

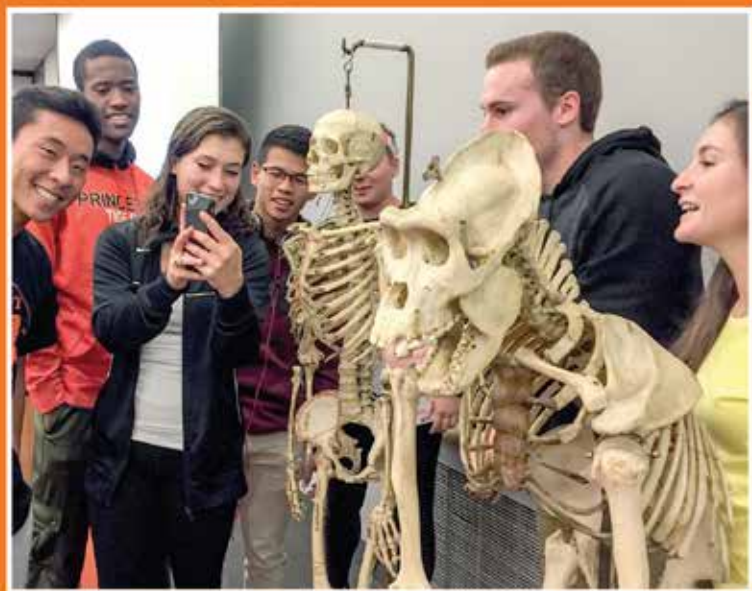


CLASS OF 2020

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# ACADEMIC GUIDE

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2016-17



# Class of 2020 ACADEMIC GUIDE

Academic year 2016–17

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The Academic Calendar for 2016–17 is available at  
<http://registrar.princeton.edu/academic-calendar>

*How to make a telephone call to an administrative office on campus:*  
Dial 8 and the four-digit extension.  
Cell phone use: The area code for campus is (609).

# Congratulations and welcome

## from your residential college director of studies!

Princeton's liberal arts education encourages curiosity, expands critical thinking, and prepares students to work in complex, diverse, and changing environments. We are here to support you during your transition into our dynamic learning community and throughout your Princeton career.

We understand that while this journey will be filled with excitement, it is one that is unfamiliar, and you will need some support as you navigate your path through Princeton. We hope this guide will serve as a roadmap and resource for the academic questions and concerns that are likely to arise during your first year.

This booklet answers important questions about academic policies, but it is also designed to guide your thinking about what you want from your undergraduate education. Planning carefully and looking ahead with the support of your advisers here will enable you to maximize your opportunities at Princeton.

Knowing when and where to find guidance and counsel is important for ensuring that your educational choices are well considered and make sense in the context of your larger academic goals. Princeton is a caring and relatively small community, and so it is not difficult to find help, advice, information, and just plain encouragement if you look for it. But unlike what you may have experienced in high school, you will need to take the first step by seeking out the help you need. This guide should help you do just that. Please read it carefully and refer to it often as a reference for names, offices, telephone numbers, useful timelines, and schedules you will need throughout the year.

Any questions? We are here to help!

Sincerely,

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# Planning Your Program for the Fall

## *Academic Advising and the Residential College*

As you enter Princeton your new home will be your residential college. The residential college deans and directors of studies provide guidance and support for students throughout their undergraduate careers. They can help you navigate the curriculum, change a course, find a tutor, get an extension, choose a major, and point you in the right direction to get any and all of your questions about life at Princeton answered. They also train and oversee a network of advising resources in the residential college.

During freshman and sophomore years, students are advised by the deans, directors of studies, faculty advisers, peer academic advisers (PAAs), residential college advisers (RCAs), and resident graduate students (RGSs) — all of whom are affiliated with the residential college. As students select a field of concentration, they develop advising relationships with the relevant departmental representatives and faculty advisers in the areas of their independent work. A.B. students normally select a major in the spring term of their sophomore year. B.S.E students normally select a field of study within engineering in the spring term of their first year.

## *Your Advising Team*

An important source of guidance will be your faculty adviser, a faculty member who understands the academic culture at Princeton and will help you navigate your first-year academic choices. If you are a B.S.E. candidate, the associate dean for undergraduate affairs in the engineering school selects a member of the engineering school's faculty to be your academic adviser. Your particular interests within the engineering school will be considered in assigning an adviser, but all the engineering advisers are fully familiar with University and B.S.E. requirements. If you are an A.B. candidate, your director of studies selects your academic adviser from among the community of faculty members affiliated with the college. In some cases, your adviser may represent a field that is not especially close to the subject in which you are most interested, but you can be assured that your adviser is aware of University requirements and the range of educational opportunities available to you at Princeton. Moreover, if your adviser does not know the answer to one of your questions, they will know where to find it.

Your academic adviser may suggest a particular level or “placement” for certain courses. These placement decisions, which are especially common in foreign languages, mathematics, and the sciences, are made on the basis of test scores and your high school preparation. Faculty

members from the relevant departments review your records and make a best estimate at the level at which you are best prepared and will feel challenged; your adviser will also talk with you about how these courses might fit into your overall program.

Having realistic expectations about your faculty adviser will help you get the most from your relationship. You cannot expect a faculty member to be able (or willing) to rate every course in the curriculum on the qualities of the lecturer, the appeal of the assigned readings, or the difficulty of the exams. Instead, you should expect your adviser to talk with you about your short-term and long-term academic goals, and to help you plan not only this semester's courses, but also a strategy for taking the greatest possible advantage of your undergraduate education. And because advisers have information about your high school record and test scores, they are best qualified to help you select courses at the right level — courses that will challenge but not overwhelm you.

Before you meet with your academic adviser to select your courses, it is important to review *Course Offerings* thoroughly, to think about your goals, and to complete the necessary advising forms. This will allow you to make the most of the appointment with your adviser.

Peer academic advisers form another important part of the college advising community. PAAs are experienced upperclassmen who have been trained in advising and who are sensitive to the subtle nuances involved in good advising. They offer their perspectives on a full range of issues: course selection, study strategies and resources, choosing an academic concentration, and adapting to the academic demands of Princeton. Your PAA will contact you over the summer to introduce themselves; you will meet them during orientation and they will be a resource throughout your first year.

We recognize the usefulness of multiple perspectives, so you should also feel free to go to your residential college adviser and the resident graduate student affiliated with your residential group for advice. RCAs and RGSs are also trained advisers, and depending on your interests may prove as important to your early weeks at Princeton as your PAA.

### *How to Think About Your First Course Selection*

When you arrive at Princeton your first big decision will be selecting your first set of courses. As you start to plan a semester's program, be sure to consider the kinds of assignments and amount of work demanded by a particular set of courses. Balance and variety should be the goal. Although University requirements (described below) compel you, to a certain extent, to vary your schedule and to explore a number of areas, you should also consider your attitude toward repetitive or similar intellectual exercises. For example, if all your courses require difficult textbook reading, weekly problem sets and quizzes, and a fair amount of memorization, after a month or two you might find yourself mentally

fatigued and desperate for new and different ways to expend your cerebral energy. You might then wish that you had signed up for that literature course you had considered earlier. The thought of reading some novels and writing expository essays might seem appealing.

On coming to Princeton, you will be joining a diverse and vibrant community, and these values are also the foundation of the curriculum. When considering your first set of courses, think broadly. You may be unfamiliar with some disciplines, like anthropology or philosophy, and they may seem strange and perhaps daunting; conversely, you will already be familiar with disciplines such as mathematics or history, and you may wish to continue studying them during your first term at Princeton. In general when contemplating your schedule, it is advisable to balance the new with the old; required courses with elective courses; and preprofessional concerns with the ideals of a liberal education. Similarly, look for the sweet spot between excessive risk and security. Selecting four extremely challenging courses is as inadvisable as electing four extremely easy ones. Explore the curriculum with this sense of balance, and you will be able to take full advantage of the opportunities available to you at Princeton.

It's not unusual for students to have second thoughts about one or two of the courses they have elected. If it happens to you, don't panic. You can always go back to your academic adviser, dean, or director of studies to see about changing your program.

## *University Requirements*

Princeton's curricular requirements are the result of the faculty's intention to expose undergraduates to a liberal education that balances specialized knowledge in a field of concentration with broad areas of knowledge and important kinds of critical thinking. The various approaches and fields included in the requirements will acquaint you with significant intellectual issues and will show you how to view problems and formulate solutions in new ways.

While the requirements for the A.B. and B.S.E. degrees are different, both are easily fulfilled within the overall degree program.

## **Writing Requirement**

The Writing Seminars give Princeton freshmen an early opportunity to belong to a lively academic community in which members investigate a shared topic and discuss their writing together, with the aim of clarifying and deepening their thinking. Focused instruction on the writing process and the key elements of academic writing enriches and guides the Writing Seminar experience. You'll learn how to frame compelling questions, position your argument within a genuine academic debate, substantiate and organize claims, purposefully integrate a wide variety of sources, and revise for greater cogency and clarity. As you work on completing four major assignments, including a 10–12 page research



essay, you'll submit drafts for review and participate in conferences with your instructor as well as in-class draft workshops. Through an extensive collaboration with the University library, you'll also learn to use databases to locate and evaluate sources. Writing Seminars are interdisciplinary in nature to emphasize transferable reading, writing, and research skills.

The Writing Seminar is required of all freshmen. In late July, you'll be assigned to a term, fall or spring, in which to take the course. You'll then have an opportunity to request topics based on your interests.

### **Foreign Language Requirement**

When you become proficient in a foreign language, you acquire more than a communication skill; you become literate in another culture and gain another perspective on the world. All candidates for the A.B. degree at Princeton must demonstrate proficiency in a foreign language before graduation.

Some of our undergraduates satisfy the foreign language requirement by demonstrating proficiency when they enter the University. On the basis of your SAT Subject Test score (for example, 760 for tests in German, French, Italian, Latin, Modern Hebrew, or Spanish), your advanced placement score of 5, or the result of a placement test given by an academic department at Princeton, you may be judged to have attained the degree of proficiency in a foreign language required by individual departments and thus to have satisfied the foreign language requirement.

In order to fulfill the language requirement through coursework, we expect successful completion of courses normally numbered through 107/108. When a student begins a language at Princeton, three or four terms of study will usually be necessary. If you would like to study a new language at Princeton, you may simply register for the first course in the language sequence (normally 101). If you wish to continue studying a language that you have previously studied in high school, we will need information to place you appropriately. The most accurate way for us to determine your appropriate placement in a language sequence is through a departmental placement test. The placement test does not become part of your record here — it is simply a diagnostic tool to help the department place you in the appropriate course. Placement tests in most languages will be available online during the summer before you matriculate; others will be administered during orientation. Your academic adviser will have the results of your placement test by the time you meet to discuss course selection.

Unless you can demonstrate proficiency before matriculation, you should plan on including language study in your first semester schedule because students are ordinarily expected to have fulfilled the requirement by the end of junior year. Language courses at Princeton move quickly and require dedicated and sustained study. You must stay on top of the material from the outset, especially if you are beginning a new language.

You cannot receive course credit for the first term of a beginning language course unless you successfully complete the second term.

### **Distribution Requirements**

If you are an A.B. candidate, you must successfully complete distribution requirements in each of the following areas: epistemology and cognition (one course), ethical thought and moral values (one course), historical analysis (one course), literature and the arts (two courses), quantitative reasoning (one course), social analysis (two courses), and science and technology (two courses). At least one course must be a science and technology course with laboratory (STL). You may elect a second laboratory science course, or a nonlaboratory science course (STN). Approach your selection with a sense of openness and adventure. In making your choices, you have the opportunity to experiment with subjects totally new to you. If you are undecided about your field of concentration, you may well find a new and lasting interest in one of the subjects you select.

*Course Offerings* and the *Undergraduate Announcement* (registrar.princeton.edu/course-offerings and www.princeton.edu/ua) indicate with letter abbreviations the distribution area fulfilled by each course. No designation means that the course does not fulfill a distribution requirement.

