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Dear First Year Advisors,

I wanted to take this opportunity to thank you for serving as an advisor for our first-year students. We recognize the important role you play in our students’ success, and I appreciate your commitment as both an advisor and mentor.

From student feedback, we know that early relationships with faculty are critical for helping students as they think through their academic plans, pursue internships and global experiences, engage in UROPs and public service, and even contemplate life beyond MIT.

With that in mind, I would like to encourage you to focus on the importance of exploration. Our historical data tell us that 30% of our students will end up changing majors. If they do pick a major and decide to change, for most students, it implies a transition cost of only zero, one, or two subjects out of the 36 that students take on average.

There are also new programs like NEET that are designed so students can pick a broad field and choose majors later. In short, students have far more options than they might think.

We hope that you find the following information a rich resource to assist in your advising efforts. If you ever have questions or need additional assistance, please do not hesitate to call upon our staff in the Office of the First Year.

Again, thank you again for your service to and participation in the first-year advising program. Best wishes for a successful academic year.

Sincerely,

Ian A. Waitz
Vice Chancellor for Undergraduate and Graduate Education and Jerome C. Hunsaker Professor of Aeronautics and Astronautics
**First Year Student**
- Understand the role of the advisor and associate advisor
- Build and maintain a relationship with their advisor
- Participate in check-in advising meetings during the semester
- Respond to advisors’ communication in a timely and respectful manner

**First Year Advisor**
- Be accessible and approachable to students
- Possess some knowledge and understanding of the GIRs
- Assist with registration of classes both terms, and major selection
- Schedule check-in advisee meetings during the semester

**Associate Advisor**
- Support and develop relationship with the first-year advisor
- Assist with class selection and registration both terms
- Build relationship with advisees and initiate contact at least once per month
- Organize social activities with advising group

**Advising Consultant**
- Provide support and serve as a back-up to first year advisors
- Respond to advisor questions about class selection, GIRs and other advising issues
- Be available to co-facilitate advising meetings when necessary

**Additional members of the advising network:**
- Head of House
- Graduate Resident Advisor (GRA)
- Athletic Coach
- ROTC Commander
- Interphase/OME Mentor
- Learning Community Faculty Advisor
Week of First Year Orientation

The Office of the First Year has set aside an initial group meeting time on **Tuesday, August 27 from 3:30-5:00pm**. This is an opportunity for you and your associate advisor to lay the groundwork with your advising group.

**How to Begin**

- Explain that your role as their academic advisor is to listen, support and help them figure out their academic and personal goals.
- Set expectations of their responsibilities to you as their advisor, (e.g. prompt response to emails, meeting together and how to address you).
- Encourage students to be in touch with you *when they begin* to experience difficulties.
- Ask your associate advisor to collect everyone’s cell phone, email and dorm name.
- Select times of individual registration meetings on Thursday, August 29.

**Suggested Discussion Points and Questions**

- What are your impressions of MIT (e.g. academic, social and cultural)?
- What are your academic interests? What are you considering as a major?
- What do you think academics will be like at MIT, as compared with high school?
- Ask them to review their overall schedule to figure out which classes fit before registering.
- Stress importance of developing strong organizational and time management skills.

**Remind your advisees to bring their lap tops to their registration meeting, August 29th**

**Registration**

- The first individual meetings with your advisees are scheduled on **Thursday, August 29, anytime from 9-5pm**. The goal of this meeting is to get acquainted and register your advisees for Fall classes.
- Incorporate your associate advisor into the conversation; They can offer advice from the student’s perspective.
- The student should take a balanced course load (e.g. no more than 3-4 technical subjects and an appropriate CI or HASS subject, or a discovery class).

**Take-Aways**

- Encourage students to ease into MIT life before committing to several extracurricular opportunities, UROPs, etc.
- Talk about the appropriate use of Pass/No Record grading as an opportunity to adjust and explore without the pressure of grades or GPA.
- Stress the importance of responding to emails and invitations by MIT offices and departments, advisors, professors, TAs and residential staff.
- Use the information provided in the online First Year Folder to properly register students for core classes. (i.e. AP, The Math Diagnostic for 8.01 and 18.01).
- Check seminar schedules for conflicts with selection of classes.
After Registration
- Meet with your students at least twice a semester.
- Engage in an ongoing holistic conversation with your advisees about their transition to college; weighing options, identifying interests, values, wellness, reflection and resilience.
- Develop a relationship with your students in which they will feel they can trust you, and that will require being a careful listener and asking good questions.
- Encourage students to be in touch with you when they begin to experience difficulties.
- Inform students and the OFY if you are planning to travel. An OFY Consultant can look after your advisees while you are away.

Creating a welcoming MIT community: A note on Pronouns
Part of being inclusive of all the identities of our students, including trans-identified students, is ensuring that we are using the pronouns with which they identify. When speaking or writing about someone, you may have used “he/him” or “she/her” to refer to that person, but there are other pronouns that people may use. For example, some students use the singular “they/them,” which is considered a gender-neutral pronoun.

The easiest way to determine your advisee’s pronoun is, when you introduce yourself, include a brief ”… and my pronouns are…” which opens the door for students to share their own pronouns. You can also help normalize this practice by using it in your classes and meetings with new people and by adding your pronouns to your email signature. One way to make sure you get the correct pronouns is to say, “I want to be sure I use your correct pronouns; would you mind telling me which pronouns you use?”

Fall Check-In: Finding Balance
- Set up meetings with each of your advisees around the second week in October, when fifth week flags start going out to first-year students.
- Ask how they are adjusting to MIT, and what challenges they may have faced.
- Touch on sleep, food, exercise and extra-curriculars.
- How are they managing stress? Their academics? What is their favorite class?
- Ask about making friends, going to office hours, getting to know faculty.

Winter Check-In: Exploring
- The first-year is a great time to explore majors and minors, but also to try out new disciplines.
- Discuss your advisee’s plans for the spring and summer, as well as long-term goals.
- Encourage them to take Discovery classes that introduce them to majors that they are considering.
- Talk to them about taking on new experiences to expose them to ideas and information about majors and careers.
- Invite your advisees to think about ways in which they can make MIT a holistic experience.
- Make a note that Spring Registration will be Friday, January 31st.

Spring Check-In: Selecting a major
- MIT students are expected to either declare a major or to become an “undesignated sophomore” by the end of April of the first-year.
- Assure your advisees that choosing a major is not permanent. Many people pursue careers that are unrelated to their undergraduate major.
- Provide guidance about decision-making and exploration rather than directing them to the ‘best’ or ‘most ‘practical’ major.
- Ask what topics pique their curiosity. Which are their favorite classes? What information will help them decide? How do they plan to get answers?
Support for Advisors

Financial Support

The Office of the First Year provides funds to first-year advisors in support of advising, e.g., dinners, museum admissions, and other social activities.

Advisors receive funding of $50 per advisee. Please note that Shelly Isaac will send you an email in early September about processing and accessing these funds. If you need additional funding, you should contact Elizabeth Young (ecy@mit.edu) to request it. Funds are distributed either by being deposited into the department account or deposited according your expense reimbursement as you have defined in Atlas.

Advising Consultants

The Office of the First Year advising team is made up of consultants who are available to support you. One of the team members will be assigned to you. Your consultant can trouble shoot questions, direct you to appropriate resources for your advisees, and provide advising coverage when you are unavailable.

