Dear First Year Advisors,

I wanted to take this opportunity to thank you for serving as an advisor for our first-year students. Given that all of our first years will be learning remotely this fall, your guidance, mentorship, and support will be more critical than ever.

Despite the changed (and evolving) circumstance due to the pandemic, our objectives remain the same:

- help students find and nurture diverse and supportive sub-communities of students, staff, and faculty;
- help students develop lasting habits and mindsets of citizenship, ethics, and inclusion; and
- cultivate students’ love of learning and teach them the skills to learn effectively on their own and with their peers.

We have been working hard to virtualize the kinds of academic, research, and social experiences that make learning at MIT so special. Please make students aware that the core elements of the first-year experience exist wherever they may be:

- Our office – the home base for advising, orientation, programming, and more;
- the science core – The science and math foundations upon which they will build their course of study.
- HASS – MIT’s exciting and rigorous humanities, arts, and social science classes;
- experiential Learning – undergraduate research, service, internships, and more that bring mind and hand together on real-world problems;
- discovery subjects and advising seminars – low time-commitment ways to connect with faculty and explore academic areas of interest; and
- extracurriculars – Discovering their interests and finding their communities.

Further, the academic support resources that students are familiar with accessing on campus, such as Student Support Services, have also been virtualized, whether they live on or off campus. These online resources will remain available throughout the academic year.

We hope that you find the following information a rich resource to assist in your advising efforts and encourage you to keep up-to-date on any changes to the calendar, academic policies, and health, safety, and campus access protocols. Don’t hesitate to reach out to OFY and/or to me if you have any questions or concerns.

Best wishes for a successful, albeit unprecedented, academic year.

Sincerely,

Ian A. Waitz
Vice Chancellor for Undergraduate and Graduate Education and Jerome C. Hunsaker Professor of Aeronautics and Astronautics
**Academic Advising Network & Roles**

**First Year Advisor**

**First Year Consultant**

**Associate Advisor**

**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
Initial Advising Meetings

The Office of the First Year has identified several times blocks, especially since we have students across time zones, to meet with your associate advisor and advisees. The first group meeting and the individual registration meetings are opportunities to lay the groundwork with your advising group.

Suggested first group meeting:
Monday, August 24 (12-1pm or 4-5pm) or Tuesday, August 25 (9-2pm)

Suggested individual registration meetings:
Tuesday, August 25 (9-2pm) and Wednesday, August 26 (9-2pm)

First Group Meeting:
- 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 (even if remotely) and how to address you.
- Encourage students to be in touch with you when they begin to experience, even seemingly minor difficulties.
- Ask your associate advisor to get your advisees' cell phones, emails and time zones.
- Select times of individual registration Zoom meetings.

Suggested Discussion Points and Questions:
- What are your impressions about MIT (e.g. academic, social and cultural), even if you have not been on campus?
- 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?
- How do you think that you will adapt to virtual learning?
- Do your overall schedule and your class selection work for you?
- Stress importance of developing strong organizational and time management skills, particularly in the temporary virtual environment. Will you be watching lectures synchronously, asynchronously or a combination?

Individual Registration Meetings:
- The individual registration meetings with your advisees are intended for you to get to know one another and to register your advisees for fall classes. You can schedule these Zoom meetings starting August 24. All first-year students must be registered by Thursday, August 27 at 5pm.
- If possible, please try to complete your advisees’ registration on August 26.
- 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. 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 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 and TAs.
- Use the information provided in the online First Year Folder to properly register students for core classes. (i.e. AP, The Math Diagnostic for Math and Physics).
- Check seminar schedules for conflicts with selection of classes.
After Registration
• Meet with your students at least twice a semester. In the Fall, meetings will be remote.
• 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 first 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.

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 to organize group advising activities (e.g. dinners, museums, and other social activities). Although there will be no in person activities in this fall, we hope to resume activities in the spring. Shelly Isaac, who manages finances for the OFY, will reach out to you about spring plans.