You should note that advanced placement units cannot be used to fulfill distribution requirements. Students are expected to fulfill all distribution requirements at Princeton. A.B. students may, however, with the prior approval of your dean or director of studies and the appropriate departmental representative, complete a maximum of two distribution requirements at another college or university. You can satisfy one course in each of two of the following distribution areas: literature and the arts, social analysis, or science and technology (please note, only nonlaboratory science courses (STN) may be taken away from Princeton).

B.S.E. candidates take at least seven courses from the humanities and social sciences. These courses must include one course in four of the following six areas: epistemology and cognition (EC), ethical thought and moral values (EM), historical analysis (HA), literature and the arts (LA), social analysis (SA), and foreign language (at the 107/108 level or above). Except in languages, no designation means that the course does not fulfill a B.S.E. humanities/social science requirement or distribution requirement.

### ***Advanced Placement and Advanced Standing***

The advanced placement policy at Princeton is designed to recognize college-level work completed prior to matriculation and to encourage you to pursue your studies at a level appropriate to your preparation.

Advanced placement is awarded by individual departments on the basis of your performance on certain standardized tests or departmentally administered placement examinations. You should be certain to have official scores of standardized tests reported directly to Princeton. If you have a question about whether a score has been received or about your eligibility for advanced placement, you should go over your records with your director of studies after arriving on campus.

You do not have to continue in a subject in which you have earned advanced placement. If, however, you elect a course that is below the level at which advanced placement was granted, you lose the use (for advanced standing, see below) of your advanced placement units in that subject.

For example, if you are placed into French 207 (the next level after fulfillment of the language requirement) but elect French 108 (the last term of the language requirement), you will forfeit your advanced placement in French language.

The rules governing advanced placement are quite complex. If you have concerns about maintaining your advanced placement in a subject, be sure to consult your dean or director of studies before changing courses. You should also refer to the advanced placement website ([www.princeton.edu/pub/ap](http://www.princeton.edu/pub/ap)) for information on advanced placement and advanced standing.

Please note that advanced placement in a subject does not reduce the total number of courses required for graduation (see advanced standing below). Instead, it permits you to elect a more advanced course in that subject. Similarly, advanced placement cannot be used to reduce a course load in a given term or to make up course deficiencies (see page 47).

You may well be asking what advantage there is to maintaining your advanced placement status in a given subject area. First, you don't want to repeat material that you covered in high school and thereby squander opportunities at Princeton. If forfeiting advanced placement in a subject means that you would be taking a class that, for the most part, reviews what you already know, you would be going backward rather than forward. However, if, as occasionally happens, you find that the material in an advanced course is so difficult as to be unmanageable, you should consider reverting to a course that will be more meaningful to you, especially if you plan to do further coursework in that area. Remember that our placement system is very good but not perfect. We are often basing placement decisions for the Princeton curriculum on the basis of a single test result.

There is another reason why you should think seriously about maintaining your advanced placement in a given subject area. It has to do with eligibility for advanced standing, which allows a student to graduate in three years or with three and a half years of study.

A.B. candidates can apply for a full year of advanced standing if they have eight advanced placement units distributed in at least three of the following subject areas: foreign languages, historical analysis, literature

and the arts, quantitative reasoning, science and technology, and social analysis. B.S.E. candidates can also apply for a full year of advanced standing if they have eight advanced placement units, but they must include among them two units in physics, two in mathematics, and one in chemistry.

A.B. candidates with four advanced placement units in at least two subject areas and B.S.E. candidates with four advanced placement units, which must include two in physics, one in mathematics, and one in chemistry, can apply for one term of advanced standing.

In November you will be notified of your eligibility to apply for advanced standing. You may submit an application for either one term or one full year of advanced standing, depending upon your qualifications. With a full year of advanced standing, you may apply to become a second-semester sophomore in the spring of your first year, or a first-semester junior in the fall of your second year. With one term of advanced standing, you will take a leave of absence from Princeton either in the fall or spring of your sophomore year. You will thus spend three terms at Princeton prior to your junior year.

The final decision on your application for advanced standing will be made by the Committee on Examinations and Standing. The committee will review your academic record to determine whether advanced standing is appropriate given the quality of your academic program and performance. The committee reserves the right to rescind advanced standing if, in its judgment, you have not made satisfactory progress toward the degree.

The decision to take advanced standing is an important one, especially if you elect to take the full year. If you enter the junior year after only one year of study at Princeton, you will have to choose a major and complete, at the very least, the prerequisites to concentrate in that field within a short period of time. In some cases, a student's academic goals make advanced standing inadvisable or impossible, particularly in areas where there are many sequential courses. Moreover, students who take advanced standing are expected to fulfill all University and departmental requirements for graduation. A.B. candidates graduating in three years have to complete 23 courses; those graduating with three and a half years of study, 27 courses. B.S.E. candidates must complete 28 and 32 courses, respectively.

Finally, if you elect to graduate in three years and then change your mind, you can revert to your original entering class until the beginning of your senior (third) year.

In any event, you should discuss these issues with your teachers, faculty adviser, residential college dean or director of studies, and families. If you or your families have any questions about advanced standing, consult your dean or director of studies.

## *The Structure of a Princeton Course*

While each course is unique in terms of its manner of presentation, workload, assignments, and class meetings, there are several types of courses that you will encounter repeatedly during your years at Princeton.

The lecture/precept format is especially common for introductory courses. The professor in charge of this kind of course lectures twice a week to all the students enrolled in the course. Each student signs up for a section meeting, called a precept (from the Latin *praecipere*, “to teach”), where normally 12 to 15 students meet with a section leader, called a preceptor, to discuss the material in greater depth (the professor of the course usually teaches at least one precept). In most cases, each section is graded by the preceptor. Precept attendance and participation are required components of the course.

Still other kinds of courses are taught according to the “class format.” This kind of course has no lecture where all the students meet. Rather, the course is already broken down into several classes, at which you meet with the same group of students and the same instructor for an hour three times a week or for an hour and a half twice a week. The format might best be described as a combination of lecture and discussion. The same instructor lectures, leads discussion, and does the grading for those students in the class. Normally, the exams are uniform throughout all classes (as they are in lecture/precept courses). Mathematics courses are often taught according to the class method.

Laboratory science and technology courses have lectures, sometimes a discussion section, and a required laboratory exercise one afternoon or evening a week. These courses do have more than the average number of class hours, and you should plan accordingly when organizing your schedule.

Finally, a small number of courses at the introductory level, and more at the advanced level, meet only once a week for a period of three hours. These courses, called seminars, bring together a professor and no more than 15 students; the intellectual dialogue is intense, and everyone is expected to be an active participant. Seminars often require students to produce a substantial paper and to deliver to the class the results of their research.

Many students in their first year have an opportunity to take a seminar through the Program of Freshman Seminars in the Residential Colleges. The program is designed to provide freshmen with an early opportunity to form strong connections with faculty and fellow students through an engaging course of study. Approximately 70 unique seminars will be offered this year covering a wide variety of topics and academic disciplines. All of the seminars count as regular courses, and fulfill distribution requirements. Unless specifically indicated in the course description, the seminars do not assume prior knowledge or advanced placement in the



subject. The seminars depend for their success on the expertise of the professor and on the hard work and enthusiasm of all the participants. Enrollment in each seminar is limited to 15 students. You may apply to take a seminar during each semester of your freshman year. The director of the program is Dean Elizabeth Colagiuri.

In almost every course that you take at Princeton, instructors will provide a syllabus of the course on the first day of class. The syllabus provides a detailed outline of reading assignments, written assignments to be handed in, examination dates, and, generally, the method for calculating the final grade in the course. The combined syllabi of all your courses may seem a bit overwhelming at first glance. If, however, you regard them with the proper respect and work at a steady pace, you will find that they are helpful reminders to keep up with the reading before exam dates or dates on which papers, homework assignments, or laboratory reports are due.

Fortunately, the semester contains periodic breaks that allow you to catch your breath. Midterm exams are normally scheduled during the sixth week of the term, followed by a weeklong break. After another six weeks of classes, Princeton schedules a nine-day reading period to allow you to complete papers in your courses and to begin preparing for your final exams. All papers are due at the end of reading period; this date is referred to as the “Dean’s Date.” If, as occasionally happens, you need a short extension into the exam period to complete a paper, see your residential college dean or director of studies. Extensions require the permission of both your course instructor and your dean or director of studies and are to be regarded as a privilege rather than an entitlement.

Important dates are in the academic year calendar available at [registrar.princeton.edu/academic-calendar](http://registrar.princeton.edu/academic-calendar).

# Learning at Princeton

As you move from secondary school studies into Princeton's academic community, you will most likely be challenged by new sets of expectations for learning across the curriculum. Courses will move at a rapid pace; you will be expected to solve problems in math and science at a higher conceptual level; you will read multiple unfamiliar texts that require distinct approaches and interpretations. You will encounter disciplines instead of subjects, and will be introduced to the particular conventions and assumptions of multiple disciplines, often in your first semester at Princeton. If at times you feel that the study strategies that got you here are not as effective as they were in high school, this is perfectly normal. Anticipate setbacks; they are common on the path to success. In fact, transition, adjustment, and giving up past approaches in favor of new ones are lifelong challenges.

You have moved into a new phase, that of beginner in your area of concentration, and over the course of your four years at Princeton you will become a more sophisticated learner. Eventually, you will join the experts in your field of choice through the work of your senior thesis. It is most important to keep in mind as a freshman that learning is a process that should challenge you and require that you adapt, for only through challenge will you grow.

## *Scheduling Your Time*

Learning at Princeton requires students to plan, organize, and use their unstructured and out-of-class time in new ways. You may have many unscheduled hours each day, and you will need to use that time effectively. You will get the most from your courses if you study throughout the term, giving yourself the opportunity to review and synthesize the course material. Reading period is designed for reviewing, and this review is vital to your success in Princeton's demanding final exams. You should consider the following approaches to good time management:

- Find a place where you can work effectively. If your room is a hub of social activity, plan to work in one of the college or University libraries. For accountability and support, make a weekly appointment to study with a friend or classmate.
- Use your free weekday hours for study. Do not try to do all your studying in the evenings or put it off until the weekends. Many of us (undergraduates, graduate students, even faculty) think, incorrectly, that we need long, uninterrupted stretches of time in order to work in a concentrated fashion. When the opportunity arises to make use of small amounts of time, ask yourself, "How can I use this time to keep up with my coursework?"

- Break up your study periods by working on two or three different subjects, particularly if you find yourself losing attention or interest. Take (short!) breaks.
- The papers that are due at the end of the term require substantial reading and research, both of which take time. When you get the assignment, enter a start date in your calendar and plan backwards from the due date, creating your own benchmarks.
- Balance your academic commitments, your job assignments, and your recreational and extracurricular activities. Don't expect that you can juggle as many obligations as you did in high school; research indicates that one or two regular extracurricular activities is best. If you are involved in sports or other regularly scheduled and demanding commitments, be especially careful about budgeting your time.
- Get advice early and often!

### *Developing Effective Learning Strategies*

In high school, you may have found that it was enough to sit in class and absorb the material as it was presented to you. At Princeton, you will need to be an active learner, as you take notes, read texts, do problem sets, and study for exams. You'll need to go beyond the kind of memorization that your high school courses may have demanded, and employ some of the following learning strategies:

- Think like your professor: Understand the purpose, the specific learning goals, of an assignment (e.g., readings or problem sets) and seek to achieve them in your efforts.
- Survey the whole reading assignment before you read it carefully. Read a few introductory and concluding paragraphs to get a general idea of the content of the chapter and the development of arguments. A quick survey of the table of contents or abstract may give you a good overview of the material in the book/article and help you establish a clear purpose. You will understand and remember more if you use the framework of the course to organize new knowledge.
- Convert titles, headings, and subheadings into questions. Attempting to answer those questions will help focus your reading. Ask what the author intends to convey in the chapter or article and what points the author is trying to make. When you finish a paragraph, ask yourself what the main topic is — jot down your answer if it is a key point. Through this kind of self-examination and reflection, you assess your understanding and practice recall.
- Underline or highlight just enough to make important points stand out. Put key words, phrases, or questions in the margin of the book or in your notes. Write down any questions you may have along with your own ideas and bring them to class.



