



Class of 2022 Academic Guide

Academic Year 2018-19



On the cover: In the first biology-focused lab of the Integrated Science Curriculum, students examine the relationship between DNA (genes) and gene expression. They are given five “mystery samples” of *E. coli* bacteria, four of which carry the genetic instructions to produce mCherry, a fluorescent protein. As they work to identify their mystery samples, students learn how to isolate DNA, run polymerase chain reactions (PCRs) to amplify the number of specific DNA segments, and use a fluorescent microscope. In other labs, students will write code, build electrical circuits, design a solar cell and more.

First-year students Yechen Hu, Rohin McIntosh, Henry Harrigan and Isabel Medlock look at one of their mystery samples in a cell culture flask.

Congratulations and welcome

from your residential college director of studies!

We are delighted that you have chosen to join our vibrant learning community. Princeton's liberal arts education—which depends upon that diverse community—will encourage your curiosity, expand your critical thinking, and prepare you to work in our complex and changing world.

As you begin this next step in your academic journey, we want you to know that there will be many people to support you while you navigate your path through Princeton. We are a caring and relatively small community, so it is not difficult to find help, advice, information, and encouragement. This guide will serve as your first road map, a resource for academic questions that may arise during your first year, and an introduction to some of the people whom you will get to know.

This guide should also help you to reflect on what you want from your undergraduate education and take the first steps toward reaching your academic and personal goals by preparing you to choose—and succeed in!—your first Princeton courses. Please read it carefully and consult the resources on the Your Path to Princeton website (or Facebook, for student perspectives) should you have any questions. And remember that the most authoritative source of academic policy is the *Undergraduate Announcement* (ua.princeton.edu).

Once you have your residential college affiliation, we hope that you will talk with us about how we can help you make the most of your Princeton education. We can't wait to meet you!

Sincerely,

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Introduction

This booklet tries, in a relatively small space, to give you a sense of the exciting opportunities open to you. Because every student will experience Princeton differently, you should talk with your faculty, staff, and peer advisers to discover the path and create a plan that is right for you. We hope that your years here are as rich, rewarding, and challenging as they were for those who came before you. We wish you great success!

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Where will I get academic advice?

As you enter Princeton, your new home will be your residential college: a place to eat, study, and relax, and a place to get academic guidance and support. During your first and sophomore years, your academic advising community will include your dean, director of studies, faculty adviser, peer academic advisers (PAAs), residential college advisers (RCAs), and resident graduate students (RGSs)—all of whom are affiliated with the residential college.

Deans and directors of studies

Your residential college **dean** and **director of studies** 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 your faculty and peer academic advisers (see below). Directors of studies generally work more closely with first-years and sophomores, and deans work more closely with juniors and seniors. As you select a field of concentration (major), you will continue to work with your college dean, but also develop advising relationships with the relevant departmental representatives and faculty advisers in the areas of your independent work. A.B. students normally select a major in the spring term of sophomore year. B.S.E students normally select a field of study within engineering in the spring term of their first year.

Faculty advisers

Before you arrive at Princeton, you will be assigned to a **faculty adviser**, a faculty member who will help you navigate your academic choices during your first year, and will help you become more comfortable interacting with faculty members throughout your undergraduate career. It is not always possible to match advisers with advisees' interests exactly, but you can be assured that your adviser understands University requirements and is trained to help students with a wide variety of interests. Advisers have a feel for balancing workloads, exploring new areas, and fulfilling requirements, and if they do not know the answer to one of your questions, they will know where to find it.

Faculty advisers differ a bit from high school guidance counselors, so having realistic expectations about their role in your decision-making will help you get the most from your relationship. 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.

Later, in junior and senior year (or in sophomore year for B.S.E. students), you'll work with a departmental representative ("dep rep") for advising; we encourage you to consult dep reps before choosing a concentration, to learn more about particular fields of study.

Peer academic advisers (PAAs)

Peer academic advisers are another important part of the college advising community. PAAs are generally experienced juniors and seniors who have been trained in the nuances of good advising. They offer their perspectives on a 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 welcome you to Princeton, will meet you during Orientation, and will be a resource throughout the year.

