

Pre-Major Advising Handbook 2020-2021



**Office of Pre-Major Advising
Dartmouth College
Hanover, New Hampshire**

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Table of Contents

THE PRE-MAJOR ADVISING PROGRAM	4
Overview	4
Changes and Important Information 2020-2021	6
TIMELINES AND SCHEDULES	8
Advising Timeline—Yearly Schedule*	8
Meeting 1: Course Selection for the Fall Term.....	10
Meeting 2: Course Selection for the Winter Term.....	12
Meeting 3: Course Selection for the Spring Term and D-Plan.....	13
Meeting 4: Reflecting on the first year of college	14
Meeting 5: Transitioning to a major and a major advisor.....	15
GENERAL ACADEMIC REQUIREMENTS FOR GRADUATION	16
First-year Writing & First-year Seminar Requirements.....	16
First-Year Residency Requirement	16
College Requirements	17
DISTRIBUTIVE AND WORLD CULTURE REQUIREMENTS	18
Distributive Requirements.....	18
World Culture Requirement.....	18
Advising Tips.....	18
Additional Information	18
THE LANGUAGE REQUIREMENT	20
Advising Tips for Languages	20
Placement Information for Specific Languages	21
COURSE REGISTRATION INFORMATION	23
How do new students register for courses at Dartmouth?	23
THE D-PLAN: WHAT IT IS AND HOW IT WORKS	24
THE NON-RECORDING OPTION (NRO)	25
ANSWERS TO COMMONLY ASKED QUESTIONS	26
Exemption (EX) vs. Placement (PLC) in the Placement Record	26
Pre-Matriculation Credits	26
PE Requirement (implications for varsity and club sports).....	26
Exchange and Transfer Credits.....	26
Language Placement Exams.....	26
Term Course Loads	26
ACCESSING INFORMATION ABOUT YOUR ADVISEES	27
DartWorks (formerly DegreeWorks).....	27
DartHub (formerly Banner Student).....	27
Fall Term Advising Questionnaire	29
READING THE PLACEMENT RECORD	30
Sample Placement Record.....	30
Key for reading Placement Records.....	30

MATH PLACEMENT AND SEQUENCING	32
Typical Introductory Sequencing of Classes	33
SCIENCE SEQUENCING	35
Typical Sequencing for Biological Sciences	35
Typical Sequencing for Chemistry	35
Typical Sequencing for Computer Science	36
Typical Sequencing for Earth Sciences	36
Typical Sequencing for Engineering Sciences in the First-Year	36
Typical Sequencing for Physics and Astronomy.....	36
Typical Sequencing for Pre-Health.....	37
Science Courses for the Non-Major.....	38
FIRST- AND SECOND-YEAR ADVISING PUBLICATIONS	39
Explore, Engage, Excel: An introduction to academics at Dartmouth College	39
The Sophomore Year.....	39
ACADEMIC DEPARTMENTS AND PROGRAMS	40
African and African American Studies (AAAS).....	40
Anthropology	40
Art History	40
Asian Societies, Cultures, and Languages	40
Biological Sciences	40
Chemistry	40
Classics	41
Cognitive Science	41
Comparative Literature	41
Computer Science	41
Earth Sciences	41
Economics.....	41
Education	41
Engineering Sciences	42
English and Creative Writing.....	42
Environmental Studies.....	42
Film and Media Studies	42
French and Italian (FRIT).....	42
Geography.....	43
German Studies	43
Government.....	43
History	43
Institute for Writing and Rhetoric	43
Jewish Studies	43
Latin American, Latino, and Caribbean Studies (LALACS)	43
Linguistics.....	44
Mathematics.....	44
Middle Eastern Studies Program.....	44
Music	44
Native American Studies (NAS)	44
Philosophy.....	44
Physics and Astronomy	44
Psychological and Brain Sciences (PBS).....	44
Quantitative Social Science.....	45

Religion.....	45
Russian Language and Literature	45
Sociology.....	45
Spanish and Portuguese	45
Studio Art.....	45
Theater	45
Women’s, Gender, and Sexuality Studies (WGSS).....	45
OTHER COURSES OF STUDY	46
Ethics (Minor)	47
Global Health Certificate.....	46
Health Professions Program (Pre-Health Advising).....	46
International Studies Minor.....	47
Medieval and Renaissance Studies	47
Pre-Law Advising	47
Public Policy Minor.....	48
RESOURCES FOR ACADEMIC AND STUDENT SUPPORT.....	49
Academic Skills Center	49
Student Accessibility Services.....	49
Center for Professional Development	49
Computing Services.....	49
Counseling and Human Development.....	50
Undergraduate Deans Office	50
Senior Academic Mentors (“SAMs”).....	50
Financial Aid.....	51
Judicial Affairs	51
Library.....	51
The Frank Guarini Institute for International Education - Off- Campus Programs	51
Office of Pluralism and Leadership (OPAL)	51
Office of Visa and Immigration Services	52
Registrar	52
RWIT (The Student Center for Research, Writing, and Information Technology).....	53
Undergraduate Advising and Research	53

The Pre-Major Advising Program

Overview

With the expressed commitment of the faculty, the academic advising program aims to give students a resource to navigate the liberal arts curriculum of Dartmouth College. The Assistant Dean of Faculty for Pre-Major Advising pairs each incoming student with a member of the faculty who will serve as that student's faculty advisor into their second year, and the Office of Pre-Major Advising supports faculty in their advising endeavors.

Eligibility to advise

Tenured and Tenure-track members of the faculty serve as advisors to first-year students if they are in residence (either teaching or on an "R" term) during the Fall and Winter terms of the academic year. Faculty keep, or are assigned, second-year students if they are teaching or in residence during the Fall term (and off Winter). Faculty not assigned advisees in the Fall term may be drawn upon to fill in advising during other terms when assigned faculty are off.

When to meet with your advisees

All faculty must meet with their first-year advisees on **Friday, September 11**. Guidelines on when to schedule subsequent meetings as well as suggestions for meeting topics can be found on [pp. 8-15](#).

It is possible that, over time, some of your advisees will not want, or feel the need, to meet with you. It is also possible that some students will want to come see you or to communicate with you by email more frequently. We encourage you to accommodate the (reasonable) needs of your advisees. Often just touching base with advisees by email is enough to encourage those students who need direction to make an appointment.

The expectations for pre-major advising

As a faculty advisor, you offer your perspective and expertise to your advisees. You are not expected to know the entire course catalog or all of the requirements of the College, though we do hope you will be familiar with the general curriculum requirements and Distributive and World Culture Requirements. We also hope that, if and when an advisee asks you a question that you do not know, you will try to find out the answer by contacting the Undergraduate Deans Office, the Registrar, the relevant department or program administrator, the Office of Pre-Major Advising, looking on the website, etc. Often simply modeling this process for and with an advisee can be one of the most helpful and instructive things you can do. In this sense, advising is like teaching.

What you can expect of your advisees

Students are told that, as their faculty advisor, you are but one of their many resources. They are told that you do not, and cannot, know the entire course catalogue, all the regulations of the College, and all answers. Some will take advantage of what you can offer; others will not. In all cases it is helpful to ask your advisees to prepare for their meetings with you. Doing so by email, with concrete instructions to complete the "Advising Questionnaire" beforehand, will make your meetings with them more focused and productive.

At the beginning of the year, first-year students are still very much in “high school” mode and may think of you as a guidance counselor. Often they want basic answers to basic questions. The best thing you can do is help them plan their schedule and make sure they understand how the Timetable of Classes works. As they progress and become acclimated to Dartmouth and to college life, they may be interested in a broader discussion of their longer-term goals, their changing expectations, or the role of the academic enterprise. The discussion might turn to possible majors, whether or not to study abroad, developing career interests, balancing the advisee’s needs with those of his or her family, balancing classes and extracurricular activities, and so-forth. We hope as a faculty advisor you can adapt to the evolving needs of your advisees. Often the best thing you can do as an advisor is to ask appropriate and probing questions. “Why” is often a good starter.

Changes and Important Information for 2020-2021

Two important features of the new advising model:

- The faculty pre-major advising obligation to incoming students will extend into the students' second year. There should be at least one advising meeting at the beginning of a student's second year during the first two weeks of the term.
- A faculty member's assigned advisees will all come from the same house community. These assignments are meant to be permanent, so you will have advisees from the same house each year.

URL's for Pre-Major Advising

For Faculty, begin at: <https://students.dartmouth.edu/ugar/faculty/advising>

- Advising at Dartmouth
- Pre-Major Advising guidelines and resources
- Meal Reimbursement Policy (suspended temporarily, due to COVID-19)

For Students, begin at: <https://students.dartmouth.edu/ugar/advising/advising-dartmouth>

- Community of Advisors
- Presentations and videos
- Goals of Pre-Major Advising

First-year Advising and Course Election is on Friday, September 11

The schedule for entering students (first-year students, transfer students, and exchange students) to elect their fall class is as follows:

- Friday, September 11 from 8am - 6pm: complete course election on Banner via Darthub
- Friday, September 11 after 8pm: course selections are posted for students to view on their registration schedules
- Saturday, September 12, 8am to Sunday, September 13, 6pm: entering students may adjust their schedules during this period on a first-come, first-served basis. (Returning students may not adjust their schedules until the first day of classes.)
- Monday, September 14: Add/Drop opens for all students at 8am; this is the first day of classes

During the initial course election period on Friday, transfer and Class of '24 students may elect a course section with on-campus components among courses with multiple sections since they have fall 2020 on-campus priority. They may also elect a course or course section that is delivered remotely. The system will run an algorithm that will determine whether a student is ultimately registered for the course. The algorithm considers availability and any course priorities set by the department/program. (Note: Many departments set aside spaces for first-year students which are reflected in the course enrollments on the Timetable.) Students may view their registration Friday evening after 8pm and may, if they wish, adjust their course schedule starting the next day on a space-available basis during the course changes period for entering students only.

Students should be prepared to select alternative courses if they do not gain entry into their initial choices. It is likely that students who do not gain entry to all the courses they elected will want to communicate with their faculty advisors again after they view their schedule and before classes start. We therefore ask that you be available by email on Saturday, September 12 to advise any

students who did not get in to all three of their initial choices during course selection.

Please remind students that they need to check their course election results after 8pm on Friday, September 11, to see whether or not they gained entry to their first choices. For detailed information and instructions on the course election process, please refer to the [Course Election Reference Guides](#) on the Registrar's website.

Changes to Department of Education

The Department of Education has restructured its curriculum and renumbered its courses. EDUC 01 remains the introductory course, courses numbered in the 10s through 40s are mid-level courses, and courses numbered in the 50s and 60s are higher-level courses; however, no courses have prerequisites. EDUC 01 plus five other courses compose the minor. Students may now apply to Modify with Education. NH public school teacher certification is no longer an option.