- Raise critical questions wherever appropriate. Has the author expressed ideas effectively? Are they valid, well supported, well reasoned? What point of view do they present? What are the fundamental assumptions, explicit or implicit, on which the arguments are based? How does the text relate to other texts and to course themes, as well as to your life experience?
- Describe in your own words what you have taken away from the textbook or article. You are unlikely to really understand a new concept unless you can describe it in your own words.
- Review what you have read. To review is not the same as to memorize. Concentrate on the main points. Prepare yourself to summarize, explain, and use these points in class activities.
- Take good notes! Review your lecture notes as soon as possible after you have taken them, noting what you don't understand so that you can follow up with the professor or graduate student assistant.
- Working with a small group of fellow students can be extremely effective in both tackling weekly problem sets and reviewing for exams. Studying with your peers regularly provides opportunities to learn a variety of approaches to the material, and because everyone is an active participant, you learn more and retain what you've learned. Consult with your instructor in each course to determine the extent to which collaboration on assignments is acceptable.



## *Academic Writing*

Writing at Princeton is in many ways different from writing in high school: papers are typically longer, and students are usually expected to formulate their own ideas and take them to a deeper level.

You will be able to get support for developing good writing habits and approaches both through your Freshman Writing Seminar and through the Writing Center.

Here are a few tips for writing effective papers at Princeton:

1. Focus on argument and clarity. With few exceptions, your professors and preceptors want to see a strong thesis — an interesting, arguable idea of your own — that you explore and substantiate through reference to one or more sources. All of your instructors value clarity — clear sentences and an easy-to-follow structure (not to be confused with simple sentences and a simple structure). This means that most of your papers will be far more complex in both conception and structure than the traditional “five-paragraph essay,” with its introduction, three supporting paragraphs, and conclusion.

2. Leave yourself time to revise. Yes, you probably *can* write a paper at the last minute. But it won’t be very good, and you don’t win medals for being a good procrastinator. Everyone’s process is different, and it’s important to experiment with writing techniques and time management strategies to find the methods that work best for you. But, especially early in your college career, err on the side of giving yourself too *much* time.

3. Get feedback. Meeting the standards of academic integrity at Princeton means that no one may edit or rewrite your essays. However, unless you’re working on a take-home exam or have explicit instructions not to share drafts, you’re free and encouraged to get feedback about what readers find confusing or unconvincing before submitting your paper for a grade. Good prospects for readers are fellows from the Writing Center, a classmate, a roommate, or a friend. In keeping with common scholarly practice, you should use a friendly footnote to acknowledge any substantive idea that emerges in conversation with readers of your drafts.

4. Be attentive to the methods and conventions of the discipline. Though not always self-evident or explicitly mentioned on the syllabus, written work is evaluated with reference to those standards. When writing about literature, for example, the convention is to quote sources directly; when writing in a science class, the convention is to use few quotations, if any. Ask your professor or preceptor to explain the elements of writing in a particular discipline. Also, skim a few relevant articles or books to see how writers in the discipline handle structure, sources, citations, and so on.

5. Acknowledge your sources. Borrowing someone else’s words or ideas without acknowledgment — even if done unintentionally

(through sloppy note-taking, for example) — is plagiarism, the most serious of all academic offenses. See *Academic Integrity at Princeton*, [www.princeton.edu/pr/pub/integrity](http://www.princeton.edu/pr/pub/integrity), for guidance on using sources properly.

## *Consulting Your Professors*

In order to get the most from your courses, and to be successful in them, you should seek out and engage opportunities for learning beyond those afforded by class time and in assigned texts. Meeting individually with faculty and graduate student assistants or preceptors in office hours is one essential resource.

Every professor schedules time to provide individual assistance to students, and most professors post their office hours. Students who visit their instructors will find them almost without exception interested and helpful. Many fail to take advantage of this opportunity because they are not sure what kinds of questions to bring to office hours. A learning consultant at the McGraw Center for Teaching and Learning can help you to frame course specific questions to ensure that your meeting will be productive.

Several departments have clinics or resource centers open to students on a walk-in basis. The help you will get there is often specifically related to the material of the course in which you may be encountering difficulties.

Do not hesitate to approach your preceptor or lab assistant for help. Some do not have individual offices, and you may have to make a special effort to locate them. They are, however, knowledgeable and willing to help, and you should not hesitate to seek them out.

## *Studying for Exams*

Professors organize courses around specific objectives or aims; know the aims of the course and direct your learning to achieve them. Your notes from lectures and readings can provide a good basis for studying; make them purposeful throughout the term.

How is studying for exams different at Princeton? You will be examined less frequently on larger amounts of information; exam questions and problems will often be far more difficult than homework, and will require the application of concepts to novel situations. To be successful, you will need to be prepared to adopt new methods of study that challenge you to employ higher-order methods of thinking.

Studying — as distinct from reading or taking class notes — is characterized by organizing your knowledge, making connections among concepts, distinguishing the relative importance of information, and synthesizing and integrating what you have learned in order to demonstrate what you know on novel questions or problems.

Target your studying not only to domains of knowledge but to specific ways of thinking. Anticipate questions, including the type of thinking required (e.g., describe, trace, develop, compare and contrast, defend, or analyze). You will be expected to synthesize and apply your knowledge of a theory, principle, or concept to the solution of specific problems. Describing a theory is quite a different intellectual task than using it to solve a problem, and the methods of study to prepare for these tasks are equally different. Whenever possible, seek to practice the kinds of tasks an exam will expect of you. Practice is far more effective than review.

Many courses provide students previous years' exams for practice. Try to complete these exams under authentic circumstances to assess your readiness. Analyze previous years' and returned exams carefully to guide you in selecting which materials to emphasize in your study and how to learn and demonstrate your knowledge. Because specific questions will vary, combine facts and concepts differently, think up your own questions, and imagine other ways your professor might challenge you. For advice and tools to prepare for specific exams, arrange an appointment with a McGraw learning consultant at the McGraw Center.

### *Taking Exams*

Do everything you've already learned to do: Be ready to start on time, follow directions, survey the whole exam before starting, and read questions carefully. On essay questions, take the necessary time to organize your response before beginning so that you can make a compelling argument, not simply list all that you know on a topic. Support your points with clearly explained evidence that your reader can follow. Expect questions and problems unlike those posed in homework and quizzes. In science and math courses be prepared for problems that combine course content in novel ways. You are not expected to "know" the answers to these problems in many instances, but rather to figure them out. To do so, think on paper as methodically as possible and leave a record of your work.

### *Utilizing Academic Support Resources*

Princeton offers you an exceptional array of academic advising and support opportunities (all at no additional cost to you). The only mistake you can make is thinking that you are the only one who needs support, and consequently not taking advantage of the resources available to you. Keep in mind that it is perfectly normal and indeed expected that you will be intellectually challenged in many aspects of your academic work. Even if you never needed "help" in high school, you have entered into a completely different learning environment, with a host of disciplinary expectations and demands that you may never have encountered before. Just as you may have received assistance in preparing for your SAT, seek out academic support here to enhance performance in your courses.



Do not hesitate to approach your instructor or your residential college dean or director of studies for their advice on the kind of support that will meet your needs. And keep in mind that it's much more constructive to seek help early on, rather than waiting until you feel lost or overwhelmed. All of the academic support resources outlined below are free of charge and available to all Princeton students. But do note that students may engage only the services of tutors in the Princeton undergraduate tutoring program. Private tutors fall outside this program, and students are in violation of University regulations if they engage the service of private tutors (see *Rights, Rules, Responsibilities*).

### **The McGraw Center for Teaching and Learning**

Princeton is a community of teachers and learners, and the McGraw Center on the third floor of Frist Campus Center is a resource for all undergraduates, as well as graduate students and faculty. The center offers workshops and individual consultations to support undergraduates as they make critical academic transitions, confront new academic challenges, and develop as learners. Workshops are process-focused and designed to teach you innovative techniques for purposeful and efficient learning. Individual consultations assist you in designing integrated sets of strategies that enable you to take full advantage of lectures, precepts, and readings. The McGraw Center works closely with residential colleges to organize targeted course support. It also supports individual tutoring and Study Hall@Frist (see below).

**McGraw Center Tutoring.** McGraw undergraduate peer tutoring is intended to supplement lecture, precept, lab, and office hours and not replicate or replace them. Our emphasis on mastering the processes of learning and problem-solving, especially creative application of knowledge to unfamiliar problems, presupposes that students are actively engaged in the course and come to tutoring prepared to make the most of it. This requires, typically, that students actively synthesize and integrate for themselves information presented in lectures, precepts, labs, and texts so that they possess the conceptual knowledge necessary to effectively engage the problem sets and related problems, and/or have done sufficient work to identify the conceptual questions they may have.

Through tutoring, students can:

1. Enhance their approaches to learning from instruction in quantitative/science courses, particularly for solving novel problems by becoming more skilled readers, note-takers, and strategic learners.
2. Expand their toolbox of methods to solve problems by becoming more skilled at explicitly thinking about their reasoning processes, and developing strategies that work for them.
3. Develop systematic methods for learning from problem sets, including: how to apply and transfer conceptual knowledge; identify common obstacles and errors; and contextualize individual problems within the themes and concepts of the course.

The McGraw Center tutoring program's ultimate goal is that students generalize these methods and processes to other disciplines and transfer them to other quantitative problem-solving courses and independent work.

Assigned problem sets are used as a point of departure or springboard for developing the knowledge and skills necessary to solve complex, multifaceted, Princeton "exam-level" problems and to deepen conceptual understanding, but completion of them is not the primary objective of McGraw Center tutoring (though we recognize it may be for some students).

**Study Hall Group Tutoring.** McGraw Study Hall seeks to create a study group-like environment in order to help students become independent, flexible problem-solvers. To that end, trained peer tutors facilitate group interaction and learning so that students are actively thinking, explaining, solving problems, and integrating their knowledge, and thus making explicit their thinking and learning processes for themselves and others.

In addition to the skills mentioned above, students can gain the following from group tutoring:

1. Learn how to effectively run their own study groups, potentially forming these groups in Study Hall.

2. Develop their use of resources, including fellow classmates, to the point where the tutor is rarely, if ever, needed for their success in the course.

Study Hall is offered Sunday–Wednesday nights, 7:30–10:30 p.m., and Sunday afternoons 1:30–4:30 p.m. For current course offerings and more information visit: [www.princeton.edu/mcgraw/us/mcgraw-tutoring/studyhall](http://www.princeton.edu/mcgraw/us/mcgraw-tutoring/studyhall).

***Individual Peer Tutoring.*** McGraw Individual Tutoring allows for focused and individualized assistance for students who want a more personalized tutoring experience. Individual Tutoring is especially useful for students who want help with specific parts of the course, whose previous experience did not include preparation in an essential topic that they need for the course, or who want to enhance their foundational knowledge through application of the course material.

As with Study Hall, students who come to Individual Tutoring are expected to have gone to lecture, read their text, and attempted problems before coming to tutoring. However, Individual Tutoring may be the place for students who, after preparing, are still struggling with defining their specific issues or have a broad range of questions/concepts to discuss.

In addition to the skills mentioned above, students can gain the following from individual tutoring:

1. Solidify their foundational knowledge of the course material/course concepts so that they can overcome obstacles to continued success in the course.

2. Work effectively independently and in group learning environments, including Study Hall and student-led study groups.

For information on classes supported and appointment times available visit: [www.princeton.edu/mcgraw/us/mcgraw-tutoring/individual-peer-tutoring](http://www.princeton.edu/mcgraw/us/mcgraw-tutoring/individual-peer-tutoring).

