Experience Princeton 2018-19
A One-of-a-Kind Place

Princeton University is one of the top universities in the world.

We are a great teaching and research university with a profound and distinctive commitment to undergraduate education. Chartered in 1746, Princeton is the fourth-oldest college in the nation. Our campus is known for its natural and architectural beauty.

Princeton emphasizes learning, creativity, innovation and collaboration with a program of liberal arts in the humanities, arts, social sciences, natural sciences and engineering. Students’ experiences inside and outside the classroom simultaneously prepare them for meaningful lives and careers, broaden their outlook and help shape their character.

Our focus on undergraduates is unique for a major research university. Princeton’s low student-to-faculty ratio means students are able to develop close working relationships with professors, who are leaders in their fields. We expect every faculty member to teach, and we expect every student to do original, creative research.

Our approximately 5,260 undergraduate students are part of a vibrant campus community, and students stay connected to Princeton long after they have graduated. Students are encouraged to explore many academic and extracurricular opportunities while taking advantage of the University’s extraordinary facilities and resources.

We are a community of learning that is enriched by the wide range of experiences and perspectives of our students, faculty and staff. Classrooms are filled with students and faculty from a variety of backgrounds, and students benefit from the interdisciplinary connections at the core of Princeton’s curriculum.

More than ever, Princeton seeks to enroll the most talented students from a broad spectrum of cultural, ethnic and economic backgrounds. We invite you to explore more about what makes Princeton special.

WHY I PICKED PRINCETON

“"When I first stepped foot on campus, I felt as though I’d been transported into the pages of a fairy tale. Beyond its beauty, Princeton offers talented faculty, rigorous academics, inspiring peers and endless undergraduate opportunities. I’ve had experiences here my high school self could only have dreamed of: from hugging the cliffs of Ireland during a summer abroad to studying the craft of writing under my literary idol, Pulitzer Prize-winner John McPhee. I learn something new about the world and about myself each day.”

Briana Pagano
Senior
English major

“"Princeton is unmatched in its undergraduate focus — there are so many resources devoted to making us feel welcome and giving us opportunities. Students love intellectually stimulating conversation, whether it’s in class or at Frist Campus Center. Students also tend to be value-oriented. I’ve been surprised by how friendly and open-minded just about everyone here is, and how intersectional and diverse all of the social groups tend to be.”

Mikal Walcott
Junior
Woodrow Wilson School major
Freedom to Explore

At Princeton, you have the freedom to explore your intellectual interests and follow your passions.

Any field you choose will teach you to think critically, solve problems, express yourself clearly, broaden your understanding of the human experience and prepare you for success in whatever path you take.
Princeton offers two bachelor degrees: a Bachelor of Arts (A.B.) and a Bachelor of Science in Engineering (B.S.E.). You can choose from among 37 concentrations (majors) and 55 interdepartmental certificate programs (minors). In lieu of existing programs, you may apply for an independent concentration. Students are encouraged to take classes across a spectrum of academic fields. You may take courses in the humanities, engineering, natural sciences, social sciences and creative arts.

“\[I\] came to Princeton because I wanted a liberal arts education that would enable me to pursue multiple interests rigorously and deeply. I concentrated in physics, but the courses that most shaped my intellectual life were in constitutional law, political theory and comparative literature.\]

Christopher L. Eisgruber  
Princeton University President  
Class of 1983

Programs for engineering, architecture, and public and international affairs are consolidated into schools, though all students apply to Princeton and not to a particular school. The School of Engineering and Applied Science emphasizes fundamentals of engineering science and design while integrating its teaching and research within the liberal arts and other departments across campus.

The School of Architecture is a center of teaching and research in architectural design, history and theory. The Woodrow Wilson School of Public and International Affairs offers a multidisciplinary major for students who are passionate about public policy, with an emphasis on studying varied perspectives and finding real-world solutions to public challenges.
Students pursuing a Bachelor of Arts degree may major in any one of the following academic departments in the humanities, the natural sciences and the social sciences:

- African American Studies
- Anthropology
- Architecture
- Art and Archaeology
- Astrophysical Sciences
- Chemistry
- Classics
- Comparative Literature
- Computer Science
- East Asian Studies
- Ecology and Evolutionary Biology
- Economics
- English
- French and Italian
- Geosciences
- German
- History
- Mathematics
- Molecular Biology
- Music
- Near Eastern Studies
- Neuroscience
- Philosophy
- Physics
- Politics
- Psychology
- Religion
- Slavic Languages and Literatures
- Sociology
- Spanish and Portuguese
- Woodrow Wilson School of Public and International Affairs

Students select an academic major after their first year for B.S.E. candidates and after sophomore year for A.B. candidates. Students also may earn certificates in other areas of interest. For example, a molecular biology major may earn a certificate in visual arts, a computer science major may earn a certificate in global health and health policy, or an African American studies major may earn a certificate in sustainable energy. More information on degrees and requirements may be found at www.princeton.edu/academics.
B.S.E. DEGREE

Programs of study in the School of Engineering and Applied Science lead to the degree of Bachelor of Science in Engineering. Students may major in one of the following academic departments:

Chemical and Biological Engineering
Civil and Environmental Engineering
Computer Science
Electrical Engineering
Mechanical and Aerospace Engineering
Operations Research and Financial Engineering

CERTIFICATE PROGRAMS

Students also may choose from among 55 certificates of proficiency, which offer a chance to pursue focused study in an area of interest or in subjects that supplement the primary work of a student’s major. Students may earn more than one certificate.

African American Studies
African Studies
American Studies
Applications of Computing
Applied and Computational Mathematics
Archaeology
Architecture and Engineering
Asian American Studies
Biophysics
Cognitive Science
Contemporary European Politics and Society
Creative Writing
Dance
East Asian Studies
Engineering and Management Systems
Engineering Biology
Engineering Physics
Entrepreneurship

Environmental Studies
Ethnographic Studies
European Cultural Studies
Finance
Gender and Sexuality Studies
Geological Engineering
Global Health and Health Policy
Hellenic Studies
History and the Practice of Diplomacy
Humanistic Studies
Jazz Studies
Journalism
Judaic Studies
Language and Culture
Latin American Studies
Latino Studies
Linguistics
Materials Science and Engineering
Medieval Studies
Music Performance
Music Theater
Near Eastern Studies
Neuroscience
Planets and Life
Quantitative and Computational Biology
Robotics and Intelligent Systems
Russian, East European and Eurasian Studies
South Asian Studies
Statistics and Machine Learning
Sustainable Energy
Teacher Preparation
Technology and Society
Theater
Translation and Intercultural Communication
Urban Studies
Values and Public Life
Visual Arts
Stretch Your Mind

Classes at Princeton will stretch your mind and spark your imagination.

Our academic program will enable you to develop your interests and discover new passions. The undergraduate curriculum encourages exploration across the disciplines while providing a core academic experience for all students.

Freshman seminars give first-year students the opportunity to work closely with a professor and a small group of students on a topic of special interest, such as "Art and Science of Motorcycle Design," "Musical Instruments, Sound, Perception, and Creativity," or "Into the Woods! What Disney Didn't Tell You About Fairy Tales." Writing seminars prepare first-years for academic research and writing with intensive courses where students investigate a topic of intellectual inquiry.

Precepts, which date to 1905, are a central feature of the undergraduate academic experience. In these weekly meetings outside of lectures, instructors promote stimulating discussion and debate among small groups of students. Laboratory courses provide an essential understanding of how concepts are tested and promote hands-on learning in the sciences, engineering, architecture and more.

