



Academic Advising Primer

A Resource for Trinity College Faculty & Staff
<http://www.trincoll.edu/academics/primer>

Office of the Dean of Faculty
January 2017

Academic Advising at Trinity

Engage. Connect. Transform.

As the preeminent liberal arts college in an urban setting, Trinity College prepares students to be bold, independent thinkers who lead transformative lives.

- Trinity College Mission Statement – October 2016

This primer is intended for new and experienced Trinity faculty and staff. It is not a substitute for the College [Bulletin](#) or the [Student Handbook](#). It is instead a user-friendly resource—a place to glean the basics before delving more deeply into the details.

At a liberal arts college like Trinity, academic advising forms a vital part of teaching and learning. This is why all faculty, formally and informally, mentor students outside of the traditional classroom.

Advising at Trinity is also a collective effort, with faculty and staff working together to support students academically. The goal is to equip advisees with the self-efficacy to make informed choices, as they discover their passions and develop their strengths.

Trinity's faculty and staff advise students in multiple ways—listening to them, challenging them intellectually, guiding and inspiring them to excel in their educations. This advising relationship is a collaborative one, based on mutual respect and a commitment to learning.

The resources presented here are meant to facilitate the advising process at Trinity. They include nuts-and-bolts summaries of key curricular requirements and procedures, useful electronic links, and other advising prompts and topics.

The Office of the Dean of Faculty prepared this primer, with valuable feedback from various other campus offices, including the Career Development Center, Center for Teaching and Learning, Dean of Students Office, First-Year Seminar Program, Multicultural Affairs Office, Office of International Programs, Registrar's Office, and the Allan K. Smith Center for Writing and Rhetoric. Please send any feedback to [Dania Field](#).

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REPORTING SEXUAL MISCONDUCT: Please note that all academic advisers and employees of Trinity College are required to report incidents of sexual misconduct to the [Title IX Coordinator](#). See [Trinity College Policy on Sexual Misconduct](#) for details.

Checking In: Advising Meetings

Academic advising meetings are opportunities to check in with students, see how they are doing, and assess how we might support them in various areas:

○ **Academic Performance**

Are students being sufficiently challenged or are they struggling academically? Are they taking steps to improve their writing and research skills, while showing ongoing progress towards our [learning goals](#)? What strategies and resources can we deploy to help them better succeed?

○ **Course Planning**

Advisers should keep the big picture in mind when advising students about courses. To graduate with a degree from Trinity, students must:

- Earn a minimum of 36 credits, with a cumulative GPA of at least C- (1.667) and, beginning with the class of 2017, at least C (2.00);
 - At least 18 of these credits must be taught or overseen by Trinity faculty;
 - Of the 36 credits required for the degree, only one credit may be counted in Physical Education; no more than two in teaching assistantships; and no more than two in exploratory internships. (For restrictions in Music or Theater & Dance, see [Handbook](#)).
 - Satisfy all [General Education Requirements](#); and
 - Declare and complete a Major.
 - Helping students discover their interests and strengths is essential in helping them to choose a major. Students should review [our offerings](#), attend the Majors Fair, explore a range of fields, speak with faculty and students in a major...and keep an open mind.
- Advisees can use the [course planner grid](#) to map out each semester, as well as the [four-year planner](#).

○ **Study Away**

Each year, students who wish to study away are unable to do so, because they have not planned how to fit their program into their academic degree. Please ask advisees if they plan to study away and advise them to plan as early as possible (recommended one year in advance) to ensure they are choosing appropriate courses before, during, and after they study away and programs that best fit their academic, personal, and professional goals.

○ **Co-Curricular Opportunities**

Co-curricular opportunities (including internships and experiential learning, special research and curricular options) complement our regular course offerings. Students should get in the habit of planning early for these possibilities.

○ **Extra-Curricular Engagement**

Students balance their academic work with broader engagements, from volunteering and service to participating in student organizations and athletic teams. Though non-academic in nature, these activities shape a student's overall learning experiences, so advisers should be aware of them.

NOTE: To access information about advisees (including schedules and transcripts), use TCOOnline or the **Advising Portal**. Instructions for using TCOOnline to access advisee information are posted [here](#). Faculty can access the Advising Portal by going to their [portal page](#), then clicking "Advising" under "Academics" on the top left of the screen. Faculty can also use this to access information about new or drop-in advisees.

