Welcome to Barnard’s Class of 2020!

I am delighted to welcome you to Barnard, and I look forward to working with you during your first year in college. This Academic Guide to Your First Year at Barnard 2016-2017 will help you begin to plan for your arrival on campus and for your first semester of coursework.

In these pages, you’ll find:

✓ Information on the Barnard curriculum, and what it means to pursue a liberal arts degree
✓ Information on academic advising at Barnard
✓ Guidelines for planning your academic program of courses for the fall
✓ Information on college policies, academic requirements, and course placement
✓ Advice from people on campus about questions that new students often have
✓ “Insider Tips” from current Barnard students
✓ Links to more detailed information online on how to sign up for courses and which are recommended for first-year students

Please read the Guide carefully and let us know if you have any questions by emailing us at first-year@barnard.edu or calling us at (212) 854-2024. Then complete the required online course-selection procedure between Monday, June 27 and Friday, July 1.

I look forward to meeting you very soon!

Sincerely,

Rebecca Grabiner
First-Year Class Dean
Ask the experts:

Q: Decisions? Decisions! Decisions... It feels as if going to college is just one decision after another. I am not sure I am able to make all these decisions. Suppose I make the wrong one?

A: Starting college may seem as if a floodgate of academic and co-curricular options has opened, and while that can be exciting, it can also be quite overwhelming. I suggest that you consider the following points as you approach the many decisions that lie ahead:

- **Be informed** — Read as much as you can about the options ahead of you. Speak with your adviser, Class Dean, professor, or any other member of the staff or faculty that might be knowledgeable about the subject. Ask friends for their opinions but be diligent about confirming policies with administrative staff.

- **Be clear** — Ask clarifying questions in order to fully understand all your choices.

- **Look ahead** — Consider the possible end result of each of your options. Is there a specific result you are seeking or will more than one option help you achieve your goal?

- **Be open** — Don't delete possibilities just because you are not as familiar with one option as you are with another. You came to college to grow and change, so try an unfamiliar path every now and then. You might be pleased with where it will take you.

- **Keep an eye on the clock and calendar** — Be very mindful of specific deadlines so that you don't have to make decisions in haste or miss out on valuable opportunities.

- **Be kind to yourself** — Avoid being dramatic about the process of decision-making and instead, be realistic about your choices. The lack of a decision is also a decision.

Certainly, there may be moments when you will feel alone in your decision-making but know that you are not by yourself. You have hundreds of classmates who are likely struggling with similar decisions and will welcome the opportunity to discuss them with you. You have an abundance of campus resources at your fingertips that will aid you in arriving at the right decision for you. Don't hesitate to ask for help because it is not a sign of weakness but rather a sign of great strength and wisdom!

Wishing you great adventures and much success!

—Avis E. Hinkson, Dean of the College
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Getting ready for your first year at Barnard

Although the fall semester is months away, we’re already beginning preparations for your arrival on campus. We in the Dean of Studies Office will be advising you throughout the summer as you begin to think about your academic life at the College and prepare a course schedule — or “academic program” — for your first semester.

Before Barnard students conclude each spring semester, they each create a plan for the following fall semester so that they can reserve places in upcoming courses and review their degree progress. Then, when they begin the fall semester, they can reconsider their preliminary schedule and either confirm it or change it. We want you to have the same opportunity to form a plan in advance and then have time to consider or change that plan when you arrive in the fall. That means that you have some work to do right now:

→ Read this Academic Guide to Your First Year at Barnard 2016-2017 carefully. It contains information about what courses you must take, what courses you might take, and what steps you should take to enroll in fall courses.

→ During the week of June 27 – July 1: log onto my.Barnard.edu and select the courses you hope to take this fall. If you will not have access to the internet during that time, call the Dean of Studies Office at (212) 854-2024 for assistance.

→ Any time between June 1 and July 1: fill out the Adviser Questionnaire. You will receive an email at your Barnard email address on June 1, with a unique link for you to fill out a survey about your background, interests, goals, and questions about your education and future.

→ If you have AP test scores or IB test scores/diplomas, have them sent to Barnard as early as possible so that we can consider them for your course placement.

→ If you have questions along the way, feel free to email us at first-year@barnard.edu or call us at (212) 854-2024.

Ask the experts:

Q: In high school, I didn’t really have to study much. Now I’m worried I’ll be surrounded by geniuses and I won’t know anything. What if I can’t hold my own?

A: I can assure you that your desire to challenge yourself and your strong work ethic are qualities that stood out in your application. Each student who was admitted deserves to be here, and we have every confidence that you can succeed at Barnard! In the first year, finding a sense of balance will be key to your success. There will be many new things competing for your attention, like enticing courses, extracurricular clubs, museums, bookstores, and new friends. Deciding how to partition your time takes time, so I encourage you to move forward one step at a time. Remember that you have many advisers available to assist you. Don’t be shy in seeking out their help!

—Jennifer Fondiller, Dean of Enrollment Management
Important message from Barnard’s Primary Care Health Service

New York State Health Law requires that all incoming students submit a record of their measles, mumps and rubella immunizations, plus a signed Meningitis Response Form. These forms can be accessed via the Primary Care Health Services website for new students at https://barnard.edu/primarycare/newstudents.

Please note that students will not receive a housing assignment or be allowed to check in to the Residence Halls until their health information has been received and approved by Primary Care Health Service. Students who fail to submit the required forms will not be allowed access to the campus.

Questions about these requirements, as well as general questions about student healthcare insurance, should be directed to the Department Manager of the Primary Care Health Service, Elliot Wasserman, by phone at (212) 854-2091 or by email at ewasserman@barnard.edu.

Ask the experts:

Q: I’m not moving very far from home to come to Barnard. Is there any reason I should use the Primary Care Health Service, instead of just going to my home doctor?

A: Absolutely. The Primary Care Health Service (PCHS) offers a full range of primary health services for acute and chronic illness and for well-woman gynecological care and health education, right on campus. As a first-year living in the Quad, you will be just a few minutes away from PCHS, located in lower level Brooks Hall. There is no charge for the care, and your number of visits to Primary Care is unlimited. PCHS also has walk-in appointments available every day, Monday through Friday, during the school year. We operate a small dispensary stocked with commonly prescribed medications for which there are discounted fees. Beyond providing easily accessible care, the PCHS serves another important function: to help you become an advocate for your own health. For many women, college is a first chance to take control of their own health care: in partnership with PCHS clinicians, you will make decisions about your health in an atmosphere of understanding and confidentiality.

—Mary Joan Murphy, Executive Director of Student Health and Wellness Programs

Listen to yourself and your body. Don’t be afraid to take a break, think over things, Netflix, call your parents! Keep yourself healthy and aware. Your health is important.

— Sarah Miller ’19

Prioritize healthy habits (get as much sleep as possible and try to eat fruits and vegetables)!

— Bianca Rico ’19
Planning for your arrival at Barnard

Arrival

Mark your calendar! You should plan to arrive at Barnard on the morning of **Sunday, August 28**, to begin your college career. In early August, the First-Year Focus Office of Residential Life will send you an email with your room and roommate assignments and with information about the schedule for move-in day.

For more information from **Residential Life**, visit the department’s website at [http://barnard.edu/reslife](http://barnard.edu/reslife).

Orientation

During your first week on campus, you will participate in the **New Student Orientation Program (NSOP)**, a student-run program that will introduce you to your new environment and cover nearly every aspect of life at Barnard. You'll meet your roommates, get your college ID, meet your adviser and other faculty and administrators, take placement exams, go on walking tours, attend social events, and much, much more.

For more information about **NSOP**, visit the program's website at [http://barnard.edu/nsop](http://barnard.edu/nsop).

**Ask the experts:**

**Q:** How will I live with a stranger? Do I have to be best friends with my roommate?

**A:** Many first-year students are anxious about meeting their new roommate(s), so you are definitely not alone! In order to successfully live with anyone, there must be mutual respect, compromise, understanding, and open and honest communication. Keep in mind that you already have some things in common with your new roommates: you are students, you are beginning your first year of college, and you have chosen to attend an amazing liberal arts school in New York City. Despite this common ground, your range of interests may be as diverse as the majors and activities offered at Barnard, but people with few shared activities can get along very well as roommates if there is good communication.

From the start, it’s important to discuss your expectations of how things will function in your room, and you'll need to be ready to make compromises. For example, although you both may choose to study around the same time, one of you may prefer to study in silence while the other likes to listen to music while studying. Both of you could offer suggestions about a middle ground that still fits your needs. In this case, the roommate who prefers music may offer to listen to music with headphones on in order to provide the silence in the room for the other roommate. Discussing your living habits early in the semester will set a positive and open tone for the year. We believe that it’s crucial for you to establish open lines of communication, so we have created a Roommate Agreement Workbook that your Resident Assistant (RA) will collect at the end of orientation week. This document helps you discuss your needs and expectations with regard to living with each other.

You may find that your roommate becomes a close friend, but this doesn’t always happen, and that is certainly okay. Some students live well together and yet are not close friends. There is no perfect equation for roommate matches. Regardless of the level of friendship you share, a peaceful coexistence can occur if you respect one another, keep an open mind, listen, and communicate honestly.

— Courtney Bazan Colvin, Director, First-Year Focus in Residential Life
Staying in touch and staying informed

It is very common for people at Barnard to communicate with you by email, and those emails will start coming to you as early as this summer. **We will automatically use your Barnard email address to reach you, so it is important for you to set up your new Barnard account and check it regularly.** If you wish to use another email account as your primary address, you can forward your Barnard email ("gBear") to that account so that you don’t miss anything important. You can find information about using and/or forwarding gBear at [http://barnard.edu/bcit/software-and-applications/gbear/mail](http://barnard.edu/bcit/software-and-applications/gbear/mail).