At the center of academic integrity at Princeton is the Honor Code, which was started by students in 1893. Students take all written exams without a faculty proctor. They assume full responsibility for honesty and conclude each exam with a written pledge that they have abided by the Honor Code.

The class “Princeton and Slavery" not only studied history, it made history. What began years ago as a seminar to examine the University’s involvement with the institution of slavery became a groundbreaking faculty-student research project that revealed insights about Princeton’s past.

Led by Professor of History Martha Sandweiss, students culled hundreds of items from the University Archives to produce articles, videos and maps for the "Princeton and Slavery Project" website.

The project explored the presidents, trustees and professors who owned slaves in the 18th and 19th centuries. It found no evidence the University as an institution owned slaves, nor that students brought slaves to campus. Such findings were unveiled at a campus symposium where Nobel laureate Toni Morrison, the Robert F. Goheen Professor in the Humanities, Emeritus, gave a keynote speech.

“This was our opportunity to tell a more complete story of Princeton’s past and the need to carry that story on into the future,” said senior Meagan Raker.
The creative and the technical are bridged in the class “A Social and Multidimensional Exploration of Structures.”

The course approaches structural engineering as a holistic discipline. Students study the constructability aspects of design; aesthetic and technical aspects; and the social and environmental context of engineering works. Students also learn how to communicate their ideas to the general public.

The class centers around a different theme each time it’s offered. In the last edition, “Creativity in Cuban Thin-Shell Structures,” students and professors flew to Havana during fall break to examine the thin, wave-like constructions and meet with Cuban architects who designed them. Students also built their own structural models based on what they observed, and created an exhibit and website featuring their work.

“I encourage students to focus not just on their grades or plans for the future, but on the pleasures of thinking — of experiencing new things and thinking about how you grow as a person through what you study in the classroom.”

Jill Dolan
Dean of the college
The Keller Center for Innovation in Engineering Education aims to educate leaders for a technology-driven society by fostering entrepreneurship, innovating education and bridging disciplines so all students may be prepared to help solve critical challenges.

"Ethnography and Wicked Problems" is one of the center’s many cross-listed classes (engineering and anthropology) open to all students.

Ken Anderson, the James Wei Visiting Professor, shares his experiences as a principal researcher at Intel. He pushes students to explore ways that their technical innovations will affect society and helps students understand the people who will ultimately be influenced by their designs.

Among the wicked problems studied are consumption and its impacts on climate change, and the tension between privacy and security.

“I chose the course because of Ken’s background. He’s able to weave in anecdotal evidence to support these larger theories of anthropology we discuss. I thought it was a unique opportunity to learn from an expert in the field,” says senior Diego Negrón-Reichard.
At many colleges, students interested in science enroll in multiple introductory courses, learning about genetics, chemistry and physics as separate and largely unrelated disciplines. At Princeton, students have another option: the Integrated Science Curriculum (ISC).

ISC started 15 years ago when faculty created a cohesive introduction to the natural sciences. Four courses are co-taught by multiple professors — two classes in the fall, two in the spring.

“A number of us believe that some of the most exciting science of the future will take place at the boundaries between the traditional scientific disciplines,” said Joshua Shaevitz, a professor of physics and the Lewis-Sigler Institute for Integrative Genomics. “We hope to train a new generation of young scientists who naturally bridge these topics, feeling equally at home deriving equations, working with living cells at the bench and programming sophisticated computer analysis algorithms.”

Students spend time in the classroom and the lab. “The labs have really been comprehensive,” said first-year student Bianca Swidler. “I feel like there’s been a great coverage of chemistry, physics, biology — it’s really hard to pick a favorite, like picking a favorite kid.”
Amazing Faculty

Princeton professors are leaders in their fields, as well as teachers and mentors on campus.

Our professors inspire in the classroom, innovate in the laboratory and enrich the world’s understanding of topics spanning neuroscience and global health policy to sustainable energy and race in America. Many of Princeton’s professors are household names. Eleven current faculty members are Nobel laureates, and others are MacArthur Fellows, Pulitzer Prize recipients and members of the National Academy of Sciences.

Princeton professors have a passion for teaching, and all faculty are expected to teach and do research. More than 75 percent of our classes have fewer than 20 students, which means our faculty of world-class scholars are engaged with and accessible to undergraduates. Professors care about the well-being of their students, and students often form meaningful relationships with their professors. You will get the chance to work closely with faculty inside and outside the classroom.

The Department of Molecular Biology is the core of the life sciences at Princeton. Our faculty are fully engaged in teaching and cutting-edge research on topics ranging from molecules to genomes. All of our professors, including many with joint appointments in other departments, participate in the undergraduate program. The uncommon level of interdisciplinary interactions provides an exceptional environment for learning and research.

Bonnie Bassler
Squibb Professor in Molecular Biology
Chair, Department of Molecular Biology
Manjul Bhargava’s research on elliptic curves is at the heart of one of the greatest unsolved mathematics puzzles of our time. Bhargava is the Brandon Fradd, Class of 1983, Professor of Mathematics. He won the 2014 Fields Medal, considered the highest honor in mathematics, and is known among students for his popular freshman seminar “The Mathematics of Magic Tricks and Games.”

Jennifer Rexford, the Gordon Y.S. Wu Professor in Engineering and chair of the Department of Computer Science, says there is no better place for interdisciplinary study than Princeton. Faculty teach and conduct research in traditional areas of computer science, but also in fields such as biology, economics, mathematics and the arts. Computer science is expanding its faculty by more than 30 percent as more students take classes and pursue interests in the field, including a marked increase in computer science majors.

The Ferris and McGraw Professors in Journalism are one example of how leading professionals in media, arts, government, technology and other fields bring their real-world experiences to Princeton’s classrooms. The visiting professors have included former New York Times restaurant critic Frank Bruni, NPR international correspondent Deborah Amos, and author and New Yorker writer Rebecca Mead.

The Woodrow Wilson School faculty reflect the complexity of today’s policy issues; the faculty currently includes scientists, engineers, psychologists and legal scholars — in addition to economists, historians, political scientists and sociologists.

Cecilia Rouse
Dean of the Woodrow Wilson School of Public and International Affairs
Independent Work

The senior thesis is a capstone experience for Princeton students’ academic journeys.

Students choose thesis topics based on their passions. In addition to a thesis for their major, some students also complete a thesis for their certificate programs.

ISABEL CLEFF

- **Major:** Mechanical and aerospace engineering
- **Thesis:** Designing, building and testing an aerospike rocket nozzle
- **Adviser:** Marcus Hultmark, associate professor of mechanical and aerospace engineering

- **Rocket science:** I built small model rockets with bell and aerospike nozzles. I’m testing them in a supersonic wind tunnel to compare the two nozzle types. I hope my data will complement existing theory to support building an aerospike nozzle on a real rocket.
- **Awesome facilities:** I did my experiments at the Gas Dynamics Lab at Princeton’s Forrestal Campus. There are a bunch of awesome wind tunnels in the lab, which produce airflow at three times the speed of sound.
- **Career:** I’ve been interested in space since I was a kid. Last summer, I interned at Virgin Orbit, and the skills I learned there were indispensable to completing my thesis. I will return to Virgin Orbit full time after I graduate.