Chosen Name/Identity

Students may indicate a Chosen Name, Identity and Pronoun as soon as they have access to DartHub. We encourage advisors to read through the information on the site and be aware of student's name and identity choices. See the [Chosen Name and Identity website](#) for more information.

Important Information on Registering for Writing Classes

No incoming student is exempt from the writing requirements. See **First-year Writing & First-year Seminar Requirements** on **p. 16** for additional information.

Students scheduled to take Writing 5 in fall 2020 term remotely off-campus who expect to have internet connectivity or time zone difference issues that will impede participation in most of the WRIT 5 sections can contact Hope Rennie hope.rennie@dartmouth.edu to get Instructor Permission to register for two special sections of WRIT 5. One is a fully asynchronous section, and the other is an ARR (Arrange) timeslot synchronous section.

New DartWrite Digital Writing Portfolio

All incoming students now have a WordPress digital writing portfolio which may be used in first-year writing classes and beyond. For more information, see: <https://writing-speech.dartmouth.edu/dartwrite>

The Institute for Writing and Rhetoric has moved!

The IWR is moving to its new location at 37 Dewey Field Road, Room 233 in early September. The Student Center for Reading, Writing, and Information Technology (RWIT) will remain in Baker Library, Room 183.

Advanced Placement Tests

A reminder that Dartmouth College does not count Advanced Placement scores towards the 35 credits a student requires to be graduated. These scores may, however, allow a student to be placed in an appropriately advanced course or fulfill a language requirement. You can view this on the student's placement record and on their DartWorks degree audit. Students may decline an AP credit to allow them to register for the course at Dartmouth by contacting the Registrar's Office.

See [Pre-Matriculation Credit](#) on the Registrar's website for more information about AP and pre-matriculation credit.

Timelines and Schedules

Advising Timeline—Yearly Schedule

Fall Term

Sept 5-9		Email advisees with the 30–45 min. block assigned for their individual meeting on Sept. 11 with Pre-Major Advisor and remind them to fill out the Advising Questionnaire
Fri. Sept 11	9am-3pm 6pm	Individual advisee meetings (see Meeting 1 on p. 10) Deadline core course selection. Results should be available by 8pm
Sept 12-13	8am Saturday-6pm Sunday	Course change period for first-year and new transfer students ONLY
Sept 14		Fall term classes begin
Sept 14–20		First week of schedule adjustment for all students (Add/Drop)
ca. Oct 23		Email advisees to set up advising meetings regarding winter term course election
Oct 28–Nov 5		Individual advisee meetings (see Meeting 2 on p. 12) Winter term course election period
Nov 13–17		Winter term course change period

Winter Term

Jan 4		Winter term classes begin
ca. Jan 6		Deadline to apply for 20X off-campus programs
Feb 1		Deadline to apply for 19F, 20W, and 20S off-campus programs
ca. Feb 5		Blitz advisees to set up spring term advising sessions
Feb 10-18		Individual advisee meetings (see Meeting 3 on p. 13) Spring term course election period
Feb 26–March 5		Spring term course change period

Spring Term

Mar 29		Spring term classes begin
April 15		Deadline for registering D-Plan with Registrar
ca. May 7		Suggested debrief with first-year advisees (see Meeting 4 on p. 14)
May 12-20		Fall term course election period
May 14–June 2		Fall term course change period

Fall Term (Second Year of advising)

Sept 13		Fall term classes begin
First week of classes		Meet with your sophomore advisees (see Meeting 5 on p. 15)

NOTE: You will be informed by email over the course of the year with the precise deadlines for enrollments and regarding when you should be writing or meeting with your advisees.

Meeting 1: Course Selection for the Fall Term

Pre-meeting Email

- Email your advisees to tell them during what time block you have scheduled their meeting on September 11. Please note, students arriving Wednesday will need to be tested on Friday based on when they arrived/were tested upon scheduled arrival. You may need some flexibility here, as students do not have an option to schedule their Covid-19 test.
- Ask your advisees to do the following in preparation for the meeting:
 - Instruct them to fill out the “Advising Questionnaire” form online before their meeting with you.
 - Encourage students to take any and all placement tests for subjects in which they might have proficiency. Better to do so and score abominably than not and find oneself wasting time and money in a class that was not necessary or at the appropriate level. Placement tests are offered online and on campus before and during orientation. The full placement exam schedule can be found online at:
<http://www.dartmouth.edu/~orientation/placement/placementschedule.html>.

Things to Cover

Discussion of distributive and other College requirements

- Review of first-year requirements
- Residency Requirement (three-terms of residence)
- First-year Writing & First-year Seminar Requirements: Writing 5, or its approved equivalents, followed by a First-year Seminar. The Humanities 1-2 sequence can fulfill these requirements in place of Writing 5 and a First-year Seminar. See **General Academic Requirements for Graduation, p. 16.**
- Review and explain Distributive Requirements. See **Distributive and World Culture Requirements, p. 18-19.**
- Discussion of the Language Requirement, options and plans. See **The Language Requirement p. 20-23.**
 - A student must have completed the Language Requirement by the end of the seventh term.
 - Ask your advisee what his or her plans are for fulfilling the Language Requirement.
 - It is a good idea that the student:
 1. know which language they want to study to complete the requirement.
 2. know how many terms they will need to complete the requirement.
 3. know whether they want to incorporate off-campus-study in their D-Plan.

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

Discussion of schedule and course election

- Students who have been placed in Writing 2-3 will already be enrolled in a section

before their advising meeting occurs, and they will choose two other courses around the time slot of their Writing 2-3 course.

- Students placed in fall term Writing 5 will elect one Writing 5 section on DartHub at the same time as their other two fall term courses.
- **Check enrollment sizes and caps for all courses in which your advisee is interested. This is important in order to: 1) have a notion of the likelihood of your advisee getting in to his/her desired courses, and 2) plan a balance of courses, so that your advisee isn't taking only large lectures.**
- Students should plan for alternate scenarios in case they do not get into their preferred Writing 5 section or fall term courses during initial course election. A student who did not get in to his/her first choice for Writing 5 or other fall courses will need to select alternate sections/courses during add/drop for entering students on **Saturday, September 12, 8am – Sunday, September 13, 6pm**. The selections are first-come, first-served.
- Use the Faculty Advising Phonebank to call **representative faculty** regarding courses about which you may have questions.

If a class seems inappropriate, they can consider other alternatives. The choice of their schedule is ultimately their own. Refer to the [calendars on the Registrar's website](#) for deadlines.

Meeting 2: Course Selection for the Winter Term

Pre-Meeting Email

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

Things to Cover

- Suitability of fall term courses
- **Course Election** for winter term
- Plans for the Language Requirement. Pending evaluation of student safety, the **LSA application deadline** for most programs taking place in 2021-2022 is February 1, 2021. Online applications should be available October 1, 2020 and decisions are usually made by March 1, 2021.
- Your advisee should have a clear plan about how s/he is going to fulfill the Language Requirement.
- Encourage your advisee to think of fulfilling **Distributive Requirements** as a mechanism of exploration.
- **Reference letters:** Discuss the fact that every student is going to have to ask members of the faculty for reference letters at some point (perhaps as early as winter term, when applying for off-campus programs or summer internships). Have they had any one-on-one conversations with their professors? Are they using office hours?

Remind students that they are not locked into their initial selections for the first two weeks of winter term. Refer to the [calendars on the Registrar's website](#) for deadlines.

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

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

Pre-Meeting Email

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

Things to cover

- Course election for spring term, including alternate schedules for capped courses. Students may be reassessing their academic goals. It is appropriate to begin to build course selection on new or developing interests. It may also be appropriate to broach the question of major study.
- Summer plans. Some options and opportunities about which to inform your advisee include:
 - Internships: [Center for Professional Development](#) (formerly Career Services)
 - Summer term (and sophomore year) research opportunities: [Office of Undergraduate Research](#)
- D-Plan. Ask your advisee to articulate what his or her current thinking is about his/her D-Plan: When s/he is planning on taking the off term? What his/her goals are for the off term? How s/he might integrate this opportunity with his/her academic goals? What will his/her overall schedule look like if doing an off-campus program?
- First-year students must submit their enrollment pattern (D-Plan) by **April 15, 2021**.
- Let them know that they are not locked into this schedule.

Encourage students to make early use of [The Center for Professional Development](#) to find an internship. Also, many departments and offices sponsor internships and offer competitive grants to support students during their off-terms. For more information, see: <https://students.dartmouth.edu/ugar/research/getting-started/funding-options/dartmouth-funding>

Remind students that they are not locked into their initial selections for the first two weeks of spring term. Refer to the [calendars on the Registrar's website](#) for deadlines.

Meeting 4: Reflecting on the first year of college

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

Timing of the meeting

This meeting is not necessarily linked to course choice. You can send out a note at your convenience. Some strategies might include:

- In the first week of classes (before the work of the term makes finding a time to meet too difficult),
- When the timetable for fall courses is available (**May 7**)
- Pre-examination break (**June 3**) for a meal or coffee break

What to discuss

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

The reality of this meeting

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

Meeting 5: Transitioning to a major and a major advisor

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

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

- In preparation for this meeting you might refer your students to an excellent resource through the Undergraduate Dean's Office:
<https://students.dartmouth.edu/undergraduate-deans/students/resources-class/sophomores>
- Has your advisee thought about how to choose a major?
This is often a better question at this point than what major they are interested in pursuing. Students will choose a major after 5 terms in residence, but the actual deadline is **April 8, 2021 for the class of 2023**. It is a good idea to start the process with some insights:
 - What are some of the common myths about choosing a major?
 - The Undergraduate Deans Office has prepared a great starting point:
<https://students.dartmouth.edu/undergraduate-deans/students/academic-advising/planning-your-major/myths-facts>
 - What is the relationship between choosing a major and an eventual career?
 - Dartmouth's Center for Professional Development has summarized the career choices of some Dartmouth graduates with every major offered at Dartmouth. There is also a great summary of the skills associated with individual majors:
<https://sites.dartmouth.edu/cpd/majors-to-careers-2/>

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

General Academic Requirements for Graduation

First-year Writing and First-year Seminar Writing Requirements

Every incoming first-year student is required to fulfill these requirements:

1. First-year Writing course(s): there are three options. All students will have been asked to have completed the Directed-Self Placement (DSP) process over the summer to help them identify the writing course that they want to take.
 - Writing 5 (fall or winter; students are assigned to a particular term – see Banner Student)
 - Writing 2-3 (two term sequence, taught only in the fall and winter terms); students will have already been registered for WRIT 2 if they indicated an interest in the course through the DSP application and were given one of the limited number of seats)
 - Humanities 1 (fall: <http://www.dartmouth.edu/~hums1-2>)
2. First-year Seminar (or Humanities 2): students enroll in a First-year Seminar the term immediately after completing one of the first-year writing courses. These are small writing-intensive courses taught on particular topics. Seminars are taught in various departments, but always under the course number “7.” First-year Seminars offer every first-year student an opportunity to participate in a course structured around intensive writing, independent research, small group discussion, and reading across the disciplines.