Trinity's General Education Requirements

Overview:

- ✓ First-Year Seminar Requirement
- ✓ Foundational Requirements (Writing Proficiency, Quantitative Literacy, Second Language)
- ✓ Distribution Requirement (five courses across divisions)
- ✓ Writing-Intensive Requirement (two parts)
- ✓ Global Engagement Requirement

N.B. Students must earn at least a C- in each course used to satisfy a general education requirement.

FIRST-YEAR SEMINAR REQUIREMENT

To introduce students to the intellectual life of the college and provide them with a writing-intensive experience, all students must complete a [first-year seminar](#) (or a [Gateway Program](#)).

- Transfer students (and often spring semester entering students) are exempt.
- IDP students take the IDP transitional seminar instead.

FOUNDATIONAL REQUIREMENTS

To ensure all students have certain foundational skills, these requirements must be met:

- **Writing Proficiency**
 - On the basis of evaluation by the [Allan K. Smith Center for Writing and Rhetoric](#), some students are required to take RHET 101 in their first semester at Trinity.
- **Quantitative Literacy**
 - After evaluating all entering students, the [Aetna Quantitative Center](#) requires some students to take QLIT 101; this course must be taken on campus.
- **Second-Language**
 - Can be satisfied before a student begins at Trinity on the basis of:
 - A Trinity placement exam or standardized exam scores;
 - Being an international student whose primary language is not English; or
 - Completing one year of non-English secondary school.
 - Or students have two options once enrolled at Trinity:
 - Those who studied a language for *more than one year* in secondary school must complete through level 201 in that language (or 203 for Latin); the placement exam determines whether students need to take both 102 and 201. NB: Students who have taken 3+ years of a foreign language in high school must get permission to enroll in 101 level.
 - If a student begins a new language or one previously studied for a year or less, they complete both halves of the introductory sequence (101 & 102).
 - Courses satisfying the second-language foundational requirement do not have to be taken at Trinity; they can be taken abroad.
 - The Self-Instructional Language Program (SILP) is not currently being offered.

DISTRIBUTION REQUIREMENT

To give students breadth of knowledge, across a range of fields, students complete one credit in each of the following areas of study:

- Arts;
- Humanities;
- Natural Sciences;
- Numerical and symbolic reasoning; and
- Social sciences.

Courses used to satisfy the distribution requirement:

- Are identified in the [Schedule of Classes](#);
- May also be counted towards a major or minor;
- Cannot be taken pass/fail or based on AP credit.
- Can be taken elsewhere, provided the Registrar's Office approves them; and no more than two transferred courses are used to satisfy the requirement.

WRITING-INTENSIVE REQUIREMENT

To reinforce writing and critical-thinking skills throughout a student's academic life, all students are expected to complete two writing-intensive courses:

- Part I, taken at the start of a student's academic career, in most cases fulfilled with the first-year seminar*; and
- Part II, to be completed within the major, by taking a course designated as "writing intensive."

* When a student does not earn at least a C- in the first-year seminar, a hold is placed on their registration until they enroll in RHET 103 or another course approved by [Tennyson O'Donnell](#).

* Transfer students can generally satisfy Part I by earning at least a C- in RHET 103, 202, or 208 by their second semester at Trinity; but please consult with Tennyson O'Donnell.

GLOBAL ENGAGEMENT REQUIREMENT

To better equip students with the knowledge and skills to operate in a global context, all students must:

- Complete a "global engagement" course*; or
- Study abroad

*A global engagement course can also satisfy a distribution requirement.

Complete details about Trinity's general education requirements are found [here](#).

Common Questions about Registration & Academic Policies

Advance Registration

- **When is advance registration, and how does it work?**

Advance registration for the fall semester is in April, and in November for the spring semester. During advance registration, students are provided with automatically generated appointments, based on their class year and, for first-year students, the first letter of their last name.

- **How can students prepare to register?**

Students should meet or communicate with their advisers during Advising Week, immediately prior to advance registration, having read these [instructions](#). Remind students to use the “swapping” feature on TCOOnline to enroll in a course without losing their place in another course.