UGONNA NWABUEZE

- **Major:** English
- **Certificates:** African studies, African American studies and theater
- **Advisers:** Elena Araoz, lecturer in theater and the Lewis Center for the Arts, and Robert Sandberg, lecturer in English, theater and the Lewis Center for the Arts

- **Two theses:** I produced and was a lead actor in the play “Eclipsed,” by Danai Gurira, about five Liberian women during the second Liberian civil war. And I wrote an original play set in New Orleans about the experiences of three black women in the 1800s.
- **Close to home:** I am a first-generation Nigerian-American and I was always haunted by the stories my father told me about being a child soldier in the Nigerian civil war.
- **Travels:** To inform my performance, I traveled to Africa to study West African theater and visit a Liberian refugee camp. I also spent a summer in New Orleans to research my own play, which explores the relationship between black women and the world while exploring the role of race, gender and abuse.
NICHOLAS WU

- Major: Woodrow Wilson School
- Certificates: American studies and East Asian studies
- Adviser: Marta Tienda, Maurice P. During Professor in Demographic Studies, professor of sociology and public affairs

- Internship: The Wilson School sponsored my internship at Safe Passage Project, which provides free legal services to immigrant children facing deportation. I observed how cases of child migrants seeking asylum are processed. Far too many kids are rejected by immigration courts and sent back to unsafe situations in their home countries.
- Data-driven research: I analyzed asylum determination rates in U.S. cities and in Citizenship and Immigration Services asylum districts. I reviewed similar data in European Union countries.
- Mentor: Professor Tienda was immensely helpful. As a leading scholar in the field, she knew the research landscape and guided me through obstacles during the process. She also gave lots of feedback on the drafts of my chapters and checked in on my progress.

JACK FINLAY

- Major: Molecular biology
- Certificate: Neuroscience
- Thesis: Examining the molecular basis of diabetic kidney disease
- Adviser: Jean Schwarzbauer, Eugene Higgins Professor of Molecular Biology

- Research: I considered how elevated glucose conditions stimulate excess deposition of extracellular matrix by kidney cells.
- Early start: Molecular biology’s summer research program allowed me to spend the summer in the lab before my senior year, getting a jump-start on my thesis.
- Future: Research is my passion and an outlet for my creativity and exploration. Next year, I will be a Churchill Scholar at the University of Cambridge, conducting oncology research as a graduate student in medical science. I then plan to complete an M.D.-Ph.D. dual degree at the Duke University School of Medicine. One day, I hope to be a physician-scientist, contributing to the prevention and cure of diseases.
We Support Your Success

We want you to find success and enjoyment in your life at Princeton.

The University strives to provide students with academic, personal and health resources to succeed on campus. Princeton is a caring community, and there are many people and offices available to help students flourish.

Khristina Gonzalez
Associate dean of the college
Director of programs for access and inclusion

As the University continues to expand access to students from a range of backgrounds, it is important that we provide the resources so all students can thrive here — so that they can feel academically and socially at home on our campus.

OFFICE OF THE DEAN OF THE COLLEGE

The Office of the Dean of the College is responsible for all aspects of the undergraduate curriculum. The office’s message to students is simple: Study what you love, take advantage of the opportunities around you and find help when you need it. By providing advice and support through the residential colleges and a wide range of programs (some of which are listed here), the office promotes student learning, research and service. Students have many possibilities for study, both on campus and abroad. It is the role of the Office of the Dean of the College to ensure that every student can access the resources they need to embrace these possibilities to the fullest.

Residential Colleges: Residential colleges are where first-years and sophomores live. Each residential college has a faculty head, dean, director of studies and director of student life. Academic advising for first-years and sophomores is centered at the colleges. Deans and directors of studies help students shape their academic plans, while directors of student life help students navigate campus and can provide guidance on personal matters. Undergraduate peer advisers offer advice on the academic experience from the perspective of a fellow student, while residential college advisers are juniors and seniors who serve as mentors to first-years and sophomores.

McGraw Center for Teaching and Learning: At the McGraw Center, students can learn advanced strategies to master large reading loads, take effective notes, study more efficiently, prepare for exams and use digital media in Princeton classes. The free workshops, learning consultations and technology training provide individualized skills and strategies. You may receive support for specific courses through group and individual tutoring.

Writing Center fellows are trained to consult on assignments in any discipline and can help at any stage of the writing process. Students can schedule free, one-on-one conferences with experienced writers. Conferences complement, but do not replace, students’ relationships with their professors and advisers.

Scholars Institute Fellows Program (SIFP): SIFP serves as a supportive pipeline to introduce students to new and ever-expanding resources on campus. Low-income and first-generation college students mentor and support each other, forming a community across class years.
CAREER SERVICES
Career Services engages students from their first days on campus, guiding them through a process of self-discovery to explore careers that resonate with their strengths, interests and values. Students receive personalized support on a variety of topics including: self-assessment, choice of major and career field, pursuit of internships and employment, and application to graduate school. Nearly all students participate in at least one internship, research or work experience while at Princeton.

DISABILITY SERVICES
The Office of Disability Services offers a range of services to provide students with disabilities equal access to the educational opportunities and programs available at Princeton. Staff are available to meet with prospective or incoming students who are visiting the campus.

UNIVERSITY HEALTH SERVICES (UHS)
UHS is the primary health care provider for students. The accredited facility offers a comprehensive range of medical and counseling services, as well as health education, outreach and wellness programs. Approximately 83 percent of all undergraduates receive services from UHS annually.
We believe the arts are central to a liberal arts education no matter what your major.

Learn documentary filmmaking in Kenya. Design the costumes for a campus production of the musical “Spring Awakening.” Write a chamber opera. Dance in a martial arts musical fantasy. Spend the summer exploring the amphitheaters where classic Greek tragedies were first performed. Let your imagination soar, explore and create.

The Lewis Center for the Arts is the nexus of programs in creative writing, dance, music theater, the Princeton Atelier, theater and visual arts, while the Department of Music centers on musicology, composition and programs in jazz studies and music performance. Whether you take one class, earn a certificate or pursue a major in the arts, you will have the opportunity to learn from core faculty and working professionals at the top of their fields. Without leaving campus, you can also hear world-class musicians in the Princeton University Concerts series and attend professional theater and arts events at McCarter Theatre Center, which also houses the Berlind Theatre, a performance space shared with Princeton students.

Princeton students enjoy unrivaled opportunities for making, experiencing and thinking about art; it’s a natural extension of their very human desire to make, experience and think about life.

Michael Cadden
Senior lecturer in theater in the Lewis Center for the Arts
Chair, Lewis Center for the Arts

PRINCETON’S NEW ARTS COMPLEX

In fall 2017, Princeton unveiled a 22-acre arts complex that greatly expands performance, rehearsal and teaching spaces for the arts. The development includes a new home for the Lewis Center for the Arts’ programs in dance, music theater, the Princeton Atelier and theater, as well as a new building associated with the Department of Music. Highlights of the facilities include:

• The Wallace Dance Building and Theater, featuring the 3,600-square-foot Hearst Dance Theater and a 3,600-square-foot black box theater. Each performance space has professional theatrical equipment and recording capabilities.

• A music building that houses a 3,500-square-foot performance and rehearsal space with soaring ceilings, acoustically advanced practice rooms and teaching studios. The Princeton University Orchestra, Glee Club, Concert Jazz Ensemble and other groups will use the space.

• A 2,000-square-foot acting and performance studio designed for smaller, more intimate performances.

• A six-story structure with studios, gathering spaces to inspire artistic collaboration, an art gallery, conference rooms and administrative offices.