Additional information:

- Writing 2-3 or 5 and Humanities 1 do not count towards Distributive or World Culture requirements.
- First-year Seminars or Humanities 2 may serve as credits towards Distributive or World Culture requirements.
- Students are not eligible to participate in off-campus programs until they have satisfied the First-year Seminar requirement.
- First-year students may enroll in a second seminar if seats are available after all students assigned to a take First-year Seminar that term have been accommodated.
- For more information about the First-year Writing Requirement and placement and enrollment policies for Writing 2-3, Writing 5 and First-year Seminar, visit: <https://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies>.

First-Year Residency Requirement

Although it is not an academic requirement, it is helpful to know that first-year students are required to complete their first three terms in “R,” “remote” or “residence” at Dartmouth. Students are not eligible for off-campus programs, exchange terms, or leave terms until this requirement is completed. In rare instances a first-year student may take a medical or personal withdrawal during the first three terms.

College Requirements

35 Courses

All students are required to earn 35 credits before graduation. The 35 credits can consist of credits earned at Dartmouth, and a maximum of four credits from an exchange term. Typically, Dartmouth students take three classes per term for 12 terms.

The Registrar's Office determines the applicability of transfer credits. A student can transfer up to four post-matriculation credits towards their Dartmouth degree.

Distributive and World Culture Requirements, see [p. 18-19](#)

Language Requirement, see [p. 20-23](#)

Physical Education Requirement

By graduation students must have completed three terms of physical education and pass a 50-yard swim test. Students who participate in an intercollegiate or club sport may receive credit for that activity during the term in which they participate. A maximum of two credits may be earned in this manner. Satisfactory completion of courses in physical education is based on skill improvement and participation. Please be aware that registration for PE courses is separate from the regular course registration process.

NOTE: PE courses do not count toward the 35 credits need to graduate.

COVID-19 NOTE: This requirement is currently under review for our present situation; the PE requirement may need some adjustment.

Distributive and World Culture Requirements

Distributive Requirements

Each student must take one (or two if so indicated) course(s) in each of the following areas by graduation:

1. Art: creation, performance, history or criticism; (ART)
2. Literature: the history, criticism or theory of texts; (LIT)
3. Systems and Traditions of Thought, Meaning and Value; (TMV)
4. International or Comparative Study; (INT)
5. Social Analysis (two courses); (SOC)
6. Quantitative or Deductive Science;(QDS)
7. Natural and Physical Science (two courses); without/with lab (SCI/SLA)
8. Technology or Applied Science; without/with lab (TAS/TLA)

At least one of the courses in category 7 or 8 must have a laboratory, experimental, or field component (LAB).

World Culture Requirement

Each student must take at least one course in each of the following cultural areas before graduation:

1. Western Cultures (W)
2. Non-Western Cultures (NW)
3. Culture and Identity (CI)

Advising Tips

First-year students should **not be overly focused on distributives** in their first few terms, as any course they elect will count towards some requirement or other. By the end of the first year, though, a student should give some thought to distributives, as some students will find themselves concentrating in one area.

Encourage students to use distributives to explore subjects they did not study in high school instead of merely continuing in disciplines with which they are already familiar.

Additional Information

All College Distributive Requirements must be met by Dartmouth classes, with the following two caveats:

1. Courses taken as part of the Twelve-College Exchange in a student's second, third, or fourth year can be applied to the Distributive Requirements.
2. Courses from other institutions taken after matriculation at Dartmouth must be pre-approved by the Committee on Instruction. A student must submit an application to the Registrar's Office by the published application deadlines.

Although some courses may be listed in two distributive areas (i.e. SOC/INT), each distributive area must be filled by a unique course. Thus, a student will have to take ten separate courses to fulfill the Distributive Requirements.

A single course **can** be used to fulfill both a Distributive Requirement and a World Culture Requirement. **By careful selection of courses, therefore, a student can satisfy all requirements with ten courses.**

Departmental requirements for individual majors are separate from College requirements and courses that count towards a major can be used to fulfill either Distributive Requirements and/or World Culture Requirements.

A student must earn a D or better in a course for it to fulfill a Distributive or World Culture Requirement.

If a student elects to “NRO” a course, the student cannot get distributive or world culture credit. (See more on the **Non-Recording Option** on [p. 26.](#))

The “Timetable” is the best and easiest place to scan for distributives. The Timetable also allows one to view all courses offered in a given term that would fulfill a certain Distributive Requirement, by checking the “General Education Requirement” tab on the Timetable. This is at: <http://oraclewww.dartmouth.edu/dart/groucho/timetable.main>

A number of departments offer courses that are primarily designed for non-majors to fulfill certain requirements. See **Science Courses for the Non-Major**, [p. 39.](#)

The Language Requirement

Students must complete their Foreign Language Requirement by the end of their seventh term in residence. ("Residence" includes study abroad on a Dartmouth-sponsored program, LSA, LSA+ or FSP.)

The Language Requirement can be fulfilled by:

1. Placing out (either through a placement test or individual evaluation done by the appropriate department).
2. Completing the requirement through Dartmouth coursework.
This involves completion of study through level 3 (i.e. Spanish 3, Greek 3, Chinese 3). This can be done either on campus or through one of the LSA programs.

Courses used to fulfill the Language Requirement cannot be used to fulfill Distributive Requirements.

A student cannot NRO a language course being used to fulfill of the Language Requirement. (See more on the **Non-Recording Option** on [p. 26.](#))

Students proficient in a language not taught at Dartmouth (such as Navajo or Swedish) may be able to obtain an exemption from the Language Requirement. They should email Linguistics Professor Laura McPherson to discuss a possible evaluation.

NOTE: Although Dartmouth does not teach Korean, students can arrange for a Korean language test through ASCL.

Advising Tips for Languages

- Students should have a clear plan about how they are going to fulfill the Language Requirement, even if they are not going to study that language in the first or second term on campus.
- First-year students who has placed out of some but not all of a language sequence should be advised to complete the needed courses as soon as possible. The longer they wait to pick it up the rustier they will be and the more difficulty they will have. Putting it off will frequently result in problems later on.
- Student should consider early on whether or not they want to do foreign study, and when. They should avoid taking the last prerequisite more than two terms before going on the LSA (+). When the latter condition cannot be met, the student should consult with the department to identify strategies (drill attendance or other) to keep up with the language.
- Encourage students to consider foreign study (LSA or LSA+) associated with the language with which they will fulfill the requirement. A student need not major in the language, and these programs are often some of the most important a student will participate in while at Dartmouth.
- Students must earn a B- or better in the 1-2 sequences to go on the LSAs to

Germany, Russia, and Spain. Students must earn a B or better in the 1-2 sequences to go on the LSA or LSA+ programs in France and Italy.

Placement Information for Specific Languages

Placement exam information is posted online at:

<http://www.dartmouth.edu/~orientation/placement/placementschedule.html>

*If your advisee missed a placement test, they should contact the department directly.

Arabic

The Arabic placement test is offered on campus during Orientation.

Chinese

The Chinese placement test is offered on campus during Orientation.

French

The Department of French and Italian offers a French online placement test prior to Orientation. Placement without taking the placement test is based on AP scores and years of high school instruction. Students seeking advanced placement may take the placement test during New Student Orientation week.

Students who have questions about the placement test, can contact the Language Program Director, Prof. Tania Convertini.

German

The Department of German Studies offers an online placement test from August 3 to September 14 that is available on the department website. An SAT score of 720 or an AP score of 5 exempts a student from the Language Requirement. Students who have questions about their test results or placement are encouraged to speak with the Department's Language Program Coordinator, Professor Nicolay Ostrau.

Greek

Information about courses in Ancient Greek, including one-term and two-term options for fulfilling the Language Requirement, is available on the Classics Department website. Students who have had prior instruction in Ancient Greek are encouraged to speak with Prof. Håkan Tell or Prof. Jenny Lynn about placement in an appropriate level course.

Hebrew

The Hebrew placement test is offered on campus during Orientation.

Italian

The Department of French and Italian offers an Italian online placement test prior to Orientation. Placement without taking the placement test is based on AP scores and years of high school instruction. Students who are seeking advanced placement in Italian or have questions about their placement test can contact the Language Program Director Prof. Tania Convertini.

Japanese

The Japanese placement test is offered on campus during Orientation.

Korean

A Korean placement test is offered on campus during Orientation or by contacting Gerard Bohlen in ASCL.

Latin

An online Latin test is available prior to Orientation. Placement may also be made on the basis of SAT II or AP scores or by consultation with the department. Advisors please note that the sequence for beginners is now LAT 1 — LAT 2 — LAT 3. Further information is available on the Classics department website. Questions about Latin placement can be directed to Professor Jenny Lynn.

Portuguese

The Language Requirement can be fulfilled in two or three terms. PORT 1 and 2 are offered concurrently in the summer or students can take PORT 1 in winter and 2 in spring. Portuguese 3 is offered every fall. For placement, please contact Professor Carlos Cortez Minchillo and/or Professor Rodolfo Franconi to arrange for a proficiency exam.

Russian

Placement is not granted for secondary school courses in Russian. Students must take the placement test offered on campus during Orientation. Students who have questions about their placement tests can contact the Russian Language Program Director, Prof. Alfia Rakova.

Spanish

An on-line placement test was administered prior to Orientation. Students who have not taken SAT II, AP, British A level or IB exam scores must take the department placement exam if they wish to continue with their Spanish studies at Dartmouth. If a student missed the placement exam, s/he should inquire with the department about a make-up exam.

Information regarding SAT II, AP, IB scores, and British A exams is available in the “Placement Information and Exams” section of the Spanish & Portuguese department website: <http://spanport.dartmouth.edu/undergraduate/placement-information-exams>

Students who have lived or studied abroad for more than 6 months should contact Prof. Roberto Rey Agudo for further placement information.

Course Registration Information

How do new students register for courses at Dartmouth?

- They meet with their advisor to discuss course requirements and choices on the Friday prior to the start of the Fall term and elect their preferred courses using DartHub by 6pm
- They may view the results of the election processing on DartHub Friday after 8pm
- They may make changes online if desired during add/drop beginning at 8am on Saturday, September 12. Registrar's Office staff is available to provide assistance. (No upper-class students may add/drop at this time.)

