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The Pre-Major Advising Program

Overview

The aim of the faculty advising program is to give students a resource to navigate Dartmouth College. Dartmouth pairs each incoming student with a member of the faculty who will serve as that student's faculty advisor into their second year.

Eligibility to advise

Members of the faculty serve as advisors if they are in residence (either teaching or on an "R" term) during the Fall term of the academic year. Faculty not assigned advisees in the Fall term may be drawn upon to fill in advising during other terms when assigned faculty are off. Advisors will be placed in contact with five or six others who are advising students from the same house community in order to accommodate a flexible advising organization.

When to meet with your advisees

All faculty must meet with their first-year advisees on **Friday, September 8**. Guidelines on when to schedule subsequent meetings as well as suggestions for meeting topics can be found on [p. 7-14](#).

It is possible that as time wears on, 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 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

Your role as a faculty advisor is to offer your perspective and expertise to your advisees. You are not expected to know the entire course catalog or all 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 departmental 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 that your advisees prepare for their meetings with you. Doing so by email, with concrete instructions to complete the "Advising Questionnaire" beforehand, will facilitate your meetings with them.

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 2017-18

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 the student’s second year.
- 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 have changed

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

- Advising at Dartmouth
- Pre-Major Advising guidelines and resources
- Meal Reimbursement Policy

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 8

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

- Friday, September 8 from 8am - 6pm: complete course election on BannerStudent
- Friday, September 8 after 8pm: course selections are posted for students to view
- Saturday, September 9 at 8am to Sunday, September 10 at 6pm: entering students may adjust their schedules during this period. Returning students may not adjust their schedules until the first day of classes.
- Monday, September 11: Add/Drop opens for all students at 8am; also the first day of classes

During the initial course election period on Friday, students cannot select a particular section for courses with multiple sections. They will be placed into classes based on availability and any priorities set by the courses’ department/program. Students can then add courses on a space available basis during the add/drop period.

Students should be prepared to select alternative courses if necessary. It is likely that students who do not gain entry into 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 9 to advise any students who did not get into all three of their first choices.

Please remind students that they need to check their course election results after 8pm on Friday, September 8, to see whether or not they got 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.

Reminder: Math 1-2 sequence changed as of Fall 2016

See **Math Placement and Sequencing** on [p. 31-32](#) for more information.

Important Information on Registering for Writing Classes

No incoming student is exempt from the writing requirement. See **First-Year Writing Requirement** on [p. 15](#) for additional information.

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.

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

Upcoming changes to AMELL and AMES

On July 1, 2018, AMELL and AMES will recombine to form two new academic programs: Middle Eastern Studies (MES) and Asian Societies, Cultures and Languages (ASCL, which encompasses East, South, and Southeast Asia). All AMELL and AMES courses will be accepted for credit in the new programs. Students interested in the MES should meet with Jonathan Smolin, the Chair of MES. Students interested ASCL should meet with Allen Hockley, the Chair of ASCL.

Timelines and Schedules

Advising Timeline—Yearly Schedule*

Fall Term

Sept 5-7		Email advisees with the half-hour block assigned for their individual meeting on Sept. 8 with Pre-Major Advisor and remind them to fill out the Advising Questionnaire
Thur. Sept 7 or Fri. Sept 8	3:30-5pm 9:00-10:30am	Advisor Briefings in Carson 61
Sept 8	12-5pm 6:00pm	Individual advisee meetings (see Meeting 1 on p. 8) Deadline for course election. Results should be available by 8:00pm
Sept 9-10	8am on Sept 9 - 6pm on Sept 10	Course change period for first-year and new transfer students ONLY
Sept 11		Fall term classes begin
Sept 11-17		First week of schedule adjustment for all students (Add/Drop)
ca. Oct 21		Email advisees to set up advising meetings regarding winter term course election
Oct 25-Nov 2		Individual advisee meetings (see Meeting 2 on p. 11) Winter term course election period
Nov 10-14		Winter term course change period

Winter Term

Jan 3		Winter term classes begin
Jan 4		Deadline to apply for 18X off-campus programs
Feb 1		Deadline to apply for 18F, 19W, and 19S off-campus programs

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

ca. Feb 3		Blitz advisees to set up spring term advising sessions
Feb 7-15		Individual advisee meetings (see Meeting 3 on p. 12) Spring term course election period
Feb 23-March 6		Spring term course change period