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 troubleshoot 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 2020 Advising Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 24</td>
<td>Online Registration Opens for Students</td>
</tr>
<tr>
<td>Monday, August 24 - Thursday August 27</td>
<td><strong>Individual Registration Meetings</strong>&lt;br&gt;Schedule meetings with your advisees and associate advisor on Zoom at times that work for everyone.</td>
</tr>
</tbody>
</table>
| Thursday, August 27: Final day for first-year students to register | Advisors must sign up on their students' registration by 5pm on August 27.  
If possible, please complete registration by August 26. |
| Friday, August 28                         | Students' schedules temporarily available on WebSIS (until August 31). |
| Monday, August 31                         | Registration Day; First year students can make changes to their schedules. |
| Tuesday, September 1                      | First Day of Classes.                                               |
| Week of September 14                      | Recommended **second week check-in** with advisees.                 |
| Friday, October 2                         | **Add Date**: Please check in prior to this deadline in case first year need to adjust their registrations. |
| Starting the Week of September 28         | **First Year Flags** from instructors begin to be sent. Please check in on any advisee receiving a flag. |
| Weeks of September 28 and October 5       | Schedule **mid-semester email or Zoom check-ins** with all advisees, but especially for any advisee who receives one or more flags. |
| Friday, October 23 – Saturday, October 24 | Virtual Family Weekend.                                             |
| Wednesday, November 18                    | **Drop Date**: Should check in well before this deadline, especially with any advisee who received a First Week Flag, to assess the possibility of dropping a subject. |
| Tuesday, December 1                       | **Online Pre-Registration** for IAP and Spring Term begins. All students pre-register online. |
| Wednesday, December 9                     | Last day of Fall Term Classes                                        |
| Monday, December 14 - Friday, December 18 | Fall Term Final Exam Period.                                         |
| Wednesday, December 30                    | Deadline to initiate Spring pre-registration without fee.            |
First Year Grading

FALL SEMESTER

First-year students are graded on Pass or No Record in the Fall semester.

In the first semester and Independent Activities Period, first-year students receive grades of Pass or No Record:

• A grade of "C" or better equals "passing" for first-years. Any subject you pass at the "C" level or greater is noted as "P" on both your external and internal transcripts.

• Non-passing grades of D or F only show up on internal transcripts; unofficial grades do not show up on any external transcript. The external transcript will show no record of failed subjects, i.e., those graded D or F).

• Will receive internal "hidden" grades of A, B, or C. Hidden grades are neither figured into a GPA nor usable for any purpose other than advising. If a third party requires the internal grades, the student must go to the Department Administrator for each subject to request a letter. Hidden grades will be available on WebSIS for advisors and first-year students at the end of the Fall semester.

SPRING SEMESTER

In the spring semester, first-year students will receive "A", "B", or "C" grades. These are recorded both internally and on their official transcript; "D" and "F" grades continue to be noted only internally. They will begin to accumulate a grade point average.

First-year students are graded differently from upperclassmen. These policies are intended to help students adjust to MIT's teaching and grading methods and the increased workload without having to worry about accumulating a grade point average (GPA).

Students entering in Fall 2020 or later, will not be eligible to use Sophomore Exploratory or Junior/Senior P/D/F grading options.

CLASS of 2024 and beyond:

Beginning with students entering in Fall 2020, students may choose to use P/NR grading in a total of no more than 48 units beginning with a student’s second regular semester. (Ex. 4 classes of 12 – units or up to 48 units). These units may be used on any subject, including those to fulfill General Institute or Departmental Requirements. These subjects can add up to no more than 48 units, and all of the units that comprise a subject must be taken under the P/NR grading option. Subjects must be designated and the Registrar notified after final grades are submitted and before the end of the fifth week of the student's next enrolled regular term.
Credit Limit

First-year students are subject to a credit limit by faculty rule. The limit aims to help you adjust to MIT's workload while also learning to live a balanced life with more autonomy than you may be used to. The credit limits for each term of your first-year are:

- Fall term = 48 units (plus 9 units of discovery-focused subjects and related exceptions)
- Independent Activities Period (IAP) = 12 units (all students are limited to 12 units in IAP)
- Spring term = 60 units (plus 9 units of discovery-focused subjects and related exceptions)

First-semester take no more than 48 units (plus 9 units of discovery-focused subjects and related exceptions). Since most MIT subjects are worth 12 units of credit, this works out to 4 full subjects (48 units), plus an additional 9 discovery-focused units that you may or may not choose to use.