Elizabeth Young, ecy@mit.edu
Associate Dean & Director
617-253-6786

Leslie Bottari, bottari@mit.edu
Senior Staff Associate
617-324-7600

Jocelyn Heywood, heywood@mit.edu
Senior Staff Associate
617-253-4164

Shelly Isaac, sisaac@mit.edu
Senior Administrative Assistant
617-253-9765

Taylor Pons, tpons@mit.edu
Staff Associate
617-715-5343

Chelsea Truesdell, ctruesde@mit.edu
Assistant Dean
617-253-9764
# Fall 2019 Advising Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 26</td>
<td>Online Registration Opens for Students</td>
</tr>
</tbody>
</table>
| Tuesday, August 27, 3:30-5:00 pm | Initial Advising Group Meeting  
Meetings will be in your office or other location that you have reserved or selected.  |
| Thursday, August 29: Final day for first-year students to register | • Advisors must sign off on online first-year registration forms before 5:00 pm  
• Students must submit approved online registrations **no later than 5:00 pm** |
| Friday, August 30             | Students' schedules temporarily available on WebSIS  
(until Sept 6)                                                   |
| Tuesday, September 3          | Registration Day; First year students can make changes to their schedules.                                    |
| Wednesday, September 4        | First Day of Classes                                                 |
| Week of September 16          | Recommended **second week check-in** with advisees                   |
| Friday, October 4             | **Add Date:** Please check in prior to this deadline in case freshmen need to adjust their registrations.         |
| Starting the Week of October 7| **Fifth Week Flags** from instructors begin to be sent. Please check in on any advisee receiving a flag.         |
| Weeks of October 7 and October 14 | Schedule **mid-semester check-ins** with all advisees, but especially for any advisee who receives one or more flags |
| Friday, October 25 – Saturday, October 26 | Many first-years will have their parents/family visiting them on campus.                         |
| Wednesday, November 20       | **Drop Date:** Should check in well before this deadline, especially with any advisee who received a Fifth Week Flag, to assess the possibility of dropping a subject. |
| Monday, December 2            | **Online Pre-Registration** for IAP and Spring Term begins. All students pre-register online.                |
| Wednesday, December 11       | Last day of Fall Term Classes                                         |
| Monday, December 16 - Friday, December 20 | Fall Term Final Exam Period                                              |
| Thursday, December 26        | Deadline to initiate Spring pre-registration without fee               |
### Spring 2020 Advising Calendar

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
</table>
| Monday, January 6 – Friday, January 31 | Independent Activities Period  
Some first-years will be completing 8.01L and 18.01A/18.02A. |
| Week of January 27               | DEX (Department Exploration) First years will explore academic departments by attending events. |
| **Friday, January 31**            | Registration Day                                                     |
| Monday, February 3                | First Day of Classes                                                |
| Friday, February 7                | Deadline for students to complete registration without a fee         |
| Week of February 17              | Recommended second week check-in with advisees                       |
| **Friday, March 6**               | *Add Date:* Check with your advisees prior to this deadline for registration adjustments that they may need, including changing grades to P/NR and visa-versa. |
| Starting the Week of March 16     | **Fifth Week Flags** from instructors begin to be sent. Check in on any advisee receiving a flag. |
| Weeks of March 23 and March 27    | Schedule mid-semester check-ins with all advisees, but especially for any advisee who receives one or more flags. |
| Week of March 23                  | Spring Vacation                                                     |
| **Tuesday, April 21**             | **Drop Date:** Should check in with advisees before this deadline. Students who receive a Fifth Week Flag may assess the possibility of dropping a subject. |
| Friday, April 24                  | First-year students declare their major, or undesignated sophomore, by this date. |
| Thursday, April 16 – Sunday, April 19 | Campus Preview Weekend. Many first-years will be hosting prospective students. |
| Friday, May 1                      | **Online Pre-Registration** for Fall Term and Summer Sessions        |
| Week of May11                     | Recommended end-of-term advising meeting with advisees               |
| Tuesday, May 12                   | Last day of Spring Term classes                                     |
| Monday, May 15 - Wednesday, May 20 | Spring Term Final Exam Period                                       |
| Thursday, May 28                  | Deadline for students to initiate Fall pre-registration without a fee |
| Friday, June 12                   | Summer Session Deadline                                             |
### Special Grading and Credit Limits for First-Year Students AY2019-20

First year students are graded differently:

<table>
<thead>
<tr>
<th>Fall Grading</th>
<th>IAP Grading</th>
<th>Spring Grading</th>
<th>Planning Ahead</th>
</tr>
</thead>
<tbody>
<tr>
<td>All subjects graded as either Pass or No Record (P/NR) C=Passing grade for first-years</td>
<td>P/NR</td>
<td>Students may designate up to 3 science core GIRs (CALC1, CALC2, PHYS1, PHYS2, BIO, CHEM) as P/NR during their remaining time at MIT.</td>
<td>Upper-Level Student Grading (only applicable to students who started first year in Fall 2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All other subjects graded A, B, C, or No Record C=Passing grade for first-years</td>
<td></td>
</tr>
<tr>
<td>Internal (MIT) records show D or F grades as DN or FN (N=no record)</td>
<td></td>
<td>Both internal and external transcripts show grades of P, A, B, or C</td>
<td>Both internal and external transcripts show grades of P in addition to standard grades in other coursework.</td>
</tr>
<tr>
<td>External transcript shows only passed subjects as “P”</td>
<td></td>
<td>D or F grades are noted internally as DN or FN (N=no record) but do not display on external transcript</td>
<td>D or F grades in P/NR subjects are noted internally as DN or FN (N=no record) but do not display on external transcript.</td>
</tr>
<tr>
<td>Internal &quot;hidden&quot; grades for Fall and IAP</td>
<td></td>
<td>Students who receive grades of DN or FN in the first year must retake the course to receive credit. If they used one of their 3 P/NR slots for the class, they may retake the class on P/NR without using another slot.*</td>
<td></td>
</tr>
<tr>
<td>No GPA</td>
<td></td>
<td>Students who receive grades of DN or FN in the first year must retake the course to receive credit. If they used one of their 3 P/NR slots for the class, they may retake the class on P/NR without using another slot.*</td>
<td></td>
</tr>
<tr>
<td>The hidden grades cannot be used for outside purposes</td>
<td></td>
<td>Official GPA for second semester first-years includes only grades of A, B, or C (D and F grades do not count towards GPA)</td>
<td></td>
</tr>
<tr>
<td>Students who receive a grade of DN or FN on a science core GIR in the first semester may elect to retake it on P/NR in a subsequent semester but must use one of their 3 P/NR slots.</td>
<td></td>
<td>*Students who retake a science core GIR using P/NR may take any subject that satisfies that requirement regardless of which subject they originally took (e.g. a student who receives a score of No Record in 8.022 may use the same P/NR slot to take 8.02 in a subsequent semester).</td>
<td></td>
</tr>
</tbody>
</table>

*Note: D or F grades are noted internally as DN or FN (N=no record) but do not display on external transcript.
First year students are subject to a credit limit in both semesters:

*Add Date (Spring) is the deadline to change grades to P/NR or P/NR to grades.

<table>
<thead>
<tr>
<th>Fall Maximum Units = 57</th>
<th>IAP= 12 units</th>
<th>Spring Maximum Units = 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Limit = 48 units</td>
<td>8.01L = 6 units</td>
<td>Credit Limit = 60 units</td>
</tr>
<tr>
<td>Plus 9 units of discovery-focused subjects and related exceptions</td>
<td>18.02A = 6 units</td>
<td>Plus 9 units of discovery-focused subjects and related exceptions</td>
</tr>
<tr>
<td>4 standard subjects = 48 units (typical and maximum subject load)</td>
<td>5 standard subjects = 60 units (maximum load)</td>
<td></td>
</tr>
<tr>
<td>Discovery-focused subjects and related approved exceptions (up to 9 units) may include:</td>
<td>4 standard subjects = 48 units (typical load)</td>
<td></td>
</tr>
<tr>
<td>• First-Year Advising Seminars (typically 3 units)</td>
<td>Discovery-focused subjects and related approved exceptions (up to 9 units) may include:</td>
<td></td>
</tr>
<tr>
<td>• 1-3 unit First-Year Discovery Subjects</td>
<td>• 1-3 unit First-Year Discovery Subjects</td>
<td></td>
</tr>
<tr>
<td>• Up to 6 units of UROP for credit</td>
<td>• Up to 6 units of UROP for credit</td>
<td></td>
</tr>
<tr>
<td>• Related exceptions</td>
<td>• Related exceptions</td>
<td></td>
</tr>
<tr>
<td>o Mission 2023 (12.000, 9-unit subject)</td>
<td>o 6-unit music performance subjects (21M.4xx)</td>
<td></td>
</tr>
<tr>
<td>o Seminar XL (3-6 units)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o 6-unit music performance subjects (21M.4xx)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All subjects eligible for discovery units may instead be counted under the regular credit limit if a student so chooses.

No student will be permitted to exceed 57 total units during Fall of their first year.