Another important source of information is the First-Year Blog at [http://barnardfirstyear.blogspot.com/](http://barnardfirstyear.blogspot.com/). The First-Year Class Dean will use the FY Blog during the summer and the academic year to share important information and announcements with you. Sometimes the blog postings will remind you of important procedures or deadlines, while others will inform you of special events or opportunities. The blog also has links to other offices on campus that can provide both guidance and advice about specific questions, and during the academic year, the blog will link to the First-Year Class Dean’s current walk-in hours and appointment times. **Be sure to bookmark the FY Blog site and check it at least once or twice a week.** You can also subscribe to the FY Blog by entering your email address in the “Follow by Email” area in the upper right-hand corner of the blog.

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**Ask the experts:**

**Q. What are my rights and responsibilities at Barnard?**

**A:** College provides a time of great opportunity as well as growing responsibility. As you enter a new community – whether as a residential or commuting student – it’s important to familiarize yourself with your rights and responsibilities. The Student Handbook provides an overview of expectations regarding conduct within the community, and is found online at [www.barnard.edu/doc/studenthandbook](http://www.barnard.edu/doc/studenthandbook). It is anticipated that community members will adhere to high standards of honor and respect, to promote consideration and respect for all individuals of our community. The Honor Code, approved in 1912, speaks to academic integrity and intention to “create a spirit of honesty and honor for its own sake.” The Student Code of Conduct provides details of the rights and responsibilities related to students across campus and beyond. Finally, Barnard College is guided by the precept that in no aspect of its employment practices or educational programs should there be disparate treatment of persons because of improper considerations of race, color, religion, creed, national or ethnic origin, sex, sexual orientation, age or disability. Further details and resources can be found online at [www.barnard.edu/doc/titleix](http://www.barnard.edu/doc/titleix). Policies exist with the specific goal that students, faculty, and staff are to be able to openly express their views and opinions, and to work and study free from harassment by any member of the College community. If you have any questions or concerns, or would like further information, don’t hesitate to ask!

—Amy Zavadil, Associate Dean for Equity & Title IX Coordinator

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**Don’t feel like you need to do everything you want to do in your first year. You have 4 amazing years at Barnard.**

—Sylvie Rosen ’19

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**Explore! Explore classes, clubs, campus, and the city! You do not need to decide what you are majoring in, don’t worry, you’ll figure it out! Just learn about all the opportunities in front of you – the more you know, the more thought out and the more confident your decision will be and you’ll be!**

—Samantha Kleinhaus ’19
Academic advising at Barnard College

Over the summer, we’ll be pairing you with an academic adviser who is a faculty member or an administrator of Barnard College. This adviser will work with you during your first two years here, helping you to find the information you need to make numerous choices each semester and to help you think about those choices in light of your short-term and long-term goals.

While we may try to match you with an adviser in an academic discipline that interests you, it’s also possible that your adviser will not be in the field that you are considering right now. It’s not crucial to your advising relationship that your academic interest matches your adviser’s. Students often change their minds about possible majors; in fact, they can change their minds several times! When you do declare your major toward the end of your sophomore year, you will be reassigned to an adviser who specializes in that field and who will guide you through the advanced coursework in the department or program. In the meantime, the first two years at Barnard are the time for you to explore the curriculum so that you can determine the area of study most suitable for you, and your academic adviser will be on hand to help you navigate the variety of courses available.

Your adviser will have a general knowledge of the Barnard curriculum and the Barnard campus, but will likely not be able to answer every question you have. Unlike high school, where you might have been able to go to a single guidance counselor for all of your needs, you will now need to talk to many people in many departments in order to feel informed about the myriad classes and fields of study available on the Barnard and Columbia campuses. Your adviser will help to point you in the right directions, and then you’ll need to be ready to do some legwork!

Ask the experts:

Q: How is my adviser supposed to help me?

A: Think of your adviser as an academic mentor: someone to help guide you as you make your own path at Barnard. You are responsible for the decisions that you’ll make while you are here, but your adviser will help you to understand the academic requirements of the College and to consider the many choices that will enable you to explore your current interests—and to discover new ones. You will first have a pre-major adviser who will help you settle in during your first year and a half at College; then, once you declare a major, you will find a mentor in your desired field. Your advisers will probably not know the answer to every question that you ask, but they will help you to find it. You should not hesitate to talk about general academic opportunities and concerns with your adviser throughout the year. Be in touch as much as you can, in person as well as via email!

— Natalie Friedman, Dean of Studies
The many faces of advising at Barnard

Another source of advising for you is your First-Year Class Dean. The First-Year Class Dean will be providing information and guidance to all first-year students throughout the year via meetings, workshops and blog postings, and you can meet with her individually during walk-in hours or appointment times to talk about questions that may arise or concerns that you may have. The First-Year Class Dean can also help you identify the many people on campus who can help answer your questions, and she can provide assistance if you experience an emergency or difficult extenuating circumstances during the year. Don’t hesitate to reach out to her if and when you need help.

The First-Year Class Dean is one of many deans at Barnard who can help you throughout your years at Barnard. Along with class deans for each year, there are deans who can advise you on your plans for studying abroad, applying for fellowships, or preparing for graduate or pre-professional school. Many of these deans have offered their expert advice throughout this Guide, and you’ll meet them all during Orientation. You should feel free to meet with them during their walk-in hours and appointment times during the year. Get to know who’s who at http://barnard.edu/dos/about/deans.

While professors have their own assigned advisees, they are often available to talk with other students during their weekly office hours to answer about their courses and their areas of specialization. Also, each academic department is chaired by a professor who oversees the course offerings and major advising in the department. These department chairs also have weekly office hours, if you need to see them in future semesters for special approvals or specific questions about major requirements.

The Registrar is the person who oversees all matters relating to the credits and requirements necessary for the Barnard degree. Whenever you have questions regarding your earned credits, your reported grades, or your official transcript, you should stop by the Registrar’s Office, where a team of people are available to answer your questions.

Finally, there are numerous Student Services offices filled with people who want to help answer your questions about Barnard life inside and outside of the classroom, such as the Career Development Office, the Furman Counseling Center, the Office of Disability Services, the Financial Aid Office, the Primary Care Health Service, the Office of Residential Life, the Office of Student Life, and the Well-Woman Office. Plan to stop by their offices soon!
The Peer-to-Peer Learning program [http://barnard.edu/dos/academic-support](http://barnard.edu/dos/academic-support) is a free resource supported by the Dean of Studies Office and the Academic Support and Enrichment Program – staffed entirely by and for Barnard students. You can visit a student-facilitated Help Room for friendly, non-judgemental support in many math, science, and Economics courses; come if you have a question about a concept or homework problem, if you want to reinforce what you’re learning in class each week, or if you just want to be near more experienced students while you’re doing your homework. We also offer free individual and small-group tutoring if you want more ongoing support in a smaller-group environment.

### Making the most of your advising relationships

Remember that this is your college career, so you should give some thought to what kind of guidance and advice you may want or need. It’s important to see yourself as the active party in the advising relationships. To be an active and engaged advisee, you should be ready to:

- **Initiate** meetings with advisers by dropping by office hours or by emailing or calling to schedule an appointment;
- **Prepare** for meetings by writing down the questions or ideas that you have before you go to an adviser’s office;
- **Inform** your advisers of experiences that you are having that are shaping your thoughts about your academic path;
- **Talk frankly** with your advisers about your successes and your challenges; and
- **Reflect** on your experiences, your plans, and your goals between your meetings with advisers.

Remember that your academic advisers want to be helpful to you, but it is your responsibility to ask for their guidance and assistance.

You are required to meet with your assigned academic adviser at least two times every semester: one time during the first weeks of the semester to finalize the courses that you are taking, and another time during the latter part of the semester when you create a plan for the following term. Once the semester begins, you will not be able to add or drop courses online until you have met with your adviser and discussed your options together. You should also feel free to meet with your adviser throughout the semester when you have questions about your current classes or your future plans. It is especially important to let your adviser know if you are ever concerned about your performance in any of your courses; your adviser can help you think about what questions you might ask or what actions you might take to improve your experience.
To help you think about your first meetings with your assigned academic adviser, here are some examples of questions that you might ask your adviser throughout your first year:

→ What is the best way to get and stay in touch with you during the semester?
→ How do you view your role as my adviser?
→ What are my responsibilities in advising?
→ What is your field of study, and how did you get interested in it?
→ I’m interested in a particular subject. How do I find out more information about classes or a major in that area?
→ What should I think about when looking for courses to take?
→ Do the courses I want to take have special enrollment procedures? Where can I find those instructions?
→ How can I tell whether a course is introductory or advanced, and how do I know whether I have the necessary background for a particular course?
→ I’m not doing as well as I had hoped to do in a particular class. What are my options? What resources are available to me?
→ What issues should I consider when choosing a major?
→ How can I tell if I am on track in terms of my credits and my degree requirements?

Many procedures throughout the semester require the approval of your assigned adviser, so whenever you take any action concerning your enrollment in a class (e.g., adding a course for credit, dropping a class from your schedule), be sure to check with your adviser to see if approval is necessary.

Also, it’s important to remember that, while you will be taking courses at Barnard and Columbia with students from other schools (e.g., Columbia College, the School of Engineering and Applied Sciences, the School of General Studies), the policies and procedures followed by each school can vary. So if you have a question, always be sure to check with your Barnard adviser, a Barnard dean, or the Barnard Registrar’s Office to make sure that you have the information that applies to Barnard students.