Residential college advisers (RCAs) and resident graduate students (RGSs)

It is useful to get multiple perspectives as you make decisions, so you should also feel free to consult your **residential college adviser** and the **resident graduate student** affiliated with your residential group for advice. RCAs and RGSs are also experienced students in a variety of fields, and, depending on your interests, may prove as important to your early academic decisions at Princeton as your PAA.

When and how do I choose my first courses?

Unlike many other places, first-year students at Princeton don't select courses until Orientation. After you return from your small-group experiences, towards the end of Orientation, you will talk with experienced students and faculty members during an advising fair called the **Academic Expo**. After the Academic Expo, you will meet with your faculty adviser and peer academic adviser in a small group setting for broad conversations about your interests. On the following day, you will select your first courses during a one-on-one appointment with your faculty adviser.

Before then, though, there are some things you can do to prepare yourself: think about your goals, review *Course Offerings* (registrar.princeton.edu/course-offerings) thoroughly, and complete your Program Form (early August) and Academic Planning Form (late August). These activities will allow you to make the most of all of the conversations during Orientation and the appointment with your adviser.

As you begin to consider your options, our first piece of advice is to think broadly. Course Offerings will tell you what's being offered in the upcoming term. You'll notice some familiar fields like mathematics and languages, and some others—like anthropology or philosophy—that may be entirely new to you. In general, we advise balancing new fields with familiar ones; required courses with electives; and pre-professional training with the ideals of a liberal arts education. Similarly, look for the sweet spot between challenge and security. Selecting four courses that will demand a great deal of time



and energy is as inadvisable as selecting four courses that feel comfortable to you. You can get some sense of the work required by consulting *Course Offerings* and, for some courses, *Principedia* (principedia.princeton.edu).

As your advising appointment approaches, you'll also want to consider the kinds of assignments and assessments demanded by a particular set of courses. Although University requirements (described on pages 7–10) compel you to explore a variety of areas, you should also try to vary the kinds of work you'll do. For example, if all your courses require textbook reading, and weekly problem sets or quizzes, after a month or two, the thought of reading some novels and writing essays might provide a welcome balance.

How many courses should I take?

The standard course load during the fall term of your first year in the A.B. program is four courses. Although students may see that they have open class hours and could fit a fifth course into their schedules, 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 (the nine days devoted to studying before final exams begin). 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 faculty adviser. Be aware that only in very unusual cases will a five-course first semester be approved. We want you to have time to make friends, explore campus, and get used to Princeton!

How will I be placed into the right courses?

Information about your high school record and test scores will allow your faculty adviser to help you select courses that will challenge but not overwhelm you. The more information your adviser has about you beyond your test scores, the better they can help you make informed choices. Your faculty adviser will suggest a particular level or “placement” for certain courses during your first advising conversation. These placement decisions, which are especially common in foreign languages, mathematics, and the sciences, are a best estimate at the level for which you are prepared and at which you will feel challenged, made by departments based on their review of your test scores and high school preparation. Your faculty adviser can talk with you about how these courses might fit into your overall program.

If you have any hesitation about your placement recommendation, you can share your concerns with your adviser or director of studies. When you choose your courses during Orientation, there will be lots of placement officers from different academic departments available in the same building to answer questions and offer advice in person.

What happens if I change my mind about my classes after I've enrolled?

It's not unusual for students to have second thoughts about one or two of the courses they have selected. If it happens to you, don't panic. During the first **two weeks** of classes you can drop and add courses, with the guidance of your faculty adviser or director of studies, without incurring a fee. After the second week, you may not add any courses (except in extenuating circumstances when you have been attending the course from the beginning) but you may still drop a course (with a late fee of \$45 for each change).

Can I switch between A.B. and B.S.E.?

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. Because there are basic requirements for the B.S.E. degree that must be met prior to the sophomore year, especially in physics and math, students who wish to change from A.B. to B.S.E. must plan their academic programs carefully.

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 (609-258-4554, Room C-209 in the Engineering Quad), and then with their residential college dean or director of studies.

