



**EXPLORE. ENGAGE. EXCEL.**

**PART 3**

# Academic Planning Worksheet



**BEGIN YOUR JOURNEY...**

We intentionally chose these questions and prompts to inspire you to reflect on your intentions, and prepare for the transition from high school and secondary school to Dartmouth.

Use this worksheet as a starting point and refer back to it often! Bring your EXPLORE, ENGAGE, EXCEL and the completed worksheet to meetings with your Undergraduate Dean, your Faculty Advisor, other mentors, and peer advisors.

The primary purpose of Dartmouth Generated Placement Exams is to ensure that you are taking courses appropriate to your level of preparation. It is strongly recommended that you take them when there is a question of placement or if you are wondering where to begin with a particular academic sequence.

**DARTMOUTH GENERATED  
PLACEMENT EXAMS YOU PLAN TO  
TAKE DURING ORIENTATION:**

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**WHEN THINKING ABOUT THE ADJUSTMENTS NEEDED** to transition from high school to college learning, it helps to consider what skills you bring with you, and the areas in which you might need additional support.

**USING THIS GUIDE, LIST THE  
COURSES THAT INTRIGUE YOU.**

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**WHAT WILL HELP YOU SUCCEED  
ACADEMICALLY AT DARTMOUTH?**

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**WHAT MAKES YOU UNCERTAIN  
ABOUT ACADEMIC SUCCESS?**

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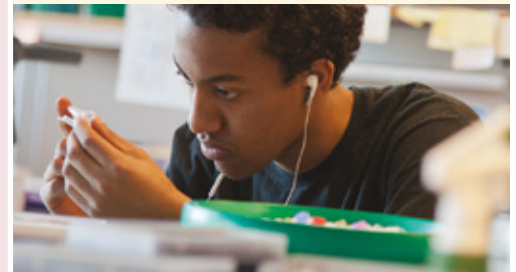
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**WHAT ACADEMIC AND CO-CURRICULAR OPPORTUNITIES EXCITE YOU AS YOU IMAGINE YOUR FIRST YEAR AT DARTMOUTH?**

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Make sure to consider co-curricular opportunities, classes, clubs, campus jobs, getting to know faculty, and skills to develop.

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# Academic Planning Worksheet

## CONSIDER THESE THINGS WHEN CHOOSING COURSES FOR YOUR FIRST YEAR:

- 1) Take classes that EXPLORE academic interests (leave room for new, old, and unrealized opportunities of academic connection).
- 2) Distributive Requirements: We encourage you to choose distributive requirements with purpose and clear goals. We discourage you from choosing a class that just “checks off” a distributive requirement. These requirements are NOT intended to be completed in the first two years or prior to beginning a major.
- 3) First-year Writing Requirement: Be sure to allow space for these required courses during your first year. For details see pages four and five of this publication and <https://writing-speech.dartmouth.edu/curriculum/placement-and-enrollment-policies>.
- 4) The Language Requirement: When to start? Will you complete it using language course numbers 1-2-3? Are you thinking about finishing your language requirement with a Language Study Abroad program (LSA/LSA+)?
- 5) Pay attention to course sequencing and plan for prerequisite courses—especially for pre-health requirements, an off-campus program, or a potential major.
- 6) Remember: You do not need to take a course just because you were placed into the course.



## POTENTIAL FIRST-YEAR COURSES

FALL	WINTER	SPRING
1		
2		
3		

The following timeline includes tasks for you to accomplish, as well as suggestions for reflection. Each term and the breaks between them provide new opportunities for **self-exploration** that will facilitate your understanding of the meaning and purpose of a liberal arts education while **fostering your intellectual and personal development** toward academic success and lifelong learning. **ENGAGE** with purpose and intention!

## FALL TERM

- Be patient and generous with yourself as you transition to Dartmouth. The transition can last all year long, and even longer from some individuals.
- Strive for balance and intentionality in co-curricular exploration. You can't do everything, so make sure to recognize the old things that make you feel good and the new things that make you happy.
- During this term, you are expected to continue exploring courses and departments, in support of course election.
- Embrace challenges and see them as opportunities for growth – they require you to tap deeper into your motivations, learn to manage your time better, develop new study skills and behaviors, and to not give up.
- Pay attention to your health and well-being. Access Wellness resources and establish healthy sleep habits.
- Get to know your faculty and communicate with them regularly. This will help you identify recommenders for off-campus programs.