Ask the experts:

Q: Will I have the same kind of relationships with college professors as I had with my high school teachers? What should I expect, and what will professors expect of me?

A: Students at Barnard will encounter professors who are dedicated scholar-teachers, and who truly believe in the power and value of pedagogy. They will find faculty who are very receptive to questions during and after class, and during office hours where conversations can continue and new ideas can grow. Faculty will counsel you when you are experiencing problems associated with the class and will be able to refer you to others with different expertise that can also help. In the small classes that you will be assigned to during your first year, you will have an excellent opportunity to get to know your professor on a more personal basis; you should seize this opportunity to form a close bond.

Faculty members at Barnard hold high ambitions and expectations for you. They expect that you will be actively engaged in class discussion and will complete assigned work with care and thought. This means paying attention to deadlines and instructions, and communicating with them early and responsibly regarding any possible delays.

Your professors are gifted teachers and they are also scholars – people engaged at the forefront of their fields – writing books, publishing articles, and advancing knowledge. Your partnership with faculty requires that you be respectful of your professors’ time. Come to them with ideas and questions and insights, understand that their input is valuable, and do your part to make your time with them meaningful. The most important contribution that you can make is your intellectual engagement with what your professor teaches and studies; allow your curiosity to flourish!

— Linda Bell, Provost and Dean of the Faculty
Earning a Barnard degree

While your adviser and class deans will help you plan, you are responsible for keeping track of your degree progress, so it’s a good idea to have an overview of the steps to a Barnard degree now. The Bachelor of Arts degree at Barnard requires the satisfactory completion of 122 points, to be distributed among the categories mapped out on the inside front cover of this Guide and detailed on the following pages.

Barnard's Mission

Barnard College aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university. With a dedicated faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery. Barnard students develop the intellectual resources to take advantage of opportunities as new fields, new ideas, and new technologies emerge. They graduate prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by love of learning.

As a college for women, Barnard embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives. Located in the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly inter-connected world.

The Barnard community thrives on high expectations. By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society.

FOUNDATIONS: The Barnard Curriculum

Foundations – the curriculum for Barnard students beginning in Fall 2016 – embraces the notion of the general, exposing students to a variety of disciplines, and empowering them with a set of critical skills and multiple tools for thinking, creating, and moving determinedly through a rapidly changing world. In emphasizing modes of thinking framed by Barnard’s mission and identity, the new Barnard general education enables choice and promotes the inherent complementarity between depth, rigor, and breadth. With Foundations, we require our students to think theoretically, empirically, and technologically; to write effectively; to speak persuasively; and to think about their education in the context of Barnard’s mission, while at the same time giving our students greater curricular freedom to explore unique possibilities for shaping their own educational experience.
The central requirements of Foundations consist of a **First-Year Experience**, a **Senior Experience**, a **Physical Education requirement**, and a set of **General Education Requirements (GERs)**. The GERs include both **Distributional Requirements** (courses you need to take in a specific field) and **Modes of Thinking** (courses that expose you to varied kinds of questioning, formulating, experimenting and pursuing ideas and possibilities). We believe that no student can come to Barnard with “enough” of any given field of study; indeed, our model is based on the assumption that there is always more to be learned. Therefore students cannot use AP/IB scores to place out of any of these requirements. This mix of distributional requirements and “modes of thinking” will introduce you to an array of intellectual vistas and, in so doing, point you toward a new area of advanced study and further skill acquisition: the **major**.

All students are required to take the following three courses during the first year at Barnard:

**First-Year Writing** *(one semester)*: Barnard’s liberal arts philosophy takes as its starting point the idea that every student, whatever her level of academic achievement, can continue to improve her skills in writing, analysis, and argumentation. This one-semester writing course uses literature as a lens to cultivate and develop expository writing and related tools of scholarship. Students choose one of three rubrics – Legacy of the Mediterranean, Women and Culture, or The Americas – each of which explores and questions a particular literary tradition.

**First-Year Seminar** *(one semester)*: First-Year Seminars initiate students into the academic life of the College by offering intellectually engaging experiences in which students and faculty work together in a small, discussion-based course. Working closely with challenging material, students are challenged to explore new ideas and express their diverse points of view in an inclusive, inquiry-driven classroom. Each one-semester seminar is designed to develop essential skills for college work, such as the ability to read critically and analytically, to speak clearly and effectively, and to write logically and persuasively. The courses are writing-intensive and require that students produce multiple drafts of several short essays.

**Physical Education** *(one semester)*: Barnard would like its students to be knowledgeable about and aware of their physical well-being; therefore, students must take one semester of Physical Education during the first year. **Note:** The Physical Education requirement may be fulfilled with a Physical Education course, a dance technique course, or participation on a Varsity athletic team.

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**Ask the experts:**

**Q: How will I possibly fulfill all of these requirements? Will I graduate in four years?**

**A:** Although Barnard has a number of requirements, students do not have trouble fulfilling them in four years. You should begin to take courses that satisfy requirements in your first semester, but you do not need to—and indeed should not—take only courses that satisfy requirements. You will find that you fulfill some requirements simply by taking courses in which you are interested, and some courses may be used for both General Education requirements and a major. Nonetheless, beware of putting off a substantial requirement (such as lab science or language) until senior year, when you will be completing your major and may have trouble fitting all required courses into your schedule. And be sure to satisfy the Physical Education requirement on time; failing to graduate because you have not yet completed PE would be unfortunate (and it has happened!).

—Constance Brown, Registrar
All students are required to take eight courses during their time at Barnard that fulfill the distributional requirements listed below:

Languages *(two semesters of the same language)*: All students, regardless of previous language study, are required to take at least two semesters of a language other than English. If you wish to continue a language you have already studied, you will have the opportunity to test into a higher level and begin your two semesters of study there. **NOTE for students interested in study abroad:** many study-abroad programs require students to demonstrate competency equivalent to four semesters of college language study. Check the Study Abroad website [http://barnard.edu/studyabroad](http://barnard.edu/studyabroad) for specific programs and requirements, but in general, if you are beginning a language from scratch and want to study abroad, we recommend that you begin studying that language in your first semester.

**Arts/Humanities** *(two semesters)*

**Social Sciences** *(two semesters)*

**Sciences** *(two semesters, one of which must include a 3-hour Laboratory)*

The six Modes of Thinking embrace our central mission and institutional identity, as well as prepare our students to think critically in ways that provide structure for subsequent and deeper exposure. The Modes of Thinking are as follows:

**Thinking Locally-New York City** *(one course)*: This requirement asks students to examine the community and environment in which they find themselves as residents of New York City, and thereby to situate themselves in a local context.

**Thinking through Global Inquiry** *(one course)*: This requirement asks students to consider communities, places, and experiences beyond their immediate location, encouraging them to engage dynamic global interconnections, circulations, and flows including those of people, ideas, artifacts, and environmental phenomenon. Fulfilling this requirement will expand students’ perspectives on the world and their place in it.

**Thinking about Social Difference** *(one course)*: Students will not only be tasked with examining how difference is defined, constituted, lived, and challenged, but also with how various stakeholders mobilize difference in the pursuit of a range of possible ends. This requirement asks students to examine disparities of power and resources in all of their manifestations.

**Thinking with Historical Perspective** *(one course)*: While this requirement asks students to examine the ways in which historical context shapes and conditions the world in which we live, it also challenges them to see the past on its own terms – as an unfamiliar and perhaps even uncomfortable locus of difference.
**Thinking Quantitatively and Empirically** *(one course):* This requirement will expose students to analysis with numbers, figures, data, and graphs, and to empirical and mathematical methods for better understanding of quantitative and empirical approaches to thinking and problem solving.

**Thinking Technologically and Digitally** *(one course):* Digital technologies do not just offer new ways of teaching and learning; they open up innovative fields of study, including computational science and coding, digital arts and humanities, geographic information systems (GIS), and digital design. The **Thinking Technologically and Digitally** requirement ensures that students are introduced to these emerging fields.

You do **not** need to complete all of the General Education Requirements during your first year – in fact, that would be impossible – but you need to make steady progress on them until you have completed them all. If there is a particular requirement that feels especially daunting to you, you do not need to take it in your very first semester, but we recommend that you not wait too long. **A course taken for a distributional requirement may also fulfill either a Mode of Thinking or a Major or Minor requirement, but not both.**

All students must choose a particular area of study, whether an academic discipline or an area of interdisciplinary study, in which to develop further breadth and depth of understanding. The major is declared in the **second semester of the sophomore year.**

To learn more about the requirements for specific majors, visit the **Areas of Study website** [http://barnard.edu/areas-of-study](http://barnard.edu/areas-of-study) and read through the “Requirements” section under each individual department or program. If you are seriously considering a particular major, you should indicate it as an “academic interest” on your Adviser Questionnaire, and you should also consult a member of the faculty in that department when you arrive at Barnard. There are sometimes prerequisites for major courses that should be completed early (in areas such as Architecture, Economics, Mathematics, Music, and the natural sciences, in which courses must be taken in specific sequences).

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**Ask the experts:**

**Q:** I’m interested in so many subjects. How will I ever choose a major?

**A:** Don’t worry too much about your major just yet! No one at the College expects you to decide on your major until the spring of your sophomore year. During your first two years, sample the remarkable variety of courses available to you. You will gain knowledge in areas that you may not have considered, and you will acquire a deeper understanding of topics that you have studied before.

Many entering students are undecided about their majors, but some think that they are firmly decided on their majors. Whichever group you fall into, allow yourself to be exposed to new fields of study which may lead you in totally unanticipated academic directions. Barnard students are not defined simply by their major fields. It’s no surprise that you have many interests, and your major will likely not encompass them all. Students often say that they wish they could spend an extra year or two at Barnard because they don’t have enough time to take all the fascinating courses that are offered each semester. It’s exciting for me to hear such things from students because I know Barnard has played a role in inspiring in these students a love of learning and a thirst for knowledge that will stay with them for a lifetime.