No exceptions to IAP credit limit

No student will be permitted to exceed 69 total units during Spring of their first year.

Students entering in the Fall of 2019 will not be offered Early Sophomore Standing.

All first-year students will be subject to the same credit limit during the spring term. Students WILL NOT be allowed to petition to exceed the credit limit in either term. Each department will offer pre-major advising programming for interested first-year students during the spring term. Information about this programming will be shared on the OFY website and emailed to students and advisors.

A note on taking 60 units in the spring term:

While all first-year students (unless subject to a CAP action) will be allowed to take 60+9 units in the spring term, it should be noted that a heavy academic load can affect student wellbeing and ability to learn. For most students, a 48+9 schedule is still advisable. If your advisee wants to take 60 units, you are encouraged to do the following:

1. Ask the student why it makes more sense to take all 60 units now rather than save a subject for a later term.
2. Ensure that the 60 units include a mixture of HASS and technical subjects so that students are not completing the same type of assignments in all of their subjects.
3. Schedule a check-in meeting before Add Date to confirm that 60 units still seems manageable.
4. Ask students to identify 1-2 subjects that they would drop if needed.
General Institute Requirements

All students must fulfill the following 17 requirements in order to graduate:

<table>
<thead>
<tr>
<th>The Math &amp; Science Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2 subjects: 18.01 and 18.02 (or variants)</td>
</tr>
<tr>
<td>Physics</td>
<td>2 subjects: 8.01 and 8.02 (or variants)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1 subject: either 5.111/5.112 or 3.091</td>
</tr>
<tr>
<td>Biology</td>
<td>1 subject: either 7.012, 7.015, 7.016 (Fall) or 7.013, 7.014 (Spring)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HASS Requirement</th>
<th>8 subjects (3, one from each HASS category + 5 additional, including a concentration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Requirement</td>
<td>Required to take 1 appropriate CI-H subject</td>
</tr>
<tr>
<td>First year</td>
<td></td>
</tr>
<tr>
<td>Sophomore year</td>
<td>1 CI-H</td>
</tr>
<tr>
<td>Junior/Senior years</td>
<td>2 CI-M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REST (Restricted Electives in Science &amp; Technology)</th>
<th>2 subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>LABoratory requirement</td>
<td>1 or 2 subjects (12 units total)</td>
</tr>
</tbody>
</table>

| Physical Education Requirement, including swim test (PE does not earn academic credits but is a graduation requirement) | Must complete 8 PE points (generally before end of sophomore year) |
Online First Year Advising Folder

- The First Year Advising Folder is a portfolio holding pending credit. Students have no record until they are formally registered. The Folder brings together information and testing results of first years to help you and your advisees select the appropriate fall subjects, and to plan their first year.

- Access to the online Folder via the Advisor screen of WebSIS will be available on August 15th: [https://student.mit.edu/cgi-bin/sfprwadv_sel.sh](https://student.mit.edu/cgi-bin/sfprwadv_sel.sh) This information may be shared with your associate advisor.

- Part 2 of the Admissions Application provides your advisees’ biographical information and will only be available until first-year registration on Sept 3. You should print this document and keep in your advising folder for reference. This confidential information may not be shared with your associate advisor.

- The Folder shows your advisees’ reported scores and any MIT credit or placement pending from Advanced Placement Examinations (AP), International exams (e.g. GCE A-Level, International Baccalaureate), and any evaluated transfer credit. Mid-September, any pending credit will be posted by the Registrar to the student’s permanent academic record.

- Displays placement recommendations from the First Year Essay Evaluation, The Math Diagnostic for 8.01 and 18.01 and Advanced Standing Examinations taken during Orientation. Results for these will be available beginning August 28th.

Registration Take-Aways

- You may refuse to approve a first year’s registration if you do not agree with their class selection.

- International students may not fall below 36 units.

- Students not admitted into a lottery subject must remember to formally drop the class using the online Add/Drop.

- First-year students who are enrolled in a first-year seminar must attend weekly. If their attendance is irregular or they do not complete assignments, you may grant an F grade.

- Academic departments enforce pre-requisites, as they are intended to provide the foundation in a given subject.

- First-year students who have received credit (AP or transfer), and then register for the same subject, lose the credit unless they drop the subject before Add Date, Friday, October 4th (5th week of classes).
Online First Year Advising Folder

Student: STUDENT NAME
Email: STUDENT EMAIL

ID#: 999999999
Advisor: ADVISOR NAME
Email: ADVISOR EMAIL
Advisor title:

View Part 2 of Admissions Application

The Admissions Office has provided us with the biographical information and student essays from Part 2 of students’ Admissions Folders. Please click on the Print PDF button, to print Part 2 no later than Friday, August 30. This document will no longer be available for online viewing and printing beginning on Reg Day, Tuesday, September 3. You may keep the printed document in your student's hard copy Advisor folder.

Advanced Placement Scores and Pending Credit

Last AP scores arrived for this student one: Jul 1, 2019

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Pending Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. Lang</td>
<td>5</td>
<td>9 units general elective credit</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>US History</td>
<td>5</td>
<td>9 units general elective credit</td>
</tr>
<tr>
<td>World History</td>
<td>5</td>
<td>9 units general elective credit</td>
</tr>
<tr>
<td>Calc AB Sub</td>
<td>5</td>
<td>No credit awarded</td>
</tr>
<tr>
<td>Calc BC</td>
<td>5</td>
<td>18-01 credit pending appropriate score or Math Diagnostic Exam</td>
</tr>
</tbody>
</table>

If any of your scores are missing in the list above, ask the College Board to send a complete electronic report to MIT (code 3514). Once scores have been received by MIT, your record will be updated within ten days. Credit awarded for AP scores will appear in your WebSIS Status of Registration screen after Add Date.

International Examination Credit and Pending Credit

We have not received International Baccalaureate (IB) scores for you or the scores we have received do not earn MIT credit. If you have results of other international exams (for example, French Bacc, Abitur, etc.) that you wish to have reviewed for MIT credit, please present all associated documentation to staff in Room 7-104.

A-Level Scores and Pending Credit

We do not have GCE A Level grades on record for you. If you have A Level results that you wish to have reviewed for MIT credit, please present all associated documentation to staff in Room 7-104.

Credit awarded for international exam scores will appear in your WebSIS Status of Registration screen after Add Date.
**Transfer Credit**

- No Transfer Credit results. If you are seeking credit, you must contact Transfer Credit staff (Room 7-104, ap@mit.edu) for updates on the status of your credit request.

**Advanced Standing Exam Results**

- Test not yet posted.

Credit awarded for Advanced Standing Exam scores will appear in your WebSIS Status of Registration screen after Add Date.

**First-Year Essay Evaluation Results and Comments**

If you took the Orientation make-up FEE, then only a recommendation will appear below. No make-up FEE essays or comments are available for online viewing.

- **Recommendation:** AP Exam - Take any CI-H CI-HW subject

- Results not yet posted.

**First-Year Advising Seminar Assignments**

- Please see your Status of Registration page in WebSIS.

**Math Diagnostic for Physics (8.01) and Math (18.01) Placement Results**

**SCORE:** XX

**Comments and Advice:** Will be posted no later than 8am on August 29

**Mission/Terrascope Acceptance**

- Details will appear here if accepted into Terrascope.

Comments & Questions to: firstyear-www@mit.edu
Important Links for Registration & Advising

- **First Year** [https://uaap.mit.edu/first-year-mit](https://uaap.mit.edu/first-year-mit)
  This is the comprehensive site which first year advisors should reference.