What are my requirements?

Although you have freedom over many of your course choices, you do have to fulfill a set of requirements over the course of your four years. These requirements will expose you to a liberal arts education that balances specialized knowledge in a field of concentration with broad areas of understanding and important kinds of critical thinking. The various approaches 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. There's no need to worry about fulfilling all of them during your first year, but it's important to plan ahead.

1. Writing requirement

The one requirement that must be fulfilled in your first year is the Writing Seminar. 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 during Orientation to request topics based on your interests.

Your Writing Seminar gives you an early opportunity to belong to an academic community that investigates a shared topic and discusses writing together. You'll learn how to clarify and deepen your thinking, frame compelling questions, position your argument within an academic debate, substantiate and organize claims, integrate a wide variety of sources, and revise for cogency and clarity. As you complete the assignments, including a 10–12 page research essay, you'll submit regular drafts that you'll review with your instructor and your classmates. Through 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.

2. Foreign language requirement and placement

When you become proficient in a foreign language, 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 on the basis of SAT Subject Test scores (for example, 760 for tests in German, French, Italian, Latin, Modern Hebrew, or Spanish), Advanced Placement scores of 5, IB scores of 7, or through a placement test given by an academic department at Princeton.

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, 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, you will need to take a placement test. Placement tests in most languages will be available online during the summer before you matriculate; others will be administered during Orientation (Hebrew, Latin, and Russian). 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 into 101/103 is quite common, even for students who have previously studied the language!

Your faculty adviser will have the results of your placement test by the time you meet to discuss course selection.

Students are expected to fulfill the requirement by the end of sophomore year. Because beginning language courses are not offered in the spring, **A.B. students who do not place out of the language requirement should begin language study in their first semester.** Language courses at Princeton move quickly and require dedicated and sustained study. Note that you cannot receive course credit for the first term of a beginning language course (101) unless you complete the second term (102).

3. Introductory science courses

While you are not required to study science in the first term, certain students will need to enroll in appropriate science courses. B.S.E. students, pre-meds, and students who plan to major in a natural or quantitative science should begin working in the sciences right away. Because independent research in science and engineering demands deep familiarity with basic sciences, departmental prerequisites in these disciplines are often extensive—in certain departments you need four semesters to complete them.

Some students may enter Princeton with more experience in math and science, and for such students it is imperative to discuss proper placement with their faculty advisers.

4. Distribution requirements

Approach your selection of distribution requirements with a sense of openness and adventure. In making your choices, you have the opportunity to experiment with subjects totally new to you; moreover, because courses marked as fulfilling one or another distribution requirement can also satisfy departmental prerequisites, you can easily use them to explore potential concentrations.

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

The Freshman Seminar Program in the Residential Colleges

Though not a requirement, the Freshman Seminar Program is designed to provide you with an early opportunity to form strong connections with faculty and fellow first-year students through an engaging course of study. Approximately 70 unique seminars cover 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. Enrollment in each seminar is limited to 15 students. You may apply to take a seminar during each semester of your first year. We encourage you to consider adding a freshman seminar if your schedule permits.

Distribution requirements

Note: Except in languages, no area designation (i.e., EC, EM, HA, LA, QR, SA, or ST) means that the course does not fulfill an A.B. distribution requirement or a B.S.E. humanities/social science requirement.

A.B. candidate

Successful completion of these distribution requirements in the following areas:

- | | |
|---|------------|
| • epistemology and cognition (EC) | 1 course |
| • ethical thought and moral values (EM) | 1 course |
| • historical analysis (HA) | 1 course |
| • literature and the arts (LA) | 2 courses |
| • quantitative reasoning (QR) | 1 course |
| • social analysis (SA) | 2 courses |
| • science and technology (ST) | 2 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 non-laboratory science course (STN).

B.S.E. candidate

A minimum of 7 courses from the humanities and social sciences. These courses must include 1 course in 4 of the following areas:

- epistemology and cognition (EC)
- ethical thought and moral values (EM)
- historical analysis (HA)
- literature and the arts (LA)
- social analysis (SA)
- foreign language (107/108 level or above)

How can I use Advanced Placement/IB/A Level exams?