—Christina Kuan Tsu, Sophomore Class Dean
Senior Experience

Barnard College has a long-standing commitment to preparing students in the major so that they may undertake a semester- or year-long project. All Barnard seniors are required to complete a senior project or thesis. Senior projects or theses represent the culmination of academic work in the major. They allow students to develop records of individual research that include theoretical engagement in the major discipline, the development of creative projects or research, and original empirical and interpretative analysis. The form of the senior requirement may vary across majors, but the most common forms are the senior thesis (one or two semesters), supervised original research in a lab, a final creative project, and/or research that has been completed within a dedicated senior seminar.

Electives

Apart from fulfilling the General Education Requirements and the Major Requirements, students complete the remainder of the 122 points with elective credit. Students may use their electives to prepare for professional or graduate study, to complete a second major or a minor (see below), to try out new fields, or to continue with language or music study or other subjects of interest. In addition to the flexibility of the distribution requirements, electives provide each student with another opportunity to tailor her Barnard experience.

Minor option: A student may elect an optional minor field of study (usually 5 or 6 designated courses), which will appear on her transcript. Minors are typically declared after the Major is declared, as students must complete at least three required courses in the minor before formally declaring it. For more details about the requirements for a minor in a department, visit the Areas of Study website http://barnard.edu/areas-of-study and read through the “Requirements” section.

Ask the experts:

Q: I already know I want to study abroad. When should I start planning?

A: It’s never too early to start thinking about studying abroad. Most students study abroad as juniors, so you have time to make an informed choice of where you want to go and when. That said, if there is some reason why you want to study abroad earlier, we can talk about it. If you are thinking of studying in a certain country or region, you may want to begin studying a new language early on. Visit the website at www.barnard.edu/studyabroad to learn about programs, helpful resources, and requirements. Explore the list of approved programs, contact students who have studied abroad, and read program evaluations. And finally, once you’ve settled in, attend an information session, and visit my office and meet with me!

— Wendy Garay, Associate Dean for International and Intercultural Student Programs
Choosing courses to prepare for pre-professional schools

It is completely appropriate – and very common – for entering students not to know yet what they want to major in, let alone, what they will be doing after they graduate from Barnard. If you do already have an idea that you may want a career in a health profession, law, business, or engineering, you are encouraged to take advantage of the information and advising resources available at Barnard for students considering these paths.

Health professions schools

The Health Professions Advising team in the Dean of Studies Office is here to inform, guide and support you each step of the way as you explore and pursue a career in the health professions. We strive to provide you with a variety of academic and professional resources throughout the year. Through individual and group advising sessions, presentations, panels and workshops, as well as access to our pre-health software, AdviseStream (https://barnard.advisestream.com), our pre-health blog (http://barnardprehealth.blogspot.com), and our website (https://barnard.edu/dos/graduate-school/pre-health), we want you to feel connected, integrated and supported by our pre-health community of students, faculty, advisors, and staff. We are excited to welcome you as a member of our pre-health community.

To begin exploring and/or enhancing your knowledge of the health professions, and to learn what it means to be a pre-health student at Barnard, your first step is to attend Pre-Health Overview Session. These group sessions are intended to serve as your "first" pre-health advising appointment, and will provide you with an understanding of how to become a successful applicant to health professional schools. More specifically, we will discuss developing and strengthening your pre-health portfolio through your coursework, research or scholarly work, medically-related experiences, community service and engagement and additional activities. You will learn about AdviseStream, our software system that supports pre-health students, and be oriented to the vast advising resources we offer to support you along your journey. These session are interactive and provide ample opportunity for Q & A.

We ask that you attend an overview session prior to scheduling an individual advising appointment with Dean Cohen, Dean for Health Professions Advising. Pre-Health Overview Sessions will be held during the week of Orientation and on a biweekly basis throughout the year (excluding breaks and final exam periods). Please go to our pre-health website to sign-up for an upcoming session: http://barnard.edu/student-services/dean-studies/graduate-school-advising/pre-health-advising/pre-health-overview. The first Pre-Health Overview Session will be held during NSOP – stay tuned for more information. We look forward to seeing you soon!
Preparing for Your Application to Health Professional Schools:

As you begin your journey toward preparing for a career in the health professions, it is important to consider how you will demonstrate your passion, motivation, and commitment to the health profession through your academic and community engagements, as well as academic, professional, and personal experiences. In recent years, the Association of American Medical Colleges developed a list of 15 Core Competencies to support their admissions initiative to evaluate applicants in a holistic manner. The 15 Core Competencies for Entering Medical Students (https://www.aamc.org/initiatives/admissionsinitiative/competencies/) fall into four categories:

- **Interpersonal** (Service Orientation, Social Skills, Cultural Competence, Teamwork, Oral Communication),
- **Intrapersonal** (Ethical Responsibility, Reliability and Dependability, Resilience and Adaptability, Capacity for Improvement),
- **Thinking and Reasoning** (Critical Thinking, Quantitative Reasoning, Scientific-Inquiry, Written Communication),
- **Science** (Living Systems, Human Behavior).

Competencies are defined as observable behavior that combines knowledge, skills, values, and attitudes related to a specific activity (https://www.aamc.org/initiatives/admissionsinitiative/competencies/345340/competenciesbackground.html). Barnard’s health professions advising team embraces these core competencies to inform and guide our advising, particularly as we discuss successful preparation and application to health professional schools. We strongly encourage you to familiarize yourself with these core competencies, regardless of which health profession you hope to pursue, and to continue to review them at each stage in your preparation process.

In light of holistic review, health professional schools seek well-rounded applicants with a variety of interests and skillsets. As you explore your passion for the health profession, we encourage you to engage in activities and experiences where you can develop and strengthen these core competencies. This includes academic preparation through science and social science courses, research or scholarly work, medically-related experience, community service and engagements, and leadership opportunities. We also strongly encourage you to explore all of your interests, regardless of whether they are specifically related to the health field, such as athletics, the performing arts, music, dance, special talents, etc. At our pre-health overview session, we will discuss these core competencies, activities, and engagements in more detail.

**Academic Preparation:**

Admissions Committees for Health Professional Schools will look for academically successful applicants that have the potential to manage the rigor of the health professional school curriculum. Committees will view your cumulative grade point average (GPA) and BCPM (Biology, Chemistry, (Physics, Math) GPA as a primary way of assessing your ability to succeed academically. Other considerations include trends in your academic performance, the rigor, diversity and selection of your courses, and research or scholarly work.
To meet the requirements of the majority of the health professional schools in the United States, we advise the following:

- 2 semesters of General Chemistry with lab(s)
- 2 semesters of Organic Chemistry with lab(s)
- 2 semesters of Biology with labs
- 1 semester of Genetics and/or Microbiology
- 2 semesters of Physics with labs
- 2 semesters of Writing and/or English (at least one course in addition to First-Year Writing and First-Year Seminar)
- 2 semesters of Math / Statistics
- 1 semester of Biochemistry***
- 1-2 courses in Social or Behavioral Sciences***

***These courses are strongly recommended for students preparing for the MCAT exam

You are strongly encouraged to meet with your advisor and/or the Dean for Health Professions Advising to discuss your academic interests, and how to best schedule the pre-health course pre-requisites throughout your four years at Barnard.

We invite you to check out our pre-health website (https://barnard.edu/dos/graduate-school/pre-health) and blog (http://barnardprehealth.blogspot.com/), and look forward to seeing you in the Fall as we welcome you to Barnard and into our pre-health community.

Ask the experts:

Q: Is it possible to fit in all of my Barnard requirements, as well as my pre-med requirements, and still have a life?

A: Absolutely! Pursuing the pre-medical track can certainly be challenging, but it’s not meant to be torturous or impossible. With advanced planning, hard work and determination, coupled with a strong passion and commitment to the health field, we know you can be a successful applicant! Be wary, however, of two common myths about the pre-med experience: Myth #1: “I should apply to medical school no later than the summer after my junior year.” Although this plan works well for some, it is certainly not the best plan for everyone. The mean age of applicants accepted to U.S. medical schools is 24 years old, and 75% of our applicants apply in either her senior year or one to two years post-graduation. This data should re-assure you that it is absolutely okay to take your time and only apply when YOU feel ready! So, don’t feel you have to compress your pre-med coursework into three years. Strongly consider taking the time to explore both inside and outside the classroom, take upper-level science courses, explore non-pre-med courses of interest, participate in medically-related activities, engage in research or scholarly work, and participate in our Barnard and NYC communities. Myth #2: “I’m serious about preparing for medical school, so I’ll have to pass on programs like study abroad.” This is definitely not the case. Study abroad can be very rewarding, and health-professional schools appreciate an applicant who has gained exposure and adapted to a culture different from her own. Keep in mind that studying abroad requires advanced planning, so speak with your academic advisor early. You may need to be flexible in the sequencing of your pre-med courses, as well as in the timing of your application to medical school (Note: the majority of pre-medical/pre-dental students who study abroad apply to medical/dental school in their senior year of college, taking a glide year after college.) In fact, it’s often a good idea for many students to take a glide year to gain valuable professional experience, earn money, and give their brains the chance to relax and rejuvenate! Most of all, it’s important to realize that there is no ONE way to pursue a pre-med track. It’s all about figuring out the best path and timing for you, so that you can present yourself as strong an applicant as possible to admissions committees.