Spring Term

Mar 26		Spring term classes begin
April 12		Deadline for registering D-Plan with Registrar
ca. May 4		Suggested debrief with first-year advisees (see Meeting 4 on p. 13)
May 9-17		Fall term course selection period
May 25-30		Fall term course change period

Fall Term (Second Year of advising)

Sept 12		Fall term classes begin
First week of classes		Meet with your sophomore advisees (see Meeting 5 on p. 14)

Meeting 1: Course Selection for the Fall Term

Pre-meeting Email

- Email your advisees to tell them during what half-hour block you have scheduled their meeting on September 9.
- 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)
- Writing Requirement: Writing 5, or its two-term equivalent Writing 2-3, followed by a First-Year Seminar. The Humanities 1-2 sequence, if both completed, can fulfill the First-Year Writing Requirement in place of Writing 5 and a First-Year Seminar. See **General Academic Requirements for Graduation, p. 15.**
- Review and explain Distributive Requirements. See **Distributive and World Culture Requirements, p. 17-18.**
- Discussion of Language Requirement, options and plans. See **The Language Requirement p. 19-21.**
- 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 into their D-Plan.

The Language Requirement need not 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 into 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 into fall term Writing 5 will elect one Writing 5 section on BannerStudent at the same time as their other two fall term courses.
- **Students no longer select alternate schedules.**

- 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. In that case, they will need to choose another section of Writing 5, or an alternate course from among those with space available starting at 8 am, **September 9**.
- 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 BannerStudent 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. The **LSA application deadline** for most programs taking place in 2018-2019 is February 1, 2018 (programs taking place in 18X have a January 4, 2018 deadline).
- 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 BannerStudent.
- 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 to inform your advisee about 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 12, 2018**. Let them know that they are not locked into this schedule.

Encourage students to make use of [The Center for Professional Development](#) early on 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 4**)
- Pre-examination break (**May 31**) 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 to you and 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 your 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:
<http://www.dartmouth.edu/~upperde/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 4, 2018**. 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:
<http://www.dartmouth.edu/~upperde/academic/planning/myths.html>
 - 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: <http://www.dartmouth.edu/~csrc/explore/majors/>

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 Requirement

Every first-year student is required to fulfill the First-Year Writing Requirement, and there are two parts to the requirement:

1. Writing course(s): three options

- Writing 5 (fall or winter)
- Writing 2-3 (two term sequence in the fall and winter): students who are likely to require more support in the reading, writing, and research processes are asked to complete an online writing placement process in the summer. Based on that assessment, they may be invited to enroll in Writing 2-3 instead of Writing 5.
- Humanities 1-2 (fall and winter: <http://www.dartmouth.edu/~hums1-2>.)

2. First-Year Seminar: students enroll in a seminar the term after completing one of the writing options. These are small writing-intensive courses taught on particular topics. Seminars are taught in various departments, but always under the course number “007.” 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, which includes 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 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 credits towards their Dartmouth degree.

Distributive Requirements, see [p. 17](#)

World Culture Requirement, see [p. 17-18](#)

Language Requirement, see [p. 19-21](#)

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.

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. 25.**)

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. 36.**

The Language Requirement

The Rules

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. Some languages (French, Greek, Italian, Latin, Portuguese) can be done in two terms.

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. 25](#).)

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 David A. Peterson to discuss a possible evaluation

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

Advising Tips for Languages

- A student should have a clear plan about how s/he is going to fulfill the Language Requirement, even if s/he is not going to study that language in the first or second term on campus.
- A first-year student 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 s/he waits to pick it up the rustier s/he will be and the more difficulty s/he will have. Putting it off will frequently result in problems later on.
- A student should consider early on whether or not s/he wants to do foreign study, and when. A student 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 s/he 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, s/he should contact the department directly.

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 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 1 to September 10. 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

The Classics department does not offer a placement exam for Greek. Any student who has had instruction in Ancient Greek and wishes to be placed in the appropriate level course should make an appointment with Professor Paul Christesen.

The Language Requirement can be fulfilled with Greek in two terms by taking Greek 1 and Greek 3. Students should be advised that the pace of instruction is correspondingly rigorous.

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 available when arranged ahead of time with DAMELL.