## WINTER BREAK

- Make sure you actually take a BREAK.
- Reflect on the full experience of your first term.
- Use your grades to help you examine your goals.
- Discuss your first-term experience with family and supporters.
- Begin to explore D-Plan options, based on emails from your Undergraduate Dean.
- Now that you know how quickly terms move at Dartmouth – and have discovered more about yourself as a learner – think about course adjustments to balance your workload.

## WINTER TERM

- This is an opportunity to focus on improving your performance based on fall term grades and tap into additional academic resources.
- Explore study abroad opportunities and apply by the deadline. Remember you will need two recommendations from faculty (or at least one from a Dartmouth faculty member and the other from someone that knows you well and can speak to your non-academic side such as undergraduate dean, Coach, or Dartmouth employer).
- Once you're notified about your off-campus program, adjust spring term course election if necessary.
- Stay healthy.
- Winter term can be tough; your ongoing transition to Dartmouth, adjusting to the intensity of the term schedule, and environmental factors might prove challenging. Seek support from Wellness and other campus resources.
- Use your advising network as you consider D-Plan possibilities.



## MARCH BREAK

- Take a real BREAK. This pause between terms goes very quickly and it's important to give yourself some space to gather energy for Spring term.
- Reflect on both terms and use your grades to help you examine your goals.
- Share your experiences with family and supporters.
- Clarify your D-Plan thinking. Get ready to submit D-Plan choices in early Spring term
- Begin thinking about Leave Term funding and discuss with your advising network. Explore opportunities and begin applications.
- Now that you know how quickly terms move at Dartmouth – and have discovered more about yourself as a learner – think about course adjustments to balance your workload.

The following timeline includes tasks for you to accomplish, as well as suggestions for reflection. Each term and the breaks between them provide new opportunities for **self-exploration** that will facilitate your understanding of the meaning and purpose of a liberal arts education while **fostering your intellectual and personal development** toward academic success and lifelong learning. **ENGAGE** with purpose and intention!



## SPRING TERM

- Submit your D-Plan choices in early April.
- Begin to explore ideas about possible majors and minors with your Faculty Advisor, Undergraduate Dean, and upper-level student mentors.
- Assess faculty connections for mentorship opportunities. Take a faculty member to breakfast or lunch if you haven't already utilized that program.
- You will elect Fall term courses during this term which will provide opportunities to start thinking about sequencing for possible majors or minors.
- What have you discovered about your extracurricular passions and joys? What will next year hold?
- Explore your summer options but know that EVERYONE does something different – as with all things, there is no ONE dartmouth summer experience! Please note: there is no expectation that your summer experience should be pre-professional.



## SUMMER TERM

- "Map" your major(s)! Look ahead at major requirements in order to be ready for course election and the major planning process that will begin in Winter term.
- If you have multiple major interests, identify course options for Fall term that will help you distill your choices into concrete plans.
- Reflect on your first year at Dartmouth. Celebrate your successes and explore opportunities for growth. Identify potential changes in habits or practices that will allow you to better reach your personal and academic goals and solidify the approaches that made you successful.
- Take advantage of the time away from Dartmouth. Throw yourself into a summer job or pastime, whether scooping ice cream, lifeguarding, or interning at a local nonprofit. Regardless of where and what – recognize your accomplishments.

## EVERY TERM

- Make your course changes, as necessary.
- Cultivating your advising relationships is an ongoing process. These relationships support goal setting.
- Reflect and re-set goals by applying a critical eye to what you've learned and developed through hard work and dedication, recognizing that you can evolve. Engage with your Faculty Advisor, Undergraduate Dean, and upper-level student mentors around these areas of exploration.
- Take an active role in learning and remain open to feedback and change.
- Continue exploring learning strategies and academic resources.
- Your grades will serve both as a metric for how you performed and an evaluation of which learning strategies worked.

## SPOT TO JOT

- Reflection and Goals

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# DARTMOUTH



This bulletin has been prepared for the benefit of incoming students.

Dartmouth reserves the right to make from time to time such changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate and in the best interests of the Dartmouth community.

This publication can be made available in alternative media. Contact the Undergraduate Deans Office (see below).

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