***Strategic Learning Consultations.*** Juniors and seniors from a variety of disciplines are trained to collaborate with you to develop an individualized approach to learning that draws upon your unique profile of strengths and is tailored to the specific demands of each of your courses. Sign up for a one-hour, one-on-one session with a McGraw consultant at [www.princeton.edu/mcgraw/us/strategy-consultations](http://www.princeton.edu/mcgraw/us/strategy-consultations).

***Academic Strategies Workshop Series.*** The McGraw Center offers a series of hands-on, active, and process-focused workshops in which students learn and apply strategies designed expressly for the demanding Princeton context. Topics include organization and time management, managing large amounts of information, exam prep, effective reading and lecture note-taking, as well as overcoming procrastination. Students sign up for workshops in advance on the McGraw website, [www.princeton.edu/mcgraw/us/workshops/workshop-schedule](http://www.princeton.edu/mcgraw/us/workshops/workshop-schedule).

**Review Sessions.** Review sessions (weekly or before exams) are offered in certain courses — particularly those in math, science, and engineering; students should ask their instructors. The McGraw Center normally offers review sessions in introductory chemistry (CHM 201, 202, 303, 304).

**Principedia.** Principedia is an interactive, wiki “encyclopedia” which gathers, organizes, and circulates students’ knowledge about effective learning in the Princeton context. You’ll find articles about methods for, for instance, effective reading, but also about specific courses that include a detailed description of the course design and instruction, an analysis of its learning demands, and a set of strategies for mastering those demands and achieving success. The primary purpose of Principedia is to impart context-specific methods of learning — including approaches, strategies, and techniques — rather than subject matter content as other wiki-encyclopedias do. You can use it during course selection to “look inside” courses you are considering, at the outset of the term to identify effective approaches to learning in your courses, and during the semester to experiment with new methods and techniques — and you can share your insights about learning at Princeton with other Princeton students.





## **Residential College Individual Tutoring**

Assignments for one-on-one peer tutoring in courses not supported by McGraw can be requested through your residential college dean or director of studies. Residential college peer tutors are undergraduates who have been appointed by their residential college director of studies and trained by the McGraw Center for Teaching and Learning. This resource is provided most commonly in introductory-level courses in the natural sciences not supported by McGraw and in foreign languages. You may have up to 15 hours of tutoring per term per subject, and you may be tutored in more than one subject.

## **The Writing Center**

The Writing Center offers student writers one-on-one conferences with experienced fellow writers trained to consult on writing projects in any discipline. You're welcome to bring writing in any form — ideas, notes, an outline, or an early draft. Writing Center fellows can offer advice about the writing process, from getting started to revising, and they can work with you on the essential elements of academic writing, such as thesis, organization, use of sources, and clarity of ideas and sentences. To make an appointment or to look up drop-in hours, visit [www.princeton.edu/writing/appt](http://www.princeton.edu/writing/appt).

Please note that the Writing Center offers support on writing projects across the curriculum; it is not limited to supporting the Freshman Writing Seminar program. In fact, many students use their services for work in upper-division courses and in independent research.

## ***Support for Health and Well-Being***

A significant percentage of all students use Counseling and Psychological Services (part of University Health Services) sometime during their four years at Princeton. While students bring a wide range of concerns, the most common of issues are depression and anxiety. Underclass students are often concerned about leaving home, adjusting to an unfamiliar environment, making new friends, coping with academic pressures, or deciding on an area of concentration. The struggles for autonomy, despite being painful, often lead to personal growth and maturity. Counseling can play an important part in helping you gain understanding and insight into your own development.

At the risk of repetition, we want to urge you as strongly as we can to seek support — academic or personal — whenever you may need it. In your four years here you are likely to have some difficult moments. You will deal with many of them yourself, possibly with the help of your friends, but you should remember at all times that there are many people at Princeton who are able and willing to help you.

# Learning Outside the Classroom

Intellectual inquiry is an integral part of Princeton life; you cannot abandon it as you step beyond the threshold of the classroom. Indeed, you may discover that some of the important learning that takes place at Princeton goes on outside of formal courses.

The residential colleges are designed to facilitate informal discussion between faculty and students. Your faculty adviser is one of a large group of faculty members who are affiliated with your residential college as “faculty fellows.” Most of the interaction with faculty fellows occurs over meals; you are encouraged to invite professors to join you over lunch or dinner to discuss coursework, your academic plans and aspirations, their academic discipline and research, or simply interests and concerns that you share. In addition, you will find a program of talks and discussions organized in the residential colleges every week. Led sometimes by Princeton faculty, sometimes by someone from outside the University, and sometimes by a resident graduate student or even a fellow undergraduate student, these are excellent opportunities for an informal exchange of ideas on topics ranging from campus controversies and world affairs to jazz, photography, literature, and dance.

The academic departments also provide many opportunities to learn beyond the structured setting of the classroom. On almost any afternoon you will find three or four department-sponsored lectures on topics ranging from black holes to black humor. These are usually talks by Princeton faculty or their colleagues from other universities on research in progress. Often you can hear the leading experts in a field debate their discipline’s most pressing issues. Sometimes the subject matter is arcane, but many lectures are intended for nonspecialists. Undergraduates are especially encouraged to attend these lectures. Watch for advertisements in *The Daily Princetonian* student newspaper and notices on bulletin boards, on the University home page ([www.princeton.edu](http://www.princeton.edu)), and in your email.

In addition to the residential colleges and the academic departments, the University has many centers that offer opportunities for extracurricular learning around one or another special interest. Together these centers help students celebrate cultural traditions, support identity-based groups, explore common experiences, and ponder the challenges and rewards of life in a pluralistic society.

Here are just a few of many options you can explore:

**The Pace Center for Civic Engagement** helps make meaningful service part of the Princeton student experience. From service projects and student organizations, to break trips and summer internships, the center helps students learn how to do service well and have a positive impact in the community.

**The Carl A. Fields Center for Equality and Cultural Understanding** is devoted to exploring and enriching the diversity of the Princeton community. It is both a multicultural resource and programming center for students and a place to relax, study, and make new friends. The center sponsors a mentoring program for new students, hosts the activities of many student organizations, and sponsors ethnic heritage celebrations, lectures, seminars, dinners, and social activities for all students who wish to be enriched by the range of cultures represented on campus.

**The Lesbian, Gay, Bisexual, and Transgender (LGBT) Center** works to create a safe and supportive environment by providing educational opportunities and advocating for the needs and concerns of LGBT students. The center hosts a number of programs, celebrations, and activities, and sponsors several support and discussion groups.

**The Women's Center** stimulates discussion and awareness of women's issues on campus through a range of political, cultural, and social activities. In the past, the center has sponsored academic conferences, various support groups on social and health topics, speakers, and mentoring programs.

Finally, student organizations are another important means of expanding your education beyond the walls of the classroom. There are more than 300 such organizations, including campus publications, cultural and educational organizations, performance groups, and political organizations. Through these activities you can hone your writing skills, develop your leadership and organizational abilities, satisfy your musical or theatrical interests, or test your powers of verbal debate and persuasion. In addition to the array of activities offered by student organizations, you can enrich your Princeton experience through participation in community volunteer work, athletics, or individual or group travel across the globe. All this is part of the Princeton education.

Ideas are the currency of a vibrant campus. They carry intrinsic value in an intellectual community, and you should get in the habit of exchanging them freely. This does not mean that every conversation you have at Princeton will be (or should be) a serious one! Even faculty and administrators are known to engage in occasional moments of levity and humor. But you should certainly feel free to talk about intellectual matters — at breakfast, over dinner, during a study break. When education is working well, the ideas you encounter in class will have a bearing on circumstances you encounter in everyday life, and it is not empty pedantry to apply those ideas. Avoid thinking of education narrowly; it will be going on all around you at Princeton, often when you are least expecting it.

# Frequently Asked Questions

## **1. Do I really have as much free time as my schedule indicates?**

You will probably find that the number of hours you spend in the classroom in college will be fewer than in high school. Even if you have many unscheduled hours each day, you will still need to dedicate a number of them to keeping up with the work in your courses. The shift from classroom work to self-scheduled study is one of the key adjustments to college life. No one expects you to spend every possible moment in the library or at your desk, but it is essential that you budget your time and keep up with your work.

## **2. Should I take four or five courses during the fall term of freshman year?**

The standard course load during the fall term of freshman year is four courses. Although many students may see that they have open class hours and could schedule the class meetings of a fifth course, our experience has been that it is better to get used to the rigor and pace of studies at Princeton in four courses for one term before attempting to take on an extra course. Even if the class hours are free, most students find that they have more than enough work to do in four courses, especially at the end of the term and during reading period. Moreover, there is more to college than classroom study, and you should explore the range of activities that are available to Princeton students. If you feel that there are sound educational reasons for taking five courses, you should discuss the matter with your adviser; be aware, though, that only in very unusual cases will a five-course first semester be approved.

## **3. Do I need to take a language placement test?**

All A.B. candidates who have not fulfilled the language requirement on the basis of advanced placement must study a language at Princeton. If you wish to continue studying a language that you have previously studied in high school, you will need to take a placement test. Placement tests in Arabic, Chinese, French, German, Italian, Japanese, Korean, or Spanish should be taken online during the summer. You may access the test by way of Your Path to Princeton website, which will provide detailed instructions and access information. Placement tests in Hebrew, Latin, and Russian will be administered during orientation. Information on placement in other languages will be available during course registration at the Friend Center. If you would like to study a new language at Princeton, you may simply register for the first course in the language sequence (normally 101).

If you are taking a language course to meet the A.B. language requirement, it is advisable to get started as soon as possible. Beginning language courses (French 101, Spanish 101, Chinese 101, for example)

are not offered in the spring term, so if you are starting from the 101 level and choose not to take a language course in your first semester, you will have to wait until the fall of your sophomore year. This, in turn, means that you would be completing the language requirement during your junior year, along with junior independent work and departmental courses. If you are entering a language at the 105 or 108 level, you risk forgetting what you know if you wait until sophomore year to fulfill the requirement. The best advice is to complete the language requirement without delay. Remember that a 101-level language course will not count toward your degree unless you take the 102-level course as well.

#### **4. Can I switch between A.B. candidacy and B.S.E. candidacy (or vice versa)?**

Every year some students enter Princeton as candidates for the A.B. degree but decide that they are really interested in engineering. Permission is granted for such changes on a case-by-case basis. Students who wish to change from A.B. to B.S.E. must plan their academic programs carefully, for there are basic requirements for the B.S.E. degree that must be met prior to the sophomore year, especially in physics and math. Similarly, some students who enter as candidates for the B.S.E. degree decide that they prefer to study in the A.B. program instead. Again, changes are possible. A major consideration in changing from B.S.E. to A.B. candidacy is the A.B. language requirement. Students who wish to change degree candidacy should consult first with the associate dean for undergraduate affairs in the School of Engineering and Applied Science (258-4554, Room C-209), and then with their residential college dean or director of studies.



**5. I want to run for class office, work on *The Daily Princetonian*, do community service work, manage a student agency, and play water polo. How will I ever find time for my studies?**

In high school many Princeton students were accustomed to doing it all — activities, clubs, and sports — and still doing very well in their studies. College is different. First, and most apparent, is the fact that the academic work is more rigorous and moves at a quicker pace. Second, the activities are also much more demanding in the expectations and responsibilities placed on those who do them seriously. The best advice is not to spread yourself too thin among too many extracurriculars, but to take part in only one or two at any one moment. Remember also that extracurriculars are just that — extra — and that they must not take precedence over your academic work. Know when to back off on your involvement in extracurriculars when you feel your studies slipping.