—Melinda Cohen, Associate Dean for Health Professions Advising
Ask the experts:

Q: I’m worried about whether I’ll complete four years without discovering what I would like to do for my career. How will I know what to do after graduation?

A: Ultimately each person is responsible for her own career direction and decision making. Career Development is excited to partner with you in this ongoing process. We strongly encourage you to start early in your college career, and develop a four-year plan to achieve your success. Career Development is committed to teaching the skills needed to make career decisions over a lifetime and to facilitating internships, employment, and postgraduate opportunities. By utilizing our programs and services, you will learn to incorporate a multifaceted approach to your career development. Career Development will help you to define your career goal(s); learn your unique values, interests, skills, and abilities; develop the skills to find a job or internship; identify and define your transferable skills and how to market them; and understand that the educational experience takes place both inside and outside the classroom. Please set aside time to meet with a career counselor, and join Career Development in many of the programs that we sponsor such as networking opportunities, job and internship fairs, on-campus recruiting events, and career workshops and panels.

—Robert Earl, Director of Career Development

Ask the experts:

Q: What major should I choose if I want to go to law school?

A: Since there are no undergraduate course requirements for law school, you should feel free to select courses from the wide array of academic offerings available to you at both Barnard and Columbia that will develop your skills in writing, oral communication, critical analysis, and problem-solving, since these are the skills that form the basis of the study and practice of law. Your choice of major in no way affects your chances of admission to any law school. So if you’re interested in attending law school after Barnard, you should feel free to pursue a major in a discipline for which you feel a passion.

Q: What classes should I take if I want a career in business?

A: There are no specific classes, but if you are interested in a more theoretical approach to understanding economic structures, the interrelations between economics, policy, government, and society; and how individuals function within organizations and systems, you are encouraged to seek out courses through the Economics, Political Science, Urban Studies, Sociology, and Psychology departments. If you are interested in more practical approaches, you should contact the Career Development Office to explore career training options.

—Abigail Lewis, Dean for Pre-Professional Advising
Preparing for a Career in Law, Business, or Engineering

There are no specific majors or prescribed set of courses that is required or recommended for admission to law school. What matters is that you do well in whatever area of study you choose. A rigorous undergraduate liberal arts curriculum is still the best preparation for law school. Therefore, in addition to doing well in your courses, you should challenge yourself in the breadth and depth of courses you take during your career at Barnard.

Students interested in law school are encouraged to seek out and participate in experiential opportunities in the legal field prior to visiting the Office of the Dean of Studies for pre-law advising.

There are no specific majors or prescribed set of courses required or recommended for entry to business school. Business schools expect applicants to have accumulated at least a few years of pertinent, full-time working experience, so Barnard students typically do not attend business school directly after graduation. During their undergraduate studies, students interested in business are encouraged to hone their skills in critical reading and writing, and they should develop a good understanding of Economics, quantitative reasoning, and basic Computer Science.

Students interested in business school are encouraged to seek out and participate in experiential opportunities in the business world prior to visiting the Office of the Dean of Studies for pre-law advising.

The 3-2 Combined Plan is an opportunity for Barnard students to receive both a liberal arts and an engineering education; students earn a B.A. degree within 3 years at Barnard, and then earn a B.S. degree in 2 years at the School for Engineering and Applied Sciences (SEAS: http://engineering.columbia.edu/) at Columbia (hence the name, “3-2”). The program may also be completed as a “4-2” with the B.A. portion being completed within 4 years. Students must apply the spring prior to the fall semester they wish to enter. There are several pre-requisite courses to complete prior to applying. Students interested in learning more about the 3-2 Plan are encouraged to visit the Office of the Dean of Studies in the first year.

Ask the experts:

Q: I don’t know anyone at Barnard. What if I don’t find new friends?

A: This is one of the most common worries about starting college. It can be hard, in the beginning, to be alone for the first time. People find themselves making a lot of comparisons—“she’s already made friends; what’s wrong with me,” “she’s so smart,” “she’s so thin/attractive/wealthy.” This is a normal response to being new, although it can make you feel miserable. You will make friends here. It just takes time. There are many programs to help you get to know the other women on your hall—these will probably be your first connections here.

If you find you’re having trouble adjusting, you can always come to the Furman Counseling Center on the first floor of Hewitt Hall. We can help with homesickness, relationship issues, academic stress, as well as problems like eating disorders, depression, or alcohol/substance abuse. There’s no problem too big or too small. We offer free, short-term counseling, medications, and group therapy, as well as referrals for therapists/psychiatrists in the community.

—Mary Commerford, Director, Furman Counseling Center
Taking courses at Columbia University

Barnard College students have open access to most Columbia College courses, and many courses are cross-listed at Barnard and Columbia, meaning that they are automatically open to both Barnard and Columbia undergraduates. Several of the courses recommended for first-year Barnard students are Columbia courses.

Some Columbia courses are substantially similar to courses offered at Barnard, in which case our recommendation is that you take the Barnard option where possible. Some Barnard majors require that you take particular courses at Barnard rather than Columbia, and many academic supports available to Barnard students are more readily accessible for those taking Barnard courses.

The full range of undergraduate courses offered at Columbia College can be found in the Columbia Bulletin, a publication like Barnard’s Course Catalogue, which can be viewed at www.college.columbia.edu/bulletin. Most of the undergraduate courses listed in the Columbia College Bulletin are open to Barnard students; however, there may be some exceptions, and students should pay close attention to the course descriptions and should consult their advisers about specific courses that interest them. And remember that many courses listed in the Bulletin would not be appropriate for your first semester of college.

Students interested in Columbia College’s Core Curriculum courses must follow special procedures on campus to enroll in those classes, since spaces for students outside of Columbia College are extremely limited. If you are interested in the Core Curriculum, plan to talk to your First-Year Class Dean at the beginning of the fall semester: depending on the First-Year Experience courses you choose, some of the Core Curriculum may be redundant.

Ask the experts:

Q: There are so many co-curricular activities to choose from. How will I find my niche?

A: Be patient and be brave. Some students seem to walk through the front gates and find their niche immediately; for others it is a process of self-discovery that can take much of the first year and beyond. The answer to this question lies within you. Are you planning to continue activities from high school? Are you hoping to explore a new interest? Would you like to develop a talent? Are you interested in sitting on a committee with faculty and administrators? Would you like to work with an administrative office? Some students may choose to focus entirely on academics their first semester, while others may begin an on-campus job, attend a variety of club information sessions, or try a little bit of everything before finding the experience that is most meaningful for them.

Regardless of the path you choose, involvement in co-curricular activities will enrich your knowledge, assist in developing life-long skills, and provide you with the opportunity to make a difference in the Barnard community. We in Student Life look forward to seeing the ways that each of you, individually and collectively, will shape our campus in the next several years. Our team will be happy to sit with you individually to assist in discovering what is right for you. Stop by our office (Diana Center 301 & 303) – we are excited to meet you!

— Office of Student Life
Receiving credit for previous college-level work

If you have taken courses at another college before matriculating at Barnard, or if you have taken AP and/or IB exams, you may be eligible to receive Barnard credit for the work. **Students will receive points of credit for qualifying AP or IB scores, but there will be no exemptions from requirements.**

Students may receive **credit for qualifying courses taken at other colleges or universities.** A full list of the amount of credit awarded for various tests, and the criteria and necessary paperwork to request credit for previous college coursework can be found on the registrar’s website at [http://barnard.edu/registrar/external-credit](http://barnard.edu/registrar/external-credit).

Students may receive Barnard credit for other **international diplomas or advanced-level examinations.** Details are available at [http://admissions.barnard.edu/apply-barnard/first-year-students/advanced-study-credit](http://admissions.barnard.edu/apply-barnard/first-year-students/advanced-study-credit).

**Note:** Credit will be granted either for AP/IB scores or for the equivalent college course, but not for both.

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**Ask the experts:**

**Q:** I’m not used to living in such a big city. Should I be concerned about my safety?

**A:** The Department of Public Safety is dedicated to providing a safe and secure environment conducive to learning for students, faculty, staff and visitors on the Barnard College campus. In addition to providing security, fire safety and emergency management on campus, senior administrators of the Department conduct crime awareness seminars and personally assist students requiring police or other assistance. You can help to ensure your own safety by following these recommended tools for navigating the city:

- Always be alert and aware of your surroundings. Don’t be distracted by talking on your cell phone or texting while traveling.
- Keep track of valuables, don’t leave laptops unattended, and lock your door.
- Have your money and/or MetroCard readily available for use, so that you don’t have to rummage through your purse or pockets.
- Travel in a group, and don’t leave anyone behind. Always tell someone where you are going and when you are expected back. When meeting someone for the first time, go with a friend and meet in a public place.
- Exercise caution when walking about, especially late at night. Use well-populated, well-lit streets. Know where you are, where you’re going, and how to get there.
- When using the subway, don’t ride in the last car. Look for the white and black “zebra board” above the platform, which shows the location of the conductor’s car. Don’t expose expensive items while in transit.
- Think twice before giving out your phone number, address or email address to people you’ve recently met. Be cautious about giving out your birth date, social security number, or other information used for identity theft.
- If you’re lost or without means to return to campus, call our Public Safety at (212) 854-3362 and we’ll assist you.
- If you need help, don’t be afraid to ask for it.

As residents of New York City, we live in one of the safest cities in the world. Using these safety tips will enhance your safety wherever you travel.