All students may add and drop courses beginning at 8am on Monday, September 14, through on Friday, September 18.

NOTE: The Chrome web browser is not compatible with certain Banner functions, so please use a different browser.

The Timetable contains the most up-to-date course information. Students and advisors use the [Timetable](#) along with the [ORC/Catalog](#) to determine which courses to elect.

Faculty and students also have access to DartWorks, an online personalized Degree Audit to assist in knowing which courses and degree requirements students have fulfilled as they progress through their academic career. See [p. 28-30](#) for **Accessing Information about Your Advisees**.

Permissions may be required to gain entry to a course and are granted by the instructor or his/her proxy electronically using DartHub. If a student is seeking a permission to enroll in a course, s/he will need to contact the faculty or department/program administrator to issue the permission. After the permission has been applied, an email will be sent to the student indicating that s/he can now add this course to his or her schedule using DartHub. The permission will remain active until the end of Add/Drop.

NOTE: Faculty grant permission only – students must register themselves.

The Registrar's Office has provided comprehensive information about course election for entering students on their website, including dates/times in the [Course Election Reference Guide](#).

The D-Plan: What it is and how it works

The D-Plan refers simply to a student’s enrollment pattern – which term(s) they will be on campus, which term(s) they will be remote learning or doing an off-campus program (i.e., registered for classes but not in Hanover), and which term(s) will be off.

A student is required to be on campus fall, winter, and spring of the first year, the term between sophomore and junior year, and fall, winter, and spring of their senior year. Typically, a student will be “off” (i.e., not registered) for one term during fall, winter, or spring of their sophomore or junior year. A student may also be off-campus but registered, either learning remotely or participating in one of Dartmouth’s LSAs or FSPs, or doing one of the Twelve-College Exchanges.

First-year students must register a plan with the Registrar’s Office in the spring of their first year; **April 15, 2021 is the deadline for the Class of 2024** D-Plans can be changed as a student’s plans change, though a student is strongly encouraged to register changes two terms in advance of when those changes would come into effect. Students do not always get their first choice because of D-plan space constraints on campus (particularly fall term), and thus students are asked to submit first, second, and third choices.

A typical residence pattern may look like the following:

	Fall	Winter	Spring	Summer
First year	On Campus	On Campus	On Campus	Leave
Sophomore	LSA	On Campus	On Campus	On Campus
Junior	Off (Internship)	On Campus	On Campus	Leave
Senior	On Campus	On Campus	On Campus	

The “off-term” represents one of Dartmouth’s unique opportunities, and students should be encouraged to begin thinking about how they might make use of it during their first year. They should be encouraged to use the Center for Professional Development (formerly Career Services) to explore some of the thousands of internships available to them. They may be unaware that various offices here at Dartmouth also sponsor internships and offer competitive grants to support students during their off terms, including the Office of Undergraduate Advising & Research, the Dartmouth Center for Service, the Dickey Center, the Ethics Institute, Outdoor Programs, and the Rockefeller Center. For a list of these opportunities, [see Dartmouth Funding webpage](#).

During advising sessions (especially during the winter term) students should be invited to think about when they want to be off campus, and what they might want to do during that time. Advisors should discuss this explicitly with their advisees during the winter term meeting in advance of spring course election.

The Non-Recording Option (NRO)

Students may elect to “NRO” a course. This means that they select a letter grade that they would accept as a minimum acceptable grade.

If a student should earn less than this grade but higher than an “E”, then “NR” will appear on their transcript and the grade will not be factored in to their GPA.

If a student should achieve their minimum grade or higher, that grade will appear on their transcript and will be factored in to the GPA.

If a student should fail the course, an “E” will appear on the transcript and will be factored in to the GPA.

A student may have up to three “NR” grades on a transcript, but only one per term. If a student elects to NRO a course, but then receives a letter grade, that student has not used up one of the three available to them. (Note that some students will use this as a way to protect the GPA – this is not what was intended by this provision.)

Some classes are off-limits for the Non-Recording Option. These are listed online each term under a link entitled “Non-Recording Option and Credit/No Credit Courses” on the [Timetable of Class Meetings webpage](#).

A course in which a student receives an NR **cannot** be applied to the Language Requirement, Distributive or World Culture Requirements, or the major requirements.

The NR is irrevocable. A student who discovers that a course for which they received an “NR” would help towards a major, for example, cannot have the NR replaced with the earned grade.

If a student earns a “D” and receives an “NR” on their transcript, the D will not be counted in the GPA but it will be counted towards calculations for Academic Actions, etc.

For more information on the NRO option see the [ORC/Catalog](#).

Answers to Commonly Asked Questions

Exemption (EX) vs. Placement (PLC) in the Placement Record

An exemption (EX) means the student is exempt from the course listed. A placement (PLC) means that the student is placed in the course listed. Students are not required to take a course in which they are placed (except Writing 2-3 or 5, and First-year Seminar).

Pre-Matriculation Credits

For the classes of 2018 and later, the College is no longer awarding pre-matriculation credit.

PE Requirement (implications for varsity and club sports)

See [p. 17](#) for more information.

Exchange and Transfer Credits

There are two ways to get credit for courses taken at other institutions:

1. Participating in one of the Twelve-College Exchange programs administered through the Off-Campus Programs office
2. Acquiring prior approval from the Registrar's Office for a course taken at another institution. A student must receive approval from the Registrar's Office by the first day of the preceding term. Thus, if a student wants to request credit for a course they would take in the summer, they must begin the process during the winter term.

Language Placement Exams

See [p. 20-23](#) regarding the **Language Requirement** and placement exams.

Term Course Loads

Dartmouth students typically take three classes per term for 12 terms. However, students are permitted up to 3 two-course terms, and up to 4 four-course terms. Additional two-course or four-course terms require permission from the Registrar, by petition.

Accessing Information about Your Advisees

DartWorks (formerly DegreeWorks)

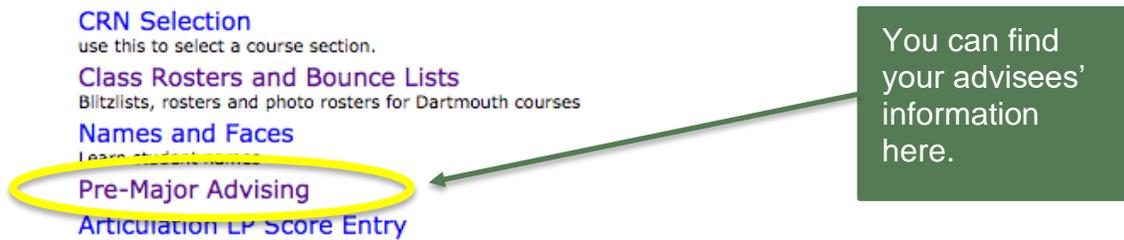
Advisors can also access ANY student record through the degree-auditing tool, DartWorks. For more information on how you can access DartWorks, see the [DartWorks Guides](#).

DartHub (formerly Banner Student)

- Go to <https://darthub.edu/>
- Log in using your NetID and password.
- Click on “Dartmouth Faculty and Advisor Main Menu”

Changes to the Advising Portal in Banner Student

In Fall 2017, the look of the advising portal changed. You can still access the information for your advisees through Banner Student.



You will then go to a page where you can enter an advisee’s NetID. You can also use the NetID lookup tool online at: <https://tech.dartmouth.edu/itc/services-support/help-yourself/netid-lookup>

You can only view one student at a time, but once you have entered the ID, you will see a page that looks similar to this:

PRE-MAJOR ADVISING

[Return to Menu](#) | [Dartworks Dashboard](#) | [Degreeworks](#)

Welcome

Student ID: [View Advisee Information](#)

[Advisee Schedule](#) | [Courses & Grades](#) | [Credits, Exemptions, Placements](#) | [Test Scores](#)

Advisee name:



Dartmouth ID:
Class: 22
Community House: North Park House
Undergraduate Dean: Erica Casacci
Local Address: Richardson 202
Hanover, NH 03755
603-646-5288

Greek Organization:
First Generation:
HB: Hinman Box 0122
Sport:
Hometown: Woodland Park, CO
Cum GPA:
Cum Course Count:
Majors:
Minors:
Pre-matriculation Interest: Biology
Post-matriculation Interests:
Chemistry | | 03-AUG-2018
Biology | Global Health | Sociology 08-JUL-2018

Student has been placed in Fall Term Writing 5

Dplan
Calendar Year **Fall** **Winter** **Spring** **Summer**
2018-2019 Resident Resident Resident

Completed Questionnaires - Only Questionnaires completed by the student will appear here.
[Fall Term 2018 Advising Questionnaire - First Year](#)

You can navigate to other relevant student information from the top of the page.

Students are asked about their academic interests on several occasions.

You can see the student's writing placement on this page.

Completed Advising Questionnaires will be linked at the bottom. This information will be available for as long as you advise this student.

Fall Term Advising Questionnaire

If you click on the “Advising Questionnaire” link, you should see:

PRE-MAJOR ADVISING

Note: The main page of Pre-Major Advising is still open in another window.

Fall Term 2017 Advising Questionnaire - First Year

Interested in pre-engineering:

No

Interested in pre-health:

No

Interested in LSA/FSP for sophomore year:

No selection

Courses interested in for : Fall Term 2017

GEOG 001 Intro to Human Geography

No Selection

ARAB 001 First Yr Courses in Arabic

LAT 015 Literature&the Romans

GOVT 003 American Political System

LING 001 Introductory Linguistics

Courses interested in during time at Dartmouth:

ECON 001 The Price System

GEOG 006 Intro to Int'l Development

ANTH 009 Language & Culture

ANTH 50.22 Sovereignty, Race, Rights

SOCY 027 Organizations in Society

GEOG 023 Political Geography

GOVT 004 Politics of the World

HIST 026 The Vietnam War

Students are encouraged to look through courses, but only some of these will be appropriate for their first term.

This is a great question to start your first conversation with your advisee.

What do you think your advisor should know about you?

“I've always wanted to be an adventurer like Ibn Battuta or Marco Polo or Wade Davis. I'm fascinated by the nations and cultures of the world--I want to travel to all of them, learn their languages and histories and customs and everything I can. I've tried to fulfill that desire in the past by memorizing lists of capitals and flags and national symbols, but I'd like to eventually find a major and career that allows for that kind of worldliness.”

How to use the Advising Questionnaire

- It is important that your advisees take the time to fill out their questionnaire before your first meeting. It is the single most important thing they can do to prepare for a meeting and lay the groundwork for a good advising discussion.
- Read the questionnaire and plan your first meeting accordingly. Asking questions, like, “Why do you find this course interesting?” can be a doorway to understanding the motivation behind a student’s choices and provide direction for subsequent conversations around courses and majors.
- Students will be asked to fill out questionnaires at several points along their academic path, so in subsequent meetings, you can compare the answers to those questionnaires with their answers for this first meeting. This allows you to focus on growth and avoid the transactional nature that sometimes becomes a part of the advisor/advisee relationship.