Latin

The Department of Classics offers an online Latin placement test from August 1 to September 7. Students will be exempted from the Language Requirement if they have:

- a) an SAT score of 680, or
- b) an AP score of 5, or
- c) a sufficiently high score on the online test together with a written test during Orientation.

For those who have never studied Latin, the Language Requirement can be fulfilled in two terms by taking Latin 1 and Latin 3. Students should be advised that the pace of instruction is correspondingly rigorous.

Portuguese

The Language Requirement can be fulfilled with Portuguese in two terms: Portuguese 1 and 3, offered spring and fall terms. There is no Portuguese 2. The sequence must be started in spring term.

Russian

Placement is not granted for secondary school courses in Russian. Students must take the placement test offered on campus during Orientation.

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 Placement and 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 BannerStudent by 6pm
- They may view the results of the election processing on their BannerStudent schedule Friday after 8pm
- They may make changes online if desired during add/drop, beginning the following Saturday morning at 8am. Registrar's Office staff is available until noon on Saturday, September 9 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 11, through midnight on Sunday, September 17.

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](#) to determine which courses to elect.

Faculty and students also have access to DegreeWorks, 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. 26-29](#) for **Accessing Information about Your Advisees**.

Permissions may be required to gain entry into a course and are granted by the instructor or his/her proxy electronically using BannerStudent. 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 BannerStudent. The permission will remain active until the end of Add/Drop.

NOTE: Faculty grant permission only – students register.

The Registrar's Office has provided comprehensive information about course election for entering students on their website, including dates/times and detailed guides at: http://www.dartmouth.edu/~reg/guides/csel/csel_student.html

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

The D-Plan refers simply to a student's enrollment pattern – which term(s) s/he will be on campus, which term(s) s/he will be 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 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 12, 2018 is the deadline for the Class of 2021**. 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 the Dartmouth Center for Service, the Dickey Center, the Ethics Institute, Outdoor Programs, and the Rockefeller Center. For a list of these opportunities, see <https://students.dartmouth.edu/ugar/research/getting-started/funding-options/dartmouth-funding>.

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 his/her transcript and the grade will not be factored into his/her GPA.

If a student should achieve his/her minimum grade or higher, that grade will appear on his/her transcript and will be factored into the GPA.

If a student should fail the course, an “E” will appear on the transcript and will be factored into 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 him/ her. (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 web page: <http://oracle-www.dartmouth.edu/dart/groucho/timetable.main>.

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.

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 into the course listed. A student is not required to take a course s/he is placed into (except for the Writing 2-3 or 5, or the 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. 16](#) 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. 19-21](#) regarding the **Language Requirement** and placement exams.

Term Course Loads

Dartmouth students typically take three classes per term for 12 terms. However, students are allowed up to 3 two-course terms, and up to 4 four-course terms.

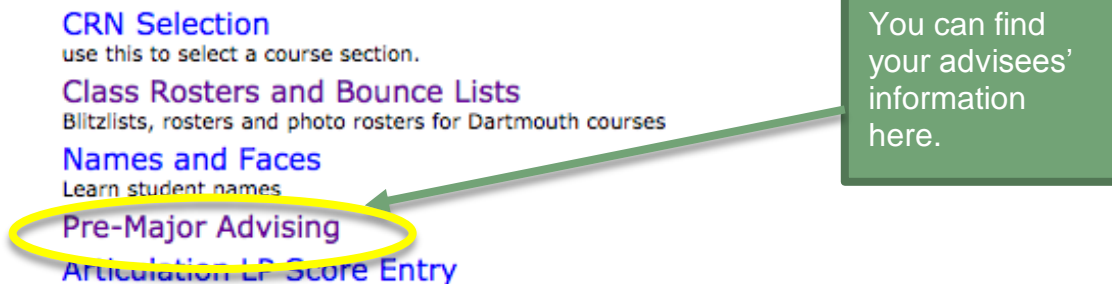
Accessing Information about Your Advisees

BannerStudent

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

Changes to the Advising Portal in BannerStudent

For Fall of 2017, the look of the advising portal has changed. You can still access the information for your advisees through BannerStudent.