—Dianna M. Pennetti, Director of Public Safety
Creating a course schedule for your first semester

### Recommended Courseload

We recommend that all first-year students take approximately **15 points of credit**. Depending on the point-value of your courses, this means you will be registering for **four or five courses**. Academic courses are generally worth three points or more of credit; practical courses (e.g., dance technique, physical education, certain studio theater or art courses) may be worth one point of credit. Four or five academic courses may seem like a light load after so many high school classes, but you will find that Barnard's courses demand a great deal of time and focus, both in and out of the classroom. **All students are required to complete a minimum of 12 credits (generally four courses) each semester. Beginning with 15 credits (generally five courses) gives you maximum flexibility** as you consider your options.

15.25 credits x 8 semesters = 122 credits by graduation

### First-Year Experience

Your first-semester schedule must include:
- **First-Year Writing or First-Year Seminar**

All first-year students must take a First-Year Experience course in the fall—either First-Year Writing or First-Year Seminar. Beginning on p. 26, you will find descriptions and then a listing of the First-Year Experience courses that you can consider for your fall course schedule. Since every new student must register for a small First-Year Experience course, you may find when you select courses online, that more than one of your preferred First-Year Experience courses is full. Therefore, we advise you to **make a list of 10 possible First-Year Experience courses in advance** (feel free to use the form on p. 37), so that you will have all of your “Plan B” options on hand if needed. If you know of any constraints on your schedule – like practice times for a varsity sport, or other courses that are important requirements for a prospective major or dual-degree program – be sure to pick options that do not conflict. **This is the one course that must remain fixed in your final fall schedule; you will not be able to change this course assignment once the semester begins.**
Your first-semester schedule should include:

- **A Physical Education or Dance class**

List several options that fit into your schedule on the form on p. 38. If you are not able to get into one this fall, you may take it in spring. Note that some advanced Dance courses may require you to audition on the first day of class, so enrollment in those will not be confirmed until the semester begins.

Your first-semester must also include 3-4 additional classes.

Other Courses

Consider taking courses such as:

- **An introductory course in an area you are considering as a possible major**, particularly if you are interested in a field where it is recommended you begin taking prerequisites early such as:
  - Architecture
  - Computer Science
  - Economics
  - Mathematics
  - Music
  - The natural sciences

- **A course in a field you enjoyed while in high school**

- **A language course**, particularly if you are considering studying abroad

- **Something you've always wanted to explore that was not offered at your high school**

- **A balance of different kinds of courses, so you will have a variety of different kinds of homework**. You’ll want a mix of:
  - Reading
  - Problem sets and homework exercises
  - Papers
  - Quizzes, tests, and exams

- **A balance of courses offered on different days of the week at different times**. Leave space to add discussion sections or recitations for certain courses, for meetings with instructors, for daily academic review, library visits, meals, and relaxation, not to mention one or two co-curricular activities.

Although you will ultimately take no more than four or five academic courses, you will need to come up with more than five course preferences. Courses are often limited in size, and we cannot guarantee a place in every class for every student in this summer placement process. You should therefore prepare a longer list of courses that interest you and rank them in your order of priority and preference; you can plan out your list on the pages at the end of this guide. You will be immediately registered for courses with unlimited size and courses required as part of the Barnard First-Year Experience (First-Year Writing or First-Year Seminar, Physical Education). Your registration for other limited-size classes will not be confirmed until the end of the summer.

If you are a student who may need or would like to add a part-time job, remember that your first job is attending college – a full-time job in and of itself. We expect that any other responsibilities will come after your academic work. Talk to your adviser or class dean about how to balance work and study.
Choosing your first course: The First-Year Experience

The First-Year Experience consists of First-Year Writing and First-Year Seminar (as well as Physical Education). All students must take these courses; no exemption is possible. Some students will take First-Year Writing during the fall semester, and others will take First-Year Seminar; the order in which you take them is not of particular importance. Since you may be placed in either type of course in your first semester, consider your preferences for both types of courses as you read through the descriptions that follow.

First-Year Writing

Barnard’s liberal arts philosophy takes as its starting point the idea that every student, whatever her level of academic achievement, can continue to improve her skills in writing, analysis, and argumentation. This one-semester writing course is designed to cultivate and develop academic writing skills and related tools of scholarship for all students. Students will closely read and analyze seminal texts and, through writing and through engaging critical scholarship, join the larger academic conversation happening around those texts. First-Year Writing courses are offered in three topics under the heading of Critical Conversations. Syllabi vary slightly from section to section.

**First-Year Writing Workshop:** This course is designed for students who feel underprepared for the critical reading and writing that they will do at Barnard. Workshop meets three times a week as opposed to two and has slightly smaller classes. Students who are interested in one of the limited number of spaces in Workshop should inform the First-Year Class Dean by email (first-year@barnard.edu), but please be aware that placement cannot be guaranteed.

**The Americas:** This course transcends the traditional and arbitrary distinction that separates North and South American literatures. The Americas emerge not as a passive colonial object but as an active historical and aesthetic agent. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to classic American novels, short stories, and poetry, the multicultural curriculum features genres ranging from creation myths and slave narratives to Gothicism and magic realism. Texts include *Popul Vuh*; Sor Juana Inés de la Cruz and Phillis Wheatley, selected poetry; Gertrudis Gomez de Avellaneda, *Sab*; and Nathaniel Hawthorne, *My Kinsman, Major Molineux.*

**Legacy of the Mediterranean:** This course investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and that continues to inspire some of the world’s greatest masterpieces. Close readings of works reveal how psychological and ideological paradigms, including the self and civilization, shift over time, while the historical trajectory

**Women and Culture:** Literary history often portrays women as peripheral characters, confining their power to the islands of classical witches and the attics of Romantic madwomen. This course offers a revisionist response to such constraints of canonicity, especially as they pertain to the marginalization of female subjectivity in literature and culture. We will therefore explore a more diversified range of intellectual and experiential possibilities. The curriculum challenges traditional dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction. Texts include Sophocles, *Antigone*; *Hymn to Demeter*; Ovid, *Metamorphoses*; *Kebra Nagast*; Sei Shonagon, *The Pillow Book*; Marie de France, *Lais*; Chaucer, *The Canterbury Tales*; Sor Juana Inés de la Cruz, selected poetry.

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**Ask the experts:**

**Q:** I am a first generation/low income student and I don’t have a lot of experience with navigating the college environment, where do I go, what do I do?

**A:** Congratulations on being first in your family to attend college. As a first generation college graduate myself, I know your family is very proud of your achievements, but I also know that while at Barnard you may feel a bit “unsure” at times. College can be a bit overwhelming, and you may experience many mixed emotions. Some of the most common challenges in college for first generation/low income students include the following:

1) Feeling lonely and feeling like you are the “only” student in your situation
2) Intimidated by professors and afraid to speak with them
3) Afraid to ask for help
4) Being homesick
5) Having a difficult time balancing school time with responsibilities at home
6) Affording books, class materials, and other day-to-day expenses
7) Feeling guilty about not being home to help your family

These emotions are very common, and know that you are not alone. Last year, 15% of the incoming class came from families in which neither parent went to college, and about 20% were considered low-income [Source: Office of Institutional Research and Assessment and Office of Admissions]. Since 2015, we have been working very closely with the First Generation Student Advisory Board to help inform our support services. We provide on-going workshops on various topics, activities during orientation, and networking opportunities with faculty. We also provide a variety of resources to support student success while at Barnard.

If you are a first generation/low-income student and are having difficulties adjusting or if you simply need to talk, please come see me: mtollinc@barnard.edu, 105 Milbank

—**Michell Tollinchi-Michel, Associate Dean for Academic Enrichment and Community Initiatives**
First-Year Seminar

First-Year Seminars initiate students into the academic life of the College by offering intellectually engaging experiences in which students and faculty work together in a small, discussion-based course. Working closely with challenging material, students are challenged to explore new ideas and express their diverse points of view in an inclusive, inquiry-driven classroom. Each one-semester seminar is designed to develop essential skills for college work, such as the ability to read critically and analytically, to speak clearly and effectively, and to write logically and persuasively. The courses are writing-intensive and require that students produce multiple drafts of several short essays.

First-Year Seminars vary in content and format, and fall into two different categories: Special Topics and Reacting to the Past.

Special Topics: These seminars have been developed by Barnard faculty members from throughout the College on topics or themes that invite the kind of intellectual investigation that typifies a liberal arts education. Each course presents a variety of approaches to understanding the historical and cultural significance of the materials. While the Special Topics seminars are taught by faculty from across the curriculum, in 2016-17, several of the seminars offered are integrated into the three tracks of the First-Year Writing curriculum, including Legacy of the Mediterranean, The Americas, and Women and Culture.

Reacting to the Past: In these seminars, students are assigned specific roles that enable them to relive important intellectual debates of three separate historical moments. The class sessions are run by students under the professor's guidance and take the form of competitive "games." Students with similar roles will commonly work together to enact their dramatic scenarios. Visit www.barnard.edu/reacting for more information about the course.

Listing of Fall 2016 First-Year Experience courses

Use the Columbia University Directory of Classes, http://www.columbia.edu/cu/bulletin/uwb/home.html, to see the days, times, and descriptions for all options for First-Year Writing and First-Year Seminar courses offered this fall.