- **What are registration holds?**

Students will not be able to register until their advising hold is removed. (Instructions for advisers are posted [here](#).) These holds should not be lifted until advisees and adviser have communicated clearly about a course plan. Students with a financial or other hold will not be able to register; students can view their holds by following these [steps](#).

- **How can students get Registrar-related forms?**

Most Registrar forms are available [here](#), on the [Registrar’s website](#), or at the Registrar’s Office in Trinity Commons. Some forms, including those for enrolling in independent studies and theses, have multiple parts and are not available online.

Course Loads

- **What is the standard course load at Trinity?**

Four or five credits per semester is the normal course load.

- **Can students take fewer than four credits in a semester?**

Not generally. Students with special circumstances must petition the Academic Affairs Committee. Note that international students who do not carry a full load may compromise their international student status. Student-athletes also have similar eligibility requirements.

- **Can students take more than five credits in a semester?**

Students who enroll in more than 5.75 credits of regular coursework per semester are charged an extra fee; independent studies, theses, and research assistantships do not count towards the limit.

Registering for Assistantships, Theses, etc.

- **How can students enroll as a TA, RA, mentor, in a thesis, etc.?**

A special registration form is needed to enroll in assistantships, independent studies, mentorships, theses, some senior projects, and tutorials. Faculty sponsors as well as advisers must sign a hard copy of this form.

- **How does registration typically work for two-credit theses?**

Students have to register both semesters for a two-credit thesis, using the Special Registration Form. The course grade is designated “In Progress” for the first semester, with the overall grade recorded at the end of the second semester. The course counts towards two credits of full-time status (and one credit for tuition purposes).

Waitlists

- **How do course waiting lists work?**

Students can add their names to the waiting lists of up to two courses that are full, provided the instructor has agreed to a waitlist. If space becomes available, the instructor will contact them about a PIN or [course override form](#). Instructors can use their discretion in selecting students off the list in any order.

Pass/Fail

- **How can students designate a course pass/low pass/fail?**

Students can use TCOOnline to designate a course pass/fail.

- **Are there certain courses that cannot be taken pass/fail?**

Courses cannot be taken pass/fail to satisfy a general education requirement or towards credit in a major or minor. Summer courses may not be taken pass/fail. Additionally, students who have incurred academic probation in one semester cannot take any courses on a pass/fail basis the next semester.

- **When is the last day to designate a course pass/fail?**

The last day to declare a class pass/fail is the last day of the add/drop period.

- **When is the deadline for converting a pass/fail course to one with a grade?**

The last day to convert a pass/fail course to one with a letter grade is *the last day of classes* (not the last day of exams or the last day of the semester). Students must submit this [form](#) to the Registrar's Office.

- **How many pass/fail courses can a Trinity student have?**

Each student can designate up to one course per semester pass/fail and no more than four total during their time at Trinity. If a student converts a pass/fail course to a letter grade, the course still counts towards the maximum of four. This also applies to study away.

- **Are some courses automatically designated pass/fail?**

Yes. Physical Education courses, as well as Exploratory Internships, are all graded pass/fail. These courses do not count toward the maximum of four pass/fail courses that Trinity students are permitted to take.

Add-Drop & Withdrawing From a Class

- **When are the add-drop deadlines?**

The last day to add or drop a course is the sixth day of classes of each semester. Students cannot normally drop or add a course after the deadline, but in exceptional circumstances they may petition Academic Affairs for permission by submitting this [form](#) (with instructor and adviser signatures).

- **How can students withdraw from a course after the add-drop period?**

Students can withdraw from a course up until the Friday of the fourth full week of classes by returning to the Registrar's Office a completed late withdrawal form with their adviser's signature; a W is recorded on the transcript. After this time, they need to [petition the Academic Affairs Committee](#) and demonstrate extraordinary circumstances; being at risk of failing the course is not an adequate rationale. Students remain financially responsible for withdrawn the course.

Declaring a Major/Minor

- **When is the deadline for declaring a major?**

Students must declare a major by the Friday after spring break of the Sophomore year. Students must declare their major before studying away.

- **What do students need to do to declare a major?**

Students must speak to the chair/director of the department/program in which they wish to declare a major. In the case of minors, they should speak to the [Coordinator of the Minor](#). Students are not enrolled as majors until they file a Major/Minor declaration form with the Registrar's Office.