**6. What if I have trouble with my computer?**

You can request an in-room visit from one of your student technology consultants ([www.princeton.edu/stc](http://www.princeton.edu/stc)). STCs are fellow students the University has hired and trained to make your computing life easier. The OIT Help Desk is available around the clock, seven days a week for consultation via telephone, email, Twitter, and interactive chat (258-HELP, [helpdesk@princeton.edu](mailto:helpdesk@princeton.edu), [@puoihsoc](https://twitter.com/puoihsoc), [www.princeton.edu/helpdesk](http://www.princeton.edu/helpdesk)). The OIT Solutions Center at the Frist Campus Center can help with all your computing needs, from problem diagnosis to computer software and accessory purchases; see [www.princeton.edu/solutionscenter](http://www.princeton.edu/solutionscenter). For complete information about the resources available to you — including information about purchasing a computer if you need to — see the OIT student web pages ([www.princeton.edu/oit/students](http://www.princeton.edu/oit/students)).

**7. Do I need to attend all my classes?**

Lectures and precepts not only provide factual and critical information but also are extremely important in indicating approaches to further study of the material on your own. Be sure to take notes. It is true that in many cases your presence at a large lecture might not be missed, while in a precept your absence is much more apparent. Nonetheless, all academic exercises are important parts of the curriculum. Borrowing someone's lecture notes, besides being an imposition, can be risky. The person from whom you borrow notes may not have caught the main points of the lecture, and you certainly will miss altogether the subtle asides from the lecture that add depth to the material. Lecture notes from others do not capture slides or other visual aids used by professors either. If you have to miss a class or precept due to a University-sponsored activity, notify your instructor ahead of time. If your absence is due to illness, contact your instructors or ask your residential college dean or director of studies to do so. In no case should you miss classes or precepts without an explanation. In many courses, attendance, particularly in precepts, is weighed heavily in assigning a grade.

## **8. My faculty adviser is not in my main field of interest.**

### **How can my adviser help me?**

Each year we recruit faculty advisers from a broad range of departments. The faculty advisers are distributed among the residential colleges and then matched, as much as possible, with first-year students whose interests appear to be in the same general area. With an entering class as diverse as that which enters Princeton each year, it is not always possible to match advisers with advisees' interests specifically. A faculty adviser's role is to help you plan a sound program of study for your first two years. Advisers have a feel for balancing workloads, exploring new areas, and fulfilling requirements. Most important, you can bounce ideas off your adviser, for most advising is actually listening. Your adviser probably does not know the specific requirements for many fields of concentration, nor should they be expected to do so. That is the role of faculty members in those departments, particularly the departmental representative (see question 22). Remember, you can always get advice from your PAA, your RCA, or your RGS.

## **9. Will AP credit reduce the number of courses required for graduation?**

AP credit does not reduce the number of courses required for graduation (31 for the A.B. degree, 36 for the B.S.E.) unless a student has sufficient AP credit and is granted advanced standing. It also cannot be used to fulfill the writing or distribution requirements. AP credit can be used to begin study in fields that have different levels of introductory courses or sequences of several introductory courses at a level that takes into consideration your previous work. In other words, you can avoid having to repeat what you have already learned and can advance to new material. You can also use AP credit to satisfy the A.B. foreign language requirement and parts of the B.S.E. math and science requirements.

## **10. Is it difficult to change courses?**

Changing courses during the first two weeks of the term is a relatively simple matter. First, reflect on why you want to change and decide, in consultation with your adviser, which new course is appropriate. It is generally a good idea to attend a lecture and get a syllabus in the new course rather than decide on it sight unseen. During the first two weeks of classes, there is no charge for changing your course selection. After the first two weeks of classes, changing courses is generally not permitted, especially if you have not attended classes in the course you wish to add. In general, remember that courses move quickly and that missing even a few classes may put you at a serious disadvantage. See your residential college dean or director of studies if you have a sound educational reason for wanting to change courses after the second week of classes.

### **11. When should I take a course on a pass/D/fail basis?**

This is not an easy question to answer. The intent of the pass/D/fail option is to encourage exploration and experimentation in curricular areas in which the student may have had little or no previous experience. The pass/D/fail option also may be used by the student in completing distribution courses. Students are permitted to elect the pass/D/fail option between the beginning of the seventh and the end of the ninth week of classes. It is a good idea to discuss your pass/D/fail choices with your adviser or with your dean or director of studies and, when appropriate, with a preprofessional adviser. Most departments require that courses serving as prerequisites for entrance into the department be graded.

### **12. What should I be taking if I'm interested in medical school?**

While requirements vary, the most common course requirements for admission to medical school are: four terms of chemistry (two of general chemistry and two of organic chemistry) with lab; two terms of biology with lab (satisfied by taking EEB 211 and MOL 214/215); two terms of physics with lab; one term of biochemistry; one term of math (or AP credit); one term of statistics; and two terms of writing/literature. Consult the health professions advisers or your residential college dean or director of studies, if you have entered college with AP in biology, chemistry, and/or physics. Also recommended are introductory-level sociology and psychology if one's overall schedule allows. The Health Professions Advising Office (HPA) suggests some plans for completing the courses, which may be found under "Pre-health Basics" on the Health Professions Advising website. Careful consideration of decisions such as choosing a concentration, engaging in meaningful co-curricular endeavors, and developing personal competencies that will be important in pursuing a medical career is encouraged. More information can be found on the HPA website at [www.princeton.edu/hpa](http://www.princeton.edu/hpa).

### **13. What should I be taking if I want to go to law school?**

Law school admissions committees look for applicants who have done well in a diverse range of courses that emphasize critical thinking and analysis, and both oral and written communications skills. Take courses that will sharpen your writing and analytical skills; both are very important for law school and the legal profession. Although there are no courses specifically crucial for admission to law school, there are more than a few law-related courses offered at Princeton, which may be of interest to you.

### **14. Why are some of my courses so hard?**

Even when students are placed in appropriate courses, they often find them to be much more challenging than courses they have taken in high



school. There are two main reasons for this. First, courses at Princeton often move very quickly, particularly in the sciences. Not much time is spent at the start on review and consolidation of earlier material; instead, new concepts and approaches are discussed immediately. This fast pace often comes as a surprise even to students who took very rigorous courses in high school. Time management becomes very important. Second, exams are often viewed as learning tools that elicit further thinking about concepts rather than simply straightforward measures of whether or not the basic material was understood. In high school, knowing the right formula was often a large piece of a correct answer. Now, knowing the right formula is simply expected, and the correct answer consists of deriving further conclusions from the basic material. In most cases, students adjust to the faster-paced instruction and the different expectations on exams after a while, but you're not unusual if you find it tough at the start.

### **15. Where can I get help?**

Asking for some help is the smart thing to do if you find that you are having difficulty with a course or with a particular topic or problem. The first person to turn to is the instructor, either in the form of your preceptor or the individual in charge of the course. They will usually be pleased that a student is concerned enough to ask for clarification or further explanation of a concept or for a diagnosis of problems that arise on tests and papers. Additional resources are available if help is needed over a longer term. McGraw Study Hall@Frist offers academic support in introductory chemistry, economics, mathematics, physics, and statistics (in some disciplines). The Writing Center offers student writers free one-on-one conferences with experienced fellow writers trained to consult on writing projects in any discipline. Undergraduate peer tutors are available in a variety of courses, especially math, science, and language courses. Counseling and Psychological Services in McCosh Health Center offers help with personal problems. If you have any questions, your RCA, dean, director of studies, or director of student life can steer you toward the appropriate sources of help.

### **16. How can I find what I need in Princeton's decentralized University Library?**

Firestone Library is the center of a multi-unit campus library system and is one of the largest open-stack libraries in the world. The University Library's homepage at [library.princeton.edu](http://library.princeton.edu) provides easy access to basic library information, such as services, locations, hours, and phone numbers, plus the names of specialist librarians who can help you. The home page is also the place to start when you want to identify research materials. You can use the search box there to explore resources in all of Princeton's libraries and in many formats, including books, journals,



videos, musical scores, sound recordings, rare materials, individual periodical and newspaper articles, databases, and digital collections. Stop by the Reference Desk on the first floor of Firestone and pick up a “Guide to the Library” brochure for more information. You can also reach a librarian via any of the “Get Help” links on the Library home page. Those options include Ask a Librarian (chat), email, phone, and scheduling an appointment, or just use the “Contact Us” link at the top of the homepage.

### **17. What happens if I fail a course?**

An isolated failing grade, particularly if your other grades are good, is an unfortunate circumstance but not a tragedy in itself. You should first and foremost reflect on the circumstances that caused the failing grade and take steps to avert them in the future. It is crucial that you do this, for a pattern of low and failing grades can jeopardize your academic standing. A failed course does not count toward the number of courses required for graduation and therefore must be made up either by an extra course at Princeton or by a preapproved course at another institution. However, even after you make up the course you failed, the F you earned will not be removed from your transcript. It remains a permanent part of your record.

### **18. Can I get credit for courses taken at other schools?**

After matriculation at Princeton, A.B. students can count up to three, B.S.E. students up to four, courses taken at other schools toward their course requirements. Non-Princeton courses must be preapproved by

your residential college dean or director of studies and a representative of the relevant Princeton department. For more information, see your college website or your director of studies.

### **19. When do I have to choose a major?**

A.B. students normally choose a major officially at the end of their sophomore year, although there is the option of becoming an early concentrator a term earlier for students who feel prepared to begin independent work. Many students will have decided on a major during their first year, while others continue to weigh possible options up to the last minute. At the beginning of their first term at Princeton, most students have no firm plans about a major and are open to exploring a variety of fields. Many of those who have already made firm decisions will end up changing their minds after being engaged by new fields of study that they had not previously encountered.

### **20. I know that I want to major in politics (physics, or other subject); therefore I want to take two politics (physics, or other subject) courses in my first term.**

This is not permitted in the first term, nor is it sensible. First, you need to get started on general University requirements: language, writing, distribution. Second, you should broaden your horizons and sample a variety of fields, which very well might lead you to change your mind about a major.

### **21. What about prerequisites for departments?**

Most departments have prerequisites that must be satisfactorily completed prior to junior year. Usually these involve taking one, more often two, courses or even a specific course or set of courses. You should consult the departmental listings in the online *Undergraduate Announcement* for detailed information.

### **22. What is a departmental representative?**

Departmental representatives (commonly called “dep reps”) are faculty members who are largely responsible for advising departmental juniors and seniors and approving their programs of study. In addition, departmental representatives provide information about courses, requirements, programs, and opportunities in the department. You should seek the advice of a departmental representative if you have questions about departmental prerequisites and graduation requirements, need approval for courses taken elsewhere, or simply want to know what majoring in a particular department is like. Departmental representatives are listed in the online *Undergraduate Announcement* under departmental headings; the department office can also point you in the direction of the dep rep.

### **23. How do I learn of my grades?**

All course instructors submit final grades to the Office of the Registrar; in addition, instructors of 100- and 200-level courses report midterm grades. You may view your midterm grades online in TigerHub ([www.princeton.edu/tigerhub](http://www.princeton.edu/tigerhub)), and you will probably learn them from your instructors when they return midterm exams and papers. If your grades are such that you would be on academic probation or required to withdraw at the end of the semester, or if you are failing a course in an introductory-level language sequence, a copy of a letter of concern from your dean or director of studies is sent home. Final grades are available through TigerHub; therefore you are advised to share your grades with your family. You may also request a transcript online at [registrar.princeton.edu/student-services/transcript](http://registrar.princeton.edu/student-services/transcript). Transcripts are free of charge and are processed within one business day upon receipt of the request.

### **24. What information is on a Princeton transcript?**

The Princeton transcript is the official record of your academic work at Princeton and is released only with your authorization. It contains a listing of your courses, with abbreviated titles, and grades earned. ALL courses that you complete are shown on the transcript as well as the courses in which you are officially enrolled. It is not possible to retake a course and erase from your transcript a low or failing grade in an earlier term. The transcript also lists the number of advanced placement units (terms of advanced placement credit) that you were awarded at entrance. (*Please note:* No student test scores will be recorded post-graduation.) Later on, it will show your concentration, any interdepartmental programs in which you participated, and other significant information, such as foreign study or field study. Notations of departures and returns to the University are also made on the transcript.