Some students arrive at Princeton having completed college-level work as part of a high school curriculum. The advanced placement policy at Princeton is designed to recognize that work and to encourage students to pursue their studies at a level appropriate to their preparation.

Using them to choose your courses

Advanced placement is awarded by individual departments on the basis of performance on certain standardized tests or departmentally administered placement examinations. Students who have taken AP or IB exams should have official scores of standardized tests reported directly to Princeton, even if you think you included them in your application. Students with A Level exams should bring official certificates to their director of studies. If you have a question about whether a score has been received or about your eligibility for advanced placement, you should review 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 forfeit your advanced placement units in that subject for advanced standing purposes.

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 units in French language.

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) 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. 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.

What advantage is there to maintaining your advanced placement status in a given subject area? Generally, you don't want to repeat material that you covered in high school. However, if you feel that you were not well prepared for a more advanced course, you should consider taking a course that will improve the foundation you have, especially if you plan to do further coursework in that area. This is absolutely fine, and you shouldn't feel "behind." Remember that our placement system is very good but not perfect. We are often basing placement decisions for the Princeton curriculum on a single test result.

Using them for advanced standing

There is another reason why you should consider maintaining your advanced placement in a given subject area: eligibility for advanced standing. Advanced standing allows a student to graduate in three years or with three and a half years of study.



Looking for your future co-founder?

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A.B. candidates may 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 rules are rather complex; contact your director of studies if you have questions. Your director of studies will be happy to explain the policies and practices in more detail.

How does the academic year work?

The Princeton calendar is unique, and because the year moves quickly it's important to plan ahead. Fall and spring have some characteristics in common, but also have some important differences.

In both cases, midterm exams are normally scheduled during the sixth week of the term, followed by a week-long break (either fall break or spring break). This may vary a bit by class; some classes have two "midterms," so the timing can be different. It's important to check the syllabus for details.

Then, during the fall term, after classes end, there is a two to three week (winter) break followed by a nine-day reading period to allow you to complete papers in your courses and to begin preparing for your final exams, which are scheduled in January. After a week-long break (known as intersession), the spring term begins in the first week of February. The 12 weeks of classes in the spring are followed immediately by the nine-day reading period. This difference in pacing can affect the way students choose classes; many students try to select lighter loads for the spring if possible.

At the end of the term, in both cases, the last day of the reading period is referred to as "Dean's Date," and is the day on which all papers are due. Final exams begin the day after Dean's Date.

Princeton academic year 2018–19

Fall-term

Sep. 12 ... Term classes begin

Oct. 22–26 ... Midterm test week

Oct. 27–Nov. 4 ... Fall recess

Nov. 5 ... Classes resume

Nov. 20–25 ... Thanksgiving recess (begins after last class)

Nov. 26 ... Classes resume

Dec. 14–Jan. 6 ... Winter recess (begins after last class)

Jan. 7–15 ... Reading period (ending with Dean's Date)

Jan. 16–26 ... Fall Term examinations

Spring-term

Feb. 4 ... Term classes begin

Mar. 11–15 ... Midterm test week

Mar. 16–24 ... Spring recess

Mar. 25 ... Classes resume

May 6–14 ... Reading period (ending with Dean's Date)

May 15–25 ... Spring Term examinations

Excerpted from academic calendars available at
<https://registrar.princeton.edu/academic-calendar>

Academic year calendars are available on the Registrar's website (registrar.princeton.edu/academic-calendar). In addition to the academic calendar, you should be on the lookout for the final exam schedule, which will be published a few weeks into the term; always be sure to check and double-check your exam schedule before making any travel plans.

How do courses at Princeton work?

While each course you take at Princeton will be unique, there are several general types of courses that you will encounter.

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 also 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.

Other kinds of courses are taught in the “**class**” format. This kind of course has no lecture where all the students meet. Rather, the course is broken down into several sections, 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 in this format.

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 usually 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.

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

Plan Your Year

Some suggested activities and deadlines to help you plan your first year.