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: <http://tech.dartmouth.edu/its/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:

A screenshot of the 'View Advisee Information' page in BannerStudent. At the top, there is a 'Student ID' field with 'F00315T' and a 'View Advisee Information' button. Below this are tabs for 'Advisee Schedule', 'Courses & Grades', 'Credits, Exemptions, Placements', and 'Test Scores'. The main section is titled 'Advisee name: Test Student'. It contains a message 'Sorry, photo is not available' and a list of student information: Dartmouth ID: F00315T, Class: 21, Community House: East Wheelock House, Local Address: (blank). Below this is a section for 'Greek Organization' with fields for First Generation, HB (Hinman Box 0766), Sport, and Hometown (Amherst, NH). It also lists Cum GPA, Cum Course Count, Majors, Minors, Pre-matriculation Interest (Geography), and Post-matriculation Interests (French, Anthropology, History, Geography). At the bottom, there is a 'Diplan' section with a table for 'Calendar Year' (Fall, Winter, Spring, Summer) and '2017-2018' (Resident, Resident, Resident, Resident). A green callout box on the right says 'Students are asked about their academic interests on several occasions.' with an arrow pointing to the 'Post-matriculation Interests' section. Another green callout box on the right says 'This is the link to the First-Year Advising Questionnaire. This information will be available for as long as you advise this student.' with an arrow pointing to the 'Completed Questionnaires' section at the bottom.

Student ID: F00315T View Advisee Information

Advisee Schedule Courses & Grades Credits, Exemptions, Placements Test Scores

Advisee name: Test Student

Sorry, photo is not available

Dartmouth ID: F00315T
Class: 21
Community House: East Wheelock House
Local Address:

Greek Organization:
First Generation:
HB: Hinman Box 0766
Sport:
Hometown: Amherst, NH
Cum GPA:
Cum Course Count:
Majors:
Minors:
Pre-matriculation Interest: Geography
Post-matriculation Interests:
French | Anthropology | History 21-AUG-2017
Geography | Anthropology | History 24-JUL-2017

Diplan
Calendar Year Fall Winter Spring Summer
2017-2018 Resident Resident Resident

Completed Questionnaires - Only Questionnaires completed by the student will appear here.
[Fall Term 2017 Advising Questionnaire - First Year](#)

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

What do you think your adviser 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.

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.

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.

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

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

Reading the Placement Record

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 into 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 test) 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 into 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 into fulfilling major requirements should be addressed to the department in question.
PLC	Placed into A student PLC'ed into Humanities 1-2, Writing 2-3, or Writing 5 must enroll in that course. For all other "PLC" designations, this is the recommendation for where to start in a particular discipline, but it does not indicate that a student must take that course. See p. 15 for more information on the First-Year Writing Requirement and placement procedures.

DartWorks

Advisors can also access ANY student record through the degree-auditing tool, DartWorks. For more information on how you can access DartWorks, go to: <http://www.dartmouth.edu/~reg/guides/dartworks/>.

Math Placement and Sequencing

Math placement is one of the most complex advising issues with entering students. Professor of Mathematics Thomas Shemanske (646-3179) serves as the department's First-Year Advisor, and is available for consultation. A phone call is the best way to get immediate advice.

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. 35.

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 into 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 into Math 11 who do not want to take Math in the fall, will most likely take Math 8. These students should talk with Professor Thomas 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. Gevorg Grigoryan (646-3173) or Prof. Prasad Jayanti (646-1292)
- Earth Sciences: Prof. Leslie Sonder (646-2372)
- Engineering Sciences: Prof. Erland Schulson (646-2888)
- Physics and Astronomy: Prof. John Thorstensen (646-2869, chair); Prof. Kristina Lynch (646-9311, undergraduate advisor); Prof. Robyn Milan (646-3969, placement exam)
- Pre-Health: Annette Hamilton (646-3377, Health Professions Program administrator)

Typical Sequencing for Biological Sciences

Students can begin the study of Biology with Biology 11 or one of the “foundation courses” (numbered 12-16). 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/Math 5, Biology 29, Computer Science 1 or 5, Engineering Science 20, Earth Science 17, Math 4 or 8, or above. 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)

Chemistry 10 is a one-term general chemistry course for first-year students with a strong interest and background in chemistry and mathematics. 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 course in the sequence is Computer Science 10.

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

Typical Sequencing for Earth Sciences

Students typically begin the study of Earth Sciences by taking any of introductory survey courses (EARS 1-9 exclusive of EARS 7) or more focused applied courses (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 him/herself 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 instead of Engineering 20.