- **First Year Folder** [http://student.mit.edu/cgi-bin/sfprwadv_sel.sh](http://student.mit.edu/cgi-bin/sfprwadv_sel.sh)
  Viewable from WebSIS [http://websis.mit.edu/](http://websis.mit.edu/)
  - Advisors and Departmental Administrators
  - Select Record
  - Select Student
  - Create Report

- **Online Registration** [https://registration.mit.edu/onlinereg/admin_home.htm](https://registration.mit.edu/onlinereg/admin_home.htm)

- **Recitation/Lecture Section Changes** [https://registrar.mit.edu/registration-academics/registration-information/understanding-your-schedule](https://registrar.mit.edu/registration-academics/registration-information/understanding-your-schedule)

- **Online Subject Listing and Schedule** [http://student.mit.edu/catalog/index.cgi](http://student.mit.edu/catalog/index.cgi)

- **HASS Exploration subjects** [https://registrar.mit.edu/registration-academics/academic-requirements/hass-requirement/hass-exploration-subjects](https://registrar.mit.edu/registration-academics/academic-requirements/hass-requirement/hass-exploration-subjects)

- **CI-H/CI-HW Subject Enrollment Tools** [https://registrar.mit.edu/classes-grades-evaluations/instructor-resources/enrollment-tools](https://registrar.mit.edu/classes-grades-evaluations/instructor-resources/enrollment-tools)

- **List of CI-H/HW Subjects** [https://registrar.mit.edu/registration-academics/academic-requirements/communication-requirement/ci-hhw-subjects/listing](https://registrar.mit.edu/registration-academics/academic-requirements/communication-requirement/ci-hhw-subjects/listing)

- **Online Add/Drop Forms** [https://studentformsandpetitions.mit.edu/sfp/approver/myForms.htm](https://studentformsandpetitions.mit.edu/sfp/approver/myForms.htm)

- **Course Preparation for Medical School** [https://capd.mit.edu/grad-and-med-school/prepare-medical-school](https://capd.mit.edu/grad-and-med-school/prepare-medical-school)

  International students cannot take less than 36 units of credit in a semester.

**Policy on Release of First Year Internal Grades**

MIT's policy is to provide internal "hidden" grades for first-year students in the fall term for educational and advising purposes only. In most circumstances, unofficial grades will stay hidden and will not be included on an external transcript. MIT will not communicate the student’s internal grades to parents or any other third party outside of MIT without the student’s written consent. If a third party requires the internal grades, the student must go to the Department Administrator for each class to request a letter.
Scheduling Tools for Students

**Stellar** [http://stellar.mit.edu/](http://stellar.mit.edu/)
This is the platform for learning and course management serving the MIT community. Course materials are available here for most General Institute Requirements. Class materials and updates, syllabi, homework and practice exams are frequently maintained on Stellar.

**CourseRoad** [http://courseroad.mit.edu/](http://courseroad.mit.edu/)
This is probably the overall best scheduling resource. It was developed by a team of students to provide every possible class available to students with a description, the day/time that it is held and the pre-requisites for the class. Students can compare potential schedules by creating numerous sample 4-year schedules; a great tool for long-term planning. It has the ability to:

- Ability to Import and export roads to a file. This means a student can work more closely with their advisor, sending drafts of their plan back and forth and improving it through that more interactive conversation.
- Post “sample roads” on departments’ websites or email them to interested students so first-years don’t have to start from scratch when thinking about a plan. Instead, they could import the department’s example road and modify that, building it into something specialized for them.
- View plans from their phone, using the application FireRoad for both [Android](https://play.google.com/store/apps) and [iOS](https://apps.apple.com).

**Course Picker** [http://picker.mit.edu/](http://picker.mit.edu/)
This is another great scheduling resource. This tool provides more information than Courseroad but takes more time to make changes because students have to add each department and class individually. Picker is useful to decide recitation times.

**Planner** [http://planner.mit.edu/](http://planner.mit.edu/)
This tool is best used for deciding the timing of classes. It is a preliminary tool to make sure that the classes students want to take do not overlap, and provide an overall view of students’ schedule.

**WebSIS** [student.mit.edu](http://student.mit.edu)

WebSIS is MIT's Online Student Information System. This is the official online tool for registration and is not replaced by any of the tools listed above.
## MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>For whom?</th>
<th>Pre-Requisite</th>
<th>AP Credit</th>
<th>Advanced Standing Exam or Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.01</td>
<td>Single-variable calculus</td>
<td>Standard version for majority of first-year students.</td>
<td>High school algebra and trigonometry. Student may have a year or less of high school calculus and no AP credit.</td>
<td>A score of 5 on the Calculus BC exam and a suitable score on the Math Diagnostic Exam gives 18.01 credit (AP information and Math Diagnostic scores will be in the student’s online First-Year Advising Folder).</td>
<td>Passing both parts of MIT’s 18.01 Advanced Standing Exam during Orientation week or Transfer Credit</td>
</tr>
<tr>
<td>18.01A</td>
<td>Intensive half-term review of 18.01 with focus on later topics not covered in Calculus AB. Begin 18.02 in week 7.</td>
<td>For students with one year of high school calculus (generally at the Calculus AB level).</td>
<td>Knowledge of differentiation and elementary integration</td>
<td>A score of 5 on the Calculus AB exam and a suitable Math Diagnostic score allows registering for 18.01A/18.02A</td>
<td>Passing the first half of MIT’s 18.01 Advanced Standing Exam during Orientation week allows 18.01A registration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>For whom?</th>
<th>Pre-Requisite</th>
<th>AP Credit</th>
<th>Advanced Standing Exam or Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.02</td>
<td>Multi-variable calculus</td>
<td>Standard version for majority of first-year students.</td>
<td>18.01</td>
<td></td>
<td>Passing MIT’s 18.02 Advanced Standing Exam during Orientation week or Transfer Credit</td>
</tr>
<tr>
<td>18.02A</td>
<td>Identical to 18.02 but begins in week 7 and continues through IAP or spring term</td>
<td>Only for students who successfully complete 18.01A in first half of fall term</td>
<td>18.01A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.022</td>
<td>Calculus with greater focus on concepts</td>
<td>Additional material in geometry, vector fields, and linear algebra. More theoretical approach.</td>
<td>18.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*New this year:* Students receiving a ‘5’ on the Calculus BC Advanced Placement exam (or suitable score on an international exam: International Baccalaureate, A-levels, etc.) must also demonstrate sufficient mastery of basic skills on the Math Diagnostic Exam for 8.01 and 18.01 given during Orientation Week in order to receive credit for 18.01.
Next steps in Math for first-year students who have fulfilled 18.01 and 18.02 requirements:

18.03 Differential Equations - 18.02 is a co-requisite; students may take both 18.02 and 18.03 in same term.

18.06 Linear Algebra - 18.02 is a pre-requisite; Useful for many subjects.

18.05 Probability and Statistics - Spring only; 18.02 is a pre-requisite.

Take-Aways:

- Many first-year students come in having fulfilled 18.01 and 18.02 with a combination of AP and transfer credits or having passed both of MIT’s Advanced Standing Exams during first-year orientation.

- Students have the option of finishing 18.02A during IAP, or during the second half of the spring semester by joining the regular lectures for 18.02.

- Many first-year students will take 18.03 Differential Equations in their second semester.

- Some first-years come to MIT with significant math background and may want to try a higher-level subject, e.g., 18.100B, 18.700, or 18.701. First-year students should not enroll in these math subjects without consulting with someone in Mathematics.

- All “flavors” of 18.01 and 18.02 have lectures scheduled at the same time to facilitate moves between them. In particular, students struggling with 18.01A may be able to drop into 18.01 up through the completion of 18.01A at the mid-semester.

Department Contacts:

- Christopher Ryba, transfercredit18@math.mit.edu, Transfer Credit Examiner for 18.01-18.06
- Barbara Peskin, x3-2416, 2-110B, Mathematics Academic Administrator
- Bill Minicozzi, x3-3299, 2-371, Mathematics Education Officer
## PHYSICS

<table>
<thead>
<tr>
<th>Description</th>
<th>For whom?</th>
<th>Pre-requisite</th>
<th>AP Credit</th>
<th>Advanced Standing Exam or Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01, Classical Mechanics</td>
<td>Standard version for majority of first-years.</td>
<td></td>
<td>Given for scores of 5 on both Parts 1 and 2 of the Physics C Advanced Placement.</td>
<td>Passing the MIT ASE during Orientation; or transfer credit.</td>
</tr>
<tr>
<td>8.01L, Classical Mechanics (L=Longer): Same syllabus as 8.01 but includes January IAP. Extra weeks used to reinforce basic concepts and to allow more time to develop problem-solving skills.</td>
<td>For those with little or no exposure to physics with calculus in high school and/or as recommended by Math Dx. Data shows that students who succeed in 8.01L do just as well in 8.02 as those who succeed in 8.01.</td>
<td></td>
<td>Students with AP credit for 8.01 who choose to take 8.01L earn 6 units of general elective credit.</td>
<td></td>
</tr>
<tr>
<td>8.012, Classical Mechanics: Mathematically much more advanced than 8.01, with much more difficult problems.</td>
<td>For students with very strong backgrounds in physics and math. Limited to students with 8.01 AP credit or qualifying Math Dx score</td>
<td></td>
<td>Students with AP credit for 8.01 who choose to take 8.012 receive 6 units of elective credit.</td>
<td></td>
</tr>
<tr>
<td>8.02, Electricity and Magnetism</td>
<td>Standard version for students who have credit for 8.01 and 18.01.</td>
<td>8.01 and 18.01</td>
<td></td>
<td>Passing the MIT 8.01 ASE during Orientation or transfer credit.</td>
</tr>
<tr>
<td>8.022, Electricity and Magnetism: Mathematically more advanced than 8.02.</td>
<td>For students with very strong backgrounds in physics and math.</td>
<td>8.01 and 18.01; knowledge of vector calculus assumed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Pre-requisite**: 8.01, Classical Mechanics

- Standard version for majority of first-years.