- **How can students declare a self-designed major or minor?**

Students must submit the form for self-designed [majors](#) or [minors](#) to Dean [Sonia Cardenas](#) via email. Once complete, the form is forwarded to the Curriculum Committee for approval. Students should always consider enrolling in a regular major/minor before they attempt to design their own. In the case of template majors (Film Studies and Human Rights), students should contact the program directors for separate instructions and forms.

"Double Counting" Courses in Majors/Minors

- **Can students "double count" courses across majors/minors?**

Up to two courses can be counted for both a major and a minor if the minor consists of five courses; up to three courses can be counted if the minor requires six courses. Students with two majors should check with their departments/programs; some departments limit the number of courses that can be counted towards another major.

Incompletes

- **How can a student receive an incomplete?**

Students must ask the Academic Affairs Committee for permission, citing unforeseeable and serious extenuating circumstances; the deadline is the last day of classes. If a grade is not submitted for a course, the student receives a "No Grade," which converts to an F. Instructors can then submit a grade change with the Registrar, if need be.

Repeating a Course

- **What happens if a student repeats a course?**

If a student repeats a course s/he passed, it carries no credit the second time (and cannot count towards the four credits required per semester). When a course is repeated, both grades remain on the transcript and both count towards the overall GPA.

Transferring Credit

- **How can students arrange for transfer credit to Trinity?**

To transfer courses taken before matriculating at Trinity, students should arrange a transcript to be sent as soon as possible to the Registrar's Office. To transfer courses taken while enrolled at Trinity, students must have the courses approved *before* enrolling in them, using the [Application for Transfer Credit](#) (signed by the adviser). Students must submit a new form to have any subsequent course changes approved.

- **Who makes decisions about transfer credit?**

The Registrar's Office makes decisions about transfer credit on behalf of academic departments. Departments/programs decide about transfer credit for a major/minor; some of them limit the number of credits that can be transferred. Courses earning transfer credit towards a major/minor must be graded (not pass/fail).

- **What are examples of courses that cannot be transferred?**
Trinity does not accept pre-professional or online courses for transfer credit. Trinity also will not accept credits taken during high school if they were used to fulfill high school requirements, or if they were taught at the high school.
- **Are grades from transferred courses calculated into the GPA?**
Grades earned at one of Trinity's study away programs or taken through the [Twelve-College Exchange Program](#) are included in the overall GPA. Other courses transferred are recorded on the transcript but are not calculated into the overall GPA.

Faculty Honors

- **How can students earn Faculty Honors?**
Students qualify for Faculty Honors when they complete at least four credits (for a letter grade, not pass/fail) in a semester and earn at least a 3.667 overall GPA, with no grade below a B- and no incompletes.
- **Who are the Dean's Scholars?**
Dean's Scholars are the 25 first-year students with the highest GPAs.
- **How can students receive graduation honors?**
Students can graduate *cum laude* if they earn a cumulative GPA of 3.667 or higher; *magna cum laude* (3.8 or higher); and *summa cum laude* (3.9 or higher).

Academic Probation & Required Withdrawal

- **When are students placed on Academic Probation?**
Students are generally placed on Academic Probation when they earn an F in .5 or more credits; when their overall GPA in a given semester falls under 1.667 (C-); or if they earn fewer than four credits without special permission from the Academic Affairs Committee. See the [Handbook](#) for more details.
- **When are students required to withdraw from the college?**
Required Withdrawal normally lasts for one year. Students are placed on it when they incur Academic Probation either a) two semesters in a row or b) over three non-consecutive semesters.

For other frequently asked questions about Trinity's academic policies, see this [fact sheet](#).

"I'm Thinking of Transferring": How Advisers Can Respond

I. Listen carefully to why the student is thinking of transferring.

- *What expectations did the student have that aren't being met?*

It's important to acknowledge that thinking about transferring, especially in the first two years of college, is quite common. The transition to college is an exciting, but stressful time for students. Sometimes transferring is an expression of a student's fears and uncertainties, which may not go away at another institution.

- *What are the student's assumptions about life at Trinity versus another college?*

It's our job to question prevalent myths about Trinity and to discuss the pros and cons of a liberal arts college. It's also worth noting that while things could be better elsewhere, there can be hidden costs associated with transferring: financial, academic, and social.

