Planning Your Liberal Education

A Guide for Transfer, Visiting, and Resumed Undergraduate Education Students

SUMMER 2015

Office of the Dean of the College
Brown University
Providence, Rhode Island
Welcome from the Dean of the College

Dear Transfer, Visiting, and RUE students,

You were admitted to Brown in part because we believe that you have the talent, the creativity, and the drive to make the most of the open curriculum—to design a course of study that reflects your own interests and ambitions. We expect you to be bold enough to take academic risks but open enough to listen, ambitious enough to think big but careful enough to plan. At Brown, in other words, we want you to develop a more committed, engaged, and intentional relationship with your own learning. We have created this guide, Planning Your Liberal Education, to help you on your way.

In the guide you will find both principles and practical advice. We begin with “Liberal Learning at Brown,” an essay that lays out the purposes of a liberal education and some important goals for you to keep in mind as you design and build your own curriculum. To inspire you further in your planning, we include some thoughts by a recent graduate, Robert Gordon-Fogelson’12, who reflects on the shape of his own curriculum as it unfolded from his first year to the last. We also include information about tasks you will need to complete this summer and about course placement in certain departments. We close with some useful advice about working with your advising partners and about Brown’s academic policies. You will probably want to take notes on many of these pages and discuss them with your advisor once you arrive at Brown.

I hope you find this guide helpful as you dream about the beginning of a new phase of your life and your learning. In the meantime, I send you my very best wishes for a productive summer, and my hopes that all your plans will be inspired.

Yours,

Maud S. Mandel
Dean of the College
Professor of History and Judaic Studies
A liberal education implies breadth and depth: basic knowledge in a range of disciplines, focused by more concentrated work in one. These goals are common to all liberal arts institutions, but at Brown they have a special context. Our open curriculum ensures you great freedom in directing the course of your education, but it also expects you to remain open—to people, ideas, and experiences that may be entirely new. By cultivating such openness, you will learn to make the most of the freedom you have, and to chart the broadest possible intellectual journey, not just during your first semesters but through your entire time at Brown.

What does it mean to be broadly educated? The first Western universities conceived of the liberal arts as seven distinct modes of thought, three based on language (grammar, rhetoric, and logic), and four on number (arithmetic, geometry, music, and astronomy). While this structure has changed over the centuries, the basic concept has endured. A modern liberal arts education is still defined in terms of a core curriculum comprised of several areas of knowledge. At Brown, rather than specifying these areas, we challenge you to develop your own core. Over the coming years you will sample courses in the humanities, the social sciences, the life sciences, and the physical sciences. But the real challenge is to make connections between those courses, using the perspective gained from one discipline as a window onto the next. The most significant social, political, and moral issues of our time require the ability to think from multiple vantage points, and Brown’s curriculum affords you the opportunity to develop just this sort of nuanced perspective.

At the end of your sophomore year, or by the start of your junior year if that is when you are entering Brown, you will choose an academic concentration, where you will develop that perspective in the context of one discipline or department. This is, in effect, what “concentration” means. Deepening your knowledge of a field implies understanding the range of ideas, and the methodological differences, that define it. All concentrations have requirements to ensure that students have covered the basics. But you will of course bring your own perspective to that field through your independent projects, and all the other work you will do both inside and outside the classroom. A human biology concentrator who has taken several courses in anthropology will see things differently from one who is entirely focused on medicine; a mathematics concentrator will have a different perspective depending on whether he or she has spent time studying an instrument or teaching in the local public schools. The challenge, once again, is for you to make the connections. And that means striving above all to develop the full range of your intellectual capacities during your years at Brown.

How should you go about expanding those capacities? Below are a few goals to keep in mind as you plan your course of study.

**Work on your speaking and writing**

Writing, speaking, and thinking are interdependent. Developing a command of one of them means sharpening another. Seek out courses, both in and out of your concentration, that will help you to improve your ability to communicate in English as well as in another language. Whether you concentrate in the sciences, the social sciences, or the humanities, your ability to speak and write clearly will help you succeed in your college coursework and in your life after Brown.