- Options for these extra 9 units beyond the main credit limit include an Advising Seminar (3-units), one of the music performance groups like MIT Symphony or Concert Choir, the Terrascope subject-12.000: Solving Complex Problems, UROP (up to six units), or one or more First-Year Discovery subjects.

In the spring semester, 60 units (plus 9 units of discovery-focused subjects and related exceptions) is the maximum. This credit limit increase allows you more room for exploration.

While some students might benefit from taking 60 regular units, you should note 48-54 units is still considered a typical load and advisable for most students.

- Options for using the extra units in the spring are: one or more First-Year Discovery subjects, one of the music performance groups, or UROP (up to 6-units).
- Students placed on Warning by the Committee on Academic Performance at the end of the fall semester have a spring credit limit fixed at 4 subjects, up to 48 units.

Note: Physical Education classes are based on a point system and do not count toward the credit limit. Further, ROTC subjects, do not count toward the first-year credit limit.
# 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 (Fall); 7.014, 7.016 (Spring)</td>
</tr>
</tbody>
</table>

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

| REST (Restricted Electives in Science & Technology) | 2 subjects |
| LABoratory requirement | 1 or 2 subjects (12 units total) |

| 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 15: 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 registration day (August 31). 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 Math and Physics and Advanced Standing Examinations. Results for these will be available beginning August 15.

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 2 (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 28. This document will no longer be available for online viewing and printing beginning on Reg Day, Monday, August 31. You may keep the printed document in your student's hard copy Advisor folder.

View PDF

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 on 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

- Seminar Subject Number and title appears here.

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

**SCORE:** XX

**Comments and Advice:** Specific recommendations will be viewable here.

Mission/Terrascope Acceptance

- Details will appear here if accepted into Terrascope.

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

- **Office of the First Year** [https://firstyear.mit.edu/](https://firstyear.mit.edu/)
- **Menu: For Advisors** [https://firstyear.mit.edu/information/advisors](https://firstyear.mit.edu/information/advisors)
- **First Year Folder:** [https://student.mit.edu/cgi-bin/sfprwadv_sel.sh](https://student.mit.edu/cgi-bin/sfprwadv_sel.sh)
  From WebSIS [http://websis.mit.edu](http://websis.mit.edu) For Advisors
  - 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** (scroll to bottom of page)
  [https://registrar.mit.edu/registration-academics/registration-information/understanding-your-schedule](https://registrar.mit.edu/registration-academics/registration-information/understanding-your-schedule)

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

- **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)

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

- **Discovery and Exploration Subjects**

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

- **Committee on Academic Performance**
Learning Management Systems & Scheduling Tools

In Fall 2020, students will find most of their course materials on one of two Learning Management Systems (LMSs): Canvas or Stellar. Instructors and advisors should communicate to students which, if any, LMS will be used in their subject. Students can find most class materials, updates, syllabi, assignments, and more on their subject’s LMS. Students should log in to both platforms at the start of the term to locate and explore the pages for their subjects.

Canvas [http://canvas.mit.edu/]
Canvas is an LMS used by 3,000 Universities, that Sloan has used for 3 years, and that is now available for all MIT classes. Many first-year subjects will use Canvas, and students should be encouraged to use the discussion features, mobile app, calendar and other built-in features of Canvas to facilitate their learning.

Stellar [http://stellar.mit.edu/]
Stellar is a long-standing LMS for the MIT community. Stellar was used as the primary LMS at MIT in past years and will continue to be used for many subjects this fall. Many Stellar sites from past semesters are also accessible for students to reference. Stellar subjects often utilize other online tools such as Piazza or Gradescope, so students should check their syllabi to identify any other platforms they may need to access.

CourseRoad [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 and iOS.

WebSIS [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>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><strong>18.01</strong> 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 gives 18.01 credit.</td>
</tr>
<tr>
<td><strong>18.01A</strong> 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>
<tr>
<td><strong>18.02</strong> Multi-variable calculus</td>
<td>Standard version for majority of first-year students.</td>
<td></td>
<td>18.01</td>
<td>Passing MIT’s 18.02 Advanced Standing Exam during Orientation week or Transfer Credit</td>
</tr>
<tr>
<td><strong>18.02A</strong> 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></td>
<td>18.01A</td>
<td></td>
</tr>
<tr>
<td><strong>18.022</strong> Calculus with greater focus on concepts</td>
<td>Additional material in geometry, vector fields, and linear algebra. More theoretical approach.</td>
<td></td>
<td>18.01</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:

