

WELCOME CLASS OF 2024



EXPLORE. ENGAGE. EXCEL.

AN INTRODUCTION TO ACADEMICS
AT DARTMOUTH COLLEGE

PART 1

Using This Guide



To fully experience the academic opportunities at Dartmouth, it is important to know the academic benchmarks that are required of you and how to navigate the curriculum. Explore, Engage, Excel is a critical first step in your journey.

Exploration will be a recurrent theme throughout this guide and throughout your relationships with advisors and mentors. The Undergraduate Deans Office hopes that you will use this guide for the entirety of your first year of study; the advising it offers and the description of courses will remain invaluable.

We encourage you to purposefully engage with your Advisors. They will begin to help you explore the curriculum by asking questions, such as:

- Why are you interested in that course?
- Why are you not interested in this other course?
- Where do you see opportunities to explore your creative side?
- What course would allow you to experience a previously unexplored academic discipline?

Don't worry if you don't know or currently have all the answers to these and other questions. There are tremendous resources at Dartmouth to support and encourage your exploration and discovery. The **Undergraduate Deans Office** (see column to the right), in conjunction with your faculty advisor, will offer assistance and guidance at every step along the way.

There are questions and prompts designed for you throughout this document; we invite you to fully engage with them: ask yourself questions, push yourself to reflect, look at the course offerings with a thoughtful and inquisitive eye, and allow yourself to be energized with possibilities.

We know that many transitions bring uncertainty and transitioning from secondary school to college is no exception. Allow **EXPLORE, ENGAGE, EXCEL** to serve as your first resource, and know that there are many other resources available to you this summer and when you begin your academic career at Dartmouth. Being honest, realistic, and open about any uncertainty and apprehension you are experiencing will enable you to best access these sources of support and potentially develop strategies before your first term at Dartmouth begins.

Let us now introduce you to **YOUR ADVISING NETWORK**. As you begin to work with your advising network, it is important that you understand what advising can offer, who will form your advising team, and how you can best utilize these important resources. **This guide may require adjustments as circumstances surrounding Covid-19 evolve and as college policy and timelines change. Please note that course listings are subject to change. We strongly encourage you to visit department websites for updated information and course timetables.**

With a warm welcome,
The Undergraduate Deans Office

What exactly is advising?

Advising is a process by which faculty, staff, and peers empower you to think and reflect deeply about what it is you want out of your Dartmouth experience. Your advisors will ask you to revisit and clarify your expectations, especially as you come to understand yourself—and Dartmouth—differently. Throughout the advising process, you will be encouraged to find balance within the choices that honor both your narrow academic interests and broader learning opportunities. We will challenge you to explore and expand your horizons at every stage of your undergraduate education. Additionally, you are expected to take increasing responsibility for your advising relationships. First-year advising supports your transition from high school to college, encourages you to explore the opportunities and resources at Dartmouth, and assists you in making informed academic choices. As you read this guide and spend time with us during upcoming online advising chats or when reading our advising emails, you begin your own advising experience.

Who are the advisors?

Dartmouth faculty, administrators, and staff are all involved in advising students—in group settings, during programs and events, and, especially, through one-on-one appointments, open hours, and office hours. Advisors look forward to getting to know you and understanding your aspirations.

Undergraduate Deans

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

- Offer advising and assistance on academic, personal, and social matters throughout your entire time at Dartmouth.
- Help students elect courses and explore the curriculum, academic requirements, educational goals, summer opportunities, career aspirations, and extra-curricular interests.
- Act as both a sounding board for students' ideas and a link between students and resources.
- Strive to provide holistic advising through close collaboration with other offices in Student Academic Support Services.

Together, our initiatives are directed toward anchoring students in the intellectual life of the College, supporting meaningful and inclusive interaction across difference, and facilitating engagement and personal development.