II. Strategize with the student about how they could succeed at Trinity.

- *Minimize Obstacles.* In some cases, students may be facing obstacles that are undermining their experience at Trinity. How can these challenges (whether social, residential, academic, time management, personal) be addressed and met? Who else on campus might be able to support this student?
- *Maximize Choices.* It takes active planning and initiative to find one's niche in a new place—an uncomfortable process under the best of circumstances. Advisers can support students in making success-enhancing choices. For example, are they picking the right courses at this particular juncture? Are they enrolled in small classes? How can we help them to improve their sense of community and belonging at Trinity?
- *Think Ahead.* When students focus on what's not working, it can be difficult for them to picture things getting better. As advisers, we can help students imagine future successes at Trinity: as students working closely with faculty, volunteering, studying abroad (at one of 100 programs around the world), applying for grants, evolving in leadership roles, working as interns. It's important to think about long-term, concrete possibilities.

III. Connect the student with people, resources, & opportunities to help them excel.

- Advisers are best positioned to connect students who are thinking of transferring with others on campus—facilitating a network of support.
- If a student is considering transfer, it is essential to contact Jennifer Baszile, Director of Student Success (Jennifer.Baszile@trincoll.edu or x2496) or one of the [student affairs deans](#). They will reach out to the [Trinstitute Fellow](#) for their [Bantam Network](#) Nest.

Most students who consider transferring and then decide to stay at Trinity go on to be highly successful and satisfied students, including leaders of student organizations. The "transfer crisis" can become an opportunity for student growth and engagement.

Writing at Trinity

Advisers play a valuable role in helping students acquire the skills to develop into confident writers and effective communicators. Trinity's commitment to writing, a hallmark of the liberal arts, is evident throughout our curriculum. Indeed, writing is an integral part of academic work in virtually all courses. Students are expected to write prose that is clear, convincing, and appropriate to audience and purpose. Writing to learn and learning to write are common features of many Trinity courses.

In addition to promoting writing across the curriculum, advisers can also do the following:

Suggest courses in Writing and Rhetoric:

- Writing & Rhetoric courses offer students the opportunity to develop expertise in writing for academic, professional, community, and personal purposes. They provide practice in writing in a range of genres, editing and style, and digital media. Regularly offered writing courses include:

RHET 103 (Special Writing Topics)
RHET 202 Expository Writing Workshop
RHET 208 Argument & Research Writing
RHET 225 Writing Broad St Stories

RHET 226 The Spirit of Place
RHET 300 The Art of the Essay
RHET 331 The Art of Argument
RHET 338 Political Rhetoric & the Media

- Students can also pursue a [Minor in Writing, Rhetoric and Media Arts](#).

Encourage visits to the Writing Center:

- The Writing Center is located at 115 Vernon Street, Room 109, with a satellite location in the Library, 24-hour area, Level A. Visit the [Writing Center website](#) for current hours.
- Students who visit the Writing Center will consult with a trained peer-writing tutor (Writing Associate). Faculty can nominate outstanding students to serve as [Writing Associates](#).
- Writing Associates discuss good writing practices, including ways to get started on an assignment, adding evidence and examples, properly attributing source information, and making other revisions.
- Writing Associates do not proofread or edit papers; but they do identify patterns of error at the sentence level and teach correct punctuation and grammar.
- Meeting with a Writing Associate at the beginning, middle and end of a writing assignment promotes the kind of drafting and revising that leads to successful writing.
- Students may reserve appointments [online](#).

Promote participation in Writing Workshops:

- The Allan K. Smith Center organizes a series of writing, reading, and study skills workshops every year. These one-hour workshops are typically open to all Trinity students on a space-available basis. Recent workshops have included "Grammar Kills Me," "Using and Documenting Sources," "Facing Writer's Block," and "Constructing a Logical Argument."

Contact: [Tennyson O'Donnell](#), Director, Allan K. Smith Center for Writing and Rhetoric

Internships for Credit

- **What is an exploratory internship?**

Unless required for a major or a minor, internships for credit at Trinity are called Exploratory Internships, worth .5 credits, and graded pass/fail.

- **How can students receive course credit for an internship?**

To receive course credit for an internship, a student must complete an electronic internship form and have a faculty sponsor. The deadline for submitting an internship form is the third day of classes each semester. Visit this [page](#) for more information about internships at Trinity.