**Understand differences among cultures**

Your future success will also depend on your ability to live and work in a global context. And that means knowing as much about other cultures as you do about your own. Brown offers a wealth of courses and international experiences that will help you develop a more self-conscious and expansive sense of how different cultural groups define themselves through social, aesthetic, and political prac-
tices. Working with international students and teachers on the Brown campus can make you equally aware of the challenges of communicating across linguistic and cultural barriers. Fluency in a second language, coupled with time spent studying abroad, will sharpen your sensitivities, enlarge your sense of geography, and prepare you for leadership in an increasingly interconnected world.

**Evaluate human behavior**

Knowing how individuals are socialized and express their identities can lead to deeper insights about the nature of human organization, the sources of political power and authority, and the distribution of resources. The study of race, gender, ethnicity, and religion can help you think more deeply not only about yourself, but also about the social institutions that serve to define our very notions of self, together with the policies and institutions that maintain them.

**Learn what it means to study the past**

Understanding how people and institutions have changed over time is fundamental to a liberal education. Just as you should expand your cultural breadth, so should you also develop your historical depth. Coming to terms with history involves far more than learning names and dates and events. It means understanding the problematic nature of evidence and the distance that separates the present from the past. It also means thinking critically about how histories themselves are written and who has the power to write them.

**Experience scientific inquiry**

Evidence is also a central aspect of scientific inquiry. The interpretation of natural or material phenomena requires a unique combination of observation, creativity, and critical judgment that honed your inductive reasoning, sharpens your ability to ask questions, and encourages experimental thinking. Understanding the nature of scientific findings, along with their ethical, political, and social implications, is also critical to an informed citizenry. As you plan your course of study, look for opportunities to experience direct, hands-on research.

**Develop a facility with symbolic languages**

Symbolic languages make it possible to think abstractly across many disciplines. Linguistics, philosophy, computer science, mathematics, even music are among the disciplines that have developed symbolic systems to make theoretical assertions about their objects of study or to imagine alternate realities. Courses in these areas will teach you what it means to conceptualize systems and structures that have the potential to reframe our notions of time and space.

**Expand your reading skills**

Studying written texts, interpreting graphs, and evaluating systems and codes are all forms of analysis that belong to the more general category of “reading.” Learning how to read closely makes you aware of the complex nature of expression itself, where the mode of expression is as important as what is expressed. Gaining experience with close reading—across many genres—may be one of the most important things you will learn to do in your years at Brown.

**Enhance your aesthetic sensibility**

A liberal education implies developing not just new ways of reading but also of seeing, hearing, and feeling, based on exposure to a range of aesthetic experiences. Courses in the visual and performing arts, music, and literature will deepen your understanding of many kinds of expressive media, past and present, and the kinds of realities they aim to represent. Developing your own creative abilities in one or more art forms will deepen your self-understanding and enhance your ability to appreciate the work of others.

**Embrace diversity**

Achieving excellence in liberal education requires a commitment to diversity in the broadest sense. This means embracing not only a range of intellectual perspectives but also a diversity of people. Brown's diverse educational environment offers you the opportunity to think broadly about the nature of complexity itself, and to learn how to participate productively in a pluralistic society. The Brown curriculum features hundreds of courses that offer you a chance to enlarge your perspectives in just this way. Seek experiences inside and outside the classroom that will challenge your assumptions and allow you to develop a more open and inclusive view of the world and your place in it.
Collaborate fully

Learning never happens in isolation, and the quality of your experience at Brown will depend on your ability to collaborate fully with others: with teachers, with fellow students, with advisors and mentors of all kinds. Be as bold in seeking guidance as you are in pursuing your educational aspirations. Begin developing your network of collaborators early, and work to stay connected with those teachers, advisors, and peers who have meant the most to you. Visit office hours not just to expand your understanding of course material but to get to know your teachers as people. Reach out to faculty at other events—or over lunch or coffee. Work on research projects or independent studies with professors whose interests match your own. And make use of the many offices and centers that can support you in reaching your academic goals. By taking charge of your education in this way, you will enrich your teachers’ and mentors’ understanding as much as you will expand your own capacity to learn, not just here at Brown, but in many other environments and for many years to come.