Reading the Placement Record

Sample Placement Record

PRE-MAJOR ADVISING

Note: The main page of Pre-Major Advising is still open in another window.

Credits on Entrance, Exemptions and Placements for Macguinness R. Galinson

Department	Course number	Course Count	Grade	Grade Source	Source description
CHEM	005	0	CR	AP	College Board Adv Placement
MATH	003	0	CR	AP	College Board Adv Placement
MATH	008	0	PLC	AP	College Board Adv Placement
MUS	020	0	CR	AP	College Board Adv Placement
WRIT	005	0	PLC	P	Local Placement Test
LAT	001	0	PLC	SATII	SAT Subject Test
LAT	003	0	EX	SATII	SAT Subject Test
LAT	015	0	PLC	SATII	SAT Subject Test

Grade Code Definitions	
CR	Credit: student received credit for the purpose of placement, not towards the 35 credits needed to graduate
EX	Exempt: this course serves a prerequisite for higher-level courses, not towards the 35 credits needed to graduate
PLC	Placed: indicates the course in a given department/program that that student should begin with
TR	Pre-matriculation Transfer Credit

Key for reading Placement Records

Standardized Tests

- ACT American College Test

- AP Advance Placement; College Board Advanced Placement Scored out of a maximum of 5

- IB International Baccalaureate
Scored out of a maximum 7. A score of 6 or 7 results in an exemption credit.

- SAT I SAT Verbal, SAT Writing, or SAT Math Scored out of 800

- SAT II SAT Subject Test (formerly known as the Achievement Tests)
Scored out of 800

Languages

HS	High School Language Background; indicates number of years of study This is often used in determining placement for a language without a local placement test or a standardized test score.
INTL	Indicates that a student's native language is something other than English and means the student is exempt from the Language Requirement.
LP	Local Placement Test, taken either online over the summer (as in the Writing placement process) or at Dartmouth during Orientation.
ALEVEL	British A-Levels
TR	Pre-matriculation Transfer Credit (from other institutions) These are never assigned prior to matriculation and shouldn't be an issue during the first advising meeting in the fall.
DEPT	A departmental decision on placement that does not fit in to one of the categories above.

Grade Codes

SU	Superseded by This indicates that another designation elsewhere on the record indicates correct placement. You can ignore this.
EX	Exempt from This indicates that the student is exempt from the class listed. An exemption does not give a student a course credit.
CR	Credit on Entrance The student may take a higher-level course for which the "CR" course is a prerequisite. No course credit is granted, though. Any question relating to how a CR or an EX plays in to fulfilling major requirements should be addressed to the department in question.
PLC	Placed in A student is not required to take a course s/he is placed in, except for Writing 2-3, Writing 5, and First-year Seminars. For all other subjects, this is the recommendation for where to start a particular discipline, but it does not indicate that a student must take that course. See p. 16 for more information on the First-year Writing Requirement & First-year Seminar Requirements and placement procedures.

Math Placement and Sequencing

Math placement is one of the most complex advising issues with entering students. The best source of information is the website (<https://www.math.dartmouth.edu/undergraduate/first-year-students/>). Professor of Mathematics Thomas Shemanske serves as the department's First-year Advisor and is available for consultation by email at fyadvising@math.dartmouth.edu.

Students who do not want to continue with math at Dartmouth should know that there is no specific "math requirement;" there is, however, the QDS (Quantitative or Deductive Science) Distributive, which can be filled by a number of non-math courses. See **Science Courses for the Non-Major**, p. 39.

Students who want to take a math course to fulfill their QDS requirement but do not want to pursue math or do not need Math 3 or above for other requirements should consider Math 5 (Exploring Mathematics) or Math 10 (Introductory Statistics).

Math 1 is the default starting point for calculus at Dartmouth. Students who have not taken calculus before should begin in Math 1. Students who have taken a calculus course before matriculating, but do not place out of one or more calculus courses should begin in Math 3. Math 3 is the prerequisite for all chemistry and physics courses that are part of the pre-health requirements.

Many students will have a math placement through credits on entrance or testing and will be placed in one of the following:

- Math 1: Introduction to Calculus
- Math 3: Calculus
- Math 8: Calculus of Functions of One and Several Variables
- Math 9: Differential Multivariable Calculus with linear algebra, designed specifically for first-year students who place out of Math 1, 3, and 8, and is offered only in the fall.
- Math 11: Multivariable Calculus, designed specifically for first-year students who place out of Math 1, 3, and 8, and is offered only in the fall. Students placed in Math 9 or 11 who do not want to take Math in the fall, will most likely take Math 8. These students should talk with Professor Tom Shemanske.

The standard sequence for a student who has completed pre-calculus is Math 1, Math 3, Math 8, Math 13. Students who have studied some calculus start at later points in this sequence.

- Math 4: Applications of Calculus to Medicine and Biology, is designed for students interested in the life sciences or fulfilling pre-health requirements. (Many health profession schools require two calculus courses and this serves as a second course after

Math 3.) It cannot serve as a prerequisite for any other math courses and has Math 3 (or its equivalent) as a prerequisite.

Math 13: Calculus of Vector-Valued Functions is the course that follows Math 8, and covers the last two thirds of the material in Math 11. Consequently, it is not interchangeable with Math 11.

Math 17: An Introduction to Mathematics Beyond Calculus is designed for first-year students with an exemption or credit for Math 3 and 8 who are particularly motivated and interested in math. The aim is to introduce a potential math major to interesting questions in the discipline of mathematics before the student undergoes the rigors of the major. After taking 17, a student would likely take Multivariable Calculus if they have not already done so.

While it is possible to take Math 17 without credit for Math 3 and 8, it is likely in the student's best interest to take calculus in their first year and then take Math 17 in their second year. A student who wishes to take Math 17 without credit for Math 3 and 8 should consult directly with the instructor of that course prior to enrolling.

Typical Introductory Sequencing of Classes

The appropriate course for a first-year student is dependent upon his or her math placement (if any). Characteristic sequences are as follows:

Placement	Track	Fall	Winter	Spring
None	Standard Calculus Sequence I	Math 1	Math 3	Math 8
None or Math 3	Standard calculus sequence II	Math 3	Math 8	Math 13
None or Math 3	Standard calculus sequence IIa (delayed one term)	No math	Math 3	Math 8
None or Math 3 [+]	Pre-health or life-sciences major	Math 3 (or place out)	Math 4	
Math 8	Advanced Placement sequence	Math 8	Math 13	Math 22 (or other)
Math 9	Advanced Placement sequence	Math 9	Math 13	Math 24 (or other)
Math 11	Accelerated calculus sequence	Math 11	Math 24	

Math 11 [+]		Math 13 (by department placement)	Math 24	
Math 11 [+]	Possible math major	Math 11 or 13	Math 17	Math 24 (or other)

Science Sequencing

Placement in the appropriate section and the correct sequencing of math and science courses is critical for first-year students. If questions arise it is appropriate to contact or to have the student make an appointment with the appropriate departmental advisor or contact.

- Biological Sciences: Prof. Natasha Grotz (646-0120)
- Chemistry: Prof. Dale Mierke (646-1154)
- Computer Science: Prof. Alberto Quattrini Li (646-8891)
- Earth Sciences: Prof. Leslie Sonder (646-2372)
- Engineering Sciences: Prof. Douglas Van Citters (646-6406)
- Physics and Astronomy: Prof. Kristina Lynch (646-9311, Chair); Prof. James LaBelle (646-2973, Undergraduate Advisor), Prof. Robyn Milan (646-3969, placement exam)
- Pre-Health: Sarah Berger (646-3377, Health Professions Program coordinator)

Typical Sequencing for Biological Sciences

Students can begin the study of Biology with Biology 11 or one of the “foundation courses” (numbered 12-16, 19). Biology 19 is an honors version of Cell Structure and Function and is open only to first-year students. To help students make the choice of which course to enter first, the department has assembled a Biology Placement/Advisory Test that is accessible in Canvas.

NOTE: Prerequisites for the Biological Sciences Majors include: Chemistry 5 and 6, plus one quantitative course from among Biology 29, Computer Science 1, Engineering Science 20, Earth Science 17, Quantitative Social Science 15, Math 4 or 8, or above. Math 10 (or equivalent) satisfies the quantitative requirement. A potential major should begin these in the first year.

Typical Sequencing for Chemistry

- Chemistry 5-6-51-52 or 5-6-57-58 (traditional)
- Chemistry 10-51-52 or 10-57-58 (Honors)

The study of chemistry typically begins with the two-term sequence Chemistry 5-6, which has a Math 3 prerequisite. Chemistry 10 is a one-term general chemistry course for first-year students with a strong interest and background in chemistry. The course covers selected general chemistry topics important for higher level chemistry courses. Mathematics preparation equivalent to Math 3 is required. Successful completion of Chemistry 10 results in credit for both Chemistry 5 and Chemistry 10.

Prerequisites for the Chemistry Major vary depending on the track, but at a minimum include: Chemistry 5-6 (or 10), Math 3 and 8 (or equivalent), and Physics 13-14 (or 3-4, or 15-16).

Typical Sequencing for Computer Science

Computer Science 1 is the department's entry-level course. The second courses in the sequence are Computer Science 10 and 30. Engineering 20 may substitute for Computer Science 1.

NOTE: Students may receive exemption credit for Computer Science 1 through the AP Computer Science A exam or the local placement exam.

Typical Sequencing for Earth Sciences

Students typically begin the study of Earth Sciences by taking any introductory survey course (EARS 1-9 exclusive of EARS 7) or a more focused applied course (EARS 14-19). EARS 1 is recommended for those students planning to pursue advanced study of earth sciences.

Typical Sequencing for Engineering Sciences in the First-Year

- Math 3-8-13, Physics 13-14, Engineering 20 (with no advanced placement)
- Math 8/9-13/14, Physics 13-14, Engineering 20 or 21 (with AP exemption credit for Math 3)

NOTES: Courses in the first year should include at least Math 3-8 and Physics 13-14. In most cases, students will take Math 13, Engineering 20 and 21 in the second year.

A student who has exemption credit for Math 3 will help themselves out by also doing Math 13 and/or either Engineering 20 or 21 in the first year.

Students interested in computer science as well as engineering should take Computer Science 1 and 10 instead of Engineering 20.

Students interested in pre-health, biochemical engineering, or chemical/biochemical engineering may be advised to take Chemistry 5-6 in the first year instead of physics, or take Physics 13-14 in the second year.