- **What do exploratory internships require?**

Exploratory internships require a minimum of eight hours per week of field experience, as well as some academically supervised work with the faculty sponsor.

- **Is there a maximum number of internship credits students can earn?**

Trinity students may earn no more than 2 internship credits towards their degree.

- **Where should students go for help in getting an internship?**

Students interested in completing an internship for academic credit should visit this [page](#), as well as [CareerLink](#) for listings and resources, well in advance of the start of the semester. They should contact [Victoria Sandoval](#) in the Career Development Center for more information.

- **Can exploratory internships be taken during the summer?**

Exploratory internships can also be taken during the summer for credit and a fee applies. In such cases, a student must complete an internship form as described above. The deadline is early June.

- **Can an internship count for one full credit?**

Yes, one-credit internships are possible, including for some majors and minors. Guidelines for these "academic internships" are available from individual academic departments/programs.

Study Away: An Overview

The Basics

- Trinity students can study away for a semester, academic year, or the [summer](#); three semesters is the maximum study-away time.
- With adequate planning, students can study away during their sophomore year (and even first semester senior year).
- Students can study away at Trinity-administered programs or [non-Trinity approved programs](#).
- Trinity's semester-long programs are in [Barcelona](#), [Buenos Aires](#), [Cape Town](#), [Paris](#), [Rome](#), [Shanghai](#), [Trinidad](#), and [Vienna](#), as well as [Trinity/LaMaMa Performance Arts](#) in NYC.

Student Planning

- Students planning to study away should explore the options early; they should attend the Study Away Fair held every fall semester and visit the [OSA office](#) (66 Vernon Street).
- Students interested in studying away should also familiarize themselves with the Trinity-issued [Guidelines for Study Away](#).
- Students must declare their major before studying away. It is essential that advisers help students connect their study-away plans to their *academic goals and requirements*.

Financial Issues

- Studying at a non-Trinity or affiliate programs requires paying a special study-away fee.
- Students on financial aid can apply their aid towards any study-away program approved by Trinity (except during the summer).

Applying to Study Away

- Students should attend a study-away information session in the fall semester of the year *before* they wish to study abroad.
- Students can apply to no more than two study-away programs per semester.
- To get started, students should go [here](#).
- A minimum GPA of 2.7 is usually required for studying away, though some programs have higher GPA requirements. Students must be in good academic and social standing to study abroad.
- Students wishing to study at a site not approved by Trinity must petition the OIP.
- If a student changes his/her mind, s/he must submit an OIP withdrawal form (by April for fall study or by October for spring study), or be assessed a fee and housing-lottery penalty.

Transferring Credit

- Students should complete an [Application for Transfer Credit form](#); advisers should emphasize that Trinity's add/drop policies apply while studying away.
- Approval for credit towards the major and minor is given by individual departments/programs, whose chairs/directors should keep a list of approved courses and sign the transfer credit form.
- Only grades for courses taken at a Trinity program are included in the overall GPA.

Students with Academic Accommodations

Good Questions to Start the Conversation

- “Is there anything I need to know about your learning style to help you be more successful in college?”
- “What are your areas of strength and weakness?”

Be mindful that students may share information that is sensitive and confidential.

Students with disabilities are not obligated to disclose their particular disability to their advisor or professors, unless they are seeking academic accommodations, which should be encouraged.

Self-Advocacy

- Encourage your advisee to disclose information about their disability with their professors. Acknowledge that it not only takes courage to share this information, but it is required to acquire academic accommodations.
- Remind students to present their accommodations letter *within the first two weeks* of the semester to allow for the most effective use of their accommodations. Trinity’s policy requires notification prior to ten days of the first exam.

Students with Dyslexia and Reading Disorders

Students with these particular disabilities often struggle with active reading skills, and note taking, so sharing the way you approach a text or task can be very helpful. Visit the [Accommodations Resources](#) page for specific tips.

Students with ADHD or ADD

Some students who take medication for attention disorders may experience difficulty staying focused during night classes, while students experiencing clinical depression often have more difficulty in the morning. This could have important implications, and it is especially challenging for a student taking five courses in a semester. First-year students may also be unaware of how their learning disability will affect their academic performance.