- Mr. Feng Gui, 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
<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 or transfer credit.</td>
</tr>
<tr>
<td>8.01L, Classical Mechanics (L=Longer):</td>
<td>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. 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:</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 or transfer credit.</td>
</tr>
<tr>
<td>8.022, Electricity and Magnetism:</td>
<td>For students with very strong backgrounds in physics and math.</td>
<td></td>
<td>8.01 and 18.01; knowledge of vector calculus assumed.</td>
<td></td>
</tr>
</tbody>
</table>
The Math Diagnostic for Math and Physics

The Math Diagnostic for Math and Physics (MDX) is a diagnostic exam 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:** 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 **Saturday, August 15**.

**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>
<tbody>
<tr>
<td>5.111</td>
<td>Principles of Chemical Science</td>
<td>For students with one-year high school chemistry and/or &lt;4 on the Chemistry AP exam</td>
<td>AP Credit is not accepted</td>
<td>There will not be an Advanced Standing Exam prior to the Fall 2020 term. May be offered for the Spring term. Transfer credit rarely granted</td>
<td></td>
</tr>
<tr>
<td>5.112</td>
<td>Principles of Chemical Science</td>
<td>For students with two years high school chemistry and/or a 4 or higher on the Chemistry AP Exam</td>
<td>AP Credit is not accepted</td>
<td>There will not be an Advanced Standing Exam prior to the Fall 2020 term. May be offered for the Spring term. Transfer credit rarely granted</td>
<td></td>
</tr>
<tr>
<td>3.091</td>
<td>Introduction to Solid State Chemistry</td>
<td>0 to 3 years of high school chemistry</td>
<td>AP Credit is not accepted</td>
<td>Transfer credit rarely granted</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term first year:</td>
<td>5.111/3.091</td>
</tr>
<tr>
<td>Spring term first year:</td>
<td>5.12 Organic Chemistry I</td>
</tr>
<tr>
<td>Fall term sophomore year:</td>
<td>5.13 Organic Chemistry II, offered only in Fall semester</td>
</tr>
</tbody>
</table>

As noted above, the Chemistry GIR ASE will not be offered for Fall 2020. The department is unable to waive the Chemistry GIR pre-requisite for any other Chemistry classes, including 5.12. This policy includes students who have received a 5 on the Chemistry AP exam. Our Chemistry GIR subjects are not the same curriculum as AP chemistry and we have found that the AP exam in Chemistry is not an indicator of how students fare in our courses. In the past, less than 10% of first year students who got a 5 on the AP Chemistry exam passed the MIT Chemistry GIR ASE.

Please note that to be eligible to take an ASE, students cannot have attended or been registered for the subject or any of its variations (5.111, 5.112, or 3.091). An exception can be made if students never attended the class and submitted a Drop Form within the first week of the term.
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
- Liz Nolan, x2-2495, 16-473, Course 5 education officer

(Materials Science and Engineering)
- Angelita Mireles x3-3302, angelita@mit.edu 6-107, Course 3 Academic Administrator
- Juejun Hu, hujuejun@mit.edu, x13-4034, Course 3 Education Officer
BIOLOGY

7.01 x 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>FALL</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.</td>
</tr>
<tr>
<td>(by lottery)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transfer credit not granted</td>
</tr>
<tr>
<td>Course</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>
<td>-----------</td>
<td>---------------</td>
<td>-----------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| 7.014  | Understanding microorganisms as geochemical agents responsible for the evolution and renewal of the biosphere and of their role in human health and disease. | For all students | Some high school chemistry | AP Credit is not accepted | Passing MIT’s Advanced Standing Exam  
Transfer credit not granted |
| 7.016  | Fundamental principles of biochemistry, molecular biology and genetics for understanding the functions of living systems. | For all students | Some high school chemistry | AP Credit is not accepted | Passing Advanced Standing Exam  
Transfer credit not granted |

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

<table>
<thead>
<tr>
<th>Concentration Component (3 or 4 subjects)</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (1 or 2 subjects)</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>
</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.
- If you or your advisees have any questions or concerns about their individual circumstances or progress, please reach out (use the contact information below).