Additional Resources

- **Student Accessibility Services (SAS)** <https://students.dartmouth.edu/student-accessibility/>
- **Academic Skills Center (ASC)** <https://students.dartmouth.edu/academic-skills/>
- **First Year Student Enrichment Program (FYSEP)** <https://students.dartmouth.edu/fysep/>
- **King Scholar Leadership Program** <https://students.dartmouth.edu/king-scholars/>



Faculty

- Each first-year student is assigned a faculty academic advisor, as well as the House Professor and affiliated faculty within your House Community.
- You will meet with your faculty advisor to elect courses and discuss schedules and issues of an academic nature.
- When you declare a major, a major advisor from that academic department will help you shape your course of study within your chosen field.

Peer Advisors

Peer advisors include Undergraduate Advisors (UGAs), tutors, FYSEP Mentors, Pre-Health Peer Mentors, and others. As with other sources of advising, it will be important for you to evaluate your peer advisors' advice alongside your goals, aspirations, and values, and in the context of the advising you receive from your faculty advisor, undergraduate dean, and pre-major advisor.

Other Faculty, Administrators, and Peers

- Students are encouraged to assume increasing responsibility for cultivating advising relationships during their time at Dartmouth.
- This includes expanding your network of advisors, proactively seeking desired resources, considering your own needs and goals, and balancing multiple sources of advising.

How do I take full advantage of advising?

You have a role to play in making your advising relationships successful. Academic advising works best when a student takes the initiative to seek guidance and maintains ongoing advising relationships. To make the best possible decisions for your academic career, you should be proactive, think critically about the information you receive, and invest time in meeting with your advisors regularly. Your advisors want to help you make sense of all that Dartmouth has to offer but need your full engagement in the process. This guide is designed to provide you with the information you need right now and throughout the summer. If you feel overwhelmed by the process or the choices ahead of you, come back to this guide and—in particular—the timeline to the right.

Remember: When you invest time and energy in developing meaningful advising relationships, you position yourself to make highly informed choices while at Dartmouth, and to develop valuable relationships with advisors that may enrich your life for years to come.

It's time to begin! This guide is the first of several interactions we will have with you this summer. Watch for advising emails about exploring the curriculum, preparing for the meeting with your faculty advisor, and course election.

We can't wait to meet you, support your exploration, and watch you grow and learn as a member of the Dartmouth community.

COURSE EXPLORATION AND TRANSITION TO COLLEGE TIMELINE

THIS PART OF YOUR JOURNEY IS ALL ABOUT **EXPLORATION**.

NOW

- Explore this guide from cover to cover immediately upon receipt.
- Begin the worksheet on page 39.

MID-SUMMER

- Read emails from New Student Orientation and the Undergraduate Deans Office.
- Deeply explore academic department and program websites – dig around!

YOU ARE EXPECTED TO ENGAGE IN NEW STUDENT ORIENTATION **WITH CLARITY AND PURPOSE**.

LATE SUMMER

- Participate in **online** advising chats (registration links will arrive by email from the Undergraduate Deans Office).
- Complete the Advising Questionnaire in DartHub when it becomes available.
- You are not expected to begin your academic journey at Dartmouth with all your courses chosen. Don't rush the decision-making process. Take your time!

NEW STUDENT ORIENTATION

- Engage with academic and curricular programming which will inform course election.
- You will continue to explore the interests you've discovered in this guide by:
 - Talking with your faculty advisor and undergraduate dean.
 - Participating in academic and curricular programming.
 - And participating in as many academic department and program Open Houses as possible.

COURSE ELECTION

- **All students elect courses on Friday, September 11.**
- Your Undergraduate Dean will email essential and timely information.
- You will meet with your Faculty Advisor as part of course election.
- The Undergraduate Deans will also be available for course election advising.

CLASSES BEGIN

Monday, September 14
Remember: Part of your academic journey is leaving the path. You are not expected to have all the answers – engage with the **QUESTIONS**.