- Suggest taking a J-term or summer class to reduce the course load over the year. Discuss the academic calendar, in particular the last day to withdraw from a course.

Students with an Approved Foreign Language Substitution

Two LACS courses within the same culture will fulfill the language requirement.

Contact: [Lori Clapis](#), Coordinator of [Accommodation Resources](#).

Campus Resources for Supporting Students

"Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources...."

~ National Academic Advising Association (2005), "NACADA Statement of Core Values of Academic Advising." Retrieved from [NACADA Clearinghouse of Academic Advising Resources](#)

Academic Resources

[Academic Calendar](#)
[Bulletin \(Course Catalog\)](#)
[FERPA \(Release of Student Info\)](#)
[Hartford Consortium for Higher Ed](#)
[Health Professions Information](#)
[Information Technology Services](#)
[Library](#)
[Schedule of Classes](#)
[Starting Out \(first-year students\)](#)
[Quantitative Center](#)
[Writing Center](#)

The Arts

[The Arts at Trinity](#)
[Austin Arts](#)
[Cinestudio](#)

Centers & Institutes

[Center for Teaching and Learning](#)
[Center for the Study of Religion](#)
[Center for Urban and Global Studies](#)
[Interdisciplinary Science Center](#)
[Institute for Interdisciplinary Studies](#)
[Institute for Study of Secularism](#)

Curricular Programs

[Community Learning Initiative](#)
[First-Year Seminar Program](#)
[Gateway Programs](#)
[Graduate Studies](#)
[Health Fellows Program](#)
[Individualized Degree Program](#)
[J-Term](#)
[Majors and Minors](#)
[Office of Study Away](#)
[Summer Programs](#)

Diversity Resources

[Multicultural Affairs Office](#)
[Queer Resource Center](#)

[Safe Zone Program](#)

[Women & Gender Action Resource Center](#)

Student Grants/Honors

[CLI Research Fellows](#)
[Davis Projects for Peace](#)
[FRC Student Research Program](#)
[FRC Student-Initiated Research Grants](#)
[Grossman Fund for Global Studies](#)
[Levy Research Fund for Urban Studies](#)
[Tanaka Student Research Grant](#)
[Technos Japan Tour](#)

Student Services

[Campus Life](#)
[Campus Safety](#)
[Career Development Center](#)
[Dean of Students](#)
[Financial Aid](#)
[International Students & Scholars](#)
[Internships](#)
["Portal"](#)
[Registrar's Office](#)
[Student Handbook](#)

Student Engagement

[Bantam Network](#)
[Community and Cultural Houses](#)
[Community Service & Civic Engagement](#)
[E-Portfolios](#)
[P.R.I.D.E.](#)
[150+ Student Clubs & Organizations](#)
[Trinfo Cafe](#)

Health & Wellness

[Chaplaincy](#)
[Counseling Center](#)
[Accommodation Services](#)
[Health Services](#)
[Recreation Office](#)
[Sexual Assault Response Team](#)
[Sustainability](#)

Advising and Diversity

- Advisers are integral to making the Trinity community as diverse and inclusive as possible, a place where difference is both valued and encouraged.
- In modeling inclusiveness, advisers recognize that diversity takes many forms, whether cultural, ethnic, gender, intellectual, physical, racial, religious, sexual, or socio-economic.
- Advisers strive to be aware of our own and others' cultural assumptions and influences, as well as of invisible biases and hidden stereotypes, which can harm student learning.
- In actively opposing [discrimination and harassment](#) in all its forms, advisers approached about such incidents should consult with appropriate staff, especially:
 - Dean [Karla Spurlock-Evans](#) (Multicultural Affairs Office, Trinity's Senior Diversity Officer)
 - Deans [Anne Lambright](#) and [Melanie Stein](#) (Faculty Diversity Officers);
 - Deans [Joe DiChristina](#), [Chris Card](#), [Ann Reuman](#), & [Rob Lukaskiewicz](#) (Student Affairs);
 - [Timothy Dunn](#) (Title IX Coordinator);
 - [Laura Lockwood](#), Director, and [Monique Daley](#), Training and Program Coordinator (Women and Gender Resource Action Center);
 - [Crystal Nieves](#) (Queer Resource Center).