Mid-August

- Submit your A.B. or B.S.E. **Program Form** to tell us about your interests and help us match you with an adviser



Early October

- Apply to go on a **Breakout Trip**

Late October

- Prepare for **midterms** with support from McGraw, your PAA, your RCA, and your fellow students in study groups



Early September

- Attend your first **group advising session**
- Submit your **Academic Planning Form** and **enroll in courses** with your faculty adviser

Mid-September

- Sign up for **McGraw Center workshops**, tutoring, or a **learning consultation** to hone your skills
- Join a study group or attend **McGraw study hall**
- Talk with your PAA to get **tips on studying** and finding the right resource for you

Late September

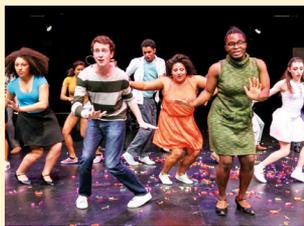
- Reconnect with your faculty adviser; invite them to lunch or coffee and update them on your **transition experience**

Early November

- Make adjustments to your **study habits**; connect with McGraw for academic support
- Talk with your academic adviser and/or director of studies about **your plans for the weeks ahead**
- Apply for **Princeternships with alumni** for the January reading period
- Explore research by attending **ReMatch Meet and Greet** and **Meal for Mentoring** events

Late November

- Begin to discuss **summer study abroad** options with OIP advisers



Early December

- Attend an **advising mall** in your residential college
- Meet with your academic adviser to discuss **fall courses, summer plans, and involvement** on and off campus
- Apply for a **PICS summer internship**
- Apply for a **Princeton International Internship**

Early January

- Prepare for **Dean's Date** and **final exams** with support from your PAA, your director of studies, McGraw study halls, learning consultations, and workshops
- Attend the **HireTigers Meetup** for internships



Early February

- Explore **Princeternships** for Spring Break
- Apply for the **ReMatch+ Summer Research Program**

Late February

- Apply for Princeton **summer study abroad** programs
- Begin to discuss **fall study abroad** options with OIP advisers
- Apply to the Office of Undergraduate Research **Student Initiated Internship Program**

Early March

- Prepare for **midterms** with support from McGraw, your PAA, your RCA, and your fellow students in study groups
- Apply to be a **Community Action** leader
- Apply to go on a **Breakout Trip**



Late April

- Meet with your faculty adviser to discuss **courses for the fall**; talk about your interests across the curriculum, summer plans, and co-curricular involvement
- B.S.E. students: attend the **Engineering Open House** and declare a concentration

Early May

- Prepare for **Dean's Date** and **final exams**
- Attend **Princeton Research Day**



grade in the course. The combined syllabi of all your courses may seem a bit overwhelming at first. If you use them for long-term planning, sketching out the contours of your major assignments, you will find it easier to manage your daily workload.

Learning to manage a Princeton workload can be challenging! See your residential college director of studies to get advice and support.

How and when do I choose my major?

There's lots of time before you have to narrow your academic path at Princeton. A.B. students normally choose a concentration (major) officially at the end of their sophomore year. B.S.E. students choose at the end of their first year. 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 students who do have plans will end up changing their minds after taking a class in a new field of study that captures their imagination and interest.

Assessing your 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. 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. Ask your dean or director of studies, faculty 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 concentrators.

How can I be a successful Princeton student?

As you transition into Princeton's academic community, you will likely be challenged by new expectations: courses will move at a rapid pace; you may find that you are expected to solve problems in math and science at a higher conceptual level; you may read multiple unfamiliar texts that require new approaches. You will encounter disciplines instead of subjects. And you will be expected to learn the particular conventions and assumptions of multiple disciplines, often in your first semester at Princeton.

It's **perfectly normal** to feel that the study strategies that got you here are not as effective as they were in high school. You have arrived at Princeton with good adaptive skills, and with the help of your professors and peers, you will learn from challenges. You have moved into a new phase, that of beginner in your area of concentration, and eventually, you will join the experts in your field of choice through the work of your senior thesis. Keep in mind that learning is a process that should challenge you. With time and practice, you will adapt and grow.