• A park-like setting with an outdoor art installation by acclaimed artist Maya Lin, extensive landscaped plazas, pathways and green spaces. A train station links Princeton to New York, Philadelphia and the world.

• A convenience store, café and restaurant.
If we can give our students a chance to lose themselves by playing, singing or composing music — if they leave Princeton knowing how much music can enrich lives — then we will have done a good thing indeed.

Wendy Heller
Scheide Professor of Music History
Chair, Department of Music
Director, Program in Italian Studies

One of my goals is to serve every student here. We want to create a sense that the University Art Museum is a place for everyone — not just an art or art history student, but an engineer or a student in the life sciences.

James Steward
Nancy A. Nasher-David J. Haemisegger, Class of 1976, Director, Princeton University Art Museum

The museum houses more than 100,000 works spanning ancient to contemporary art.

Firestone Library’s extensive holdings of rare books and special collections are a treasure house for students and scholars in the arts and humanities. This manuscript of a Bach cantata in his own hand dates from 1724. It is part of the extraordinary Scheide collection of 2,500 rare books that also includes a Gutenberg Bible, Shakespeare folios and an original printing of the Declaration of Independence.
I’ve found tight-knit communities on campus. The LGBT community here welcomes everyone with open arms. I’m an LGBT peer educator and I love talking with first-year students. Many have the same apprehensions I did and it’s great to be able to tell them, ‘Don’t worry, it works out!’ I’ve also found a home within the theater. There are so many opportunities, whether through the Lewis Center for the Arts or student groups. My favorite class has been “Lighting Design” with Jane Cox. She leads the Program in Theater and is an award-winning lighting designer on Broadway. I’ve had many amazing design experiences, even working in the Berlind Theatre with over 250 lights. From my experiences with theater, I have learned so much about design philosophy, collaboration and leadership.

Growing up in a rural town, I was surrounded by farms, orchards and a strong family that supported me. However, my high school had limited resources. My first two years at college were a mess of anxiety and doubt. I felt out of place. Then, I sought help from campus resources: counseling, professors’ office hours, tutoring. I worked as a research assistant in infectious disease ecology. I learned that people in the academic community believed in me so I became confident in my abilities. As I finish my third year, I realize that I am exactly where I want to be. I am proud of where I came from, as well as who I am now.
After Princeton, I will pursue graduate study at the University of Oxford as a Rhodes Scholar. My childhood in Newark and my undergraduate education have inspired my two commitments: to have a career in public service and to advocate for those most in need of a voice. I’m a Woodrow Wilson School major and my senior thesis focuses on support services for pregnant and parenting teens. As a mentor for the Princeton College Counseling Program, I help underprivileged high school students navigate the college application process. The students are really talented, though often hesitant about college. I let them know, if you have the qualifications, go ahead and submit that application. You are qualified. You can do the work.

On my way home from the Princeton Preview event for admitted students, I was wearing my Princeton sweatshirt, and a man at the Charlotte airport in an orange tie approached me and asked, ‘Princetonian?’ Confused, I replied, ‘Yes?’ and he immediately extended his hand to shake mine, and said ‘Hi. I’m Class of ’84!’ I told him I was Class of ’19, and he excitedly congratulated me and told me he was proud of my accomplishments, then welcomed me to the family. I knew I had made the right choice.

Sled hockey was the first adaptive sport I ever played. It was the first time I could really be competitive in something. I started as a young kid and worked my way up to the U.S. National Sled Hockey Team. I played in the Paralympic Games in 2014 and 2018, and we won gold both times. My professors and advisers really worked with me to accommodate my practice schedule and travel to the 2018 games in South Korea. The hockey team also allows me to use Baker Rink on campus to train on my own. I appreciate all the help people at Princeton have given me to achieve my dream of competing in the Paralympics.
Junior
Bangalore, India

I am concentrating in molecular biology with certificates in applications of computing and quantitative computational biology. While I am deeply interested in the natural sciences, I knew I also wanted to study history, languages, philosophy, art and a range of other subjects, making liberal arts, and Princeton, the best choice for me.

I’m a senior science writer for The Daily Princetonian student newspaper, treasurer of the vegetarian food cooperative 2D and a member of the club badminton team. I really enjoy my job as a head tutor at the McGraw Center for Teaching and Learning, where I tutor multivariable calculus and linear algebra.

My favorite role on campus, though, is being a residential college adviser in Forbes College, where I live with and advise students on academics, extracurriculars and social life at the University. I am a big believer of peer mentorship, and in the past, I also served as a Davis International Center leader to host International Orientation.

I think international students often have unique perspectives on issues both inside and outside of class, making for interesting insights that might escape the notice of our American peers. While there is no “standard” international experience (understandably, since we come from such a variety of backgrounds), the international community is still very tight-knit and very welcoming.

As a proud Forbesian [resident of Forbes College], I love our backyard that overlooks the golf course. On warm days, I take my books out to the hammock in the backyard and (try to) study while staring out at the towers of the Graduate College. I also enjoy getting lost in Firestone Library — did you know that if you walk along all the shelves of Firestone, it’s farther than walking to New York City?
Senior
Oologah, Oklahoma

I never really thought about attending college outside Oklahoma. I’m from a small town, and many students from my high school don’t go to college.

In high school, I was lucky to have opportunities that opened my eyes to schools like Princeton. The summer before my junior year of high school, I attended the LEADership, Education and Development (LEAD) summer program at the Tuck School of Business at Dartmouth College. I then became a QuestBridge Scholar. QuestBridge is a nonprofit that helps low-income and first-generation students through the college admissions process, and they helped prepare me to apply to Princeton.

I also received a lot of support from my community. I’m a member of the Cherokee Nation, and my tribal councilor is a key reason why I am at Princeton.

I was in student government in high school and was president of my Princeton class sophomore year. I served on the Honor Committee throughout my Princeton career. I’m a fellow in the James Madison Program in American Ideals and Institutions, a member of the College Republicans, and one of the founders of the Natives at Princeton student organization.

I’ve particularly enjoyed classes with Professor of Politics Robert George, the McCormick Professor of Jurisprudence, on civil liberties and constitutional interpretation. Through classes like these and outside organizations, I enjoy debating the idea of the “American Dream.” I’m a poor kid who went to Princeton and became class president. And soon I’ll be studying at Harvard Law School as the first recipient of the American Indian College Fund Law School Scholarship. I am living my American dream.
Welcome Home

As a Princeton student, you will consider our close-knit, residential campus your home.

Undergraduates are guaranteed housing for all four years and nearly all undergraduates choose to live on campus.

All first-years and sophomores are required to live within the residential college system. The six colleges — Butler, Forbes, Mathey, Rockefeller, Whitman and Wilson — offer comfortable communities where students live, eat, study and socialize. Each college has its own distinctive architecture, with a cluster of dormitories, dining halls, common rooms, academic spaces, and arts and entertainment resources.

The residential colleges promote close ties and friendships and contribute to the individual learning and personal growth outside of the classroom that is an important part of the Princeton experience. The colleges are a center of activities and events for students — from intramural sports, food-filled study breaks and book clubs to 5K running races, Broadway show outings, lectures and concerts.

At the end of sophomore year, students can decide whether to live in a residential college or in other campus housing for juniors and seniors. Regardless of where they live on campus, juniors and seniors have opportunities to eat at the residential colleges and participate in activities there.
Students can find something to do at the residential colleges any night of the week, including:

**“Hamilton” Broadway trip from Mathey College**
Residential colleges often arrange bus trips from campus to New York City. Mathey residents were among students who recently saw musicals such as “Hamilton” and “Book of Mormon.”