First-Year Writing is listed under the "English @Barnard" heading: http://www.columbia.edu/cu/bulletin/uwb/sel/ENGB_Fall2016.html

First-Year Seminar is under the heading “First-Year Seminar Program @Barnard” http://www.columbia.edu/cu/bulletin/uwb/sel/FYSB_Fall2016.html
Click on the section number in an individual course listing to see a detailed description of that course:

<table>
<thead>
<tr>
<th>Fall 2016 First-Year Seminar BC1168</th>
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<tbody>
<tr>
<td>LEGACY OF THE MEDITERRANEAN I</td>
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<table>
<thead>
<tr>
<th>Section 001</th>
<th>Call Number: 03082 Points: 3</th>
<th>Textbook Information</th>
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</thead>
<tbody>
<tr>
<td>Day/Time: TR 1:10pm-2:25pm</td>
<td>Location: To be announced</td>
<td></td>
</tr>
<tr>
<td>Enrollment: 0 students as of May 22, 2016</td>
<td></td>
<td></td>
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<tr>
<td>Instructor: Stefan Pedatella</td>
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</table>

<table>
<thead>
<tr>
<th>Section 003</th>
<th>Call Number: 01997 Points: 3</th>
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<td>Location: To be announced</td>
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<tr>
<td>Enrollment: 0 students as of May 22, 2016</td>
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<tr>
<td>Instructor: Benjamin M. Breyer</td>
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Select **ten First-Year Experience courses** that interest you, and **rank those ten classes** in order of preference. Half of the entering first-year class must be placed into First-Year Writing classes and half must be placed into First-Year Seminars, so you should select a mixture of both types of courses, in order to increase your odds of selecting a course that will have room for you. Your list of ten classes can include more than one section of a particular topic—e.g., you could include three different sections of First-Year Writing: Legacy of the Mediterranean, or several sections of Reacting to the Past. Use the form on p. 37 to prepare your list so that it will be ready before you log in to submit your choices online.

**Remember:** it is your responsibility to make sure that you select a First-Year Experience course does not conflict with other commitments – like practice times for a varsity sport, or other courses that are important requirements for a prospective major or dual-degree program.

**This is the one course that must remain fixed in your final fall schedule.** While you may make changes to it during designated times this summer and during NSOP, **you will not be able to change this course assignment once the semester begins.**

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**Ask the experts:**

**Q:** I'm excited to be attending Barnard, but I'm also a little nervous because it seems much different than where I'm from. How will I be able to make new friends and find community?

**A:** When I think back to my own experience going off to college, I too worried about making friends and finding connections with people. Barnard is a dynamic learning environment where members celebrate, explore, and engage their varying intersections of identity, backgrounds, life experiences, values, ideologies, and perspectives. Be open to sharing with and learning from your peers - we know this can be easier said than done. You will meet people who are similar to you, different from you, with whom you agree and disagree. Let's be real - you won't be friends with everyone, but you will be surprised where you find community and support. Student Life is here to support you in all of this. We offer a wide variety of events and community programs, and provide a resource room of books, films, and materials available for students! To learn more about us check out our website at http://www.barnard.edu/studentlife/or stop by the Student Life suite in Diana Center rooms 301-303. We would love to meet you!

― Alina Wong, Associate Dean for Student Life
Choosing your other courses

Keep checking the First-Year Blog http://barnardfirstyear.blogspot.com/ for information and advice on selecting your fall courses. You'll find things like:

- Information from each department about which courses are recommended for first-year students
- Videos with step-by-step directions for course registration
- Announcements of opportunities for online advising chats with deans, advisers, and fellow students on a variety of topics
- Opportunities to apply for special enrichment courses in sciences and mathematics
- Information on courses with special enrollment or audition procedures such as Acting, Creative Writing, and advanced Dance courses.

In addition to the First-Year Blog, you can research courses in several places on the Barnard and Columbia websites:

**Barnard Areas of Study website**
http://barnard.edu/areas-of-study
This site provides links to the individual sites of all Barnard departments and programs – use it to explore possible majors and areas of interest and to see what courses will be offered in fall 2016 and future semesters.

**myBarnard**
https://my.barnard.edu/
Log in here to preregister for classes. In the coming weeks, information will be added about courses, including which specific courses fulfill GERs.

**Columbia Directory of Classes**
http://www.columbia.edu/cu/bulletin/uwb/home.html
This site provides a full, alphabetical listing of all courses offered by all departments and schools at Columbia and Barnard on all levels. Use it to look up specific courses, descriptions, prerequisites, and days and times courses are offered. When you search by “Department,” look for the notation “@Barnard” to restrict your search to courses offered at Barnard and intended for Barnard students.
Choosing courses at the right level

You may have already taken advanced coursework in one or more subjects, whether at your high school or at another college. In certain cases, this work might prepare you to begin study at a more advanced level. Use the guidelines below to determine whether you should enroll in a higher-level language or mathematics course.

Science

Look for the science that interests you on the Areas of Study page (http://barnard.edu/areas-of-study). Individual departments will offer detailed placement advice for introductory science courses on their websites and in the course listings. Science courses at Barnard and Columbia are quite fast-paced, so pay close attention to the advice given by the departments to be sure that you start with classes that are most appropriate to your level of preparation.

Students who enter Barnard with AP or IB credit in Biology, Environmental Science, Physics, or Psychology will not be exempted from the Science GER, but they may be advised to skip the introductory course if they wish to pursue further study the same science. If you have AP or IB credit in a science, check the departmental websites over the summer, and consult with your adviser and the appropriate department during Orientation.

If you have earned AP or IB credit in Environmental Science or Physics, bring your lab notebooks to Barnard, so that the appropriate department can assess your previous lab work.

Ask the experts:

Q: I’m worried about being so far from my family. What if I get homesick?

A: This is a really common concern, whether you’re moving across the country or just across the city. For some people, leaving home and forging a life without the direct influence of family feels exciting and liberating. But it can feel scary, too. During orientation, you will meet lots of people, including your roommate[s], and some may remain friends for a long time. On the other hand, after you have begun to settle into your routine, you may find that people you thought were going to be friends have different interests and lifestyles. Sometimes students feel a little lonely then. Though Barnard is an extremely warm and welcoming environment, it’s completely normal not to immediately find your niche or a core group of friends. It’s good to remember this, and to allow yourself time to get comfortable here.

Here are some suggestions to make the transition to college a smooth one: Bring favorite photos and decorations from home, but don’t try to recreate your old room—look forward to creating a shared space with your roommate[s] * Learn how to do laundry! * Collect phone numbers, emails, and snail mail addresses from your friends and family at home to make staying in touch easy * Visit different offices on campus—the Primary Care Health Service, the Deans Office, Res Life—so you’ll know where they are when you need them * Explore interesting sounding clubs and activities, on and off campus, to meet new people * Most importantly, remember that you are not alone in feeling homesick. Lots of first-year students do. Talk to your RA, your adviser, or a friend. One day you will be walking across campus and suddenly realize that you feel at home here, too.

—Jessica Cannon, Program Director, Well-Woman Program
Languages

All Barnard students must complete two semesters of study of a language other than English. If you have not yet studied a foreign language, you should plan to start the study of a foreign language with the initial course in the sequence (usually an “Elementary I” or “First Year” language class).

If you have previously studied a foreign language, you may be able to start at an intermediate or advanced level of study. You can determine your placement in one of the following ways:

1. SAT II scores or
2. Departmental Placement Exams.

(1) SAT II Scores:

When possible, students are encouraged to use SAT II scores to determine language placement. If you have taken the SAT II test in French, German or Spanish, use this chart to match your SAT II score to the appropriate course level to begin your studies:

<table>
<thead>
<tr>
<th>French:</th>
<th>German:</th>
<th>Spanish:</th>
<th>Level:</th>
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<tbody>
<tr>
<td>Below 420</td>
<td>Below 400</td>
<td>Below 400</td>
<td>Elementary I</td>
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<tr>
<td>420-560</td>
<td>400-563</td>
<td>400-569</td>
<td>Elementary II</td>
</tr>
<tr>
<td>561-689</td>
<td>570-679</td>
<td>570-679</td>
<td>Intermediate I</td>
</tr>
<tr>
<td>690-780</td>
<td>680-780</td>
<td>680-780</td>
<td>Intermediate II</td>
</tr>
</tbody>
</table>

781 or above on any of the above: consult with departmental website and faculty for advice on an appropriate advanced course.

If you have taken the SAT II Hebrew test and earned a score of 700 or above, you have placed beyond Intermediate II and should consult the departmental website and faculty for advice on an appropriate advanced course. If you have taken the SAT II Chinese test and earned a score of 780 or higher, you have placed beyond Intermediate II and should consult the departmental website and faculty for advice on an appropriate advanced course. Placement in all other languages must be determined by departmental examination (see below).

Students who hope to be placed in a more advanced level than that determined above by their SAT II scores may opt to take language placement exams. In such cases, the departmental placement examination will take precedence and determine placement, even if the ultimate placement is at a lower level than indicated by the SAT II score.

Ask the experts:

Q: Is college all about partying and going out?

A: Despite the images that we see in the media, drunken partying is not the norm for the majority of college students. At Barnard, 59% of students drink moderately and 19% do not drink. Most students find a balance between academics, clubs, sports and social activities both on and off campus. There are many myths around college alcohol and drug use, and the Alcohol and Substance Awareness Program (ASAP) strives to correct them. Anyone interested in learning more should contact ASAP at (212) 854-2128. Along with educational programming for the community, ASAP offers confidential counseling for students who would like to discuss their use of alcohol and/or other drug use.

—Marisa Mabli, Coordinator of the Alcohol and Substance Awareness Program (ASAP)
(2) Language Placement Exams:

Spanish

The Spanish placement exam is given online through myBarnard and should be taken as soon as possible this summer, before choosing your courses online. (Log into myBarnard, click on “Academics,” then look for the “Spanish Placement” link.)

All Other Languages

During Orientation, many departments will offer placement exams for languages that are frequently taught at Barnard or Columbia. Students seeking advanced placement in languages that are less frequently taught at the University may arrange examinations through the individual language departments. In the meantime, when selecting language courses online this summer, use your best judgment in selecting the placement level appropriate for your level of study.

Ask the experts:

Q: Is there any help available to students with any sort of disability?