Students interested in pre-health 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 23, and 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 into Math 8, and the winter-spring offering requires taking Math 3 in the Fall Term (for those without placement into Math 8). Note that in 18W, Physics 13 will be offered both in a traditional lecture section (in the 11-hour) and also in an experimental 'studio' version (in the 3A).

Physics 15-16 is available fall-winter only. It 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 or fall 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. 32](#) for placement information.
- BIOL 12: offered fall and spring
- BIOL 13: offered winter and summer
- BIOL 14: offered fall and winter
- CHEM 5: offered the fall and winter
- CHEM 5: offered fall and winter
- CHEM 6 is 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: offer fall and summer; usually taken after completing the first year
- PHYS 4: offered winter and spring; 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. Thus, a student with placement into CHEM 2 who wishes to complete this sequence in the first year must take the 2-5-6 sequence.
- 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 5	Natural Disasters and Catastrophes	SCI
EARS 6	Environmental Change	SCI
ENGS 1	Everyday Technology	TLA
ENGS 2	Integrated Design	TAS
ENGS 5	Healthcare and Biotechnology in the 21st Century	TAS
ENGS 6	Technology and Biosecurity	TAS
ENGS 12	Design Thinking	TAS
ENGS 13	Virtual Medicine and Cybercare	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
PHYS 5	Physics for Future Leaders	TAS

NOTES:

- **The QDS requirement** can be filled also with Linguistics 1, Linguistics 15, 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, and a number of engineering “major” courses that have few or no prerequisites including Engineering 31, Engineering 21, and Engineering 51.
- **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

[View PDF](#)

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/>

Professor Jesse Shipley, Chair

Anthropology

Silsby Hall, Room 408 • 646-3256 • Joseph.Cadoret@dartmouth.edu (Admin.)

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

For pre-major advice, please contact Joe Cadoret.

Art History

Carpenter Hall • 646-2306 • Allen.Hockley@dartmouth.edu (Chair)

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

Asian and Middle Eastern Languages and Literatures (AMELL)

Barlett Hall, Room 101D • 646-2861 • Jonathan.Smolín@dartmouth.edu (Chair)

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

AMELL offers courses in Arabic, Chinese, Hebrew and Japanese languages, literatures and cultures. The introductory language sequences for all AMELL languages are numbered 1 (offered fall), 2 (offered winter), and 3 (offered spring). See **Language Requirement** on p. 19-21 for more information on placement testing.

Asian and Middle Eastern Studies (AMES)

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

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

Biological Sciences

Class of 1978 Life Sciences Center • 646-2378 • Biological.Sciences@dartmouth.edu

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

See **Science Placement and Sequencing** on p. 31 and/or **Pre-Health Advising** on p. 72. For pre-major advice, students can contact any Biology faculty member.

Chemistry

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

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

Refer to **Science Placement and Sequencing** on **p. 32** and/or **Pre-Health Advising** on **p. 72**. For pre-major advice, contact Prof. Robert Ditchfield, Prof. F. Jon Kull, or Prof. Dale Mierke.

Classics

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

See Language Requirement on **p. 19-21** for more information on placement testing.
For pre-major advice, contact Prof. Paul Christesen.

Cognitive Science

Reed Hall, Room 201 • 646-0332 • Cognitive.Science@dartmouth.edu
<http://cognitive-science.dartmouth.edu>

For pre-major advice, contact Prof. Adina Roskies, Prof. Richard Granger, or Prof. David Kraemer.

Comparative Literature

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

For pre-major advice, contact Prof. David LaGuardia.

Computer Science

Sudikoff Lab • 646-2206 • Computer.Science.Department@dartmouth.edu
<http://web.cs.dartmouth.edu/>

Refer to **Science Placement and Sequencing** on **p. 32**. For pre-major advice, contact Prof. Prasad Jayanti, Prof. Gevorg Grigoryan, or Prof. Chris Bailey-Kellogg.

Earth Sciences

Fairchild Hall, Room 228 • 646-2373 • Leslie.Sonder@dartmouth.edu (Faculty)
<http://earthsciences.dartmouth.edu/>

Refer to **Science Placement and Sequencing** on **p. 32**. For pre-major advice, contact the undergraduate advisor Prof. Leslie Sonder.