**The Black Box at Wilson College**
A flexible space for theatrical performances; it transforms into a dance club most Friday nights.

**Language tables at Forbes College**
An opportunity to practice your language skills — ranging from Arabic to Thai — over a meal in the dining hall.

**Film Forum at Rockefeller College**
A collaboration with the University Center for Human Values, the film screenings and discussions are centered on different topics each semester.

**Open mic night at Butler College**
All students are invited to share their talents while enjoying pizza, sushi and more.

**Olympics at Whitman College**
Whitman students enjoy a little friendly competition that includes dodgeball, tug of war and a pie-eating contest.
Eat Well

Dining at Princeton is about enjoying a variety of great-tasting and nutritious foods in comfortable settings.

Whether eating dinner at a residential college dining hall, meeting friends for lunch at an eating club or grabbing a quick bite at a campus café, you have many dining options at Princeton.

First-years and sophomores eat most of their meals in the residential colleges. About two-thirds of juniors and seniors choose to join an eating club (where students gather for meals and social activities), while other juniors and seniors select different dining options. Other dining options include food cooperatives and independent dining.
RESIDENTIAL COLLEGES

First-years and sophomores eat most of their meals in the residential colleges. The residential college dining halls change their menus daily, offering culturally diverse cuisine and options for different dietary needs with a focus on sustainable dining. Juniors and seniors also can eat at the residential college dining halls.

EATING CLUBS

Eating clubs serve as dining facilities and social centers for juniors and seniors who choose to join one of the 11 clubs, although first-years and sophomores are often invited to meals or events. The clubs are operated independently by student officers and alumni boards. Six of the clubs conduct an application process, while five invite members simply to sign up. Almost all club members live in campus housing. Some juniors and seniors who join a club and live in a residential college split their meal plans between their college and club. Regardless of their dining plan, all juniors and seniors may eat two free meals a week in the residential colleges.

Activities at the eating clubs include dinner discussions, dances, intramural sports and community service projects. Clubs have game rooms, libraries, study spaces and media rooms. The financial aid awards of juniors and seniors include increased allowances for meals to help cover the cost of eating club membership.

CAFÉS

Cafés serving a wide variety of foods — sandwiches, pizza, salads and more — are located throughout campus, including the popular Frist Campus Center Food Gallery.

ROSHER AND HALAL DINING

The Center for Jewish Life/Hillel (CJL) offers kosher meals for the entire campus community. Students of all backgrounds enjoy meals at the CJL. Students also have the option to have a kosher meal from the CJL delivered to their dining hall. All residential college dining halls offer halal options for students.

INDEPENDENT DINING

Some juniors and seniors choose to make their own eating arrangements on or off campus. Many of these students live in independent housing on campus, which includes four-person suites with individual kitchens or dormitories with common kitchens.

STUDENT FOOD COOPERATIVES

Princeton’s four food co-ops, including vegetarian and international options, are student groups that cook and eat dinners together at a common kitchen on campus.
Students love the lively and varied campus life at Princeton. Your experiences pursuing personal interests, exploring different activities, having fun with friends and meeting new people can be as important and inspiring as your education in the classroom. There are countless extracurricular organizations, clubs and centers that bring students together.

**STUDENT ORGANIZATIONS**

Sing with an a cappella group. Grow sustainable food at the student garden. Perform slam poetry. Play with the Princeton University Band. Princeton has more than 300 student organizations, which are created and run by students with support from the University. They run the gamut from music and dance to politics and debate, from service and social activities to ethnicity and religion.
**The AccessAbility Center** is an inclusive gathering and study space for students, with the mission of providing opportunities for engagement and conversation around ability, access and difference.

**Campus Club** is a social facility for undergraduate and graduate students that hosts numerous activities and offers flexible spaces for casual relaxation and formal gatherings.

The **Carl A. Fields Center for Equality and Cultural Understanding** explores critical issues by initiating programs and discussions on race, class, gender, sexual orientation, social justice and civic engagement. The Fields Center provides designated space for several cultural affinity groups and features meeting rooms, a seminar room and a library.

The **Davis International Center** offers an array of services and programs for international students and scholars, including advising on immigration and visa matters, and supporting students during their time at Princeton. The center also hosts intercultural programs and events including the annual International Orientation for new international students.

**The Frist Campus Center** is the central gathering place for everyone on campus, as well as alumni and visitors. Frist hosts a variety of programs and services, including dining venues, a theater, television lounge, billiards room and more.

The **Lesbian, Gay, Bisexual and Transgender (LGBT) Center** works to support and empower lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual students by providing community-building, education, events and initiatives. The center advises more than 15 student groups, including those for first-year students, students of color, and transgender and asexual students.

**The Pace Center for Civic Engagement** helps students learn to do service well and have a positive impact in the community. Through the Pace Center, students can participate in local, national and international service experiences. See page 39 for more information.

**The Women’s Center** provides a supportive atmosphere for students and hosts an array of cultural and educational programs for students of all genders.
Spiritual Connections

It’s easy to find your spiritual home at Princeton.

With 17 chaplaincies and almost 50 faith-based student organizations, there are many opportunities to explore and deepen your faith, as well as to discover and build bridges between faiths and between religious and nonreligious students on campus.

In addition, students can discover their own sacred spaces on campus to pray, meditate or quietly reflect, such as the University Chapel, Interfaith Meditation Room and the Muslim Prayer Room, as well as the many beautiful natural spaces within the campus landscape.

THE OFFICE OF RELIGIOUS LIFE (ORL)

ORL supports the religious interests of students, faculty and staff of various faiths, and offers community service, cross-cultural and social action programs. Highlights have included a campus talk by the Dalai Lama (photo below) or a recent student trip to Cambodia to learn about religion and human rights.

ORL also offers pastoral care and spiritual counseling. The Religious Life Council brings together students of all faiths to learn from one another.

THE CENTER FOR JEWISH LIFE/HILLEL (CJL)

CJL offers a welcoming, multifaceted community of peers and a comfortable environment for students to explore their connections to Judaism and Jewish life. The CJL engages students in a broad spectrum of activities and empowers them to become leaders of the Jewish community at Princeton. The CJL organizes festive Shabbat and holiday meals and celebrations, creative themed study breaks, domestic and international service-learning trips, and other opportunities. It also houses a kosher dining hall that is open to all Princeton student ID cardholders. Princeton also has an active Chabad organization, providing all students with new opportunities to experience Judaism through religious, educational and social programs.
The increasing diversity of Princeton’s student body is bringing a wonderful diversity of religious traditions as well.

Alison Boden
Dean of religious life and the chapel

THE UNIVERSITY CHAPEL
All students are welcome at the chapel’s ecumenical services. You may participate in study and discussion groups, conferences, the Chapel Deacons program, trips abroad, retreats, Chapel Choir, drama and social action.

FIND A RELIGIOUS HOME
Princeton hosts a number of campus chaplaincies, student-organized religious groups, and gatherings for worship and community-building.