Scheduling your time

Learning at Princeton requires students to plan 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.

- **Create and use a calendar.** Whether through your Google calendar or a paper planner, it's important to keep track of your schedule each day so that you know where you need to be—and what hours you have free to study, socialize, or rest.
- **Find a place where you can work effectively.** If your room is a hub of social activity, plan to work in one of the residential 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 of 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.
- **Make time for drafts.** The papers that are due at the end of the term can rarely be written the night before. They require substantial reading and research. 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. 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!** There are lots of great resources—including the staff of your college and the McGraw Center for Teaching and Learning—who are here to help.

Developing effective learning strategies

At Princeton, you should expect to be an active learner. You will find, for instance, that memorization is insufficient preparation for the learning tasks posed to you at Princeton. As you prepare for your classes each day:

- **Think like your professor.** Why do you think they would assign this particular reading or problem set? What might your professor hope that you're learning? Use your syllabus to connect specific assignments to larger course goals.
- **Use office hours.** You don't have to be a mind reader to learn to think like your professor! Visit your professors and preceptors in their office hours and ask them questions about the course material, course learning goals, or assignments. That's what office hours are for.
- **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 overall goals of the course and figure out how a reading fits in.
- **Convert titles, headings, and subheadings into questions.** 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 do this. Be careful not to borrow language from the reading.
- **Review** what you have read. Concentrate on the main points. Prepare yourself to summarize (not just memorize), 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.
- **Find a team.** 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 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.

Consulting your professors

In order to get the most from your courses, and to be successful in them, you should seek out 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 will be an important way to deepen your learning, no matter how well you're doing.

In fact, a student's engagement with faculty is a good predictor of success in college, so it's important to make this a priority!

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. If you're having trouble with a course, the first person to turn to is either the preceptor or the professor 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. If you would like help framing your questions, you can always meet with a learning consultant at the McGraw Center for Teaching and Learning to prepare for a productive office hours meeting.

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.

Don't hesitate to approach your preceptor or lab assistant for academic support. Some do not have individual offices, and you may have to make a special effort to locate them. Nevertheless, they are knowledgeable, approachable, and willing to help!

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. Your instructors' standards will be exacting. To be successful, you should be prepared to adopt new methods of study.

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.

Focus your studying not only on mastering content but also on 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. Whenever possible, practice the kinds of tasks an exam will expect of you. Practice is far more effective than review.

Practice taking previous years' exams if they are available. Try to complete these exams under exam conditions (e.g., timed and without the outside materials that will not be available to you the day of the exam) to assess your readiness. Analyze previous years' and returned exams to guide you in selecting which materials to emphasize in your study and how to demonstrate your knowledge. 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.

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.

What does academic support mean, and why/how should I use it?

For many students, “academic support” or “extra help” in high school meant working with a tutor to “fix” something, or to make up for a gap in understanding. At Princeton, “academic support” is more like coaching: the most successful Princeton students take advantage of opportunities outside of a formal classroom setting to enhance their performance, and no student goes it alone. You’ll find that learning is a collaborative process here, and it’s important to explore the kinds of resources available to you from the very beginning so that you can become an even better learner. Academic support may include study groups, one-on-one consultations with specialists to better understand your own learning, and much more. All of our academic support resources are free of charge and available to all Princeton students. Your residential college dean or director of studies will be happy to help you to identify what kinds of support will meet your needs; keep in mind that it’s normal to feel challenged by many aspects of your academic experience, and we are here to help even before you might feel lost or overwhelmed.

The **McGraw Center for Teaching and Learning** offers study halls, individual tutoring, and review sessions in introductory chemistry, economics, mathematics, physics, and statistics (in some disciplines). Emphasis is on mastering approaches to learning and problem-solving, especially creative application of knowledge to unfamiliar problems.

The McGraw Center tutoring program’s ultimate goal is that students transfer effective learning approaches to other courses and independent work. Hands-on Academic Strategies Workshops help students learn and apply strategies designed expressly for the demanding Princeton context. One hour one-on-one Learning Strategies Consultations offer an individualized approach to learning that draws upon students’ unique strengths and are tailored to the specific demands of each course.