### **25. What are the most important deadlines I need to remember?**

It seems that there is always a deadline for something at Princeton! Your instructors will set deadlines for the submission of work during the semester, which you should take very seriously. If you are ill, or have another compelling reason to request extra time to complete an assignment, speak with your instructor before the deadline. If you need help with this, see your residential college dean or director of studies. Over the course of the semester, the University also sets some important deadlines. Among them are the deadlines for selecting the pass/D/fail option and the deadline for dropping courses, both of which are the end of the ninth week of classes; and the deadline for the submission of papers and written work other than take-home exams, which is the last day of reading period. These are very firm deadlines!

# Looking Toward Sophomore Year

## *General Guidelines*

If the first year of your Princeton education is a time for exploration and discovery, the sophomore year is a time for reflection, consolidation, and decision-making. If you are in the engineering school, you will identify an area of interest and begin to concentrate in your chosen field of engineering. You should, however, continue to discuss with your adviser opportunities to take courses outside your department. Some of these will strengthen your major, while others will introduce you to a whole new set of issues and ideas. If you are in the A.B. program, you will continue to test new academic areas and explore your intellectual interests in greater depth with the aim of selecting a departmental concentration in the spring term of sophomore year. As a sophomore, you should feel more comfortable about investigating your departmental options and seeking guidance in developing your plans throughout the year.

Even though your fear of the unknown may have subsided, you may still find sophomore year to be fraught with periods of stress, indecision, and even bouts of the infamous “sophomore slump.” You should be sure to seek any academic or personal help you need. Your academic adviser, residential college dean, or director of studies can assist you in reviewing your academic options and giving shape to your overall academic program; individual faculty members and departmental representatives can offer advice about specific courses and departmental requirements. For engineers, an additional resource is the associate dean for undergraduate affairs in the engineering school.

For many students, the best way to continue to sort out academic options and career goals, to weigh strengths and weaknesses, is simply to talk about them, not only to advisers and faculty members, but also to friends and family. As you discover various academic alternatives for yourself, a number of questions will invariably arise. Many of these questions can be answered by consulting the *Undergraduate Announcement* (online) or departmental websites. The preprofessional adviser for the health professions is a particularly useful sounding board if your future plans include study in this area.

You should be sure to verify information you hear through the grapevine about departmental requirements and exceptions to those requirements. In many cases, the popular lore is flawed in critical ways, and following imperfect advice can frustrate your progress toward your intended goal. A quick check of the facts by referring to regulations printed in this or other University publications or by stopping in to see your adviser, dean, or director of studies can save you some disappointment and worry later on.

## *Course Selection for Sophomore Year*

In the spring of your first year you are required to choose courses for the following fall. In reviewing your course schedule for the fall term of sophomore year, you should keep in mind the following criteria. Unless you have strong personal feelings about different course options, you should probably think of the criteria in roughly the order given below.

1. *Preparing for a department or program.* In choosing courses, you should be concerned about taking those that qualify you to enter any department or program in which you are interested. Some departments and programs have rather strict prerequisites, some suggest prerequisites but are flexible about the precise choice of courses, and some simply require you to be acquainted with courses in their discipline. If you would like to have prerequisites waived or to substitute other courses for prerequisites, you need the approval of the appropriate departmental representative. Even when departments have no formal prerequisites, you should plan to take one upper-level course in every department in which you consider concentrating.

In the spring, almost all departments have open houses. At these meetings the faculty will discuss the undergraduate curriculum with interested students. Often departmental concentrators attend these sessions and describe their experiences in the department. If you miss an open house, you should be sure to ask the department for the information that is distributed to concentrators, and read it carefully before or during the fall of your sophomore year. If you have questions, make an appointment with the departmental representative. The earlier you do this, the more time will be left for you to make adjustments in your course schedule. Don't assume that a department will waive prerequisites or make other adjustments just because they have done so in the past. Departmental requirements change, and hearsay does not provide adequate guidelines for course selection.

2. *Completing University and distribution requirements.* If at all possible, you should fulfill all University and distribution requirements by the end of the sophomore year. This is particularly true of foreign language and introductory-level laboratory science and technology courses, which are difficult to fit into upperclass schedules. The more you are tempted to procrastinate in fulfilling a requirement, the more important it is for you to complete it before you begin your independent work. *Note:* You don't need to have completed all distribution requirements to study abroad. In fact, many students fulfill distribution requirements abroad as part of their academic program.

3. *Exploring the curriculum.* You should try to explore departments and courses that you think might interest you (aside from potential areas of concentration) or that could be helpful in developing independent

work topics. Sophomore year is a good time to do this because you know the opportunities available at the University but do not yet have the pressures of departmental courses and independent work.

One thing we have not mentioned is getting a head start on your departmental courses. Many sophomores believe that, if they have made a reasonably firm decision on a departmental major, they should begin taking departmental courses. There is certainly nothing wrong with this strategy, especially if you study abroad in junior year, but it may not be the best one to follow for entrance into all departments.

Many departments, especially in the sciences, have a basic set of courses that are prerequisites for upper-level departmental courses, and some departments encourage early concentration in order to take advantage of special summer research or field study opportunities. Students who plan to study abroad for the term or the year may choose to begin departmental work early. In such cases it can be very useful to take one or two departmental courses during sophomore year.

Often, however, some students find that they get more out of upper-level departmental courses when they take them in conjunction with their junior and senior independent work, since one complements the other. Some departments expect their majors to take at least two departmental courses each term of junior and senior years regardless of how many courses they might have had in the department as sophomores, so that taking departmentals early does not necessarily result in increased flexibility in the upperclass years.

If you would like to begin your departmental coursework early, you should consult the *Undergraduate Announcement*, your faculty adviser, dean or director of studies, and the appropriate departmental representative or program director before firmly deciding on your schedule.

Near the end of your freshman year, you should complete and save the online Academic Planning Form before your appointment with your academic adviser. This brief form asks you to take stock of your academic program during your first year and to make a preliminary plan for your sophomore year and beyond. Both students and faculty advisers find this a useful exercise in preparation for the advising appointment.

## *Choosing a Major*

Assessing your talents and interests and matching them with an academic discipline is not always a simple task. Questions about graduate school and career, as well as family and personal aspirations, are bound up with choosing a field of concentration. Certainly you need to think carefully about your choice, but you also need to understand that there is no secret formula for arriving at the most appropriate major for each individual. Perhaps the best rule of thumb is to choose a field you can pursue with enthusiasm, and do the best work you can in it.

When you think about choosing a department, you should consider its requirements, its opportunities for interdisciplinary study, the accessibility of its faculty members, its special strengths or weaknesses, and whether or not you will be supported in your choice of independent work projects. The junior paper and senior thesis are hallmarks of a Princeton education and should be prime considerations in choosing a major. It is crucial that you choose a department in which you will be encouraged and assisted in doing stimulating independent work. Ask your dean or director of studies, academic adviser, departmental representatives, and junior and senior departmental concentrators about the kinds of research done in different departments, the kinds of independent work pursued by undergraduates, and the careers chosen by departmental majors.

The decision about your major is an important one, perhaps the most important of your undergraduate career. It is a decision that will affect the way you look at the world around you, but it will not determine once and for all who you are and how you will live your life. Certainly not all science majors become doctors and researchers, and even some of your professors may not have concentrated as undergraduates in the fields they are now teaching.

When deciding on a major, you should be aware of what it means and what it does not mean to major in a department.

- It does not mean that you will have to work in that area for the rest of your life, or that you will be unqualified to do anything else.
- It does not mean that you will (or will not) get a job after graduation.
- It does not mean that you will take courses in only one department for two years, or that the scope of your undergraduate education is restricted. Though focused on a discipline, you can continue to explore other interests.
- Choosing a major does mean that you will do independent research under the supervision of a faculty member, on a specific topic, and from a specific intellectual perspective. You certainly will spend much of your time and energy working within the department, so above all you should enjoy and feel stimulated by your chosen field.

### *Consider Study Abroad*

As you plan for your major and complete other academic requirements, you may find that a semester abroad can serve to enhance and add a new dimension to your academic program. Information about how departments build study abroad into their curricula and departmental recommendations for programs abroad are available on the Office of International Programs website [www.princeton.edu/oip/sap](http://www.princeton.edu/oip/sap). The Study Abroad Program enables students to receive full academic credit while studying outside the United States for either one term or an



academic year. Programs are open to sophomores (usually in the spring), juniors, and fall-term seniors. Students may directly enroll in a foreign university or participate in an approved study abroad program. Study in non-English-speaking countries is especially encouraged. Summer opportunities also exist in a wide variety of fields. Princeton runs particularly strong intensive language programs as well as faculty-led programs on a range of topics. A list of Princeton-affiliated and approved programs can be found in Princeton's Global Programs System (GPS) [gps.princeton.edu](https://gps.princeton.edu).

To participate in the Study Abroad Program for a semester or a year, an applicant must have at least a B average for the academic year prior to the year in which study abroad is undertaken and in most cases must present evidence of competence in a foreign language if applying to a program in a non-English-speaking country. Final approval to study abroad is granted by the Committee on Examinations and Standing. Students receive full credit for the term or year spent abroad, provided they complete satisfactorily all academic work (with a grade of C or better), and submit a transcript or similar report. Courses abroad may be preapproved to fulfill up to two distribution area requirements, normally in different areas, and/or a limited number of departmental requirements. Summer courses may be approved for LA, SA, or STN distribution requirements. Up to two course credits may be earned in a given summer.

Although most applications to foreign institutions or programs are due at the beginning of the term prior to the proposed period of study, some are due earlier. Early planning for study abroad is encouraged and, in some departments, required. Freshman year is not too early to start preparing.

Students interested in the program should review the Office of International Programs website and attend relevant informational meetings scheduled throughout the year. After reviewing options, please make an appointment with the Office of International Programs, (609) 258-5524; 20 Washington Road, to discuss your plans.

# Useful Resources

You will undoubtedly seek most of the advice you need from your academic adviser, your residential college dean, director of studies, and the faculty fellows in your residential college. There are, however, several offices on campus that serve all Princeton undergraduates, and you may find it helpful to consult them.

*Note:* From on campus, dial 8 and the extension; from off campus, dial 258 and the extension. The area code is (609).

**Career Services**, 36 University Place, Suite 200, 8-3325. The Office of Career Services helps students define a unique career and life vision, and then connects them in multi-dimensional, personalized ways to the resources, people, organizations, and opportunities that will enable them to make their visions a reality. This includes offering individual career counseling appointments, assessments, career education and student-alumni engagement programs, on-campus recruiting events, and a variety of online resources to assist students in the process of discovering their interests; exploring potential majors and careers, establishing connections with alumni and employers; developing job/internship search strategies; and applying to graduate and professional schools. Career Services sponsors many workshops, industry panels, guest speakers, student-alumni networking socials, on-campus interviews, career fairs/meetups, and employer and graduate school information sessions throughout each semester. For more information, visit [careerservices.princeton.edu](http://careerservices.princeton.edu).

**Dean of Religious Life and of the Chapel**, Murray-Dodge Hall, 8-7989. This office oversees the various campus ministries and other religious groups on campus, Hindu and Muslim life programs, the Religious Life Council, the Center for Jewish Life, the University Chapel, and a wide variety of social, educational, spiritual, and interfaith programs. The deans are available for conversation and counseling.

*Affiliated Chaplains*, Murray-Dodge Hall, 8-7989; Center for Jewish Life, 8-3635. The Affiliated Chaplains at Princeton University is made up of Protestants, Catholics, Jewish clergy, Muslim, Hindu, Unitarian, and Buddhist representatives, as well as lay leaders who are available for personal advising and pastoral counseling.