Aquinas Institute (Roman Catholic)
Athletes in Action (Christian fellowship)
Bahá’í Club
Baptist Student Fellowship
Center for Jewish Life/Hillel
Chabad
Chapel Deacons
Chapel Student Fellowship
Christian Science Organization
Episcopal Church at Princeton (Anglican)
Faculty Commons
Genesis (Christian)
Hallelujah Church (African American church tradition)
Hindu Chaplaincy
Hour of Power (ecumenical Christian)
J Street U Princeton
Jewish Progressives
Kindred Spirit (Christian a cappella)
Koleinu (Jewish a cappella)
Latter-Day Saints
Lutheran Campus Ministry

Manna Christian Fellowship
Muslim Advocates for Social Justice and Individual Dignity
Muslim Chaplaincy
Muslim Students Association
Orthodox Christian Fellowship
Princeton Buddhist Students’ Group
Princeton Chabad Student Group
Princeton Christian Fellowship
Princeton Faith and Action
Princeton Hindu Satsangam
Princeton Intervarsity Graduate Christian Fellowship
Princeton Leaders in Christ
Princeton Presbyterians
Princeton University Christian Community Council
Princeton University Gospel Ensemble
Princeton University Society of Humanists (secular)
Progressive Christians at Princeton
Sant’Egidio
Seventh-Day Adventists
Sikhs of Princeton
Unitarian Universalists Campus Community
Wesley Foundation (Methodist)
Worship House
Yavneh
Play Like a Tiger

Whatever your skills or interests, there are many opportunities to enjoy athletics at Princeton.

With 37 varsity teams for men and women, Princeton has one of the largest and most successful athletic programs in the NCAA Division I. You also may participate in informal activities for exercise and fun through club and intramural sports. Our superior indoor and outdoor facilities are a resource for varsity and recreational athletics.

**VARSITY SPORTS**

Princeton varsity teams have a long history of success, and our student athletes are known for excelling in academics and sports. Princeton teams have won more Ivy League championships than any school during the last two decades. The University also is regularly at the top of the Ivy League’s unofficial all-sports championship. About 18 percent of undergraduates participate in varsity sports, including basketball, cross country, ice hockey, rowing and more. Additional information is available at www.goprincetontigers.com.

**CAMPUS RECREATION**

You have many options for fitness and recreation at Princeton. There are 38 club sports, ranging from ballroom dancing to Taekwondo and Ultimate Frisbee. The intramural sports program offers more than 500 teams and has over 30 group fitness and instructional classes.
ATHLETIC FACILITIES

There are numerous athletic facilities for varsity and recreational use. Dillon Gymnasium is available for non-varsity and recreational sports, and includes a pool, dance studio and the Stephens Fitness Center. Jadwin Gymnasium has 250,000 square feet of indoor space for varsity sports in addition to an outdoor practice area. Princeton Stadium, where the Tigers play football, has seating for 27,800. Shea Rowing Center is home to the crew program, which rows on Princeton’s beautiful Lake Carnegie. The University also has a hockey and ice skating rink, a tennis center with 23 outdoor courts, an eight-lane Olympic track, an 18-hole golf course and more than 50 acres of fields.

“The men’s basketball program has a rich history of great coaches, players and championships. I’m reminded of this every time I see the banners hanging above our court in Jadwin Gym. The team has shown me I’m part of something much bigger. The opportunities to make an impact in this world are limitless at Princeton. I spent a summer studying in Tanzania and learning Swahili. I saw different ways that people live, giving me tremendous appreciation for opportunities at my disposal. I hope to return one day and give back to people in Tanzania by helping grow the game of basketball in the country.”

Devin Cannady
Junior, varsity men’s basketball
Sociology major

“I chose Princeton because of its flexibility. In addition to the water polo team, I’m a cadet in the Army ROTC Tiger Battalion. Compared to the other schools, Princeton stood out because it offered the best programs in academics, ROTC and athletics. I could pursue all three of my passions at the highest levels. My military and athletic commitments have helped me grow immensely as a person. I also love that my team is so supportive of my passions outside the pool. Their burgeoning curiosity about the military and their interest in the things I’m doing in ROTC reminds me every day that I am part of a family, not just a team.”

Kasey Bersh
First-year, varsity women’s water polo
The World Is Your Classroom

We feel the best way to learn from other cultures is to experience them firsthand.

Suitcase. Passport. Binoculars. Camera. Journal. Hiking boots. Sketch pad. Add an open mind and a healthy dose of curiosity and you’ll have all the “classroom supplies” you might need to take part in a variety of international programs at Princeton.

The Office of International Programs (OIP) serves as the University’s primary resource for undergraduates seeking to gain experiences abroad and for students applying for fellowships and scholarships. OIP is home to the Bridge Year Program, Fellowship Advising, the International Internship Program and the Study Abroad Program.

BRIDGE YEAR

At Princeton, you can jump right into an extraordinary international experience even before you formally set foot on campus as a first-year student. Think Bolivia, China, India, Indonesia and Senegal. Launched in 2009, Princeton’s Bridge Year Program is a tuition-free program that enables newly admitted students to begin their Princeton experience with a year of public service abroad. Groups of seven Princeton students are placed in homestays at each program location. You will engage with host communities through volunteer work in nongovernmental organizations, schools, clinics or other local institutions. Students are invited to apply for the Bridge Year Program after they have accepted Princeton's offer of admission.
Bridge Year has been the most eye-opening experience of my life. Whether it’s learning to make Andean wind instruments by hand, teaching third-graders songs about teamwork in Cochabamba’s public schools, or becoming closer to nature by trekking through Andean peaks, the year has been an exercise in activism, discovering passions, and, as my homestay mom tells me, getting to know another reality.

Manny Ramirez
on living in Cochabamba, Bolivia, before his first year at Princeton. He volunteered with Circo El Tapeque, an organization that uses the arts to develop skills and potential with children in local schools.

Bridge Year taught me how to live independently, gave me the skills to come out of my comfort zone and fueled a deep interest in China that I have been able to explore back at Princeton.

Jack Allen
First-year

STUDY ABROAD

Destinations for the Study Abroad Program span the world and are open to students in all majors. You can choose from a multitude of experiences, from improving language skills to engaging in interdisciplinary academic programs. Princeton accepts credit from more than 100 programs and universities in more than 40 countries. These include exchange programs with top-ranked universities around the globe as well as Princeton-sponsored field study programs.

Students can study abroad any time during sophomore or junior year and in the fall of senior year. There are no extra fees for those who participate in the Study Abroad Program, and students on financial aid can rest assured that their aid award will travel with them.

Many students also choose to study abroad in the summer. You can spend the summer improving your language skills in one of Princeton’s own intensive language programs or in a preapproved program offered by another institution. Princeton also offers summer programs on academic topics that come alive when studied on site and that often include fieldwork.
**INTERNATIONAL INTERNSHIPS**

Princeton’s International Internship Program (IIP) offers guidance and financial support to undergraduates who wish to undertake a summer internship abroad. With placements in more than 50 countries, IIP offers students the opportunity to fulfill academic and personal goals while living and working abroad. Interns have held positions in government, media, education, public health and nongovernmental organizations, as well as financial and research institutions.

**ACADEMIC OPPORTUNITIES**

Stretch your idea of what a classroom can look like. When you study abroad, your classroom might be a tropical research institute in Panama, the ruins of ancient theaters in Greece, war sites in Vietnam or the archives of the Paris Opera Ballet. Outside of the Study Abroad Program, academic opportunities abroad include courses that have an international travel component, independent thesis research in other countries, and the Princeton Institute for International and Regional Studies’ (PIIRS) summer global seminars.
My semester abroad was one of the most academically and personally fulfilling experiences I have had in college. The opportunity to experience a new culture, travel internationally and learn outside of campus has added tremendous value to my Princeton experience.