YOUR TO DO LIST:

1. Grab whatever you need to take notes and to support your exploration.
2. Find a comfortable place to sit, then take your time to read this guide.
3. Imagine, be curious, don't limit yourself, and EXPLORE.
4. Utilize the worksheet on pages 39-40 to organize your thoughts and discoveries.

Academic Curriculum and Opportunities



Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

Dartmouth's current curriculum was established by the faculty out of the desire to reflect contemporary changes in the many areas of human knowledge and to prepare students for citizenship in a complex world. In the Recommended Courses for First-Year Students section of this guide, we have included descriptions of those courses most frequently taken by first-year students in the fall term.

A complete inventory of course offerings and academic regulations may be found in the College bulletin entitled **Organization, Regulations, and Courses (ORC)**. It is published each fall and is available online at <https://dartmouth.smartcatalogiq.com/en/current/orc>. First-year students elect fall term courses during New Student Orientation. To assist in electing courses, students meet with a faculty advisor; undergraduate deans, department and program chairs, and individual professors are also available for consultation. Important academic and curricular information in the following sections will guide you as you make your preliminary plans.

Academic Curriculum

THE IMPORTANCE OF ACADEMIC INTEGRITY

The integrity that you bring to your academic work contributes to your own learning, protects against one person taking unfair advantage over other students, promotes trust among students and with your faculty, and appropriately credits the work of scholars who have paved the way for you. In general, the Academic Honor Principle prohibits: plagiarism; giving or receiving assistance on examinations or quizzes; submitting the same work in more than one course; and unauthorized collaboration. A student who violates

the Academic Honor Principle, regardless of their intent, should expect to be suspended from the College for a period of time.

You will be asked as part of the pre-arrival process to review a document titled Sources and Citations at Dartmouth College, which provides in-depth information about the Academic Honor Principle (<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>). In each of your courses, we encourage you to ask about the Honor Principle if your professor has not already introduced the conversation.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Students should refer to Organization, Regulations and Courses catalog, known as the ORC/Catalog, for a full description of all the requirements for the degree. In general, enrolled students take three courses per term for twelve terms. To earn the bachelor's degree a student completes a major, and receives credit for 35 courses, no more than eight of which may be passed with the grade of D. Students are also required to complete the first-year writing requirement, a first-year seminar, a foreign language requirement, distributive requirements that reflect the breadth of a liberal arts education, three world culture courses, three physical education credits, and a swim test.

It is the student's responsibility to ensure that they meet all requirements. DartWorks, an individualized online degree audit tool assists students in keeping track of their progress towards a degree.

LIBERAL ARTS CURRICULUM

Dartmouth's liberal arts curriculum lets you explore big ideas and pursue your particular passions. It is about BREADTH: a liberally educated person is one who has been exposed to a wide range of fields and insights. It also features DEPTH: students are required to complete some concentrated course of study in which they display deep knowledge and mastery. At Dartmouth, you will engage with culture, creativity, compassion, and critical thinking as you explore the many courses available to you.

Through a liberal arts curriculum we hope Dartmouth's students begin a lifetime quest—an intellectual journey—that prepares them for the challenges and opportunities of the twenty-first century.

FIRST-YEAR WRITING REQUIREMENT

All first-year students are required to fulfill Dartmouth's first-year writing requirement. Through the first-year writing courses, the College offers entering students a valuable opportunity to develop the thinking, research, writing, and presentation abilities that characterize intellectual work in the academy and in educated public discourse.

The first-year writing requirement at Dartmouth is satisfied by taking Writing 5 or its approved equivalents. Approved equivalents include: Writing 2-3 with teaching assistant support, a new pilot version of Writing 2-3: Writing Across the Disciplines, and Humanities 1. This year we are also offering a special winter section of Writing 5 for prospective writing tutors.