- For those with little or no exposure to physics with calculus in high school and/or as recommended by Math Dx. Data shows that students who succeed in 8.01L do just as well in 8.02 as those who succeed in 8.01.

- For students with very strong backgrounds in physics and math. Limited to students with 8.01 AP credit or qualifying Math Dx score.

- Standard version for students who have credit for 8.01 and 18.01.

- For students with very strong backgrounds in physics and math. 8.01 and 18.01; knowledge of vector calculus assumed.
The Math Diagnostic for 8.01 and 18.01

The Math Diagnostic for 8.01 and 18.01 (MDX) is a diagnostic exam given during orientation to evaluate math and calculus preparation and to recommend appropriate placement in Physics I, since facility in high school math is strongly correlated with success in Physics I. In addition, as of 2019, the MDX will also be used to validate calculus preparation in students whose AP scores indicate they are eligible to receive credit for 18.01. Students solve problems in algebra, geometry, logarithms and exponentials, trigonometry and calculus. The student does not "pass" or "fail" this diagnostic.

**Physics:** The MDX results help the advisor and student make an informed placement choice into first-term physics. Based on the MDX score, each student will receive a recommendation for placement in 8.01L, 8.01, or 8.012. Please note that 8.012 is open only to those with AP credit for 8.01 or a qualifying MDX score as determined by the Physics Department.

**Math:** As of fall 2019, students with a 5 on the Calculus BC test will need to receive a qualifying score on the MDX, as determined by the Mathematics Department, in order to receive 18.01 credit upon enrollment.

MDX results, with an 8.01 placement recommendation and with information about possible 18.01 credit, will be posted in the online First-Year Advising Folder by **Wednesday, August 28.**

**Department Contacts:**

- Catherine Modica, x3-4842, 4-315, Physics Academic Administrator and Transfer Credit Examiner
- Nergis Mavalvala, x3-5657, NW22-213, Physics Associate Department Head
- Barbara Peskin, x3-2416, 2-110B, Mathematics Academic Administrator
- William Minicozzi, x3-3299, 2-371, Mathematics Associate Department Head

**Additional guidance for 8.01 placement:**

- Many 8.01L students should be taking some version of 18.01 Calculus I at the same time as 8.01L. Students who take 8.01L who have 18.01 AP credit should consider taking the 18.01A/18.02A sequence to support their work in 8.01L.

- If taking 8.01, a student should either be taking 18.01 or have credit for 18.01. If taking 8.02, a student should either be taking 18.02 or have credit for 18.02.

- Most 8.012 students should be taking a more advanced Calculus subject than 18.01 (i.e. 18.02 or higher).

- 8.011 (Spring only) is an additional version of Physics I for those who failed any version of 8.01 in the fall.
## CHEMISTRY

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>For whom?</th>
<th>Pre-Requisite</th>
<th>AP Credit</th>
<th>Advanced Standing Exam or Transfer Credit</th>
</tr>
</thead>
</table>
| 5.111  | Principles of Chemical Science | For students with one-year high school chemistry and/or <4 on the Chemistry AP exam | AP Credit is *not* accepted |  | Passing Advanced Standing Exam during Orientation week  
Transfer credit rarely granted  |
| 5.112 (offered Fall term only) | Principles of Chemical Science | For students with two years high school chemistry and/or a 4 or higher on the Chemistry AP Exam | AP Credit is *not* accepted |  | Passing Advanced Standing Exam during Orientation week  
Transfer credit rarely granted  |
| 3.091  | Introduction to Solid State Chemistry | 0 to 3 years of high school chemistry | AP Credit is *not* accepted |  | Transfer credit rarely granted  |

**Important chemistry sequencing information for potential pre-medical students:**
Pre-med freshmen are better served by taking 5.111 or 3.091 in first term, then 5.12 (Organic Chemistry) in spring term. The follow-on subject 5.13 (Organic Chemistry) is *only* offered in fall semester.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term freshman year:</td>
<td>5.111/3.091</td>
</tr>
<tr>
<td>Spring term freshman year:</td>
<td>5.12</td>
</tr>
<tr>
<td>Fall term sophomore year:</td>
<td>5.13 is offered only in Fall semester</td>
</tr>
</tbody>
</table>
Take-Aways:

- Any one of the three subjects -- 5.111, 5.112 or 3.091 -- fulfill MIT’s Chemistry requirement and can be used as preparation for any major. There are no firm guidelines about which subject is better for a particular department.

- 5.112 is NOT the equivalent of 8.012 or 18.012. Rather, 5.11 has been separated into two subjects, 5.111 and 5.112, with the intent of having two classes with smaller enrollments. The division is also meant to allow students with a single year of high school chemistry not to feel at a disadvantage relative to students with more high school chemistry experience.

- The Chemistry Department (Course 5) recommends Principles of Chemical Science 5.111 or 5.112 for students who intend to pursue professional programs (e.g., medicine), minors, or majors (e.g., biological/chemical/environmental engineering, chemistry, biology, etc.) that require additional chemistry courses.

- 3.091, offered through the Department of Materials Science and Engineering, provides students with a broad foundation in chemical principles suitable as a basis for any engineering, science, and/or health-related majors/minors and programs.

Department Contacts:

(Chemistry)
- Jennifer Weisman, x3-1845, 6-205, Academic Administrator
- Mitch Moise, x37271, 6-205, Transfer Credit Examiner
- Troy Van Voorhis, x3-1488, 6-211, Course 5 education officer

(Materials Science and Engineering)
- Angelita Mireles x3-3302, 6-107, Course 3 Academic Administrator
- Geoffrey Beach, x8-0804, 6-101, Course 3 Education Officer
7.01x comes in four versions. All versions cover the same core material, which includes the fundamental principles of biochemistry, genetics, molecular biology, and cell biology; differences lie in their approaches to the subject matter.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>For whom?</th>
<th>Pre-Requisite</th>
<th>AP Credit</th>
<th>Advanced Standing Exam or Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.012</td>
<td>Basics of biochemistry, genetics, molecular biology, recombinant DNA, cell biology, developmental biology, genomics, cancer, immunology, neurobiology, rational medicine and evolution</td>
<td>For all students</td>
<td>Some high school chemistry</td>
<td>AP Credit is not accepted</td>
<td>Passing MIT’s Advanced Standing Exam during Orientation; Transfer credit not granted</td>
</tr>
<tr>
<td>7.015</td>
<td>Explores biological principles through trending topics in biotechnology, microbiology, human diseases, genetics, and metabolism in a small class format</td>
<td>For all students</td>
<td>Some high school chemistry</td>
<td>AP Credit is not accepted</td>
<td>Passing Advanced Standing Exam during Orientation; Transfer credit not granted</td>
</tr>
<tr>
<td>7.016</td>
<td>Fundamental principles of biochemistry, molecular biology and genetics for understanding the functions of living systems</td>
<td>For all students</td>
<td>Some high school chemistry</td>
<td>AP Credit is not accepted</td>
<td>Passing Advanced Standing Exam during Orientation; Transfer credit not granted</td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
<td>For whom?</td>
<td>Pre-Requisite</td>
<td>AP Credit</td>
<td>Advanced Standing Exam or Transfer Credit</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>7.013</td>
<td>Genetics, biochemistry, cell biology; molecular biology, disease developmental biology, and neurobiology</td>
<td>For all students</td>
<td>Some high school chemistry</td>
<td>AP Credit is not accepted</td>
<td>Passing MIT’s Advanced Standing Exam during Orientation Transfer credit not granted</td>
</tr>
<tr>
<td>7.014</td>
<td>Understanding microorganisms as geochemical agents responsible for the evolution and renewal of the biosphere and of their role in human health and disease</td>
<td>For all students</td>
<td>Some high school chemistry</td>
<td>AP Credit is not accepted</td>
<td>Passing Advanced Standing Exam during Orientation week Transfer credit not granted</td>
</tr>
</tbody>
</table>