Economics

Rockefeller Hall, Third floor • 646-2538 • economics.vice.chair@dartmouth.edu
<http://economics.dartmouth.edu/undergraduate-info>
Professor James Feyrer, Vice Chair

Education

Raven House • 646-3462 • Sandra.White@dartmouth.edu (Admin.)
<http://educ.dartmouth.edu/>

Visit the Education Department website or contact department administrator, Sandy White by phone at 646-3462 or email.

Engineering Sciences

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

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

English and Creative Writing

Sanborn Hall, Third Floor • 646-2316 • English.Department@dartmouth.edu
<http://www.dartmouth.edu/~english>

Environmental Studies

Steele Hall, Room 113 • 646-2838 • Richard.B.Howarth@dartmouth.edu (Faculty)
<http://envs.dartmouth.edu/>

For pre-major advice, contact Prof. Richard Howarth.

Film and Media Studies

Black Visual Arts Center • 646-3402 • Cheryl.Coutermarsh@dartmouth.edu (Admin.)
<http://www.dartmouth.edu/~film>

For pre-major advice, contact Prof. Paul Young.

French and Italian (FRIT)

Dartmouth Hall • 646-2400 • Mary.F.Fletcher@dartmouth.edu (Admin.)
<http://frandit.dartmouth.edu/>

See **Language Requirement** on **p. 19-21** for more information on placement testing.
For pre-major advice, contact Mary Fletcher.

Geography

Fairchild Hall • 646-3378 • Christopher.S.Sneddon@dartmouth.edu (Faculty)
<http://geography.dartmouth.edu/>

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

German Studies

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

See **Language Requirement** on **p. 19-21** for more information on placement testing. Any member of the department can provide pre-major advice.

Government

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

For pre-major advice, contact Prof. Dean Lacy, Prof. Benjamin Valentino, Prof. Roberta Seaver, or Prof. Thomas Pike.

History

Carson Hall, Room 300 • 646-25545 or 646-9503 • history@dartmouth.edu
<http://history.dartmouth.edu>

Professor Robert Bonner, Chair

Institute for Writing and Rhetoric

Baker Library, Room 204 • 646-9748 • Writing.Program@dartmouth.edu
<http://writing-speech.dartmouth.edu>

The Institute for Writing and Rhetoric oversees writing instruction at Dartmouth, and administers Writing 2, 3 and 5, as well as the First-Year Seminars. The Institute for Writing and Rhetoric also offers upper-level courses in writing and rhetoric, including public speaking and speechwriting. See **First-Year Writing Requirement** on **p. 15** for more information.

The Institute for Writing and Rhetoric offers student support services through RWIT (The Student Center for Research, Writing, and Information Technology, <http://writing-speech.dartmouth.edu/rwit>). See **RWIT**, **p. 49**

Jewish Studies

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

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

Latin American, Latino, and Caribbean Studies (LALACS)

Silsby Hall, Room 122 • 646-1640 • Deborah.L.Nichols@dartmouth.edu (Chair)
<http://lalacs.dartmouth.edu/>

Linguistics

Reed Hall, Room 201 • 646-0332 • linguistics@dartmouth.edu
<http://linguistics.dartmouth.edu>

Professor David Peterson, Chair

Mathematics

Kemeny Hall, Room 201 • 646-2415 • Thomas.R.Shemanske@dartmouth.edu (Faculty)
<https://math.dartmouth.edu/>

See **Math Placement and Sequencing** **p. 29** for more information on specific courses.
For pre-major advice, contact Prof. Thomas Shemanske.

Music

Hopkins Center • 646-3531 • music@dartmouth.edu
<http://music.dartmouth.edu/>

Professor Michael Casey, Chair

Native American Studies (NAS)

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

Students considering a major or minor in NAS should make an appointment to meet with the chair of NAS, Professor Melanie Benson Taylor (Melanie.B.Taylor@dartmouth.edu).

Philosophy

Thornton Hall • 646-8172 • Philosophy@dartmouth.edu

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

Professor Sam Levey, Chair

Physics and Astronomy

Wilder Laboratory • 646-2854 • physics.department@dartmouth.edu

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

Professor John Thorstensen, Chair

Psychological and Brain Sciences (PBS)

Moore Hall • 646-3181 • psychological.and.brain.sciences@dartmouth.edu

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

Professor David Bucci, Chair

Quantitative Social Science

Silsby Hall, Room 111 • 646-3995 • gss@dartmouth.edu

<http://gss.dartmouth.edu>

For pre-major advice, contact Prof. Michael Herron or Prof. Yusaku Horiuchi

Religion

Thornton Hall, Room 201 • 646-3738 • Religion@dartmouth.edu

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

Any Religion faculty may provide guidance for course selections and discuss areas of interest. Course plans (degreeworks, dartworks) need approval from the chair, Prof. Randall Balmer.