Typical Sequencing for Physics and Astronomy

- Physics 13-14-19 (19 required for Physics and Engineering Physics Majors, typically taken either in the spring of a student's first year or sophomore fall)
- Physics 15-16 (accelerated equivalent to Physics 13-14-19)
- Physics 3-4 (terminal – often for pre-health track and non-physical science majors)

NOTES: Prerequisites for the Physics Major include Math 3, 8, 13, and 22 or 23 or 24, as well as Physics 13 and 14 (or 15 and 16).

Physics 13-14 is available fall-winter or winter-spring. Math 8 is a co-requisite for Physics 13, so the fall-winter offering minimally requires placement in Math 8, and the winter-spring offering requires taking Math 3 in the Fall Term (for those without placement in Math 8).

Physics 15 is available fall and winter; Physics 16 is available winter and spring.

NOTE: Physics 15-16 is for students who took calculus-based classical mechanics in high school. It requires a placement exam given on-line during Orientation.

Physics 3 is available summer, fall or winter and Physics 4 winter or spring. Pre-health and non-physical science majors often take these courses after the first year, sometimes starting with the sophomore summer. Astronomy majors may also take Physics 3 and 4 through Physics 13/14 is preferable.

Typical Sequencing for Pre-Health

The courses below are offered in the following sequences:

- BIOL 11: offered fall, winter and spring; see [p. 36](#) for placement information.
- BIOL 12: offered fall and spring
- BIOL 13: offered winter and summer
- BIOL 14: offered fall and winter
- BIOL 19: offered fall and only to first-year students
- CHEM 5: offered fall and winter
- CHEM 6: offered fall and spring
- CHEM 10: offered in the fall and only to first-year students
- CHEM 51-52: offered fall-winter, and spring-summer
- CHEM 57-58: offered winter-spring
- MATH 1: offered in fall
- MATH 3: offered fall and winter; it (or placing out of it) is a prerequisite for most science sequences
- MATH 8: offered fall, winter, and spring
- MATH 9: offered fall term (only for first-year students)
- MATH 11: offered fall term (only for first-year students)
- PHYS 3-4: offered fall, winter and summer; usually taken after completing the first year
- PHYS 13-14: offered fall-winter, or winter-spring

General Principles

- MATH 3 and CHEM 5-6 should be completed by the end of the first year.
- Students can begin the study of biology with BIOL 2 (for non-majors), BIOL 11, or one of the foundation courses (BIOL 12-16). A student considering a biology major should consider taking BIOL 11 and/or a biology foundation course during the first year.
- The biology foundation courses (BIOL 12-16) can be taken in any order.
- MATH 3 is the prerequisite for both the physics sequence (PHYS 3-4 or 13-14), and for the general chemistry sequence (CHEM 5-6).
- It is very common for students to take both math and physics at the same time and most students find that these courses reinforce each other.
- Students should be cautioned against taking two lab courses in the fall of the first year.

Science Courses for the Non-Major

Listed below are courses that departments design for non-majors and should be used by students looking to explore a subject and fulfill requirements. They (mostly) have no prerequisites and are themselves not prerequisites for more advanced courses in departments.

Course	Title	Distributive Credit
ASTR 1	Exploring the Solar System	SLA
ASTR 2	Exploring the Universe (without lab)	SCI
ASTR 3	Exploring the Universe (with lab)	SLA
BIOL 2	Human Biology	SCI
COSC 1	Introduction to Programming and Computation	TLA
COSC 2	Programming for Interactive Audio-Visual Arts	TLA
EARS 1	How the Earth Works	SLA
EARS 2	Evolution of Earth and Life	SCI
EARS 3	Elementary Oceanography	SCI
EARS 6	Environmental Change	SCI
ENGS 2	Integrated Design	TAS
ENGS 5	Healthcare and Biotechnology in the 21st Century	TAS
ENGS 6	Technology and Biosecurity	TAS
ENGS 9	Everyday Technology	TLA
ENGS 11	The Way Things Work: A Visual Introduction to Engineering	TAS
ENGS 13	Virtual Medicine and Cybercare	TAS
ENGS 18	Systems Dynamic in Policy Design and Analysis	TAS
MATH 5	Topics vary by term, see ORC	QDS
MATH 10	Introduction to statistics	QDS
PHYS 1	Understanding the Universe (with lab)	SLA
PHYS 2	Understanding the Universe (without lab) SCI	SCI
PHYS 5	Physics for Future Leaders	TAS

NOTES:

- **The QDS requirement** can be filled also with Linguistics 1, Linguistics 10, Linguistics 18, and other courses in linguistics, Philosophy 6, the 10-level courses in government, economics, psychology, sociology, and mathematics and social sciences 15.
- **The TAS requirement** can be filled by Music 3, Philosophy 26, Mathematics and Social Sciences 36.
- **The SCI and SLA requirements** can be filled by Anthropology 6, Geography 3 and 5, and certain other courses in geography, and psychological and brain sciences.

First- and Second-Year Advising Publications

Explore, Engage, Excel: An introduction to academics at Dartmouth College

Published in the summer by the Undergraduate Deans Office

[View PDF](#)

The first year is generally a time of exploration for students. The Dartmouth curriculum offers over 1600 courses of a variety and scope completely unimaginable at the high-school level. Although some majors do require an earlier start (for example, Engineering and other sciences), students can begin most majors in the second year, and students are encouraged to explore options during their first year at Dartmouth.

The Sophomore Year

Published in late September by the Undergraduate Deans Office

[Go to UG Deans website](#)

The second year is for reviewing initial intentions for courses of study and declaring a major, as well as deciding on additional academic opportunities to enrich the Dartmouth experience (i.e., research, study abroad, internships). Students may choose to seek out their pre-major advisor or another faculty member from their first year to discuss how to best mix-and-match courses of study to their own particular intellectual and post-graduate goals.

Academic Departments and Programs

Most academic department/program websites maintain detailed information on courses, majors/minors, off-campus programs, and other offerings. As this publication is only updated once a year, we encourage you to use the information below to find accurate answers to your pre-major advising questions.

African and African American Studies (AAAS)

Choate House • 646-3397 • aaas@dartmouth.edu

<http://aaas.dartmouth.edu/>

Chair: [Professor Ayo Coly](#), Vice Chair: [Michael Chaney](#)

For pre-major advice, please contact: [Professor Ayo Coly](#)

Anthropology

Silsby Hall, Room 408 • 646-3256 • anthropology.department@dartmouth.edu

<http://anthropology.dartmouth.edu/>

Julie.b.gilman@dartmouth.edu Department Administrator

Art History

Carpenter Hall • 646-2306 • Ada.Cohen@dartmouth.edu (Chair)

<http://arthistory.dartmouth.edu/>

Asian Societies, Cultures, and Languages

Bartlett Hall, Room 101A • 646-0434 • Allen.Hockley@dartmouth.edu (Chair)

<https://ascl.dartmouth.edu/>

Biological Sciences

Life Sciences Center, Room 130 • 646-3847 • Biological.Sciences@dartmouth.edu

<https://biology.dartmouth.edu/>

See **Science Placement and Sequencing** on **p. 36** and/or **Health Professions Program** on **p. 47**.

Chemistry

Burke Laboratory • 646-2501 • Chemistry@dartmouth.edu

<http://chemistry.dartmouth.edu/>

Refer to **Science Placement and Sequencing** on **p. 36** and/or **Health Professions Program** on **p. 47**.

For pre-major advice, contact Prof. F. Jon Kull, Prof. Dale Mierke, or Prof. Michael Ragusa.

Classics

Reed Hall, Room 201 • 646-3394 • Margaret.Graver@dartmouth.edu (Chair)
<http://www.dartmouth.edu/~classics>

For pre-major advice, contact Prof. Margaret Graver.

For information about Latin and Greek placement, see also the Language Requirement on **pp. 20-23**.

Cognitive Science

Reed Hall, Room 201 • 646-0336 • Cognitive.Science@dartmouth.edu
<https://cognitive-science.dartmouth.edu/undergraduate/courses>

For pre-major advice, contact chair Adina Roskies, Adina.Roskies@dartmouth.edu

Comparative Literature

Reed Hall, Room 201 • 646-2912 • Comparative.Literature@dartmouth.edu
<http://complit.dartmouth.edu/>

For pre-major advice, contact Prof. Larry Kritzman

Computer Science

Sudikoff Laboratory, Room 203 • 646-8891 • alberto.quattrini.li@dartmouth.edu
<http://web.cs.dartmouth.edu/undergraduate>

Refer to **Science Placement and Sequencing** on **p. 36**.

For pre-major advice, contact Prof. Alberto Quattrini Li.

Earth Sciences

Fairchild Hall, Room 227 • 646-2373 • Earth.Sciences@dartmouth.edu _
<http://earthsciences.dartmouth.edu/>

Refer to **Science Placement and Sequencing** on **p. 37**.

For pre-major advice, contact Prof. Leslie Sonder.

Economics

Rockefeller Hall, Room 311 • 646-2538 • economics@dartmouth.edu
<http://economics.dartmouth.edu/undergraduate-info>

Education

Raven House • 646-9043 • michele.tine@dartmouth.edu (Chair)
<http://educ.dartmouth.edu/>

For advice about the Education Minor, contact the Prof. Michele Tine.

Engineering Sciences

Thayer School of Engineering • 646-2888 • Jenna.Wheeler@dartmouth.edu (Admin.)
<http://engineering.dartmouth.edu/academics/undergraduate>

See **Science Sequencing and Engineering** pp. 35-38 for more information on specific courses.

Most full time ENGS faculty serve as pre-major advisors. Contact Jenna Wheeler for more information.

English and Creative Writing

Sanborn House, Room 201 • 646-2316 • <https://english.dartmouth.edu/>

Contact the department administrator, Kate Gibbel, 646-2316
katherine.h.gibbel@dartmouth.edu

Environmental Studies

Steele Hall, Room 112 • 646-2838 • Kim.Wind@dartmouth.edu (Admin) _
<http://envs.dartmouth.edu/>

For pre-major advice, contact Kim Wind or Prof. Doug Bolger.

Film and Media Studies

Black Visual Arts Center, 2nd Floor • 646-3402 • Cheryl.Coutermarsh@dartmouth.edu
<http://www.dartmouth.edu/~film>

Freshmen who want to major in Film and Media Studies should sign up for FS 1, FS 2, or FS 3 (when offered) and FS 20 their Freshmen year.

For pre-major advice, contact Prof. Mary Flanagan or Cheryl Coutermarsh.