Diversity of Advisees at Trinity: Select Indicators, 2014-15

Total Undergraduate Students: 2331
Female: 48.3%
Male: 51.7%
International: 8.5%
Asian: 4.5%
Black or African American: 6.2%
Hispanic: 7.1%
Multi-Ethnic: 3.2%
White: 65.2%
Students receiving need-based financial aid: 41.5%

Preparing Students for the Professional World

➤ It Pays To Start Early

- Students should begin visiting the [Career Development Center](#) (CDC) their first year, exploring possibilities, applying for internships, and preparing for future endeavors.
 - Through numerous programs and resources, the CDC helps students translate the skills cultivated in a liberal arts education into competencies valued across a range of career fields.
 - Note that in many fields, opportunities open to students in their junior and senior years will have prerequisites.
- Students with strong academic records should learn early in their Trinity careers about the requirements for prestigious postgraduate fellowships like Fulbright grants. Those interested in graduate school should consult faculty in their fields of interest.

Contact for post-graduate fellowships: [Anne Lundberg](#)

➤ The Choice of Majors Is Not So Important to Employers

For example, a survey conducted in 2013 for the Association of American Colleges & Universities (AACU, "It Takes More Than A Major: Employer Priorities for College Learning and Student Success") found that:

- "Eighty percent of employers agree that, regardless of their major, every college student should acquire broad knowledge in the liberal arts and sciences."
- "Employers recognize capacities that cut across majors as critical to a candidate's potential for career success, and they view these skills as more important than a student's choice of undergraduate major."
- Choosing a major is not the same as choosing a career. For those interested in business, for example, majoring in Economics is *not* required.

➤ What Employers Want Most

- The National Association of Colleges and Employers found, in a 2013 Job Outlook survey, that "in addition to a good **GPA** and participation in **internships**," employers are looking for "**a range of soft skills**," including leadership abilities, initiative, the capacity to communicate clearly and to collaborate, as well as problem-solving skills.
- In the AACU survey, "More than nine in ten of those surveyed say it is important that those they hire demonstrate **ethical judgment and integrity; intercultural skills;** and the capacity for continued **new learning**."

Twenty-first century employers favor well-rounded graduates with a strong liberal arts degree, a solid GPA, and an interesting mix of courses, internships, and experiences—candidates who stand out from the crowd.

Advising in the Liberal Arts: Additional Resources

"Good advising may be the single most underestimated characteristic of a successful college experience."

~ Richard J. Light, *Making the Most of College* (Harvard University Press, 2001)

- Susan Campbell, "[Academic Advising in the New Global Century: Supporting Student Engagement and Learning Outcomes Achievement](#)," *Peer Review* (Winter 2008).
- Leigh Cunningham, "[Multicultural Awareness Issues for Academic Advisors](#)," *NACADA Clearinghouse of Academic Advising Resources* (2003).
- Lynn Freeman, "[Establishing Effective Advising Practices to Influence Student Learning and Success](#)," *Peer Review* (Winter 2008).
- Margaret Freije, "[Advising and the Liberal Arts: It Takes a College](#)," *Peer Review* (Winter 2008).
- Martha Hemwall and Kent Trachte, "[Academic Advising as Learning: 10 Organizing Principles](#)," *NACADA Journal* (2005).
- Marcia Baxter Magolda and Patricia King, "[Toward Reflective Conversations: An Advising Approach that Promotes Self-Authorship](#)," *Peer Review* (Winter 2008).
- Ned Scott Laff, "[Teachable Moments: Advising as Liberal Learning](#)," *Liberal Education/ Association of American Colleges and Universities* (Spring 2006).
- Curt Laird, "[Managing the Advising Relationship: Three Common Sense Tips for Advising College Students](#)," *The Mentor* (October 2007).
- Mansha A. Miller, "[How to Thrive, Not Just Survive, as a New Adviser](#)" *NACADA Clearinghouse of Academic Advising Resources* (2002).
- Liz Murdock LaFortune, "[Education Is a Journey, Not a Commute: A Personal Philosophy of Academic Advising](#)," *Academic Advising Today* (September 2012).
- Jane Elizabeth Pizzolato, "[Advisor, Teacher, Partner: Using the Learning Partnership Model to Reshape Academic Advising](#)," *About Campus* (March-April 2008).