Caitlin Quinn
Senior
Woodrow Wilson School major
Studied abroad in Northern Ireland at Queen’s University Belfast

This photo was taken from the top of the SESC Pompeia building in São Paulo during a trip to Brazil for the class ‘Interdisciplinary Design Studio.’ The professors led 12 students through the city, giving us firsthand experience with the architecture and urban design we were studying. A cutout along the building’s exterior provided a sweeping view of the city below. I felt so much more connected to São Paulo as a whole.

McKayla Tyrell
Sophomore
Find Your Service Focus

The University’s long-standing commitment to service and civic engagement is at the core of the Princeton experience.

In the University’s new Service Focus program, you can forge a path that purposefully bridges academics and service. Through summer internships, courses, faculty mentorship and peer reflection, you can learn what it means to be “in the nation’s service and the service of humanity.”

In addition, student organizations, residential colleges, eating clubs and student-initiated efforts all offer a myriad of ways to engage in meaningful service on campus, in our community and across the world.

Service and civic engagement cover a wide range of activities, spanning community activism, public policy work, entrepreneurship, environmental advocacy, international development and military service, including Princeton’s Army, Air Force and Navy Reserve Officer’s Training Corps programs. Through these experiences, students often view service as central to their education and to their lives beyond Princeton.
For me, service gives purpose to my studies and my life. Whether I pursue research or business, or whatever I ultimately decide, I know that if I approach it with a service mindset it gives real purpose to the work I do.

Moses Im
Sophomore
Entrepreneurship is about much more than starting companies; it’s about translating aspirations to meaningful impact. With liberal arts strengths and many experiences in and out of the classroom to foster an entrepreneurial mindset, Princeton provides students powerful tools to achieve these goals.

Margaret Martonosi
Director, Keller Center for Innovation in Engineering Education
Hugh Trumbull Adams ’35 Professor of Computer Science
INSPIRING FUTURE LEADERS

Students can explore potential careers in public service and the nonprofit sector through the alumni initiative Princeton Internships in Civic Service (PICS). PICS offers 8- to 10-week paid summer internships in a wide range of endeavors in national and international organizations. Students work in group advocacy, legal services, public policy, the environment, health and social services, community development, education, and the arts. Princeton alumni serve as partners and mentors to interns, fostering long-lasting connections between alumni and undergraduates.

Charlotte Reynders
Junior
Art and archaeology major
PICS intern at Jumpstart for Young Children

“From the moment I arrived at my internship promoting early childhood language and literacy, I felt like part of the team. The work reaffirmed my passion for educational justice and clarified my career goals. It’s exciting to think of the collective impact Princeton students will have on the world as the PICS program continues to make its mark.”

MAKING A DIFFERENCE IN THE WORLD

Princeton’s chapter of Engineers Without Borders is a diverse group of students dedicated to implementing sustainable engineering projects that help developing communities meet their basic needs.

In recent years, the group has built a library in Ghana, gravity-fed water distribution systems in Peru (photo below) and rainwater catchment structures in Kenya. The team now is designing water supply and distribution systems with community partners in the Dominican Republic, Kenya and Peru.

Nicholas Johnson, a junior, says he’s learned how engineering can empower communities around the world. “I’ve applied concepts I learned in the classroom to address real-world problems. The firsthand engineering experience is an excellent complement to Princeton’s engineering curriculum, a reason that motivates many students to get involved with the group,” he says.
Our goal is to admit a class defined not only by its outstanding academic ability but also by a variety of backgrounds, particular interests, accomplishments and aspirations.

We seek to understand how you have excelled within the context of your respective schools and communities, and how you made use of the resources at your disposal.

Please visit admission.princeton.edu/how-apply for complete information about our admission process and application requirements.

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**RECOMMENDED COURSES**

These courses build a strong foundation for study at Princeton:

- Four years of English (including continued practice in writing)
- Four years of mathematics
- Four years of one foreign language, if higher-level courses are available
- At least two years of a laboratory science
- At least two years of history (including that of a country or an area outside of the United States)
- Some study of the visual arts, music or theater

If you intend to pursue a B.S.E. degree or physical science major:

- Mathematics courses should include calculus.
- Sciences should include a year of math-based physics or higher-level physics and a year of chemistry.

"We seek students who have distinguished themselves with outstanding academic accomplishments as well as impressive experiences outside the classroom. The personal qualities, backgrounds, beliefs and abilities the undergraduates bring to campus contribute to all Princeton offers."

Janet Lavin Rapelye
Dean of admission
THREE THINGS TO NOTE

Arts Form
If you have a special talent in architecture, creative writing, dance, music, theater or the visual arts, you have the option to submit digital representations of your work online. Please visit our website for more information.

Alumni Interviews
After you submit your application, you may be contacted for an optional interview with a Princeton Alumni Schools Committee member, depending on your location and the availability of a committee member in your area. The Office of Admission will inform you by email when an interviewer has been assigned.

Fee Waiver
You may request a fee waiver if you are from a low-income background, or if the application fee is a hardship for your family, and you are applying for financial aid. Please note that applying for a fee waiver will not disadvantage your application in any way.

APPLICATION CHECKLIST

1 Submit
☐ The Coalition Application, the Common Application or the Universal College Application
☐ Princeton Supplement
☐ Application Fee or Fee Waiver
☐ Graded Writing Sample, preferably in the subjects of English or history

2 Request
☐ Transcript
☐ School Report
☐ Guidance Counselor Letter
☐ Two Academic Teacher Recommendations

3 Report
☐ SAT or ACT*
☐ Two SAT Subject Tests (recommended, not required)
☐ TOEFL, IELTS Academic or PTE Academic Test (required for non-native English speakers without three years of English-language instruction in high school)

*If submitting SAT or ACT score reports is a hardship, we will still review your application with self-reported scores.
APPLICATION PROCESS
Our Single-Choice Early Action application, also known as restrictive early action, is a nonbinding process for students whose first choice is Princeton. You must complete your application by November 1, and you may not apply early to other private colleges or universities in the United States. You may apply to any public institution or service academy in the United States or any international institution as long as the decision is nonbinding. The Office of Admission will provide an admission decision of admit, defer to Regular Decision or deny by mid-December. If admitted, you have until May 1 to respond to our offer.

The Regular Decision application deadline is January 1 and students will be notified by the end of March.

If you are admitted and have completed your financial aid application, you will be notified of any financial aid award at the time you are offered admission.

TRANSFER ADMISSION
Princeton’s transfer admission process enrolls a small group of exceptionally well-prepared transfer students every year from a range of backgrounds. We particularly encourage applications from students from low-income backgrounds, community college students and U.S. military veterans.

Transfer students, like first-year students, are able to enroll in the fall term only. Most students will begin in their sophomore year, however, in some cases, they may begin as juniors, or be required to enter as first-year students. In all cases, this standing is determined by Princeton faculty and college deans after evaluation of transfer credit.