French and Italian (FRIT)

Dartmouth Hall, Room 315 • 646-2400 • Sydney.K.Lucia@dartmouth.edu
(Admin., 646-2917) <http://frandit.dartmouth.edu/>

See **Language Requirement** on p. 20-23 for more information on placement testing.

Questions about programs and classes can also be directed to Prof. David LaGuardia.

Geography

Fairchild Hall, Room 117 • 646-3378 • Geography@dartmouth.edu (Faculty)
<https://geography.dartmouth.edu/>

For pre-major advice, contact Prof. Christopher Sneddon.

German Studies

Dartmouth Hall, Room 333 • 646-2408 • Petra.McGillen@dartmouth.edu (Acting Chair)
<http://german.dartmouth.edu>

See **Language Requirement** on **pp. 20-23** for more information on placement testing.

Government

Silsby Hall, Room 211 • 646-2544 • Government.Department@dartmouth.edu
<http://govt.dartmouth.edu/>

History

Carson Hall, Room 300 • 646-2545 • history@dartmouth.edu
<http://history.dartmouth.edu/undergraduate>

For pre-major advice, contact Prof. Cecilia Gaposchkin or Prof. Jennifer Miller.

Institute for Writing and Rhetoric

37 Dewey Field Road, Room 233 • 646-9748 • Writing.Program@dartmouth.edu
<https://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies>

See **First-year Writing & First-year Seminar Requirements** on **p. 16** for more information.

The Institute for Writing and Rhetoric offers student support services through RWIT (The Student Center for Research, Writing, and Information Technology,
<https://students.dartmouth.edu/rwit/>. See **RWIT**, **p. 54**.

Jewish Studies

Reed Hall, Room 201 • 646-0475 • jewish.studies@dartmouth.edu
<http://jewish.dartmouth.edu/>

For pre-major advice, contact Prof. Susannah Heschel.

Latin American, Latino, and Caribbean Studies (LALACS)

Raven House, Room 202 • 646-1640 • laurie.l.furch@dartmouth.edu (Admin)
<http://lalacs.dartmouth.edu/>

For pre-major advice, contact Prof. Mary Coffey.

Linguistics

Anonymous Hall, Room 221 • 646-0332 • linguistics@dartmouth.edu
<http://linguistics.dartmouth.edu>

Mathematics

Kemeny Hall, Room 337 • 646-3179 • fyadvising@math.dartmouth.edu
<https://www.math.dartmouth.edu/undergraduate/first-year-students/>

See **Math Placement and Sequencing** p. 33-35 for more information on specific courses.

For pre-major advice, contact Prof. Thomas Shemanske at
fyadvising@math.dartmouth.edu

Middle Eastern Studies Program

Bartlett Hall, Room 101D • 646-2861 • Gerard.F.Bohlen@dartmouth.edu
<https://mes.dartmouth.edu/>

Music

Hopkins Center, Room M7 • 646-3531 • music@dartmouth.edu
<https://music.dartmouth.edu/undergraduate/requirements-major-and-minor-music>

For pre-Major advice, contact Prof. William Cheng.

Native American Studies (NAS)

Sherman House • 646-3530 • Native.American.Studies@dartmouth.edu
<http://native-american.dartmouth.edu/>

For pre-Major advice, contact Prof. Bruce Duthu.

Philosophy

Thornton Hall • 646-8172 • Philosophy@dartmouth.edu
<https://philosophy.dartmouth.edu/curriculum/major-and-minor>

Physics and Astronomy

Wilder Laboratory, Room 105 • 646-2854 • physics.department@dartmouth.edu
<http://physics.dartmouth.edu/>

For pre-major advice, contact Prof. James LaBelle.

Psychological and Brain Sciences (PBS)

Moore Hall • 646-3181 • psychological.and.brain.sciences@dartmouth.edu
<http://pbs.dartmouth.edu/>

Quantitative Social Science

Silsby Hall, Room 211 • 646-2544 • qss@dartmouth.edu

For pre-major advice, contact Prof. Jason Houle (814-876-0244 or 6-2693) or Mallory Connor (6-2544).

Religion

Thornton Hall • 646-3738 • Religion@dartmouth.edu

<http://religion.dartmouth.edu/>

For pre-major advice, contact Prof. Reiko Ohnuma.

Russian Language and Literature

Reed Hall, Room 201 • 646-2070 • Russian.Department@dartmouth.edu

<http://russian.dartmouth.edu/>

See **Language Requirement** on **pp. 20-23** for more information on placement testing.

For pre-major advice, contact Prof. Victoria Somoff.

Sociology

Blunt Hall, Room 302 • 646-2554 • Marc.Dixon@dartmouth.edu (Chair)

<http://sociology.dartmouth.edu>

Spanish and Portuguese

Dartmouth Hall, Room 218 • 646-1462 • Jillene.Syphus@Dartmouth.edu (Admin.)

<http://spanport.dartmouth.edu/>

See **Language Requirement** on **pp. 20-23** for more information on placement testing.

Studio Art

Black Visual Arts, Room 302 • 646-2285 • studio.art.department@dartmouth.edu

<http://studioart.dartmouth.edu/undergraduate>

Theater

Hopkins Center, Shakespeare Alley Room 110 • 646-3104 • Theater@dartmouth.edu

<https://theater.dartmouth.edu/undergraduate-overview>

For pre-major advice, contact the chair, Prof. Dan Kotlowitz.

Women's, Gender, and Sexuality Studies (WGSS)

Baker Library, Room 200B • 646-2722 • wgssp@dartmouth.edu

<http://wgs.dartmouth.edu/>

For pre-major advice, contact Laura Edmondson (chair) or Bevan Dunbar (administrator).

Other Courses of Study

Global Health Certificate

**Center for Global Health Equity, Dickey Center for International Understanding,
Haldeman, First Floor • 646-2023**

<https://dickey.dartmouth.edu/health>

Schedule time to meet with the Center for Global Health Equity Program Director Anne Sosin for more details.

Health Professions Program (Pre-Health Advising)

Medicine, Dentistry, Veterinary, Public Health & Other Health Professions

Health Professions Program, Parker House • 646-3377

<http://www.dartmouth.edu/prehealth/>

The single most important advising tip for first-year students is to seek the guidance of a Health Professions Program (HPP) Advisor. This should be done early in the first term in order to plan a four-year schedule for completing required coursework. Misinformation may be passed along by fellow students, and so it is critical that students rely on HPP for information about the complex academic and extracurricular path to a health profession.

Students interested in pursuing a curriculum that will prepare them for medical, dental, or veterinary school, or other graduate schools in the health professions should contact the Program Coordinator, Rae Stokes, at Health.Professions.Program@dartmouth.edu or calling the number above.

Some important tips for students considering the pre-health track:

- Dartmouth does not have a single, set pre-health curriculum, but does provide a wide array of routes students can take to fulfill requirements.
- There are a significant number of pre-health requirements which can limit flexibility in course selection and options for off-campus programs.
- Students arrive with different backgrounds and levels of preparation, so will move through the process at different rates. HPP advisors and faculty in academic departments can provide individualized advice about course selection and sequencing.
- Students who do not have a strong background in the sciences are strongly encouraged to take a preparatory course, like Biology 2 or 11, before beginning the required pre-health courses. (If opting for BIOL 2, please make your advisee aware that Biology 2 does not count for major credit.)
- Students are cautioned against taking two lab courses in the fall of the first year. In general, students are encouraged to enroll in one lab course per term until they have demonstrated the ability to handle the coursework.
- Students should NOT use the NRO (non-recording option) in a course required for med/vet/dental school admission and should be very cautious about using it in any natural science course.
- In some departments, students may be granted course exemptions based on placement exams or previous academic experience (e.g. AP and IB scores). These exemptions allow student to enroll in advanced courses and also satisfy med/dental/vet school matriculation requirements.

- Decisions about course selection and sequencing can have implications for when students are ready to take entrance exams (like the MCAT) and therefore when they will be able to apply to pre-health programs.
- Students who are considering withdrawing from a course after the add/drop period should discuss this in advance with an HPP advisor.
- Students who are struggling in the required science courses should seek advice from an HPP advisor. They should also take advantage of the resources offered by the Academic Skills Center and by faculty and academic departments.
- Students CAN recover from one or more low grades in their first year. It is not uncommon for students to need to learn new study and learning strategies. Campus advising and resources can help students be successful even after an initial bump.
- Students are encouraged to join the Nathan Smith Society which is a student organization that serves all students interested in the health professions.
<http://www.dartmouth.edu/nathan-smith/>

International Studies Minor

Dickey Center for International Understanding, Haldeman, First Floor • 646-2023

Dickey.Student.Programs@dartmouth.edu

<http://dickey.dartmouth.edu/teaching-learning/international-studies-minor>

For more information and advice, contact ISM coordinator Amy Newcomb or Prof. Graziella Parati.

Medieval and Renaissance Studies

Carson Hall, Room 210 • 646-9280

<http://medren.dartmouth.edu/>

Medieval and Renaissance Studies is a way of modifying a department major (History; Religion; Classics; English; Spanish and Portuguese; French and Italian) to emphasize the Medieval and Renaissance period. For more information and advice, contact Prof. Christopher MacEvitt (Religion) or Prof. Cecilia Gaposchkin (History).

Pre-Law Advising

Center for Professional Development, 63 South Main St., Second Floor • 646-2215

<http://sites.dartmouth.edu/cpd/graduate-school/>

cpd@dartmouth.edu

In contrast to some other graduate programs, there are no pre-law requirements or suggested majors at Dartmouth. The American Bar Association does not make any recommendation about undergraduate majors in preparation for law school. We encourage students to major in the subject areas of greatest interest. Law schools embrace diversity of academic backgrounds.

The CPD offers a **Law School Application Guide**, which can be accessed in the Resource Library of our [DartBoard](#) platform. All CPD Career Coaches offer private appointments for career exploration, law-related internships and jobs, learning about the law school application process and timeline, LSAT and GRE test preparation resources, personal statement reviews, and law school admissions statistics. The CPD also hosts law school

information sessions and collaborates with the Rockefeller Center on law-related programs and annual Law Day events.

Public Policy Minor

Rockefeller Hall • 646-3874

<http://rockefeller.dartmouth.edu/public-policy/public-policy-minor>

Coordinated by the Nelson A. Rockefeller Center, the Public Policy Minor is open to students from all majors and provides a coherent program of study in the field of public policy, broadly defined.

Resources for Academic and Student Support

Academic Skills Center

Baker Library, Room • 224 646-2014

<https://students.dartmouth.edu/academic-skills/>

The Academic Skills Center assists students in meeting the academic demands of Dartmouth by teaching effective and efficient learning strategies. The center offers individual meetings, speed-reading courses, peer tutors and study groups. The seven- week Learning at Dartmouth course (fall term only) is specifically designed for first-year students.