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. Undergraduate peer tutors are available in a variety of courses, especially math, science, and language courses.

The **Writing Center** offers student writers free one-on-one conferences with experienced fellow writers trained to consult on writing projects in any discipline.

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.

It's important to note that students may engage only the services of tutors in the Princeton undergraduate tutoring program (through McGraw or the residential college). 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*).

What other kinds of support might be important?

During your four years at Princeton, you may find it helpful to get advice and mentorship from others who understand where you've come from and can help you to reach your long-term goals. There are a number of other offices where you might find support on your path through Princeton. All phone numbers listed are campus extensions that begin 609-258-xxxx.

Career Services

36 University Place, Suite 200, 8-3325

As a complement to academic advising, Career Services seeks to help students define a unique career and life vision and then connects them in personalized ways to the resources, people, organizations, and opportunities that will enable them to make their visions a reality. This includes 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. Students can work with Career Services to explore potential majors and careers, establish connections with alumni and employers, develop job/internship search strategies, and get information about applying to graduate and professional schools. Career Services sponsors many workshops, industry panels, guest speakers, student-alumni networking socials, career fairs/meetups, and employer and graduate school information sessions throughout each semester. For more information, visit careerservices.princeton.edu.

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. [website]

Health Professions Advising (HPA)

36 University Place, Suite 230, 8-3144, 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. Health Professions Advising suggests some plans for your first-term courses that may be found under “Pre-health Prep” on the Health Professions Advising website. HPA advisers encourage 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. More information can be found at hpa.princeton.edu.

Office of International Programs (OIP)

Louis A. Simpson International Building, 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 OIP. Princeton encourages all of its students to incorporate an international dimension into their undergraduate and/or postgraduate careers, and the advisers in OIP can help you decide what kind of opportunities might be the right fit for you. For more information, visit www.princeton.edu/oip.

Scholars Institute Fellows Program (SIFP)

36 University Place, Suite 350, 8-1013

SIFP provides all first-generation and low-income (FLI) students with mentorship, academic enrichment, and scholarly community throughout their time at Princeton. As part of the Office of the Dean of the College, SIFP empowers students to successfully navigate the University’s many resources so that they can achieve their academic, personal, and professional goals. Through the program, students are supported by a community of like-minded scholars as they transition to college, find success there, and prepare for graduate study or a career. SIFP fellows benefit from workshops, roundtables, and advising events that support academic achievement, facilitate mentorship across cohorts, and provide ongoing academic and professional development opportunities. We encourage all students who identify as FLI to consider joining the SIFP community.



How do extracurricular experiences fit in to learning?

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** foster opportunities for interaction between students and faculty. 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 a wide range of subjects. 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 non-specialists. 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 homepage (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. Together these centers help students learn more about and 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** empowers students through meaningful service to discover what moves them and to realize the full potential of the Princeton student experience. From service projects and student organizations, to break trips and summer internships, the center helps students learn what it means to serve and to be part of a 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 **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.

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 LGBTQIA students. The center hosts a number of programs, celebrations, and activities, and sponsors several support and discussion groups.

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 Outdoor Action trips.

Ideas are the currency of an intellectual community, and we encourage you to exchange them freely. This does not mean that every conversation you have at Princeton will be (or should be) a serious one! But we hope that you will explore new intellectual territory at breakfast, over dinner, or during study breaks, and that you will see connections between the ideas you encounter in class and everyday life. Education will be going on all around you at Princeton, often when you are least expecting it.

Additional important resources

You will undoubtedly seek most of the academic advice you need from your faculty adviser, your residential college dean, director of studies, and the faculty fellows in your residential college. But in order to be the most successful student you can be, it's important to be attentive to your social, physical, financial, and spiritual needs, too. There are offices on campus to help you meet all of these needs. All phone numbers listed are campus extensions that begin 609-258-xxxx.

Davis International Center

Louis A. Simpson International Building, 20 Washington Road, 8-5006

The Davis International Center provides services and programs for Princeton's 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. More information is available at davisic.princeton.edu.