More information about the transfer application process, including dates and deadlines, is available online at admission.princeton.edu.
## Dates and Deadlines for First-Year Admission

### SINGLE-CHOICE EARLY ACTION

#### MID-AUGUST
- Applications Available: Coalition Application, Common Application or Universal College Application, plus the Princeton Supplement

#### SEPTEMBER 1
- TOEFL, IELTS Academic or PTE Academic Test completed (if applicable)*

#### OCTOBER 1
- Last month to take ACT

#### NOVEMBER 1
- Application and Princeton Supplement due
- Graded Writing Sample due
- School Report, Guidance Counselor Letter and Transcript due
- Teacher Recommendation Form 1 due
- Teacher Recommendation Form 2 due
- Last month to take SAT and SAT Subject Tests

#### NOVEMBER 9
- Princeton Financial Aid Application due

#### MID-DECEMBER
- Decision notification

### REGULAR DECISION

#### MID-AUGUST
- Applications Available: Coalition Application, Common Application or Universal College Application, plus the Princeton Supplement

#### NOVEMBER 1
- TOEFL, IELTS Academic or PTE Academic Test completed (if applicable)*

#### DECEMBER 1
- Last month to take the ACT, SAT and SAT Subject Tests

#### JANUARY 1
- Application and Princeton Supplement due
- Graded Writing Sample due
- School Report, Guidance Counselor Letter and Transcript due
- Teacher Recommendation Form 1 due
- Teacher Recommendation Form 2 due

#### FEBRUARY 1
- Princeton Financial Aid Application due

#### END OF MARCH
- Decision notification

### Candidate’s reply deadline

*An English proficiency examination is required for non-native speakers without three years of English-language instruction in high school.

Visit the helpful application checklist on the admission website for more details:
admission.princeton.edu/how-apply/application-checklist
Financial Aid

Princeton has one of the strongest need-based financial aid programs in the country. This reflects our core value of quality and our desire to attract the most talented students. The University’s financial aid program provides grants and campus jobs — not student loans — to meet your full demonstrated financial need. The policy applies to both domestic and international applicants.

For more information about Princeton’s financial aid policy and how to apply, visit admission.princeton.edu/cost-aid.

100% of tuition is covered by Princeton’s average aid package for students admitted to the Class of 2022 with family incomes up to $160,000.
College never seemed in the cards; the money just wasn't there. I lowered my expectations and silently hoped for anything to work out. Princeton’s financial aid offer struck me like a lightning bolt — my hope skyrocketed when I saw that I could go to college, and that it wouldn’t be a burden on anyone I loved.

Lukas Novak
Senior
Philosophy major

82% of recent seniors graduated debt free.

$53,100

The average annual grant for aid students admitted to the Class of 2022.
**FINANCIAL AID FOR STUDENTS ADMITTED TO THE CLASS OF 2022**

<table>
<thead>
<tr>
<th>Gross Family Income</th>
<th>Percent Qualified</th>
<th>Average Grant</th>
<th>What It Covers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 – 65,000</td>
<td>100%</td>
<td>$67,350</td>
<td>Full tuition, college fee, room &amp; board</td>
</tr>
<tr>
<td>$65,000 – 85,000</td>
<td>100%</td>
<td>$62,865</td>
<td>Full tuition, college fee, 76% room &amp; board</td>
</tr>
<tr>
<td>$85,000 – 100,000</td>
<td>100%</td>
<td>$59,140</td>
<td>Full tuition, college fee, 54% room &amp; board</td>
</tr>
<tr>
<td>$100,000 – 120,000</td>
<td>100%</td>
<td>$55,540</td>
<td>Full tuition, college fee, 32% room &amp; board</td>
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<tr>
<td>$120,000 – 140,000</td>
<td>100%</td>
<td>$53,180</td>
<td>Full tuition, college fee, 17% room &amp; board</td>
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<tr>
<td>$140,000 – 160,000</td>
<td>100%</td>
<td>$50,000</td>
<td>Full tuition</td>
</tr>
<tr>
<td>$160,000 – 180,000</td>
<td>100%</td>
<td>$43,900</td>
<td>89% tuition</td>
</tr>
<tr>
<td>$180,000 – 200,000</td>
<td>91%</td>
<td>$38,810</td>
<td>78% tuition</td>
</tr>
<tr>
<td>$200,000 – 250,000</td>
<td>83%</td>
<td>$29,900</td>
<td>60% tuition</td>
</tr>
<tr>
<td>$250,000 and above</td>
<td>33%</td>
<td>$22,880</td>
<td>46% tuition</td>
</tr>
</tbody>
</table>

Most who qualify have 2 children in college.

**Tuition = $49,450  Residential college fee = $890  Room and board = $16,360**

*Your grant may vary from the above average based on the Financial Aid Office’s individual evaluation of your family's resources, including assets other than the family home or retirement funds.*

---

**COST OF ATTENDANCE 2018-19**

**Estimated Total** $70,200

*Note: Because the cost of goods and services continues to rise, charges for 2019-20 are expected to increase modestly.*

**THE PRINCETON FINANCIAL AID ESTIMATOR**

Princeton’s confidential Financial Aid Estimator can help you determine if you would qualify for aid and the type of award you might receive. The estimator is available at admission.princeton.edu/cost-aid/financial-aid-estimator.

*Note: The aid estimator is valid only for U.S. and Canadian families.*
Nobody in my family has gone to college. The hardest part of being first-generation is that you don't have anyone at home guiding you. My mom didn't know how to apply for financial aid. My family was in shock when I learned I was accepted to Princeton with full financial aid. We couldn't have afforded even community college tuition, so it was nice knowing Princeton would fund my entire education plus give me grants to buy books and cover other expenses. It's amazing that I don't have to worry about the economic side of going to a school like Princeton.

Ana Patricia Esqueda
Junior
Psychology major

My family literally couldn't pay anything for me to go to college. Not only am I here on a full aid package, but Princeton also helped me purchase a laptop, iPad and health care!

Daniel Spruill
Senior
Electrical engineering major
Visit Us

A visit to our campus will likely give you a good feel for all that Princeton has to offer.

Throughout the year, you may combine a general information session with a one-hour campus tour led by experienced student guides.

GENERAL INFORMATION SESSIONS

General information sessions, conducted by an admission officer, are available on weekdays and a limited number of weekend days during the fall. You and your family are welcome; registration is encouraged, but not required.

CAMPUS TOURS

Tours of campus are conducted throughout the year by student guides who work with the Orange Key Guide Service. The guides will show you points of interest, describe the history of the University and answer questions about academics and campus life.

If you are interested in engineering, you should consider a tour of the School of Engineering and Applied Science. Tours are offered weekdays when classes are in session and between early July and mid-August.

TRAVELING TO PRINCETON

Princeton is accessible by various means of transportation, including trains to campus from New York, Philadelphia and other locations. For plane travel, you can fly into Newark Liberty International Airport and take a train or drive to campus. Philadelphia International Airport is about an hour’s drive.

VIRTUAL TOUR

If you are not able to make it to Princeton, you can explore our campus through our virtual tour (available in four languages) at admission.princeton.edu/virtualtour.
Credits

Publication produced by the Office of Admission, P.O. Box 430, Princeton, NJ 08542 and the Office of Communications, 22 Chambers St., Suite 201, Princeton, NJ 08542.

Written and edited by Emily Aronson and Vivian Slee, with Karin Dienst.

Designed by Kyle McKernan, with Matilda Luk and Maggie Westergaard.

Photographs by the Office of Communications: Danielle Aio, Denise Applewhite, Nick Barberio, Nick Donnoli, Jill Feldman, Mahlon Lovett and Brian Wilson.

Additional photographs and images provided by: David Kelly Crow, Bentley Drezner, Sameer Khan/Fotobuddy, Gwen McNamara, Beverly Schaefer and courtesy of individual Princeton students, faculty members and departments.

Printed by Sandy Alexander

Printed on recycled paper

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Princeton in the nation's service and the service of humanity

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Nondiscrimination Statement

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