**Davis International Center**, 87 Prospect Avenue, 1st Floor, 8-5006. (New location after 8/20/16 is 20 Washington Road.) The Davis International Center provides services and programs for Princeton's almost 600 international undergraduates, as well as international graduate students, visiting scholars, and faculty and staff. The center also helps to promote interaction between U.S. and international students

and scholars and supports intercultural education and training. Services include: visa and immigration advising and document processing for students and scholars; intercultural educational and training programs; cultural adjustment resources; English conversation tutors; a host family program; an international spouse program; and annual orientations. The center serves as a clearinghouse of relevant information for international students, scholars, visitors, and University departments. Website: [www.princeton.edu/davisic](http://www.princeton.edu/davisic).

**Dean of Undergraduate Students**, 313 West College, 8-3055.

This office is responsible for student organizations and student agencies, residential life, extracurricular activities, Outdoor Action, the undergraduate discipline process, and certain special needs services for undergraduates. The office works closely with the Undergraduate Student Government and the class officers and supports Orientation and Commencement events. In addition, the office oversees Campus Club, a student social and programming space, Frist Campus Center programming, and also serves as the University's liaison to the Prospect Avenue eating clubs. This office is also responsible for coordinating undergraduate emergency and crisis response.

**Engineering School Undergraduate Affairs Office**, C209 Engineering Quadrangle, 8-4554. This office provides general advising, including changes of degree program, and organizes academic support and professional development programs for engineering students.

**Financial Aid and Student Employment Office**, 220 West College, 8-3330. This office determines eligibility for need-based financial aid and provides counseling to both aid and non-aid families regarding payment and financing options. The staff also maintains a job posting site available to all enrolled undergraduates interested in working during the academic year.

**McGraw Center for Teaching and Learning**, 328 Frist Campus Center, 8-2575. The McGraw Center views teaching and learning as processes of inquiry and is a resource for all undergraduates, as well as graduate students and faculty. For more information, visit [www.princeton.edu/mcgraw](http://www.princeton.edu/mcgraw).

**Office of Disability Services**, 242 Frist Campus Center, 8-8840. The Office of Disability Services welcomes and supports undergraduate and graduate students with disabilities. The office offers a range of services to ensure equal access to the academic and co-curricular opportunities at Princeton. Through an interactive process, the office facilitates reasonable academic accommodations for registered students with disabilities. For more information, visit [www.princeton.edu/ods](http://www.princeton.edu/ods).

**Office of International Programs (OIP)**, 20 Washington Road, 8-5524. The Office of International Programs develops, promotes, and coordinates a range of international academic activities for Princeton undergraduates. Among the office's responsibilities are advising students about opportunities for study abroad during the academic year and the summer, internships and work abroad, and fellowships. The Bridge Year Program, the Study Abroad Program, the International Internship Program, and Fellowships Advising are all administered through the OIP. Students who want to incorporate an international dimension into their undergraduate and/or postgraduate careers are encouraged to contact the office. For more information, visit [www.princeton.edu/oip](http://www.princeton.edu/oip).

**Pace Center for Civic Engagement**, 201D Frist Campus Center, 8-7260. The Pace Center helps students learn why to serve, learn how to serve, and learn from service, all while having a positive impact on the individuals and communities with whom they work. Programs are centered on the core values of engaged discovery, community focus, impactful programs, and student leadership. Service is viewed not simply as an activity, but rather as a guiding lens to help students shape decision-making and pursue a meaningful life. Through the Pace Center you can help others learn about pressing societal issues and discover what matters to you.

First-year students can start a path to civic engagement at Princeton during Orientation with the Pace Center's Community Action program, which introduces students to the University and the community with an immersive week of service. And it doesn't end there. From tackling a pressing social issue on a Breakout Princeton fall or spring break trip to joining an ongoing service project with the Student Volunteers Council and Community House, or working with a student advocacy organization or raising awareness about civic engagement with the Pace Council for Civic Values, the Pace Center's student-driven initiatives offer a wide array of ways to get involved and make a difference. Over the summer, students can continue to learn and engage through programs like Projects for Peace, the Daniel and Florence Guggenheim Internships in Criminal Justice, and the John C. Bogle '51 Fellows in Civic Service. Graduating seniors can extend service with a postgraduate fellowship.

**University Health Services (UHS)**, McCosh Health Center, 8-3141. Princeton University Health Services promotes student success by supporting the health and well-being of our diverse University community. UHS is a fully accredited (AAAHC) health care facility that provides confidential, comprehensive health services to Princeton students and their dependents. UHS' service areas include: Athletic Medicine, Counseling and Psychological Services, Employee Health,

Health Promotion and Prevention Services, Medical Services, and Sexual Harassment/Assault Advising, Resources, and Education (SHARE). Medical Services provided include outpatient primary care; sexual health; travel, immunization and allergy services; an infirmary; and ancillary services including lab, radiology, and physical therapy.

In a given year, approximately 80 percent of all undergraduate and graduate students receive services from UHS. Clinicians are available 24 hours a day, 7 days a week during the academic year. Data collected from the 2015 American College Health Association Patient Satisfaction Assessment Service's ongoing surveys of UHS patients highlight that 92 percent of respondents were satisfied with their visits to UHS, and 90 percent would have recommended UHS' services to a fellow student.

*Counseling and Psychological Services (CPS)*, 8-3285. Counseling and Psychological Services offers students individual and group short-term counseling for a wide variety of concerns, from adjustment difficulty, gender identity, and relationship problems to more serious or urgent mental health issues. Additionally, clinicians at CPS provide referral services for long-term needs, psychiatric consultation, and education and outreach activities, including mind-body programs, as well as specialized treatment teams for eating concerns, substance use, emotional management, and athlete concerns.

*Health Promotion and Prevention Services*, 8-4842. Professional health educators work collaboratively with members of the University community to promote an environment that empowers healthy behaviors. A wide



range of health issues are addressed, including nutrition, alcohol and other drug use, sexual health and healthy relationships, stress management, and mental health. Services include campus-wide wellness and prevention programs, workshops, and online resources. Peer Health Advisers (PHAs) are trained students who work to raise awareness, provide education, and serve as a resource for students on a wide variety of health topics.

*Sexual Health and Wellness (SHAW)*, 8-3141, is a division of the medical services offered at University Health Services. All services performed are confidential and include sexual health education, STI screening and treatment, contraception, pregnancy testing and information, and sexual and reproductive health care for all persons.

**SHARE (Sexual Harassment/Assault Advising, Resources, and Education)**, 8-3310, email: [share@princeton.edu](mailto:share@princeton.edu). The SHARE office is a victim-centered, confidential resource on campus for the Princeton University community. The office provides crisis response, support, advocacy, education, and referral services to those who are dealing with incidents of interpersonal violence and abuse, as well as co-survivors, including sexual harassment, sexual assault, dating/domestic violence, and stalking. The office leads and supports campus efforts to address inter-personal violence and works closely with a network of campus and community partners to foster a University environment that is intolerant of abuse and responsive to needs of victims/survivors.

**Title IX Coordinator:**

Michele Minter

Vice Provost for Institutional Equity and Diversity  
205 Nassau Hall, 8-6111, [mminter@princeton.edu](mailto:mminter@princeton.edu)

The vice provost for institutional equity and diversity serves as the Title IX coordinator and coordinates the University's compliance with Title IX. The Title IX coordinator will be informed of all complaints or reports of violations of the sex discrimination and sexual misconduct policy, and oversees the University's centralized response to ensure compliance with Title IX and the 2013 amendments to the Violence Against Women Act (VAWA).

## *Preprofessional Advisers*

### **Business:**

Career Counseling Staff

Career Services, 36 University Place, Suite 200, 8-3325

Advisers are available to assist students in exploring business school programs and creating their application materials. Although some business schools accept students directly from undergraduate programs, many competitive graduate programs in business typically prefer applicants with two to four years of work experience. Students are encouraged to review the graduate school pages of the Career Services website within the Undergraduate Student section for more information and to attend information sessions and alumni panels that are offered each semester. Visit the Career Services website for a schedule of events, online appointment scheduling and walk-in hours.

### **Health Professions:**

Kate Fukawa-Connelly, Director

Allison Smith, Associate Director

36 University Place, Suite 230, 8-3144, [hpa@princeton.edu](mailto:hpa@princeton.edu)

The advisers for the health professions are available to help students with questions about course selection, choice of major, work experience, and other academic and nonacademic concerns that may arise in exploring the possibility of careers in medicine, veterinary medicine, dentistry, public health, or other health-related professions.

### **Law:**

Career Counseling Staff

Career Services, 36 University Place, Suite 200, 8-3325

Career Services is available to help students interested in law school to navigate their options, the application process, and decisions. Students considering law school should review the graduate school pages of the Career Services website within the undergraduate student section for information about law school. Students are encouraged to attend workshops preparing for law school held each semester, information sessions by visiting law school representatives, and alumni panels designed to acquaint students with various aspects of the legal profession. Visit the Career Services website for a schedule of events, online appointment scheduling and walk-in hours.

### **Teaching:**

Christopher Campisano, Todd Kent

Teacher Preparation, 41 William Street, 8-3336

For information about the Program in Teacher Preparation, call, visit the office, or consult the website at [www.princeton.edu/teacher](http://www.princeton.edu/teacher).

# Academic Regulations

## *Course Load for Underclass Students*

Students in the A.B. degree program are expected to complete 17 courses in the first four semesters. The normal route will be to take four courses in three of the first four semesters and five courses in the other semester. All freshmen and sophomores must still enroll in a minimum of three courses per semester. Freshmen must have seven courses to return as sophomores, and sophomores must have a minimum of 16 courses to begin junior year. Students in the B.S.E. program are expected to complete nine courses by the end of the freshman year, and 18 courses by the beginning of junior year. The academic unit at Princeton is a semester and not a single course, and students must successfully complete eight semesters (unless they have advanced standing) before graduation.

In any given semester, you may take one or more optional courses in addition to the standard course load. You should seek the advice of your adviser, dean, or director of studies when considering adding optional courses.

## *Course Deficiencies*

You are expected to finish all your courses during a term. However, in consultation with your academic adviser and dean or director of studies, you may be allowed to fall one course short of the usual number of courses in a term and thus incur a course deficiency. Course deficiencies are granted under the following guidelines:

1. If you are in the A.B. program, you must be enrolled in a minimum of three courses each term and must successfully complete a minimum of six courses for the year. To begin sophomore year, you must have successfully completed a minimum of seven courses. To begin junior year, you must have successfully completed a minimum of 16 courses.

2. If you are in the B.S.E. program, you must successfully complete a minimum of eight courses by the beginning of sophomore year. A student who finishes freshman year with seven courses must take at least one summer course before being permitted to proceed in the B.S.E. program in the fall. Sophomores must successfully complete at least four courses each term, with a minimum of 17 courses by the beginning of junior year.

3. You must request a course deficiency no later than the end of the ninth week of classes. The registrar will publish the final date for dropping courses each year. You will not be allowed to drop courses (including optional courses) after that date.

4. If you incur a course deficiency, you must make it up either by an extra Princeton course or by a preapproved course at another school.



## *Dropping Optional Courses*

With the approval of your academic adviser you may drop an optional course before the end of the ninth week of classes. Remember that after the 10th week of classes begins, you must complete all your courses, regardless of whether or not they are required by your program. Failures in optional courses are treated in exactly the same way as failures in required courses.

## *Pass/D/Fail Option*

You may elect pass/D/fail grading in four of the total number of courses required for graduation (31 for the A.B., 36 for the B.S.E.); however, you may elect only one pass/D/fail course per term. “Pass/D/fail only” courses do not count against your total budget of four pass/D/fail courses or against the one-per-term allocation. Grades in courses elected on a pass/D/fail basis will be recorded as P (A+ to C-), D, or F. Note that the grade of D is still a passing grade, but it is not subsumed under the designation of “P.”

