreign Language and Culture Option?
The University Bulletin contains an up-to-date listing of these courses. Please visit http://studentservices.tufts.edu/registration.htm for the current list of culture courses.

How can you combine Language and Culture Courses?
Students have 4 paths they may choose to complete the Language/Culture Option:

1. 6 Semesters of **one** language (or the equivalent of six semesters, if the student has placed into a higher level from a language placement exam or SAT II score).
2. 6 Semesters of a language/culture combination
   a. 5 semesters of **one** language, 1 semester of the **same** culture
   b. 4 semesters of **one** language, 2 semesters of the **same** culture
   c. 3 semesters of **one** language, 3 semesters of the **same** culture
3. 3 semesters of **one** language, 3 semesters of **another** culture (all 3 courses must be from the same culture)
4. 3 semesters of **one** language, 3 semesters of a second language.
GENERAL

Why did our group get such a bad registration time?
First-year students may be very sensitive about this issue, particularly during the actual registration period. Thus, it is important to stress that registration times are RANDOMLY assigned and are not subject to any bias. When this question comes up, you might suggest that, because of their later registration time, it would be wise to choose several substitutes for each class so registration will run more smoothly.

Who should take the placement exams and when should they be taken?
ANYONE who is even remotely considering taking a language at Tufts should take one of the placement exams administered during Orientation Week. Even if students have placed into a specific language level through the AP or Achievement tests, they may still benefit from taking a placement exam because these exams are a more accurate indicator of their preparation to take a Tufts language course. Students should consult the Orientation calendar for details about when and where the placement exams will be held.

Can I change my advising group?
Students cannot change their advising group, but they can opt not to take the class attached to it, regardless of what type of advising group they are in. If a student wishes not to enroll in the course to which he or she has been assigned, on registration day they must DROP the course on SIS (every first-year is pre-registered for his or her advising course).

How do I determine my advanced standing status?
Complete information about advanced standing, exemptions, and acceleration credits are given in the University Bulletin. No student’s class standing will be changed until after their 4th semester at Tufts.

How can I exercise the pass/fail option?
For Liberal Arts students, any elective may be taken pass/fail, but courses taken to satisfy Foundation, Distribution, or Concentration requirements MUST be taken for a letter grade. Engineering students should speak to their advisors about these choices.

How long is the add/drop period for first-year students?
All students have two weeks to add a class. First-year students have ten weeks to drop a class without record of enrollment. All students may withdraw from a course until the last day of classes each semester, but it will be noted with a W on the transcript. TRANSFER STUDENTS are NOT first-year students; they must abide by the four-week deadline to drop without record of enrollment.

Where can I get advice on pre-med or pre-law concerns?
Students with questions regarding any of the health professions should contact Carol Baffi-Dugan at x72000. Pre-law questions should be directed to Dean Karen Garrett Gould in Dowling Hall also at x72000.

When do I need to declare my major?
Liberal Arts students declare in the spring in their sophomore year. Engineering students declare at the end of their first year.
How can I receive credit for college courses taken during high school?
If applicable, students should attend the Transfer of Credit Meeting on Thursday, August 30th. Please note that Tufts will transfer credit only for courses taken at the college with college students. They must bring an official description of the courses taken. To receive credit, students must have earned a C- or higher. Transferred courses may count toward foundation, distribution, and concentration requirements. Courses taken at community college before the students matriculate into Tufts may be accepted for transfer. However, once students have matriculated in September, credits can no longer be transferred. Tufts does not accept transfer credit for college courses offered at nearby secondary schools. However, the relevant chairperson may decide that having taken that course may allow students to take upper level classes in the department.

6.7 GLOSSARY OF ADVISING TERMS

PASS/FAIL- If a student elects to take a course pass/fail or if the student’s advising group is designed as a pass/fail course, the student will be graded as usual throughout the course, with final grades transcribed by the registrar into pass or fail. A pass does not affect the grade point average; a failing grade is averaged into the grade point average. For liberal arts students, only electives may be taken pass-fail; courses being taken to satisfy the foundation requirements, distribution requirement, and courses taken to fulfill concentration requirements in major departments may not normally be approved under the pass-fail option.

ACCELERATION CREDIT- In the case of AP score interpretation, an acceleration credit is treated as a Tufts course credit. This credit will count towards the total number of credits needed to graduate (34 for Liberal Arts and 38 for Engineering).

FOUNDATION REQUIREMENT- Courses in college writing, foreign language and culture, and world civilizations constitute the foundation of a liberal arts education at Tufts. The foundation requirements should be met early in a student's college career, so that these courses may serve as a foundation for later work.

DISTRIBUTION REQUIREMENT- The Distribution Requirement is made up of five areas of inquiry: the humanities, the arts, the social sciences, the natural sciences, and the mathematical sciences. No single course may be credited toward fulfillment of the distribution requirement in more than one of the five areas. See the Course Bulletin for more information and for a list of approved courses in each of the five areas.

