

**Bard College Academic requirements**

Name: \_\_\_\_\_

**Distribution requirements**

Distribution		Fulfilled	Course Taken
Analysis of Arts	AA		
Foreign Language, Literature	FL		
Historical Analysis	HA		
Meaning, Being, and Value	MBV		
Laboratory Science	LS		
Literature Analysis in English	LA		
Mathematics and Computing	MC		
Practicing Arts	PA		
Social Analysis	SA		

**CHEMISTRY Major requirements**

100 & 200 level		300 level	400 level	SP
CHEM 141	Organic I	CHEM 311 Physical Chem.	CHEM 390 (Biochem) or 1 x 400 level chem. seminar	SP I
CHEM 142	Organic II	CHEM 312 Inorganic Chem.		SP midway
Calculus I	Physics I	CHEM 360 Synthesis Lab	1 x 400 level chem. seminar	SP 2
Calculus II	Physics II	CHEM 350 Phys/Analysis Lab		SP final board

**Other College requirements:**

- \_\_\_ First year seminar 1 (if not a transfer in second year)
- \_\_\_ First year seminar 2 (if not a transfer in second year)
- \_\_\_ Moderation
- \_\_\_ Difference & Justice
- \_\_\_ 128 semester hrs, 64 hrs on campus/Bard programs, 2 yrs as full time student
- \_\_\_ 40 credits outside of the SM&C division

**Course plan for remaining semesters:**

Spring	Fall	Spring	Fall	Spring

*Program maps assign ment  
of advisors*

## APPENDIX E: BEST PRACTICES

### **From the Faculty Survey**

Effective practices have included:

- Creating a program-specific advising guide checklist
- The Conservatory has created an advising form for each student that all faculty members can see and amend; it is shared on Dropbox and establishes a historical record that is helpful should a student change advisers
- One program has created a booklet describing various “paths to the major” which are distributed to prospective students
- Creating a form for *students* to prepare before advising meetings
- Emailing and meeting students during the first week of each new semester to review course changes
- Encouraging students to contact faculty members whose courses they are interested in
- Using the classroom to discover and pinpoint skills at which students excel; that knowledge can tailor advising recommendations to strengthen the student experience
- Asking students to keep a diary of their work schedules and study habits
- Making the senior project adviser the de facto general adviser for more efficient communication
- Taking advisees out for a meal
- Visiting the dorms; getting to know the peer counselors and DOSA staff
- Encouraging students to pursue extracurricular activities and take an interest in those activities
- Should the advisee be an athlete, occasionally attending athletic events
- Making research on the impact of advising relationships more widely known among faculty

### **From the Student Survey**

Students feel supported when faculty:

- Reach out several times during the semester
- Ask how the student is doing (express broad concern for a student’s wellbeing— numerous students emphasized the importance of feeling cared for and being listened to)
- Make the advising meetings low-pressure, or more like a conversation than a structured appointment
- Are candid with students about readiness or preparedness for a plan of study and about the feasibility of a course-load
- Empower students by pushing them to take ownership of their studies and emphasizing the importance of their own agency
- Relay career advice or job opportunities, and discuss the path to graduate school
- Talk to other faculty to help students figure out whether a potential class is a good fit, and/or lobby the instructor for the admission of that student
- Contact staff members who can help a student in distress, especially when that student feels unable to reach out him or herself.

## APPENDIX F: KEY MOMENTS IN ACADEMIC ADVISING

Ideally, faculty advisers meet with all of their advisees at the following key points during each semester. Some students may require more frequent meetings.

### **FALL SEMESTER**

**Late August** “Super” advising and registration for first year and new transfer students

**Early September** During the first week of the semester

- Review changes to the student’s program before the drop/add period ends the Wednesday of the second week of classes
- Remind students about the late drop and pass/fail deadline (*typically around September 28*)
- Discuss plans and goals for the semester
- **First Years and new transfer students:** Any changes needed in their registration? How are they adjusting to life and learning at Bard?
- **Sophomores:** Make sure they are in the classes that they need for moderation
- **Seniors:** Make sure they have a senior project adviser, and are registered for project. Review distribution requirements to make sure they are on track to graduate

**Early October** Before mid-term papers and exams (*mid-term grades are usually due around Oct 21*)

- Check in about how courses are going
- Discuss time management and strategize preparation for mid-terms
- **First Years and new transfer students:** How are they adjusting to life and learning at Bard?

**Late October/Early November** After mid-term grades are in

- Review mid-term criteria sheets and make plans for improvement as needed
- If you think a student should consider withdrawing from a class, discuss this (the withdrawal deadline is typically around November 18)

**Late November** Once the spring course list comes out, students will start asking questions about course selection for the spring semester

- **First Years:** Help them narrow in on their moderation possibilities and choose classes that keep moderation pathways open. Talk about the importance of summer internships and the looming deadlines, and refer them to the Career Development Office (CDO).
- **Sophomores:** Make sure they are prepared to register for the courses that they need for moderation. Ask if they plan to study abroad in their Junior year. Talk about the importance of summer internships and the looming deadlines. Refer to CDO.
- **Juniors:** Review graduation and distribution requirements and make sure they are on track. Talk about the importance of summer internships and the looming deadlines. Refer to CDO.
- **Seniors:** Make sure they are planning to register for any remaining distribution requirements or graduation requirements in their program. Refer to CDO.

**Early December** Advising Day (*typically around Dec 7*)

- Review course offerings and discuss schedules for the upcoming semester
- Prepare for final exams and papers

- If possible, review the semester, the student's schedule, and discuss possible changes after online registration closes (*usually opens around Dec 8 and closes Dec 15*)

## **SPRING SEMESTER**

**Early February** During the first week of the semester

- Review changes to the student's program before the drop/add period ends the Wednesday of the second week of classes
- Discuss plans and goals for the semester
- **Sophomores:** Make sure they are in the classes that they need for moderation and know about the March 17 deadline for moderation papers
- **Seniors:** Check in about progress on Senior Project

**Early March** Before mid-term papers and exams (*mid-term grades are usually due around Mar 27*)

- Late drop and pass/fail deadline is around March 1
- Check in about how courses are going
- Discuss time management and strategize preparation for mid-terms
- **Sophomores:** Are they on track to get their moderation papers in by March 17?

**Late March/Early April** After mid-term grades are in

- Review mid-term criteria sheets and make plans for improvement as needed
- If you think a student should consider withdrawing from a class, discuss this (the withdrawal deadline is typically around May 2)
- **Juniors:** Plans for senior project, and senior project adviser
- **Seniors:** Are they on track to turn in Senior Project by May 3?

**Late April** Once the fall course list comes out, students will start asking questions about course selection for the fall semester

- **First Years:** Help them narrow in on their moderation possibilities and choose classes that keep moderation pathways open
- **Sophomores:** On track to moderate? Do they have a good plan for their Junior year?
- **Juniors:** Review graduation requirements and make sure they have a good plan
- **Seniors:** Talk about life after Bard; how are they handling the looming transition?

**Early May** Advising Days (*typically around May 1 & 2*)

- Review course offerings and discuss schedules for the upcoming semester
- Prepare for final exams and papers
- Senior Projects due! (*usually around May 3*)

**Mid-May** After online registration (*usually opens around May 11 and closes May 18*)

- Review the semester, the student's schedule, and discuss possible changes