Writing 5 introduces Dartmouth students to the writing process. Each section of Writing 5 organizes its writing assignments around challenging readings chosen by the instructor. The texts for the class also include student writing. The course focuses primarily on the writing process, empha-

sizing careful analysis, thoughtful questions, and strategies of effective argument.

Writing 2-3 with teaching assistant support is a two-term course that provides more intensive guidance through the reading, writing, and research processes, including individual support from teaching assistants and a culminating research project. Writing 2-3 is taken in place of Writing 5. Writing 2-3 is offered in fall and winter terms only.

FIRST-YEAR SEMINAR REQUIREMENT

The first-year seminar requirement is satisfied by taking a First-year Seminar or Humanities 2. 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.

You should keep in mind three scheduling guidelines:

- 1) Successful completion of the first-year writing requirement is a prerequisite for enrollment in a First-year Seminar (or Humanities 2).
- 2) The First-year Seminar (or Humanities 2) must be taken during the first year, in the term immediately following completion of the writing requirement.
- 3) A student is not eligible to take part in an off-campus program until the First-year Seminar (or Humanities 2) is completed.

For more information about the first-year writing and first-year seminar requirements and placement and enrollment policies for Writing 2-3, Writing 5, and First-year Seminar, visit the IWR website.

LANGUAGE REQUIREMENT (LANGUAGE COURSES NUMBERED 1, 2, AND 3)

The language requirement follows from the conviction that mastery of another language unlocks a new world of people, cultures, and ideas. A student must complete this requirement before the end of the seventh term unless exempted on the basis of College Entrance Examination Board (CEEB) scores or by a Dartmouth placement exam. Where no department or program exists to determine a student's fluency in a language, Associate Professor of Linguistics and Cognitive Sciences David Peterson will determine fluency. Introductory language courses do not fulfill Distributive or World Culture Requirements.

DISTRIBUTIVE REQUIREMENT ("Dist")

Dartmouth's requirement of Distributive courses allows you to explore broadly several fields and gain new perspectives. Both the Distributive Requirement and the World Culture Requirement allow for discovery and encourage exposure to new interests.



Each student must take courses in each of the following areas:

- one in Arts (ART)
- one in Literature (LIT)
- one in Systems and Traditions of Thought, Meaning, and Value (TMV)
- one in International or Comparative Study (INT)
- two in Social Analysis (SOC)
- one in Quantitative and Deductive Sciences (QDS)
- two in the Natural Sciences; without/with laboratory (SCI/SLA)*
- one in Technology or Applied Science; without/with laboratory (TAS/TLA)*

* One of the courses taken in either SCI/SLA or TAS/TLA must have a laboratory, experimental, or field component.

WORLD CULTURE REQUIREMENT ("Wcult")

As with "Distributives," the World Culture Requirement supports the belief that a liberally educated person is one who has been exposed to a wide range of fields and insights.

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

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

Undergraduate courses other than Writing 2, 3, and 5, and language courses used to fulfill the foreign language requirement may potentially satisfy a Distributive Requirement. Such a course may also satisfy one of the World Culture Requirements. For example, a course in 19th-century British fic-

tion might satisfy both the literature requirement under the Distributive category and the western culture requirement under World Culture.

It is thus possible, by careful selection of courses which satisfy requirements in multiple categories, to complete both the Distributive and World Culture Requirements with ten courses. These may also overlap with major requirements. The online course catalog (ORC/Catalog) helps students to plan, and the termly Timetable of Class Meetings provides up-to-date information as to which courses are being offered and which satisfy Distributive and World Culture categories.

Distributive and World Culture Requirements cannot be fulfilled with pre-matriculation credit. Courses satisfying Distributive and World Culture Requirements must be passed with a regular letter grade.

MAJOR

A major assures that when you graduate from Dartmouth you will have gained mastery in the method and substance of a single area of academic inquiry. Ideally, the area of major study provides a path for intellectual exploration and the satisfaction of becoming proficient at a high level in your area of interest.