**Take-Aways:**

- Before enrolling in introductory Biology, the student should have some knowledge of high school chemistry.
- First-year students interested in pursuing a major in life sciences should try to take 7.01x in their first year.
- First-year students interested in Course 20 Biological Engineering are strongly encouraged to complete a version of 7.01x sometime in their first year.
- Any of these subjects will serve as the prerequisite for other biology subjects and will meet the basic requirement for application to medical school.
- There are enrollment limits that are subject to availability in each version of 7.01x. Any Biology GIR class that is over-subscribed will be subjected to a general lottery. After the August 29 first-year registration deadline, the lottery is run and students are informed by the instructor if they have been moved to another 7.01X course.
- Students will have the opportunity to complete the Biology GIR every semester but are not guaranteed a seat in a specific class.

**Department Contacts:**

- Janice Chang, x3-7344, jdehang@mit.edu, 68-120, Biology Educational Administrator
- Adam Martin, acmartin@mit.edu, Biology Undergraduate Officer
- Cathy Drennan, cdrennan@mit.edu, Biology Undergraduate Officer
The Humanities, Arts, and Social Sciences (HASS) Requirement

All MIT undergraduates must complete 8 HASS subjects to fulfill the HASS General Institute Requirement. Students are expected to complete at least one HASS subject each semester.

The HASS Requirement has three components: distribution, concentration, and electives.

<table>
<thead>
<tr>
<th>Distribution Component (3 subjects)</th>
<th>8 HASS SUBJECTS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to complete three (3) HASS distribution subjects, one from each of the following categories:</td>
<td></td>
</tr>
<tr>
<td>• Humanities (HASS-H)</td>
<td></td>
</tr>
<tr>
<td>• Arts (HASS-A)</td>
<td></td>
</tr>
<tr>
<td>• Social Sciences (HASS-S)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Component (3 or 4 subjects)</th>
<th>8 HASS SUBJECTS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student must complete a HASS concentration of 3-4 subjects (some fields require 3, some 4) that together provide an increased knowledge in a particular field.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (1 or 2 subjects)</th>
<th>8 HASS SUBJECTS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The remainder of the HASS Requirement can be fulfilled with 1-2 additional subjects from any HASS category (HASS-H, HASS-A, HASS-S), including subjects designated as HASS Elective (HASS-E).</td>
<td></td>
</tr>
</tbody>
</table>

Take aways:

- The HASS Requirement overlaps with the Communication Requirement. All students must take two HASS subjects that are designated as CI-H or CI-HW. The first CI subject must be completed in the first year.

- HASS Exploration (HEX) subjects are recommended to students as one pathway into the HASS Requirement. These subjects are team-taught by faculty and provide opportunities for faculty-student interaction. More information can be found at: https://registrar.mit.edu/hex.

- Students may search for HASS subjects by HASS Category (HASS-H, HASS-A, HASS-S) via the Advanced Search feature available in the online subject listing in WebSIS: http://student.mit.edu/catalog/index.cgi.

- HASS subjects provide a welcome balance to problem-set-oriented Science Core subjects.

Contact:
Patty Fernandes, Assistant Dean, Communication and HASS Requirements
hassreq@mit.edu
https://registrar.mit.edu/hassreq
phone: 617-253-2313; office: 5-133
The Communication Requirement for First-Year Students

All undergraduates at MIT are required to complete one Communication Intensive HASS (CI-H or CI-HW) subject in their first year. This will fulfill their first of four subjects required to satisfy the Communication Requirement.

<table>
<thead>
<tr>
<th>Step 1: Placement via the First-Year Essay Evaluation (FEE), AP, and IB scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incoming first-year students take the FEE to determine which type of Communication Intensive (CI) subject they must complete during their first year.</td>
</tr>
<tr>
<td>• Students may submit an AP score of 5 on either English exam in lieu of taking the FEE. Also, those who scored a 7 on the English A or B Higher-Level IB exam may be exempt from the FEE.</td>
</tr>
<tr>
<td>• You and your advisees will be able to view the FEE results in their Online Advising Folders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Helping Your Advisees Choose an Appropriate Communication Intensive Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If your advisees take the summer online FEE, their results (indicating the placement for which type of subject will fulfill their first CI-H or CI-HW subject) as well as their essays and comments on those essays will be available in their Online Advising Folders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Interpreting the FEE results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CI-H/CI-HW Required:</strong></td>
</tr>
<tr>
<td>• Your advisees may take any HASS subject labeled CI-H or CI-HW in either Fall or Spring of their first year.</td>
</tr>
</tbody>
</table>

**CI-HW Required:**

- Your advisees must take a HASS writing-focused subject, designated CI-HW, as their first CI subject in either Fall or Spring of their first year.
- Other CI subjects taken prior to a CI-HW will not count toward the Communication Requirement.

**21G.222 (English as a Second Language) Subject Required:**

- Your advisees must take 21G.222 as their first CI subject in either Fall or Spring of their first year.
- Other CI subjects taken prior to 21G.222 will not count toward the Communication Requirement.

**21G.220 Workshop in Written Expression (ELS) Required:**

- Your advisees must take 21G.220 in the Fall.
- 21G.220 does not carry CI credit, but it will count as a HASS-H subject toward the HASS Requirement.
- Your advisees must then take 21G.222 as their first CI subject in the Spring.

Take aways:

- CI-HW Required students will not receive CI credit for CI subjects taken prior to a CI-HW.

- If your advisees take two CI-H or CI-HW subjects in the same term, both subjects can count toward the HASS Requirement, but only one will count toward the Communication Requirement.

Contact:
Patty Fernandes, Assistant Dean, Communication and HASS Requirements
commreq@mit.edu
https://registrar.mit.edu/commreq
phone: 617-253-2313; office: 5-133
Sample of Course Offering

- Aikido
- Archery
- Badminton
- Ballroom
- Bootcamp for Athletes
- Broomball
- Cardio Drumming
- Fencing
- Figure Skating
- Fitbit Fitness
- Fitness/Financial Health
- Fitness/First Aid/CPR
- Fitness/Nutrition
- Fitness /Sports Nutrition
- Fitness/Meditation
- Fitness/Healthy Relationships
- Fitness/Stress Management
- Functional Fitness
- Golf
- Hip Hop
- Ice Hockey
- Ice Skating
- Intro to Boot Camp
- Jogging/Running
- Karate, Shotokan
- Kickboxing
- Modern Square Dance
- Pi/Yo
- Pickleball
- Pilates
- Pistol
- Rifle
- Sailing
- Salsa
- Self-Defense for Everyone
- Self Defense for Women
- Soccer, Indoor
- Spikeball
- Squash
- Swim
- Taekwondo, Sport
- Tango
- Tennis
- Tchoukball
- Triathlon
- Tsegball
- Volleyball
- Weight Training
- Weight Training for Women
- Yoga
- Zumba

Extreme PE&W:
- Backpacking/Hiking (AMC, White Mountains, NH)
- Urban Backpacking/Hiking (AMC, Blue Hills, Milton, MA)
- Downhill Ski/Snowboarding (Nashoba Valley, Westford, MA)
- Climbing—Indoor/Outdoor (MetroRock, Everett, MA)
- Kayaking (Charles River Canoe and Kayak, Kendall Dock, Cambridge, MA)
- Parkour (Parkour Generations, Boston, MA)

General Institute Requirement
All students must earn 8 Physical Education & Wellness points and meet the swim requirement

Physical Education & Wellness Office
Building: W35-297U
Phone: 617-253-4291
Email: mitpe@mit.edu
Web: mitpe.mit.edu
Instagram: @mitpeandwellness
Facebook: MIT Physical Education & Wellness Office
Why Is There a Physical Education & Wellness Requirement?
- It is critical to establish healthy habits during transitional years, high school to college.
- It is expected that students complete the Physical Education & Wellness GIR by the end of their second year to establish healthy habits in college and before the experience at MIT becomes exciting with more opportunities your Junior and Senior year. Also, the timing will be right for study abroad, UROPs and exciting research.