Apply what you have learned

Your general education at Brown will be enriched by the many kinds of work you do beyond the classroom. Real-world experiences anchor intellectual pursuits in practical knowledge and help you develop a sense of social and global responsibility. Internships, public service, and other community activities both on campus and beyond Brown not only have the potential to strengthen your core programs; they also can strengthen your moral core by showing you how and why your liberal studies matter. Looking beyond the horizon of your immediate interests and sharing your knowledge and talents with others can expand intellectual and ethical capacities that will make it possible for you to lead a full and engaged life or, in the words of the Brown charter, “a life of usefulness and reputation.”

Student Profile: Robert Gordon-Fogelson, Class of ’12

As a Providence native, transferring to Brown was a sort of homecoming for me - during my senior year, I lived in an apartment just one block away from my childhood home. At the same time, the people and the opportunities that I encountered at Brown introduced me to new aspects of the city and its community and to new ways of thinking about my college experience. This meant taking risks and experimenting with my coursework. While I concentrated in the History of Art and Architecture, classes from other departments such as Cognitive Science and Modern Culture and Media offered new and unfamiliar perspectives on my field of study.

Brown’s open curriculum prompted me to look at not only my coursework but also my entire college career in an open-minded way. I came to understand my Brown education as an experience rooted as much in extracurricular involvements and off-campus initiatives as it was in the classroom. Over the course of my three years at Brown I interned at the Haffenreffer Museum of Anthropology and the Whitney Museum of American Art. I edited for Clerestory Journal of the Arts and was awarded an Undergraduate Teaching and Research Award (UTRA) on early modern Italian printmaking. I was a teaching assistant for Intro Art History, an Informational Technology Assistant, and a Transfer Peer Counselor.

In this last role, as a mentor to incoming transfer students, I learned about all of the ways in which my peers were enriching their own college experiences, whether by writing for the newspaper, founding a non-profit, or starting a (not-so) secret bakery. This penchant for exploration isn’t exclusive to the transfer community. I’ve found that Brown students in general are remarkably canny, innovative, and fearless in shaping their undergraduate careers. By making the most of all that Brown has to offer - insightful advising, extensive resources, and abundant opportunities - we’ve redefined the concept of a liberal arts education.
Brown's curriculum gives you considerable freedom, and considerable responsibility, to plan your education. This means you need to start thinking about your plan of study now. These pages explain the steps you need to take so that you can effectively plan your own unique program of study at Brown. A deadlines checklist on the orientation website (brown.edu/go/tvrue) lists forms you need to complete.

**GETTING STARTED**

**Activate your Brown e-mail account**

Beginning in the summer, Brown's Dean of the College Office will email you regularly at your Brown email address. These emails will contain important information. In order to receive these emails, you need to activate your Brown email account. You can do this by going to activate.brown.edu and following the instructions provided on the site.

You will need your Banner identification number in order to activate your electronic services. This number was assigned to you when you applied for admission to Brown. You can find your Banner ID by following the steps below.

1. Go to selfservice.brown.edu/.
2. Log-in with the username and password the Admission Office gave you.
   
   If you have trouble recalling your username and password, please call 401-863-4357 or email CAP@brown.edu.
3. Click on the “Student and Financial Aid” tab.
4. Click on the “Registration” link.
5. Click on the “Registration Status” link.

Your BannerID will be displayed in the upper right corner. It starts with the letter B and is nine characters long.

**Review forms and deadlines**

Note: If you are joining us this fall, the following forms were already due July 1, unless noted.

