

First Year Student Advising Guide for Pre-Major Advisors

This advising guide is to provide academic advisors with guidelines to support the advising process, and is geared toward the concerns of first year students. Academic advising is not simply about course selection; we hope that advisors have conversations about academic interests and personal goals, both short- and long-term. We hope that you take an interest in who your students are personally and how they are experiencing BC.

In order to have the most productive advising meeting, you should be prepared for:

- Questions regarding classes and majors
- Discussing long-term academic plans
 - What are students' interests, and where do they see themselves going in the next four years and beyond?
- Discussing extra-curricular activities and health and wellness

The Core:

- Familiarize yourself with the [Core Requirements](#)
 - The Core is not something to “get out of the way” but can be spread out over the four years
 - Core courses may help students decide on a major or a long-term interest, but their deeper purpose is to help you guide their lives
- Which Core classes has your student placed out of with [AP or IB scores](#)?

Course Registration:

- Each major has required introductory courses. Show the student how to do a simulated Degree Audit (also known as What-If Audits) with the major(s) that are of interest. Make sure they are taking the proper sequence of courses.
- A minor is not required but might be suggested based on a student's interest. Consider the [MCAS interdisciplinary minors](#) or one of the [minors in CSOM](#) or [LSEHD](#).
- Elective courses supplement a student's interest and will count toward the credits required to graduate. There should be no course that a student feels is a “waste” of credits.

A Major:

- What major(s) is your student considering? Have they reviewed the [major requirements](#)?
- Is there an order in which courses should be taken?
- Discuss your student's interest in particular majors and minors.
- Refer the student to the department or program to add, drop, or change major or minor?

Extracurricular Interests:

- What extracurricular opportunities that might be related to academic interests is the student considering?

- What non-academic extracurricular opportunities is the student considering?
- Have suggestions about extra-curricular activities that would connect to academic and long-term interests.
- If the student is interested in research, they may want to consider an opportunity for Undergraduate Research Support, like an [Advanced Study Grant](#).

Health and Wellness:

- Check-in with your student about how the transition to college has been. Are they making friends, getting along with their roommate, or homesick?
- Are they getting enough sleep, eating, exercising, managing their time?
- Even if your student appears to be adjusting well, inform them of campus resources to support their [health and wellness](#).

For more information and advising resources, go to the Academic Advising Center's [website](#).