Russian Language and Literature

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

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

See **Language Requirement** on **p. 19-21** for more information on placement testing.

Sociology

Silsby Hall, Room 111 • 646-2554 • John.L.Campbell@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 **p. 19-21** for more information on placement testing. For pre-major advice, contact Prof. Silvia Pitta or Prof. Israel Reyes.

Studio Art

Black Visual Arts Center • 646-2285 • Kelly.L.Thompson@dartmouth.edu (Admin.)
<http://studioart.dartmouth.edu/undergraduate>
Professor Enrico Riley, Chair

Theater

Hopkins Center • 646-3104 • Department.of.Theater@dartmouth.edu
<http://theater.dartmouth.edu/>

For pre-major advice, contact the department's academic assistant or Prof. Laura Edmondson.

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

Carpenter Hall, Room 2 • 646-32722 • wgssp@dartmouth.edu
<http://wgs.dartmouth.edu/>

For pre-major advice, contact Prof. Susan Ackerman or Prof. Ivy Schweitzer.

Other Courses of Study

Ethics (Minor)

Haldeman, Second Floor • 646-1263

www.dartmouth.edu/~ethics/programs/ethics_minor/index.html

For a listing of required and approved courses in the Ethics minor, visit the program website. For advice on this minor, contact Prof. Aine Donovan.

Global Health Initiative Certificate

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

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

Schedule time to meet with the GHI Student Intern (ghi@dartmouth.edu) or GHI Program Manager 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 Annette Hamilton by e-mail (Annette.L.Hamilton@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 preparatory courses, like Biology 2 and Chemistry 2, before beginning the required pre-health courses.
- 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

Email: 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/>

For more information and advice, contact Prof. Cecilia Gaposchkin (History) or Prof. Jane Carroll (Art History).

Pre-Law Advising

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

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

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. Many pre-law students choose to major in law-related disciplines such as economics, government, history or philosophy, but this is not required. It is highly encouraged that students major in the subject area that interests them most; law schools like a diversity of academic backgrounds.

Pre-Law Coordinator Leslie (Kingsley) Blakney in the Center for Professional Development is an excellent resource for advice. Leslie provides individual appointments for law school advising for undergraduates and alumni. She assists students with deciding if and when to go to law school, career exploration, advising on LSAT preparation, choosing schools, personal statements and various other aspects of the admission process.

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 at Dartmouth College

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

Collis Student Center, Suite 205 • 646-9900

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

Student Accessibility Services coordinates specific services and resources for students with disabilities at Dartmouth College. Students requesting or requiring assistance or accommodations should contact SAS. Accommodations are determined on a case-by-case basis.

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

<http://tech.dartmouth.edu/its>

- **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

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

- **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

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

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. Walk-in hours (15 minute meetings): Weekdays from 1:00-4:00PM (Wednesday from 1:00-7:00PM). 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.

Deans Office Student Consultants ("DOSCs")

<http://www.dartmouth.edu/~upperde/consultants/index.html>

The Deans Office Student Consultants are trained by the Office of the Dean of Undergraduate Students and are prepared to field questions relating (but not limited) to major courses and curriculum requirements, D-plan strategies, internship and research opportunities, off-campus programs, time management skills, reading comprehension and study strategies. The purpose of the DOSC program is to provide academic peer advising on an informative but informal level.

Financial Aid

McNutt Hall • 646-3605 or 646-2451

<http://admissions.dartmouth.edu/financial-aid/>

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

<http://www.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**
<http://www.dartmouth.edu/~opal/black>
- **International Student Programs**
<http://www.dartmouth.edu/~opal/international/>
- **Latino/a Student Advising**
<http://www.dartmouth.edu/~opal/latino/>
- **Pan Asian Student Advising**
<http://www.dartmouth.edu/~opal/panasian>
- **Sexuality, Women, and Gender**
<http://www.dartmouth.edu/~opal/swag>

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 into 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)

- **BannerStudent** 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

<http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/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

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.

Fellowship Advising

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

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.

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 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.