1. Roomate questionnaire or Housing form.
2. Health history and Brown ID Card documents.
3. Transcripts, Score reports, and Transfer credit form.
4. Meal plan contract changes (optional)
5. Pre-Orientation program applications
   (optional by August)

Visit brown.edu/BOLT
brown.edu/imp

**Research Brown's course offerings**

Each year, Brown offers approximately 2000 courses in forty different departments. Students are encouraged to build meaningful academic programs among several departments according to their developing interests.

Use Focal Point, an interactive web tool, to help you investigate various intellectual pathways and explore how your personal interests might take academic shape. Visit brown.edu/academics/college/concentrations/ to try out Focal Point.

You can investigate specific course offerings using Course Scheduler, which you can access through self-service Banner. The Course Scheduler consolidates all course data into one intuitive user interface, allowing you to view course descriptions, enrollments, meeting times and location, instructors, registration restrictions, and links to Course Preview pages. An optional smart search feature allows you to view only those classes for which you immediately qualify, except those that are already fully enrolled or that require instructor permission. For the most up-to-date course information, consult Banner.
Submit course preferences
We'll send you an email asking you to add courses to your cart in Banner self-service, if you are entering in the fall term. You should choose the two to three courses you are most likely to take, along with other courses in which you are highly interested. We need you to enter this information by August so that your advisor can read it in time for your first advising meeting. It will help you and your advisor have a productive conversation about your first semester at Brown. A few things to keep in mind when choosing courses is on page 8.

**DURING JULY**

Research Brown’s academic concentrations
Brown offers nearly 80 standard concentrations. As a transfer student, you should begin to research your concentration options early to prepare your formal concentration declaration. You are encouraged to contact a concentration advisor and review concentration requirements online.

For a list of concentrations and concentration advisors you may visit Focal Point at brown.edu/academics/college/concentrations.

Enter visual arts lottery (optional)
Visual Arts 0100, an introductory studio art course, is among the most popular courses at Brown. It is a prerequisite for most VISA courses as well as a prerequisite to take a course at RISD. An online lottery in Banner Web registration for placement in this course begins July 15; check our website at brown.edu/academics/visual-art/courses-manual for a complete listing of VISA0100 section dates and times. Students unable to register through the lottery system should attend the first day of class that fits their schedule, in order to be put on a class-specific waiting list.

Register for Chem 0100-web (optional)
The Chemistry department offers a free, online tutorial that helps incoming students review general chemistry. This self-paced tutorial is a great way to prepare for the Chemistry placement exam, which all students enrolling in a chemistry course must take when they arrive on campus. Registration for the tutorial opens June 15 and closes August 15; the link is brown.edu/go/chem100web.

Complete online Code tutorial
This mailing includes an important letter about Brown’s Academic and Student Conduct Codes, which explains Brown’s rules on academic integrity and student conduct in and out of the classroom. All incoming students are required to complete an on-line tutorial about the Code before they arrive on campus. We will e-mail you a link to the tutorial prior to your anticipated arrival.

**DURING AUGUST**

In August, you will receive information that describes required academic and Orientation programs for incoming fall students. You will register for your fall semester courses on the day before classes begin, after you have met with your academic advising dean to discuss your plans. Incoming spring students will receive Orientation information in December and will register for courses in January.

Email your Transfer Counselor
You will receive an email from your Transfer peer counselor. Don’t hesitate to ask them any questions you might have. This is also a good time to review the Deadlines Checklist to ensure that you’ve completed all the necessary steps in the summer planning process.

Submit meal plan contract changes (optional)
Students who wish to change their meal-plan contract may change to any available meal plan (except the off-campus plan) at https://selfservice.brown.edu. For descriptions of plans see brown.edu/food/mealplans.

Submit Letter to Advisor
Before you arrive on campus, we ask that you write a brief letter to your first-year advisor introducing yourself. This letter is an opportunity for you to share your academic goals and interests with your advisor, who will read it prior to meeting you during Orientation. Submit your letter by August 15 via the “Orientation” tab at ask.brown.edu.