Contact:
Patty Fernandes, Assistant Dean, Communication and HASS Requirements
hassreq@mit.edu
https://registrar.mit.edu/hassreq
The Communication Requirement for First-Year Students

All MIT undergraduates 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.

Step 1: Placement via the First-Year Essay Evaluation (FEE), AP, and IB scores

- Incoming first-year students take the FEE to determine which type of Communication Intensive (CI) subject they must complete during their first year.
- 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.
- You and your advisees will be able to view the FEE results in their Online Advising Folders.

Step 2: Helping Your Advisees Choose an Appropriate Communication Intensive Subject

- If your advisees take the 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.

Step 3: Interpreting the FEE results

**CI-H/CI-HW Required:**
- Your advisees may take any HASS subject labeled CI-H or CI-HW in either Fall or Spring of their first year.

**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 Expository Writing for Bilingual Students (ELS) 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 Foundations of Academic and Professional Writing (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:

- Your advisees may take their first CI-H or CI-HW subject in either Fall or Spring of their first year.
- 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.
- If you or your advisees have any questions or concerns about their individual circumstances or progress, please reach out (use the contact information below).

Contact:
Patty Fernandes, Assistant Dean, Communication and HASS Requirements
commreq@mit.edu
https://registrar.mit.edu/commreq
Sample of Course Offerings

- Aikido
- Archery
- Badminton
- Ballroom
- Bootcamp for Athletes
- Bootcamp, Introduction
- Broomball
- Cardio Drumming
- Circus Circuit
- Dance Fitness
- Fencing
- Figure Skating
- Fitbit Fitness
- Fitness/Financial Health
- Fitness/First Aid/CPR
- Fitness/Nutrition
- Fitness/Nutrition II
- Fitness/Meditation
- Fitness/Healthy Relationships
- Fitness/Resiliency
- Fitness/Stress Management
- Golf
- Hip Hop
- HIT
- Ice Hockey
- Ice Skating
- Jogging/Running
- Judo
- 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
- Swimming
- Swing
- Taekwondo, Sport
- Tennis
- Tchoukball
- Tsegball
- Volleyball
- Weight Training
- Weight Training for Women
- Yoga
- Zumba

Extreme PE
- 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)
- SCUBA (United Divers, MIT Alumni Pool, on campus)

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: physicaleducationandwellness@mit.edu
Web: physicaleducationandwellness.mit.edu
Instagram: @mitpeandwellness
Facebook: MIT Physical Education & Wellness Office
YouTube: MITPE
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. This helps students establish healthy habits early in college and before more opportunities become available in the 3rd and 4th year at MIT. Also, the timing will be right for study abroad, UROPs and exciting research during junior and senior years.

How Do I Register for Physical Education & Wellness Courses?

- During COVID conditions, remote asynchronous, remote synchronous and in-person modified courses will be offered.
- To register for a course, proceed to our online registration system at https://physicaleducationandwellness.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 their spot in class.
- If students miss the online registration period, 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 during the times posted on our website.
- The first year swim test will be offered when students are on campus.

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 https://physicaleducationandwellness.mit.edu/
# Office Contacts

<table>
<thead>
<tr>
<th>Office</th>
<th>Contact 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, PhD</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, ISO</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:dcamelo@mit.edu">dcamelo@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>
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. 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. Students can reach out to the ARM Coalition directly by emailing arm-coalition@mit.edu, and someone will respond within 24 hours.

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.

• 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.

**International Students Office (ISO) [https://iso.mit.edu](https://iso.mit.edu)**
The MIT International Students Office (ISO) provides guidance and support to international students through orientation and other programming 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: [https://iso.mit.edu/about-iso/student-advisors-by-program/](https://iso.mit.edu/about-iso/student-advisors-by-program/).

**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: [https://iso.mit.edu/visas-and-travel/](https://iso.mit.edu/visas-and-travel/).

**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 site.
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 that students enroll, and 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. If your advisee is a scholar in the program, you contact interphase@mit.edu if they have questions or concerns about the scholar.

- 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.

- 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 https://upop.mit.edu/what-upop
The 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.

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
  - Mock Interview Nights
  - Networking 101
  - Upperclassman Panels
  - Career Fair Tips for First-years
  - 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 different ways to connect with companies all throughout the year. Check the CAPD website for company events, tech talks, and 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.