Please see the ASC website for streaming videos and useful handouts.

Student Accessibility Services

Carson, Suite 125 & Berry, L33 • 646-9900

<http://students.dartmouth.edu/student-accessibility/>

Student Accessibility Services (SAS) coordinates individualized accommodations and services for students with disabilities at Dartmouth College. Students requesting accommodations are invited to visit <https://students.dartmouth.edu/student-accessibility/students/working-sas/getting-started> to learn about the registration process. Students with injuries or temporary medical conditions typically do not need to register with SAS and should review <https://students.dartmouth.edu/student-accessibility/students/injuries-temporary-medical-conditions> for guidance.

Center for Professional Development

63 South Main St., Second Floor • 646-2215

<http://sites.dartmouth.edu/cpd/>

The Center for Professional Development (formerly Career Services) supports Dartmouth students in making informed decisions regarding undergraduate and post-graduate plans by providing resources and opportunities to encourage career exploration and self- assessment. Information about jobs, internships, graduate education, recruiting, and assistance with applications and resumes are available through CPD. They are open Monday-Friday from 9:00AM-5:00 PM. Check their website for drop-in hours.

Computing Services

<https://tech.dartmouth.edu/itc/>

- **Student Computing Help Desk**
IT Walk-In Center: 178J Berry Library, 646-2999 ext. 1
- **Computer Sales and Service**
001 McNutt Hall, 646-3249

Counseling and Human Development

Dick Hall's House, 7 Rope Ferry Rd., Second Floor

<https://students.dartmouth.edu/health-service/counseling/about>

- **Appointments:**

- Counseling: 646-9442
- Nutrition: 646-9442
- Women's Health: 646-9401
- Infirmary: 646-9440
- Groups: 646-9442

- **Emergency/after hours:**

- Counselor on-Call (academic year): 646-9440
- Summer term and interim: 646-4000
- Safety and Security: 646-3333

- **Peer Advising/Education:**

- Eating Disorder Peer Advisors: Blitz "EDPA"
- Students Against the Abuse of Food and Exercise: Blitz "SAFE"

Undergraduate Deans Office

Carson Hall, Suite 125 • 646-2243

<https://students.dartmouth.edu/undergraduate-deans/>

The Undergraduate Deans Office provides support for all enrolled students. The undergraduate dean assigned to a student generally remains with that student for his/her entire undergraduate career, but all of the undergraduate deans are available for consultation and advice. Students may schedule individual appointments to consult about various academic, personal and social issues. Students in academic difficulty are encouraged to meet with their undergraduate deans for assistance in returning to good academic standing. The undergraduate deans are holding Remote Drop-in "open hours" Monday through Friday from 1 to 4 PM **while classes are in session**. Students may join our Zoom Meeting Waiting Room and will be admitted on a first-come, first-served basis to have their questions or issues addressed by a dean in a 15-minute zoom meeting. Students cannot see who else is in the waiting room, and only one student will be admitted at a time into the drop-in meeting. You can schedule a remote appointment by following the instructions at the [Student Drop-in Hours site](#). If a student feels they will need more than 15 minutes, or would like an appointment with a particular undergraduate dean, s/he should call (646-2243) or email (Dean.of.Undergraduate.Students@Dartmouth.edu) to schedule an appointment.

Senior Academic Mentors ("SAMs")

<https://students.dartmouth.edu/undergraduate-deans/students/academic-advising/senior-academic-mentors/about-sams>

Senior Academic Mentors are trained senior class peer advisors coordinated by the Undergraduate Deans Office. The purpose of the SAM program is to provide academic peer advising on an informative but informal level. Collectively, the Senior Academic Mentors'

academic majors and co-curricular experiences represent a broad range of departments and pre-professional programs, clubs, organizations, research, and internships. They are prepared to offer a peer perspective, make referrals, and field questions (but not limited) to: course elections, balancing your course load, D-Plans, distributive requirements, and pre-major advising and declaration.

Financial Aid

McNutt Hall • 646-3605 or 646-2451

<https://financialaid.dartmouth.edu/>

The Financial Aid office provides assistance to students in the form of grants, scholarships, loans and employment, available on the basis of need.

Judicial Affairs

5 Rope Ferry Road, Room 203 • 646-3482

<https://students.dartmouth.edu/judicial-affairs/>

The Office of Undergraduate Judicial Affairs oversees the College's disciplinary systems for individual undergraduate students and undergraduate student organizations. The office also promotes the broad integration and understanding of the College's Standards of Conduct, Dartmouth's Principles of Community and the Academic Honor Principle into the everyday life of the community.

Library

<http://library.dartmouth.edu/>

Dartmouth's library system consists of a number of libraries and support providers with varying hours and services.

The Frank Guarini Institute for International Education, Off-Campus Programs

44 N. College Street • 646-1202

<http://ocp-prod.dartmouth.edu/>

Off-Campus Programs administers Dartmouth's opportunities for students to study off-campus to earn credit towards their degrees. Opportunities include Foreign Study Programs (FSP), Language Study Abroad (LSA), Dartmouth Exchange Programs, and transfer programs with other four-year, degree-granting, academic institutions not affiliated with Dartmouth.

Office of Pluralism and Leadership (OPAL)

Collis Student Center, Suite 211 • 646-0987

<https://students.dartmouth.edu/opal/>

OPAL strives to provide a comprehensive program for cultural enrichment and leadership development to ensure that historically under-represented groups in particular and all Dartmouth students in general will have rich learning experiences outside the classroom.

OPAL resources include:

- Black Student Advising
- First-generation and/or Low-income Advising
- International Student Advising
- Latinx Student Advising
- LGBTQIA+ Student Advising
- Pan Asian Student Advising
- Women and Gender Student Advising

Office of Visa and Immigration Services

63 South Main Street, Suite 303 • 646-3474

<http://www.dartmouth.edu/~ovis>

The Office of Visa and Immigration Services (formerly the International Office) offers a full range of services and programs, primarily intended to serve over 1050 international students, faculty and scholars who study and work at the College. Visa and Immigrations Services provides the visa support necessary for our non-immigrant international population to join the Dartmouth community. It also assists international individuals in maintaining their legal non-immigrant status once enrolled or working at the College.

Registrar

McNutt Hall, Room 105 • 646-2246 (Main Office)

<http://www.dartmouth.edu/~reg>

The Office of the Registrar provides academic and enrollment services for Dartmouth faculty, students, alumni and staff, and Dartmouth's various constituents.

The office coordinates activities including but not limited to course registration, enrollment pattern (D-Plan) planning; scheduling classes to classrooms, maintaining records of courses offered and grades awarded, certification of students for graduation, and maintenance, protection and release of academic records. Students go to the Registrar for other individual services such as to file majors, minors, NROs, request transcripts, and seek approval for transfer courses and programs.

The Registrar's website is, without a doubt, the most useful web-presence for advising, and can answer 95% of your advisees' curricular questions. The site includes:

- **Timetable** is the most up-to-date information for the curriculum. It allows searches of courses by term, department, Distributive Requirement, or any combination thereof. It will give you course's instructor, meeting place, time, Distributive and World Culture designations, enrollment limit ("cap").
- **On-line ORC** includes the year's current ORC listings for the "C" (Courses). The curriculum of all departments is listed here.
- Writing 5 section descriptions
- First-year Seminar descriptions
- **Median grade information** (always a surprise to students)
- **DartHub** is a secure address for active students providing many student academic services including **Degree Audit**, which allows students to see what requirements

they have fulfilled, and what they have not.

RWIT (The Student Center for Research, Writing, and Information Technology)

183 Berry Library

<https://students.dartmouth.edu/rwit/>

RWIT offers free tutoring to undergraduate students working on projects that involve writing, speaking, research, or media composing. RWIT tutors are undergraduates who are trained to support their peers' learning through one-on-one tutoring, classroom workshops, and the Writing Assistance Program. To get a one-on-one consultation with a tutor, students can sign up for sessions in advance via the link above. Every term, RWIT is open during most evenings from the second week through the last day of classes.

Tutors will help students with:

- Drafting or revising in any discipline
- Generating Ideas
- Building or refining arguments
- Developing research strategies
- Composing media projects

Students should know that tutors will not:

- Copy edit drafts
- Work with students on take-home exams without explicit permission from faculty

Students may schedule both a synchronous or asynchronous session by going to their website, <https://students.dartmouth.edu/rwit/appointments/undergraduate-sessions>.

Undergraduate Advising and Research

Parker House • 646-3690

<http://students.dartmouth.edu/ugar>

Undergraduate Advising and Research, part of the Office of the Dean of Faculty, oversees programs in which students and faculty interact outside of the classroom.

E.E. Just Program

<https://students.dartmouth.edu/eejust/>

The E.E. Just Program seeks to increase the number of underrepresented minorities at Dartmouth who choose to pursue degrees and careers in STEM disciplines. This will be achieved by providing opportunities for intellectual engagement and professional development within a supportive and inclusive community of Dartmouth scientists.

Fellowship Advising

<https://students.dartmouth.edu/fellowship-advising/>

The Fellowship Advising office supports and assists students applying for national fellowships and scholarships for postgraduate study abroad and research, and for graduate school. Options include: Rhodes, Marshall, Mitchell, Fulbright, Churchill, DAAD, Gates, and Dartmouth-funded scholarships and fellowships.

Mellon Mays Undergraduate Fellowships

dartgo.org/canvas-mmuf

The fundamental objective of MMUF is to address, over time, the problem of underrepresentation in the academy at the level of college and university faculties. This goal can be achieved both by increasing the number of students from underrepresented minority groups (URM) who pursue PhDs and by supporting the pursuit of PhDs by students who may not come from traditional minority groups but have otherwise demonstrated a commitment to the goals of MMUF.

Pre-Major Advising

<https://students.dartmouth.edu/ugar/faculty/advising>

The mission of the Pre-Major Advising office is to facilitate a productive advising relationship between faculty and students in their first and second years who have not yet declared a major.

Undergraduate Research

<https://students.dartmouth.edu/ugar/research/getting-started>

The Undergraduate Research office coordinates various research programs and opportunities including: Research Grants (funding for independent research with a Dartmouth faculty mentor), the Sophomore and Junior Research Scholars program, the Presidential Scholars program, the Mellon Mays Undergraduate Fellowship program, and the Senior Fellows program.

The Women in Science Project

<http://www.dartmouth.edu/~wisp>

The Women in Science Project (WISP) offers a paid research internship program in which students are matched with a faculty mentor for a two-term, part-time research opportunity. Although it is primarily intended for first-year women, the internship program is open to sophomore women interested in computer science, chemistry, engineering, mathematics, or physics and astronomy. The application process takes place in the fall term.