How Do I Register for Physical Education & Wellness Classes?
- To register for a course, proceed to our online registration system at mitpe.mit.edu. Note that registration is first come, first serve.
- Undergraduate students will have the first five days to register, graduate students registration is the last full day of the registration period.
- Students must attend the first day to secure your spot in class.
- If students forget to register, attend the first day of class to learn if there are open spaces.
- For alerts and information, “Like” our page on Facebook – MIT Physical Education & Wellness Office.

How Can I Fulfill the Swim Requirement?
- Students can fulfill the swim requirement by either successfully completing a swim course or testing out.
- The first year swim test will be held during orientation week.

Are There Other Ways to Fulfill the Physical Education & Wellness Requirement?
- Varsity Athletics: student athletes can earn 4 points during a major season.
- ROTC: students can earn 2 points for each year of ROTC; up to 4 points total.
- Alternative points: students purchasing personal training, private swim lessons and group exercise pass can earn points (440 minutes = 2 points).

Can Graduate Students take Physical Education & Wellness Courses?
- Graduate students can take courses and register online the last full day of the registration period at mitpe.mit.edu.

2019-2020 Calendar

Quarter Dates

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qtr 1</td>
<td>Mon, Sept. 9th — Tues, Oct. 22nd</td>
</tr>
<tr>
<td>Qtr 2</td>
<td>Mon, Oct. 28th — Wed, Dec. 11th</td>
</tr>
<tr>
<td>IAP</td>
<td>Mon, Jan. 6th — Thu, Jan. 30th</td>
</tr>
<tr>
<td>Qtr 3</td>
<td>Mon, Feb. 10th — Thu, Mar. 19th</td>
</tr>
<tr>
<td>Qtr 4</td>
<td>Wed, Apr. 1st — Tues May 12th</td>
</tr>
</tbody>
</table>

Registration Dates

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qtr 1</td>
<td>Fri, Aug. 30th at 8a — Wed, Sept. 4th at 1p</td>
</tr>
<tr>
<td>Qtr 2</td>
<td>Wed, Oct. 9th at 8a — Wed, Oct. 16th at 1p</td>
</tr>
<tr>
<td>IAP</td>
<td>Wed, Dec. 4th at 8a — Wed, Dec. 11th at 1p</td>
</tr>
<tr>
<td>Qtr 3</td>
<td>Wed, Jan. 29th at 8a — Wed, Feb. 5th at 1p</td>
</tr>
<tr>
<td>Qtr 4</td>
<td>Wed, Mar. 4th at 8a — Wed, Mar. 11th at 1p</td>
</tr>
</tbody>
</table>

Graduate students can register during the last 24 hours of registration.

Policies & Procedures

DAPER Facility Access:
All students must activate your MIT ID card at the Zesiger Center or Alumni/Wang before the first year swim test.

Towel card:
Students will be issued a towel card when you activate your ID for facility access. Use this card to check out a towel each time you visit. When towel is returned, students receive their towel card. There is a $5 replacement fee for a lost card or towel.

Lab Fees:
Some courses have fees ($5-$35) for equipment that are billed to the student’s account. There are off campus fee-based outdoor education courses arranged with local businesses that are offered for Physical Education & Wellness points. Extreme PE&W course fees are billed to your student account (ranging from $100 — $300).
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol/Drugs</td>
<td>Robyn Priest</td>
<td>Assistant Dean, AODS Student Support and Wellbeing</td>
<td>2258-6491</td>
<td><a href="mailto:priestr@mit.edu">priestr@mit.edu</a></td>
</tr>
<tr>
<td>International Students</td>
<td>David Elwell</td>
<td>Associate Dean &amp; Director, ISO</td>
<td>253-3795</td>
<td><a href="mailto:elwell@mit.edu">elwell@mit.edu</a></td>
</tr>
<tr>
<td>Mental Health &amp; Counseling</td>
<td>Karen Singleton, Ph.D.</td>
<td>Chief, Mental Health Services</td>
<td>253-4374</td>
<td>medweb.mit.edu/index.html</td>
</tr>
<tr>
<td>Office of Minority Education</td>
<td>DiOnetta Crayton</td>
<td>Associate Dean and Director, OME</td>
<td>253-9602</td>
<td><a href="mailto:dionetta@mit.edu">dionetta@mit.edu</a></td>
</tr>
<tr>
<td>Residential Life</td>
<td>Don Camilio</td>
<td>Associate Dean, Residential Education</td>
<td></td>
<td><a href="mailto:dcamelio@mit.edu">dcamelio@mit.edu</a></td>
</tr>
<tr>
<td>Student Disabilities</td>
<td>Kathleen Monagle</td>
<td>Associate Dean, Student Support and Wellbeing</td>
<td>253-1473</td>
<td><a href="mailto:monaglek@mit.edu">monaglek@mit.edu</a></td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>Dwayne Daughtry</td>
<td>Assistant Director, Student Financial Services</td>
<td>258-5663</td>
<td><a href="mailto:daughtry@mit.edu">daughtry@mit.edu</a></td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Gerardo Garcia-Rios</td>
<td>Associate Dean, Student Support and Wellbeing</td>
<td>253-4861</td>
<td><a href="mailto:ggrios@mit.edu">ggrios@mit.edu</a></td>
</tr>
<tr>
<td></td>
<td>James Collins</td>
<td>Associate Dean, Student Support and Wellbeing</td>
<td></td>
<td><a href="mailto:jmcollin@mit.edu">jmcollin@mit.edu</a></td>
</tr>
<tr>
<td>Violence, Prevention &amp; Response</td>
<td>Kelley Adams</td>
<td>Associate Dean and Director, VPR</td>
<td>253-2300</td>
<td><a href="mailto:kmariea@mit.edu">kmariea@mit.edu</a></td>
</tr>
</tbody>
</table>
Resources for Students

ARM Coalition (Accessing Resources MIT)
The ARM Coalition helps MIT students experiencing financial hardship. Comprised of 16 representatives from different offices around the Institute, the ARM Coalition is dedicated to ensuring that all students, regardless of income level, have access to the resources they need to be successful personally, academically, and socially. The ARM Coalition connects students to campus resources through a website, which is available at https://studentlife.mit.edu/arm, or can be accessed at arm.mit.edu. The website lists specific resources on campus to help with such things as winter clothes, books, student tickets, food resources and emergency travel expenses. It also gives suggestions and tips for supporting low-income students, or any student experiencing financial challenges.

The CARE Team
This is a team of staff who support all students through challenges they may experience during their time at MIT. A primary function of the CARE Team is to support students during hospitalizations and discharge, and with follow up care. The CARE Team is a student-focused resource that empowers students to be in control of their own personal information, treatment plans, and future. With student consent, the CARE Team will also work with families of students to support them in supporting their loved ones. If you are concerned about an MIT student or are concerned about a specific event, contact the CARE Team at 617-324-CARE (2273) or email: careteam@mit.edu. For non-urgent concerns, you can also fill out a CARE Form by visiting http://studentlife.mit.edu/careteam and clicking “Concerned About a Student”? In addition to supporting students, the CARE Team also coordinates training and education for faculty and staff on how to identify signs that a student is in distress and steps to take the connect students to support resources. Faculty and staff are encouraged to visit http://facultyguide.mit.edu/ for more information and tools on how to support students in distress. For a hard copy of the Faculty Guide or to request information for a training, email facultyguide@mit.edu.