Submit First Readings Response
In this packet, you’ll find a copy of this year’s First Reading Selection, The New Jim Crow. This book serves as the basis of a response we ask you to write to your seminar leaders. Visit library.brown.edu/firstreadings for more information about the book. You will submit your response via the “Orientation” tab at ask.brown.edu.
Check your Brown email during the summer!
We will email you often during the summer, so please check your Brown email account regularly.

We hope the information provided in this pamphlet will help you begin a thoughtful, productive academic planning process. If you get stuck or happen to misplace some of the materials in this packet, go to brown.edu/go/tvtrue, through which you can access web pages that describe the same steps.

We wish you a restful and productive summer and look forward to your arrival on campus in the fall or in the spring.

Finding Courses in Banner
You will register for courses when you arrive on campus. For now, you can investigate Brown's curriculum online using Brown's Course Scheduler. The Course Scheduler consolidates all course data into one intuitive user interface, allowing you to view course descriptions, enrollments, meeting times and location, instructors, registration restrictions, and links to Course Preview pages. An optional smart search feature allows you to view only those classes for which you immediately qualify, except those that are already fully enrolled or that require instructor permission.

To access the Course Scheduler, you must activate your electronic services. For activation instructions, see page 5 of this booklet. Once your services are active, log into Banner in the secure area. Select the Applicant and Student Menu. The Brown Course Scheduler option is located directly under the Registration link. You may search for fall 2015 or spring 2016 by selecting the drop down icon. The Course Scheduler allows you to save courses that interest you in a weekly schedule. Placing courses in the cart will not register you for classes. However, once you place courses into your cart for a specific term and then log back in, they will be retained for future processing unless the course has been cancelled in the interim. During the registration period, the ‘Register Cart’ feature enables you to register for up to five credits with a single click.

Textbook information for classes for which materials have been ordered through the Brown Bookstore will be available on or about July 1, 2015.

Refer to the ‘Help’ button on the search criteria panel for a list of FAQ’s to assist you in your course search and for other features available in the Course Scheduler.

Key terms in Banner
Primary meeting: The main section of a course.
Conference: Some courses include a discussion section or “conference” for which you’ll also need to register if you elect to enroll in the course.
Common meeting: Some courses (e.g. in engineering) have a common meeting of several primary meetings or sections.
Lab, filming/screening: Other types of class meetings.
CRN: Course Reference Number, a unique identifier for each course listed in the Schedule of Classes. It is usually a five-digit number immediately after the course title. In the example below, 12226 is the CRN for the course.
Example: Sappho: Poet and Legend-12226-CLAS 0210K-S01
Choosing courses at Brown can be a daunting process. So many options are available in so many different areas that narrowing down one’s course selection to four may initially seem impossible. This section offers general advice on how to approach the task.

**Building relationships with your Professors**

Getting to know your professors is a critical part of your Brown education. By the end of your first year of study at Brown, at least two faculty members should know you well enough to advise you on your academic choices. Bear this in mind as you are choosing your courses. While Brown faculty are committed to working closely with students, it is simply not possible for professors in large lecture courses to establish relationships with all of their students. Smaller, seminar-size courses are much more conducive to building strong relationships.

**Writing Courses and Requirements**

Brown’s open curriculum has long supported one general education requirement: that all students demonstrate the ability to write well. This fundamental aspect of a liberal education has been a part of the curriculum since the late nineteenth century. Why? Good writing is essential to learning. Across the disciplines, scholars, teachers, and students write to explore ideas, uncover nuances of thought, and advance knowledge. Writing is not only a medium through which we communicate and persuade; it is also a means for expanding our capacities to think clearly.

For these reasons, all Brown students must work on their writing.