In general, you may elect to take on a pass/D/fail basis any nondepartmental courses, including those that fulfill distribution requirements, except for courses with a “no pass/D/fail” notation. It is a good idea, however, to discuss your pass/D/fail choices with your adviser or with your dean or director of studies and, when appropriate, with a preprofessional adviser. Most departments require that courses serving as prerequisites for entrance into the department be graded.

The pass/D/fail option may be elected between the beginning of the seventh and the end of the ninth week of classes. If you decide to change a course to pass/D/fail, keep in mind that the primary purpose of the option is to allow for experimentation and curricular adventure in a world where grades seem to count more and more heavily, especially when you apply to graduate or professional schools. Do your work in pass/D/fail courses diligently and with integrity. For your own intellectual development, it is as important to succeed in a pass/D/fail course as in a graded one.

Above all, do not neglect a pass/D/fail course. Every year a significant number of students fail courses they take on a pass/D/fail basis, either because they underestimated the amount of sustained work required to complete the courses successfully, or because they rarely attended lectures and precepts. Professors do not know who is taking the course pass/D/fail, and the work of all students is evaluated by the same standards. In some courses lack of attendance and class participation, regardless of performance on written exercises, is sufficient grounds for a failing grade.

## *Courses Taken for Credit Outside Princeton*

Unless you are a student participating in a special program, you may take up to a total of three courses (as an A.B. student) or four courses (as a B.S.E. student) at other institutions that will count toward the 31- or 36-course total needed to graduate from Princeton. You may use these courses to make up deficiencies incurred by dropping or failing courses, or you may “bank” them in order to reduce your course load in future terms. These courses may be taken during summer school sessions or while you are away from Princeton on a leave of absence or other type of withdrawal. The University writing requirement and the B.S.E. computer science requirement may not be satisfied by a course taken at another school.

Courses taken for credit at other schools must be preapproved by your residential college dean or director of studies and by the departmental representative of the Princeton department offering courses in the discipline. They must be taken at an accredited four-year institution. Study Abroad courses must appear on the transcript of a four-year institution. Online courses are ineligible for transfer credit. Credit will be granted only if you receive a grade of C or higher. A C- is not acceptable; courses cannot be taken on a pass/fail basis. An official transcript must be sent to your residential college before you can count a course toward your Princeton degree. All transcripts should be received two weeks prior to the start of your next term at Princeton.

The content of an elective course should fit generally within the range of course offerings in a Princeton department or program. In the case of a course proposed to substitute for a required prerequisite or required course in a Princeton department or program, the content should be substantially similar.

If you attend a summer session, you may take no more than two courses in any one summer. A one-term course must meet for a minimum of four weeks and 30 hours or more; a two-term course must meet for a minimum of eight weeks and 60 hours. A course or set of courses proposed to substitute for a course in a foreign language must meet a total of 60 hours and for a minimum of four weeks. Many departments (e.g., math, economics, physics) impose additional requirements and restrictions; check with departmental or program websites to determine the specifics of what they require.

You may use courses taken away from Princeton in partial fulfillment of certain distribution areas, with a limit of one course in each of two of the following distribution areas: literature and the arts; social analysis; or science and technology (please note, only non-laboratory science courses [STN] may be taken outside of Princeton; see page 9). In rare circumstances, departments may allow you to use one course as a departmental. One course credit can be granted for a beginning

language course provided the course/s are preapproved by the department and the department determines at the conclusion of the preapproved summer study that you have progressed beyond the 102 level. Credit for 100-level language courses beyond 102 may be granted if preapproved by the department and the department determines that you have proceeded beyond the expected language level for that course. Credit will be given for the final course in an introductory sequence only if you pass the department placement test. It is not possible under any circumstances to use courses taken away from Princeton to substitute for a term of study at Princeton.

If you are on financial aid and are unable to meet your expected summer earnings contribution because of summer study, you should see a financial aid counselor, at 220 West College, to have your savings shortfall replaced. Student loans are available to meet tuition costs of approved courses.

### *Deadlines and Extensions*

Meeting deadlines for all written work and taking exams when scheduled are serious and important parts of your academic obligations at Princeton. You will not receive an extension if you apply for it after the date on which a paper is due, nor will you always be allowed to reschedule a final exam because you did not take it at the announced time. Princeton has a strict policy on deadlines, and you would be ill served if you were not told, at the very beginning of your academic career, that deadlines will seldom be moved and should never be ignored.

### *Midterm Examinations*

All students are expected to take the midterm exams at the time and date specified by the instructor. If, however, for a good and sufficient reason you are unable to take a midterm exam as scheduled, please discuss the problem in advance with your instructor. Your residential college dean or director of studies may also be able to help you work with the course instructor to reschedule the examination.

### *Final Examinations*

All in-class final examinations are scheduled by the Office of the Registrar during an 11-day final examination period at the end of each semester. Examinations must be taken at the assigned times, so students should be prepared to be available throughout the examination period and should not schedule personal travel until the examination schedule has been published. Students may view the final exam schedule in TigerHub on or before midterm week.

The registrar, acting for the Faculty Committee on Examinations and Standing, may authorize a student to take an examination up to 24 hours before or after the scheduled examination time. Appropriate reasons for granting such requests are religious observance, personal emergencies,



and more than one examination scheduled in a single calendar day. Examinations will normally be rescheduled during the 24 hours after the scheduled examination time; examinations will be rescheduled during the 24-hour period before the regularly scheduled time only in the most unusual and compelling circumstances.

A student who, because of illness or another compelling reason outside their control, needs to postpone a final examination more than 24 hours beyond the scheduled time may apply for authorization of a postponed examination. Students apply through their residential college deans or directors of studies. The request must be made prior to the scheduled examination time and must include the endorsement of the course professor. Approved rescheduled exams are administered by the Office of the Registrar during the first weeks of the subsequent term. These dates are firm and cannot be changed.

A student who has received authorization for a postponed final examination will receive the grade of Incomplete (INC) until the examination has been completed and a final grade reported. A student who fails to take a scheduled examination or a rescheduled examination will receive a failing grade for that portion of the course.

A student who becomes ill or otherwise incapacitated at the time of a scheduled examination should report immediately to University Health Services and then notify the deputy registrar, as well as the student's residential college dean or director of studies, as soon as possible. If a student elects to take the examination at the scheduled time, the student's grade will not subsequently be altered on the grounds of poor health or other problems.

A student who arrives late at an examination but within 30 minutes of the scheduled start time will be given the examination and permitted to complete as much work as possible during the remaining time. A student who arrives at an examination more than 30 minutes late must notify the deputy registrar immediately. A student who misses an examination entirely, for any reason, must report that fact to the deputy registrar as soon as possible. In these cases, upon review of the circumstances, the student may be allowed to make up the examination in the next available examination period. Such a make-up examination is permitted only once in a student's undergraduate career. Failure to report a missed examination within 24 hours of the scheduled examination time will result in a failing grade for the exam.

### *Submission of Papers and Other Written Work*

Some of you have written many papers in high school, and some of you may have little experience in writing. Since for most of you writing many papers of varying length and depth will be an integral part of your Princeton education, you should be aware of the University rules governing submission of papers. These rules are taken seriously.

During the term all papers and other written work are due at the time set by the professor. If, however, because of circumstances beyond your control you are unable to meet the deadline, be sure to discuss the delay with your instructor and arrange for a new due date. At the end of each term, there is also a University deadline for the submission of all written work, usually the last day of the reading period (this year, Tuesday, January 17, 2017, for the fall term; Tuesday, May 16, 2017, for the spring term).

Any postponement of written work beyond the University deadline must be approved by your dean or director of studies and the professor in charge of the course. Be sure that you receive written authorization prior to the deadline. Do not assume that you will receive permission to submit written work — papers, problem sets, or homework — beyond the University deadline. You should consult your dean or director of studies as soon as it is apparent to you that your work cannot be completed on time. Normally, only short-term extensions are granted, and the new deadline will not extend past the last date of the examination period. In exceptional cases, a longer-term extension may be granted at the discretion of the residential college dean. Remember that postponements normally will be granted only for reasons beyond your control.

### *Honor Code and Other Academic Integrity Regulations*

The honor system was established at Princeton in 1893 and is an integral part of the code by which the community lives. All written examinations and tests are conducted under the honor system, and students assume full responsibility for academic honesty during examinations. You will have ample opportunity to learn about the Honor

Code, but it is the responsibility of each student to know it and to abide by it. Infractions of the Honor Code are the concern of the Honor Committee.

There is a separate faculty/student Committee on Discipline that is concerned with violations of rules pertaining to all academic work other than in-class examinations, (that is, papers, laboratory reports, problem sets, and so on). Since many students, especially those new to college, are uncertain about what constitutes an academic infraction — for instance, plagiarism or excessive collaboration — you should carefully read the appropriate sections of *Rights, Rules, Responsibilities* and *Academic Integrity at Princeton*. You can also consult your professor or preceptor in the course for which you are preparing an essay or research paper. While conventions may differ from one discipline to another, it is your responsibility to become familiar with the University's expectations (see "Academic Writing " on page 17).

### *Academic Standing*

Midterm grades and final grades are not sent home to your families. When, however, midterm grades indicate serious academic difficulties, the student receives a letter from the residential college dean, and a copy of the letter is normally mailed to the families.

We expect that you will have a good and successful year. Although each year only a very small number of students encounter serious academic difficulties, you should know the circumstances under which a student in their first two years at Princeton is put on academic warning, academic probation, or required to withdraw.

### *Academic Probation and Academic Warning*

At the end of each academic term the Committee on Examinations and Standing reviews the academic records of all students. Students with poor overall standing, as reflected by several D's, F's, or deficiencies, are placed on academic probation. The records of students on academic probation will be reviewed by the committee at the end of the following term. Students on academic probation are expected to improve their records so that there will be no further questions about their ability to complete the program of study.

A student whose record does not improve substantially while on academic probation may be required to withdraw by the Committee on Examinations and Standing. A single failing grade or a record with two or more D's while on academic probation will normally result in a required withdrawal.

Letters of academic warning are issued to students whose records for the preceding term, while not warranting academic probation, indicate weak academic performance. Academic warning is intended to alert students to the need for improvement and to suggest ways in which performance might be enhanced.

## *Required Withdrawal*

1. A student ordinarily will be required by the Faculty Committee on Examinations and Standing to withdraw from the University at the end of a term or year on the basis of the following provisions:

a) A freshman who receives the grade of F in three or more courses or incurs three deficiencies in one term or incurs a total of four deficiencies during the year.

b) A student who receives a grade of F in two or more courses in any term of sophomore, junior, or senior year; or the grade of F in three consecutive terms in sophomore, junior, and senior years; or the grade of F in a total of four or more courses in sophomore, junior, and senior years.

c) A student who has been placed on academic probation (see above) and whose record fails to improve substantially during the term.

d) A student on writing probation during the spring of sophomore year who, regardless of performance in other courses, fails to complete the writing requirement.

e) A student who, prior to the start of any given academic year, has not successfully completed the minimum number of courses needed for advancement.

2. A student may be required to withdraw at the end of a term if the student receives a grade of F in one or more courses and the grade of F in independent work for the term. A student whose overall departmental performance has been only marginal ordinarily will be required to withdraw if withdrawal is recommended by the department.

3. A student who has been required to withdraw is normally required by the Faculty Committee on Examinations and Standing to apply for readmission to repeat the unsuccessful term at Princeton. All grades received during the failed term will be recorded on the Princeton transcript.

4. Readmission to Princeton is never guaranteed to a student who has been required to withdraw, but the Faculty Committee on Examinations and Standing may grant a second opportunity after a student has demonstrated readiness to resume academic work. In general, the committee will insist on a strong record of performance in a demanding work experience or successful completion of courses at another school. Specific requirements may be established by the committee.

5. A student who has left the University twice for academic reasons should not expect a third opportunity to qualify for a degree.

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## Nondiscrimination Statement

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