Office of the Dean of Undergraduate Students

313 Morrison Hall, 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. 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.

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 ods.princeton.edu.

Financial Aid and Student Employment Office

220 Morrison Hall, 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.

Office of the 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 Protestant, Catholic, Jewish, Muslim, Hindu, and Buddhist representatives, as well as lay leaders who are available for personal advising and pastoral counseling.

Pace Center for Civic Engagement

201D Frist Campus Center, 8-7260

The Pace Center helps make civic engagement an integral part of the Princeton experience by connecting students with experiential service opportunities to sustain lasting and meaningful change in the community and around the world. From civic action break trips and social entrepreneurship, to public service internships and direct volunteerism, students are learning beyond the classroom, being exposed to new perspectives, stretching their own views, and leading the way to make a positive impact. The Pace Center's programs are centered on four core values: engaged discovery, impactful programs, community focus, and student leadership. For more information, visit pace.princeton.edu.

University Health Services (UHS)

McCosh Health Center, 8-3141

Princeton University Health Services is a fully accredited (AAAHC) health care facility that provides comprehensive health services to more than 7,000 Princeton undergraduate and graduate students and specialized services to University employees who experience work-related injuries and illnesses. Located at the McCosh Health Center, a 30,000-square-foot building in the heart of Princeton's campus, UHS aims to enhance learning and student success by advancing the health and well-being of

its diverse University community. UHS pursues its mission and supports the University's purpose by using knowledge of health and human development to guide responsive, high-quality clinical, prevention, and consultation services. UHS is composed of the following service areas: Athletic Medicine; Counseling and Psychological; Employee Health; Health Promotion and Prevention; Medical; and Sexual Harassment/Assault Advising, Resources, and Education (SHARE) Services.

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, providing about 60,000 clinical encounters per year. UHS is highly regarded on campus. In a recent national college health survey of UHS patients, 97 percent of respondents were satisfied with their visits to UHS, and 97 percent would recommend UHS' services to a fellow student. For more information, visit uhs.princeton.edu.

Counseling and Psychological Services

University Health Services, McCosh Health Center, 8-3285

We know, from many years of experience, that your mental well-being is an important foundation for academic success. 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 have a wide range of mental health concerns, the most common are depression and anxiety. Many students find it difficult to leave home, adjust to an unfamiliar environment, make new friends, cope with academic pressures, or decide on an area of concentration. Some of the many services offered by Counseling and Psychological Services include individual short-term psychotherapy, referral services for long-term needs, group psychotherapy, psychiatric consultation, and education and outreach activities. In your four years here you are likely to have some difficult moments, and there are many people at Princeton who are able and willing to help you. Counseling can play an important part in helping you gain understanding and insight into your own development, and can be a useful complement to academic advising and support.

Sexual Harassment/Assault Advising, Resources and Education (SHARE)

McCosh Health Center, 8-3310, 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

interpersonal 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.

Sexual Health and Wellness (SHAW)

McCosh Health Center, 8-3141

SHAW 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.

Published by the Office of the Dean of the College
Coordinated by the Office of Communications
Photographs courtesy of the Office of Communications and
The Pace Center for Civic Engagement (page 26)

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In the Nation's Service and the Service of Humanity

Nondiscrimination Statement

In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and other federal, state, and local laws, Princeton University does not discriminate on the basis of age, race, color, sex, sexual orientation, gender identity or expression, religion, national or ethnic origin, disability, or veteran status in any phase of its employment process, in any phase of its admission or financial aid programs, or other aspects of its educational programs or activities. The vice provost for institutional equity and diversity is the individual designated by the University to coordinate its efforts to comply with Title IX, Section 504 and other equal opportunity and affirmative action regulations and laws. Questions or concerns regarding Title IX, Section 504 or other aspects of Princeton's equal opportunity or affirmative action programs should be directed to the Office of the Vice Provost for Institutional Equity and Diversity, Princeton University, 205 Nassau Hall, Princeton, NJ 08544 or (609) 258-6110.

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