A: Congratulations on your acceptance to Barnard! The Office of Disability Services (ODS) serves students with all types of disabilities including visual, mobility and hearing disabilities and students with invisible disabilities such as chronic medical conditions (e.g., asthma, diabetes, severe food allergies), learning disabilities/ADD, psychological disabilities (e.g., anxiety and depression), cognitive disabilities, and substance use/recovery. Our aim is to provide support services to students, faculty, and staff which encourage Barnard students with disabilities to become self-sufficient in managing their own accommodations. We can assist you with your disability-related needs both in and out of the classroom, including disability housing requests, classroom and test accommodations, self-advocacy training, academic coaching, learning strategies, and other ODS resources and referrals. We believe that accessing your accommodations is an integral part of ensuring your academic success at Barnard College! Accommodations are not retroactive, so it’s best to contact ODS early on to set up your accommodation plan. In college, accommodations will not be put in place for you until you self-identify to the ODS staff and have an intake meeting to set up accommodations for your courses. We invite you to contact us this summer to ask to be put on our incoming student list and if you live locally we’d love to meet you for your intake meeting this summer! If you’re out of town and only plan on arriving to campus for New Student Orientation Program then it’s best to call us this summer to schedule an intake meeting for the first week of school!

You can expect to review your disability documentation with an ODS staff member when you come in for your intake to discuss what accommodations you have used in the past and what types of accommodations you will be eligible for at Barnard College. You will either meet with myself, Carolyn Corbran, or our Accommodations Coordinator, Nicole Bartolotta! If you are a student with a disability, we encourage you to register with us, even if you are not sure whether you’ll need accommodations. To register with ODS, you will need to have an intake meeting with an ODS staff member and you may call the office at (212) 854-4634 or email ods@barnard.edu to set up an appointment time.

We look forward to meeting you! Welcome to Barnard College!

—Carolyn Corbran, ADA and Section 504 Director, Office of Disability Services
Mathematics and Statistics

Whether you’re fulfilling the “Quantitative and Empirical” Mode of Thinking, considering a pre-health path, contemplating a major with a quantitative component, or just hoping to improve your quantitative literacy, you are likely to take a course in Mathematics, Statistics, or another related field during your time at Barnard.

Some Barnard majors require specific math or statistics courses. In addition, some departments offer their own Mathematics or Statistics courses, where the content covered is designed with the major in mind. See, for example Math Methods for Economics or Psychology Statistics. Check the departmental websites or consult with your adviser or department faculty for information on which course may be right for you.

Mathematics
http://math.barnard.edu/department-mathematics

If you wish to take a course in the Mathematics Department in your first semester, consider the following placement information to select the course most appropriate to your level of preparation.

College Algebra and Analytical Geometry is a course for students who intend to take Calculus but need a stronger foundation in mathematics to prepare for it.

The systematic study of college-level mathematics begins with one of the following alternative sequences: Calculus I, II, III and IV or Honors Math A and B:

- **Calculus:** The calculus sequence is a standard course in differential and integral calculus.
  - Students who have not previously studied calculus should begin with Calculus I.
  - **Calculus II is not a prerequisite for Calculus III,** so students who plan to take only one year of calculus may choose between I + II or I + III. Students with an AP exam score of 4 or higher (AB or BC) may start with Calculus II or III. Students with an AP score of 5 (BC) should start with Calculus III.
  - Calculus III requires a B or better in Calculus I and is a recommended option for some majors.

- **Honors Math:** Honors Mathematics A-B is for exceptionally well-qualified students who have strong advanced placement scores. It covers second-year Calculus and Linear Algebra, with an emphasis on theory. Students who have an AP exam score of 5 (BC) and who have strong mathematical talent and motivation should start with Honors Mathematics A, whether or not they intend to be mathematics majors. Students who contemplate taking this course should consult with the instructor. If this is not possible ahead of time, they should register and attend the first class.
• **Introduction to Higher Mathematics** is a course that can be taken in the first or second year by students with aptitude for mathematics who would like to practice writing and understanding mathematical proofs.

Enrollment in all Mathematics courses is tentative, so you may visit different classes and switch from one to another with relative ease during the first two weeks of the term. Students are encouraged to consult with the Mathematics instructors and the Department adviser during Orientation and the first week of classes for advice about placement.

**Statistics**


The Statistics Department offers several introductory courses.

Students interested in statistical concepts, who plan on consuming, but not creating statistics, should take **Introduction to Statistical Reasoning**. The course is designed for students who have taken a pre-calculus course, and the focus is on general principles. It is suitable for students seeking to satisfy Barnard quantitative requirements, but it may not count for Barnard majors that require Statistics – check departmental websites to be sure.

Students seeking an introduction to applied statistics should take **Introduction to Statistics**. The course is designed for students who have some mathematical maturity, but who may not have taken a course in calculus, and the focus is on the elements of data analysis. It is recommended for pre-med students, and students contemplating the concentration in statistics.

Students seeking a foundation for further study of probability theory and statistical theory and methods should take **Calculus-Based Introduction to Statistics**. The course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for a mathematical study of probability and statistics. It is recommended for students seeking to complete the prerequisite for econometrics, and for students contemplating the major in statistics.

Students seeking a one-semester calculus-based survey of probability theory and statistical theory and methods should take **Introduction to Probability and Statistics**. This course is designed for students who have taken calculus, and is meant as a terminal course. It provides a somewhat abridged version of the more demanding sequence **Probability Theory and Statistical Inference**. While some mathematically mature students take the more demanding sequence as an introduction to the field, it is generally recommended that students prepare for the sequence by taking Calculus-Based Introduction to Statistics.

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*Bring slippers/flip-flops to showers.*
— Ariel Leachman ’19

*Leave your door open during the first few weeks of the semester. It’s a great way to meet people on your floor.*
— Sophia Seidenberg ’19

*Do try new things. Do not think you are invincible; be responsible.*
— Samantha Valente ’19

*You deserve to be here, always remember that :)*
— Keren Dillard ’19
Mapping out a preliminary schedule

Use this page to sketch out a possible fall class schedule, to the extent that you are able. Use pencil, so you can update it as needed! Later on, you may add courses whose times are not yet available (science labs, required discussion sections, etc.).

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Preparing your lists of course preferences

Use this area to compile the list of First-Year Writing and First-Year Seminar courses that are interesting to you, ranked in order of preference. Refer to the course listings online and instructions and information on p. 24 and 26-29. Remember to pick a mixture of First-Year Writing (FYW) sections and First-Year Seminar (SEM) courses to maximize your odds of getting into one of your preferred courses.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>FYW or SEM?</th>
<th>Day/Time:</th>
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</table>
Use this area to compile the list of **Physical Education or Dance courses**, ranked in order of preference. Refer to the course listings online. Note that some advanced Dance courses may require auditions – enrollment for those will not be confirmed until the second class meeting.


<table>
<thead>
<tr>
<th>Course Title:</th>
<th>PE or Dance?</th>
<th>Day/Time:</th>
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</table>
Use this area to compile a list of **other academic courses** that are interesting to you, ranked in order of preference. Refer to the course listings online in the Columbia Directory of Classes. **Remember to be prepared with “Plan B” options if needed.**

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th><strong>Day/Time:</strong></th>
<th><strong>Open/Limited?</strong></th>
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<tr>
<td><strong>Science Course (if applicable):</strong></td>
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<tr>
<td>Lecture</td>
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<td>Lab (if applicable)</td>
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<td>Recitation or Lab Lecture (if applicable)</td>
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<td><strong>Foreign Language Course (if applicable):</strong></td>
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<td>Language and Level</td>
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<tr>
<td><strong>Mathematics or Statistics Course (if applicable):</strong></td>
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<td>Type of Course and Level</td>
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<tr>
<td><strong>Other Academic Courses of Interest:</strong></td>
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Registering for courses online: create your preliminary fall academic program

NOTE: Your summer course selections represent a preliminary academic program – your final program will not be confirmed until you meet with your adviser during NSOP to discuss your choices.

To preregister for fall courses this summer:

→ Log into https://my.barnard.edu/ as early as Monday morning, June 27, and no later than Friday, July 1, and follow the directions for course registration.

→ All entering students will be assigned a registration start time between 9:30 a.m. and 4:00 p.m. Eastern Daylight Time (EDT) on Monday, June 27 – you will be able to register for courses beginning at your start time or any time between 9:30 a.m. and 4:30 p.m. throughout that week, until 4:30 p.m. on Friday, July 1.

→ Regardless of your assigned registration start time, you will be able to log in and begin planning your fall academic schedule beginning at 9:30 a.m. EDT on Monday, June 27. Consider doing this to save time if your registration window opens later that day.

→ During the summer preregistration period, you will be able to fully preregister for:
  ▪ Barnard First-Year Experience courses, i.e.:
    • First-Year Writing or First-Year Seminar
    • PE or Dance at Barnard
  ▪ Columbia or Barnard courses designated as “Open-Enrollment,” meaning there is no limit to the number of students who may enroll.

→ During the summer preregistration period, you will be able to preregister but not yet be able to confirm enrollment in:
  ▪ Columbia or Barnard courses designated as “Limited-Enrollment” (also known as “L-courses”) Registration for these courses will be confirmed (or denied) at the end of the summer. When you arrive on campus for NSOP, you will have the opportunity to add and drop L-courses if needed.

Once you have selected your courses, don’t forget to fill out the Adviser Questionnaire – check your Barnard email for instructions.

Feel free to ask questions by emailing first-year@barnard.edu or by calling (212) 854-2024. You will have the opportunity to make changes to your schedule in early August, and again when you arrive on campus for NSOP – keep watching the First-Year Blog for updates.