**Entering Juniors**

Entering juniors may take an approved course at Brown (qualifying courses are described below), or demonstrate that you have worked on your writing at Brown through some other means. Transfer courses do not meet the second part of the requirement.

**Entering Sophomores**

Entering sophomores must work on their writing at least twice. In your first year at Brown, you are required to take at least one approved course that engages students in the writing process. Alternatively, you may use a course taken at your previous institution if it has transferred to Brown as an English, Comparative Literature, or Literary Arts credit. Entering sophomores have a one-year grace period for completing this part of the requirement. As juniors and seniors, you can take another approved course at Brown, or demonstrate that you have worked on your writing at Brown through some other means. Transfer courses do not meet the second part of the requirement.

**Courses that meet the requirement**

There are three types of courses you can take to meet the writing requirement. All three types provide you with feedback on your writing and opportunities for revision.

**Writing-designated (WRIT) courses** provide students with feedback about their writing and opportunities to apply that feedback on the same assignment or when completing writing assignments later in the course. Offered in nearly all departments, WRIT courses for a particular semester may be viewed in the Banner class schedule by selecting “Writing-Designated Courses” in the curricular programs section.

**Writing Fellows courses** help students improve their written communication skills through intensive work with a Brown student, called a Writing Fellow, who has been trained in composition and pedagogy. Writing Fellows read drafts of student papers and meet in conferences with student writers to discuss their drafts. Students then revise their work and submit both versions (the original with the Fellow’s comments and the revision) to their professor or teaching assistant.

**English, Comparative Literature, and Literary Arts courses** all meet the writing requirement. Students are especially encouraged to enroll in English 0900, which focuses on critical reading and writing, or English 1030, which focuses on the research essay. Other popular courses focus on journalistic writing (English 1050G or 1050H) and creative nonfiction (English 0930).

Please note that the requirement as it is laid out here is a minimum expectation. Our hope is that you will work on your writing throughout your years at Brown. By embracing this responsibility, you will become a stronger writer and thinker, thus fulfilling a critical aspect of your liberal education.
Science and Math Courses

Brown offers a wide range of math and science courses. Determining which math or science course is appropriate for a student's skill level is critical; no student wants to enroll in a math or science course for which they have insufficient preparation. If you plan on taking math and science courses, read pages 10–13 of this pamphlet and browse departmental websites to gather information about course availability and prerequisites.

- The Biology Department has comprehensive information about biology courses at biology.brown.edu/bug/.
- The Math Department’s Course Placement Guide can be accessed through their website at math.brown.edu.
- The Chemistry Department offers a free online summer tutorial that prepares students for the CHEM0330 placement exam. Visit www.chem.brown.edu to learn more about chemistry courses and placement.

Liberal Learning Courses

Liberal Learning (LILE) courses introduce students to the many ways of thinking and approaching knowledge that comprise a liberal education. LILE courses emphasize active student involvement; students are expected to contribute extensively through papers, projects, reports, and class discussion. Liberal Learning Courses can be accessed in Brown's online Course Schedule by choosing the LILE designation under “Curricular Programs.”

Diversity Perspectives Courses

Courses designated DVPS, for Diversity Perspectives, focus primarily or at least substantially on the knowledge and experience of groups that are underrepresented in traditional approaches to knowledge and learning. These courses examine the ways in which disciplines, histories, and paradigms of knowledge are reconfigured by the study of diversity-related intellectual questions. Diversity Perspectives courses can be accessed in Brown's online Course Schedule by choosing the DVPS designation under “Curricular Programs.”

A Note About Changing Course Registration

Students may drop and add courses using the online registration system for the first two weeks of a semester without charge. During weeks three and four, course changes may still be made online, but all courses added will require an instructor override, even if one was not required in the first two weeks. Additionally, students adding courses after the second week will be assessed a fee for each course.

Courses may not be added after the first four weeks of a semester.