ADVANCED STANDING – For students entering in Fall 2007: Students may advance their class standing using AP credits or summer school credits. Students must apply for advanced standing after completing two full years at Tufts. Students earning a combination of AP credits, credits from certain foreign diploma examinations, and credits from pre-matriculation transfer courses totaling 5 to 8.5 will be eligible for one semester's advanced standing; those earning 9 credits will be eligible for one year's advanced standing. AP and summer school credits may be combined.
7 RESOURCES

7.1 ONLINE ADVISOR HANDBOOK
This handbook provides a brief overview into the first-year advising program at Tufts. For additional information on university requirements and resources available to advisors and students, please visit http://ase.tufts.edu/undergradeducation/advising.asp.

7.2 USEFUL CONTACT INFORMATION

OFFICE OF UNDERGRADUATE EDUCATION
Dean of Undergraduate Education James Glaser x74239
Dean of Student Services Paul Stanton x74239
Associate Dean of Undergraduate Education & Associate Dean of Engineering Kim Knox x72000
Associate Dean of Undergraduate Education Carol Baffi-Dugan x72000
Associate Dean of Undergraduate Education Jeanne Dillon x72000
Associate Dean of Undergraduate Education Karen Garrett Gould x72000
Associate Dean of Undergraduate Education Jean Herbert x72000
Associate Dean of Undergraduate Education Sheila Bayne x72000
Program Director of Advising and Scholarships Kate Nash X75869

OFFICE OF THE DEAN OF STUDENT AFFAIRS
Dean of Student Affairs Bruce Reitman x73158
Associate Dean of Student Affairs Marisel Perez x73158
Coordinator for Programs & Special Projects (Orientation Week) James Ryan X73158

THE EXPERIMENTAL COLLEGE
Director of Ex College Robyn Gittleman x73384
Associate Director of Ex College Howard Woolf x73384
OTHER ACADEMIC OFFICES

Programs Abroad  Sheila Bayne  x72000
Health Professions Advising  Carol Baffi-Dugan  x72000
Pre-Law Advising  Karen Garrett Gould  x72000
Scholarships & Fellowship Advising  Kate Nash  x75869
Academic Resource Center  Carmen Lowe  x73724
Resumed Education for Adult Learners (R.E.A.L.)  Jean Herbert  x72000
Career Services  Jean Papalia  x72306
New England Conservatory of Music  Jeanne Dillon  x72000
School of the Museum of Fine Arts (Tufts contact)  Laurie Sabol  x75167

CO-CURRICULAR RESOURCES

Interim Director of the Africana Center  Denise Phillips  x73372
Director of Alcohol and Health Education  Margot Abels  x73861
Director of the Asian American Center  Linell Yugawa  x73056
Director of Financial Aid  Patricia Reilly  x72000
Director of Health and Wellness Services  Michelle Bowdler  x73350
Director of the International Center  Jane Etish-Andrews  x73458
Director of the Latino Center  Ruben Salinas Stern  x73363
Director of the LGBT Center  Dona Yarbrough  x73770
Director of Mental Health Services  Julie Ross  x73360
Director of Residential Life  Yolanda King  x73248
Director of Student Activities  Jodie Nealley  x73212
Interim Director of the Women's Center  Susan Gilbert  x73184
The Chaplaincy  David O’Leary  x73427
7.3 **DISABILITY SERVICES**

**STUDENTS WITH LEARNING DISABILITIES**
The Coordinator of Academic Services for Students with Disabilities is Sandra Baer, x72000. Reference materials containing information on coping with learning disabilities at the college level are available at the Academic Resource Center. Contact Carmen Lowe at x73724.

**STUDENTS WITH PHYSICAL DISABILITIES**
Students with physical disabilities can be provided with the following accommodations:
Books on tape, wheelchair access to classrooms, note takers, scribes, and guides, etc. can be arranged by Sandy Baer x72000.

7.4 **WHEN GOING ON LEAVE OR LEAVING TUFTS**

Please write your advisees to let them know personally that you will be off-campus. It is important that they hear it from you. Also tell them how they should go about getting a new advisor while you are away.

**FOR THE STUDENT WHO IS A MAJOR IN YOUR DEPARTMENT**
The student should ask another member of the department to be her/his advisor, temporarily while you are away or permanently, if appropriate. Suggest any names that you feel would be a good match.

**FOR THE STUDENT WHO HAS NOT DECLARED, BUT IS READY TO DECLARE A MAJOR**
The student should ask someone in that department to be her/his advisor. It helps if the student has had the faculty member as an instructor, but this is not crucial. If the student is unfamiliar with members of the department, please suggest any names you know.

**FOR THE STUDENT WHO IS STILL UNDECLARED**
Ask these students to consider what faculty member they might like for an advisor, either temporarily while you are away or permanently, especially if they are moving toward a particular major but are simply not yet ready to declare it. We do not assign advisors beyond the first year; this gives the student the freedom to choose.

**FOR ALL ADVISEES**

**CHANGE OF ADVISOR/DECLARATION OF MAJOR FORM**
Each liberal arts sophomore and first-year engineer should pick up this form in Undergraduate Education. Both you and the new advisor must sign it.

**ADVISING FOLDERS**
All students should pick up their Advising Folder from you before you leave. Remind them that they are responsible for giving the folder to the new advisors or asking you to mail the folders.

Please communicate your plan of action in writing to the Program Director of Advising well before your leave begins.