Finances
- If a student is going to change their status from full time to any other enrollment status (half-time, less than half-time, etc.), their financial aid package may change. Direct them to their alpha-assigned financial aid officer for more information on how their package may change.
- LISTENER Credits do not count as credits for financial aid purposes. For example, if a student is taking 24 units for credit and 12 listener units, they are awarded aid based on half time status even though they are charged full tuition.
- Semester bills are always due the month before the term starts. The fall bill goes out in July and is due by August 1st and the spring bill goes out in December and is due by January 1st.
- A reduction in tuition may result in a matching reduction in MIT scholarship aid. Students should be encouraged to contact SFS for more information
- We encourage students to add authorized users to their student account on MITPAY. This allows parents and other third-parties the ability to view student account information, submit payments, or speak with a customer service representative over the phone.
- A negative (-) credit balance on the student’s account may mean the student is eligible to receive a refund. Students can enroll in direct deposit by establishing their refund account in MITPAY by following the link for Refund. Students still must contact SFS in-person or send an email
from their MIT email address in order to request that the refund be deposited into their designated account.

- Remember, if a student comes to you and explains they are having a rough time with finances and is worried about their financial aid or paying their bill, it’s important that they come and speak with us immediately. There may be something we can do to ease their burden.

**First Generation Program (FGP)**
The First Generation Program is committed to building a sense of community among first generation MIT students, faculty, alumni, and staff, and raising awareness of their unique experiences. Through this network, students enhance academic success, professional growth, and personal development. Our first generation tailored programs include networking within the MIT community and alumni, study breaks, faculty lunches, mixers & socials with local colleges & universities, peer mentor program, and financial literacy sessions. FGP is administered by the Office of the First Year. Contact is [fgp.mit.edu](http://fgp.mit.edu).

The MIT International Students Office (ISO) provides guidance and support to international students through orientation and other programing events throughout the year, online resources, and in-person advising. Students, who have specific questions about their immigration status or documents, academic program, and employment authorization options, may contact their ISO Advisor directly: [http://iso.mit.edu/about/student-advisor.shtml](http://iso.mit.edu/about/student-advisor.shtml).

**International Student Travel**
During a student’s academic program, it is possible to travel outside the US and return to MIT to continue their program of study. There are specific visa documents that must be valid to be eligible to return to the US. It is very important that each individual student’s visa documents may have different validity based on program of study, country of citizenship, and length of time abroad. Students also must consider not only required documentation for US visa status, but also procedures to obtain appropriate visas to travel to other countries throughout the world. Students are advised on maintenance of valid visa documentation and obtaining appropriate document signatures from the ISO prior to any travel outside the US. Details on required documentation, as well as visa procedures and guidance on travel within the US and abroad, is available on the ISO website: [http://iso.mit.edu/immigration/entry_usa.shtml](http://iso.mit.edu/immigration/entry_usa.shtml).

**Employment Authorization for International Students (available only to students pursuing a degree at MIT)**
Employment authorization for International students depends on their visa status. International students may work on campus (at MIT, for MIT, and paid by MIT), while they are pursuing a degree, in a limited capacity. Authorization for on-campus employment is limited to 20 hours per week while school is in session (Fall and Spring terms), and can be more than 20 hours per week during official vacation periods (IAP and Summer term, unless academic program requires students to take classes during those periods). J-1 visa holders require a special authorization letter from the ISO in advance of pursuing on-campus employment.

Students, after completion of their first academic year, may also be eligible to apply for off-campus work authorization for short-term internships or post-completion of degree positions. All off-campus work must be directly related to the student’s declared major field of study and the academic advisor must support the opportunity, as well as the student must obtain appropriate employment authorization from the ISO and U.S. Department of Homeland Security. Detailed information about employment for international students, based on their particular visa status, is available on the ISO [website](http://iso.mit.edu/immigration/).
MISTI
MIT students develop these practical intercultural skills through hands-on experience working alongside international colleagues. MISTI's pioneering internship program matches students with projects in companies and labs around the world. Through teaching programs, students learn how to communicate with international peers by teaching STEM and entrepreneurship in foreign high schools and universities. misti.mit.edu/about-misti

Office of Minority Education
The OME focuses on academic excellence for all students https://ome.mit.edu/. The office offers several Signature Academic Excellence programs to help students succeed academically at MIT and beyond:

- Interphase EDGE is a two-year scholar enrichment program which includes a seven-week summer session as well as programming during the academic year to help ease the transition to MIT and to build community among new students.

- Mentor Advocate Partnership is a volunteer program designed to complement the current advisor system by helping first-year students to build relationships with staff and faculty; to monitor their academic performance and personal well-being; to offer encouragement; and to provide a proactive support network.

- Seminar XL is an academic enrichment seminar primarily for first-year students, Seminar XL enables participants to develop mastery of both core subject matter — Calculus, Physics, Chemistry and Biology — as well as intellectual skills for future success in advanced coursework.

- Talented Scholars Resource Room (TSR^2) provides academic support and resources to talented scholars in virtually any subject requested (with a focus on First Year GIR's) by utilizing academically advanced upper-class and graduate students, called teaching assistants (TAs), to deliver one-on-one and group tutoring services.

UPOP
It's' Undergraduate Practice Opportunities Program is a yearlong professional development program that prepares sophomores—regardless of major—to thrive in their careers. Students are taught to think strategically. Gives students real-world skills, coaching from successful MIT alums, experiential workshops, company field trips, one-on-one counseling from UPOP staff, networking events, exclusive panel discussions with companies. upop.mit.edu/about-upop

UROP
MIT's Undergraduate Research Opportunities Program cultivates and supports research partnerships between MIT undergraduates and faculty. UROP offers the chance to work on cutting edge research—whether students join established research projects or pursue their own ideas. UROP Benefits include: building connections with faculty & other researchers; exploring potential majors/minors or other fields of interest; gaining knowledge and practical skills necessary for graduate school, health professions, or a future career; applying classroom learning to real-world problems; and contributing to research outcomes—co-authoring papers, preparing posters, attending conferences, patenting inventions, etc. With UROP the possibilities are endless! Explore the UROP website urop.mit.edu for complete details on how to participate.
Career Advising & Professional Development (CAPD) is an office resource available to all students at MIT. We support students starting their first year with their career and professional development regardless of interest in academia, research, industry, or non-profit. Our office is located in E17-294.

Visit capd.mit.edu

One-on-One Career Support
Career advisors are available to meet students in-person or through video conference (30 minute to 50 minute appointments) and help with job searches, graduate and professional school application process, and career planning. Topics include:
• Interest, Strength, and Value assessments
• Major selection and career exploration
• Resume/CV/Cover letter development
• Internship/Job search process
• Networking and informational interviewing
• Interview preparation and mock interviews
• Alumni connections and support

Also available are Quick Queries; 15-minute sessions with a CAPD staff member.

Career Workshops & Events
Talks and workshops cover a range of topics, including:
• MIT Future – First-year exclusive workshops
  o Mock Interview Nights
  o Networking 101
  o Upperclassman Panels
  o Career Fair Tips for First-years
  o Major Declaration Decision Making
• Designing Your Life/Career Exploration
• Infinite Careers (Alumni talks)
• Resume Writing

For a list of upcoming workshops, talks and info sessions, visit our website.

Online Resources
Find additional support and information from the CAPD website, including:
• Links to our job/internship listings via CareerBridge
• Schedule of CAPD workshops and events
• Help with self-assessment, choosing a major, or developing a career plan
• Guidance on resumes, CVs, cover letters, portfolios, and LinkedIn
• Online resume feedback tool (VMock)
• Explore careers by researching industries, occupations, and companies
• Interviews and offers, including recruiting guidelines for students
• Support for applying to graduate school, including pre-health and pre-law advising
• Survey data and outcomes from CAPD, including the Graduating Student, Earned Doctorate and the Summer Experience Surveys
• Tips and guidance for working internationally via GoinGlobal

Campus Recruiting
Access to internships and jobs in all industries and geographic locations on MIT’s CareerBridge Career Management System.

CAPD also offers site visits to local companies during IAP and student holidays. Check the CAPD website for companies hosting site visits, tech talks, and employer presentations

Additional Support
• Advisors Hub (alumniadvisors.mit.edu), provided by the Alumni Office provides students with advice and insight from alumni
• Students can order business cards through MIT CopyTech for a fee.

If you or your student needs additional support, contact Erik Pavesic, Assistant Director of First Year Engagement, in CAPD, at epavesic@mit.edu.