A student must successfully complete a major program, which usually consists of eight to ten courses in the major subject in addition to those courses prerequisite to the major, and other requirements specified by the department or program. Students may also declare modified or special majors that involve more than one academic department or program. Students must declare a major by the end of the student's fifth

Academic Curriculum and Opportunities

term in residence, or immediately thereafter, depending upon a student's enrollment pattern.

First-year students thinking of majoring in biology, chemistry, earth sciences, engineering sciences, mathematics, or physics are encouraged to elect Math 3 or the sequence of Math 1 and Math 2, starting in their first term.

GRADE REPORTS

In most courses letter grades are assigned on a 4.0 scale, with an A equal to a 4.0, indicating excellence and E equal to 0 or failure (there is no grade of F at Dartmouth). Grades reported on the official transcript include the median grade given in the class as well as the class enrollment. Students who make particularly favorable impressions on faculty may receive a citation for meritorious performance.

Instructors can submit progress reports for students who are experiencing academic difficulty. Since not all instructors submit reports, students are always advised to consult with instructors if they have questions about their standing in their courses.

STUDENT RECORDS POLICY

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Please find more information in the FERPA section of the Student Handbook. <https://www.dartmouth.edu/student-handbook/>.

Dartmouth College values the privacy of its students and seeks to preserve the confidentiality of their education records. The college complies fully with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA),



as amended, a federal law that permits students to review their education records and creates certain obligations of the college with respect to protected education records.

The only records the Undergraduate Deans Office keep on file pertain to a student's admissions materials at the time of application and a student's educational record. To review what materials we maintain, please schedule a time to meet with your undergraduate dean.

Academic Opportunities

OFF-CAMPUS PROGRAMS

**The Frank J. Guarini Institute
for International Education**
(603) 646-1202
<https://guarini.dartmouth.edu/>

Off-campus programs are an important extension of the regular Dartmouth curriculum, offering undergraduate students a rigorous learning experience that promotes disciplinary and interdisciplinary scholarship, foreign language acquisition, interaction with the natural environment, and intercultural agility in diverse global locations and cultural contexts.

A distinguishing feature of Dartmouth's model is strong faculty involvement that leads to the development of meaningful relationships and mentoring between students and program directors. Typically, over fifty percent of Dartmouth undergraduate students participate in one or more Language Study Abroad (LSA), Foreign Study Program (FSP), Domestic Study Program (DSP), or Exchange before they graduate. Students returning to campus after participating in a program often speak of experiences that were enriching, challenging, and transformative.

The College normally offers more than forty different off-campus programs and thirty exchange program options. For more information on foreign and domestic study programs, please visit the Frank J. Guarini Institute for International Education website at <https://guarini.dartmouth.edu/>

CO-CURRICULAR OPPORTUNITIES

Students are encouraged to take advantage of Dartmouth's rich variety of co-curricular opportunities. Engaging in these opportunities can provide a sense of community and continuity and allow you to integrate your learning inside and outside of the classroom.

- House Communities increase student access to faculty in residential spaces and create opportunities for enhanced social ties and shared experiences in the residential system. Every student has a house membership, regardless of where you live. <https://students.dartmouth.edu/residential-life/house-communities/about-house-system>.
- Dartmouth has many Centers and Institutes, including the Dartmouth Center for Social Impact, Hood Museum of Art, Hopkins Center for the Arts, Institute for Writing and Rhetoric, Arthur L. Irving Institute for Energy and Society, John Sloan Dickey Center for International Understanding, Nelson A. Rockefeller Center for Public Policy, and Tucker Center. <https://home.dartmouth.edu/centers-institutes>.
- The Life and Community tab on Dartmouth's homepage describes many other opportunities, including the Collis Center for Student Involvement, Student Wellness Center, Office of Pluralism and Leadership, and the Dartmouth Outing Club. <https://home.dartmouth.edu/life-community>.