A Note about Course Placement

In addition to using prior college course work, AP's, and other exam results to guide placement into higher level courses, departments offer course placement tests to help students determine the appropriate level course. A schedule of placement exams offered during Orientation will be included in the arrival packet you will receive when you come to Brown this fall or spring.

College Courses Prior to Brown

As a transfer student, you may have already taken introductory courses in many areas. If you believe these satisfy prerequisites for higher level courses that you wish to take, you should consult with a department placement advisor. The placement advisor can help you determine the appropriate course level for you and authorize an override so that you can register.

Advanced Placement (AP) Credits

At Brown, a number of academic departments recognize Advanced Placement (AP) examinations either for placement into an advanced course, and/or for satisfaction of a concentration requirement, and/or for credit toward the relevant policy. See the list of department policies at: brown.edu/college/courses/ap.php.

International Certifications

Brown transfer students with international certifications may use their qualifying exam scores (as determined by department policies) to place into more advanced courses, to meet one or more concentration requirements, or to complete their Brown degree in fewer semesters, provided they fulfill Brown's minimum in-residence enrollment requirement of 4 semesters of full-time study.

Additional information about course placement in select departments is on pages 10–15.
Biology degree options

Students concentrating in one of the biological sciences may work towards an A.B. or an Sc.B. degree. A.B. programs (14 total courses) allow students to take more courses outside of the sciences that complement and extend their studies in Biology. Sc.B. programs (18-21 total courses) are suitable for students who want to devote themselves to advanced coursework in the biological and physical sciences.

Both degrees can incorporate directed research and/or independent projects, and both are suitable for students considering pursuing graduate study in biological sciences or health-related professions. Research is required for the Sc.B. degrees.

All concentrations in the biological sciences require background courses in math and chemistry, and some concentrations also require a background in physics. Students should consult the relevant departments for more information about required background coursework and placement within these disciplines.

Biology courses and placement

Brown's biology department offers a wide range of courses for students with different levels of preparation in biology. Introductory courses, which are numbered between 0300 and 0200, do not have prerequisites and include a range of interesting topical and broad-based courses. Intermediate courses, numbered between 0210 and 0999, offer more focused study of the various disciplines in the biological sciences. These courses are the springboard for advanced level offerings, which are numbered above 1000.

Biology 0200: The Foundation of Living Systems is the required introductory course for the A.B. program in Health and Human Biology as well as for the A.B. and Sc.B. programs in biology. Most students planning to study biology will enroll in this course. However students with AP Biology scores of 4 or 5 or commensurate scores on IB or A-levels place out of Biology 0200 and receive placement credit towards concentration requirements. Students who have not taken one of these tests may also be exempted from Biology 0200 by achieving a passing score on Brown's Biology Placement Test. This test is offered at the beginning of both fall and spring semesters; check the Orientation Schedule for the time and location of the placement test.

For advising and additional information about biology courses/programs

The central resource and advising center for biology is the Office of Biology Undergraduate Education (BUE), located in Arnold Laboratory at 91 Waterman St, Suite 124. Students should consult with Dean Katherine Smith (Katherine_Smith@brown.edu) or another BUE advisor to discuss which courses would best fit interests and background preparation. Additional information on specific concentration programs, advising resources and more can be found on the BUE website: biology.brown.edu/bug/. Interested students are also encouraged to sign up for the Biology student e-mail list at biology.brown.edu/bug/signup.

A note about transfer credit

With permission from the biology department and concentration advisor, transfer courses from approved programs in the U.S. or abroad may be counted towards concentrations in biology.

The main resource for health careers advising is the Dean for Health Careers in the Dean of the College Office. Be sure to join this office during the sophomore information session and other plentiful events and to visit during office hours.
Business, Entrepreneurship, and Organizations

Business, Entrepreneurship, and Organizations (BEO) is a multidisciplinary concentration that offers students a coordinated, integrated, and synergistic approach to teaching and learning about business, organizational theory, entrepreneurship, and technological innovation.

BEO places specific emphasis on the formation, growth, and organization of new ventures, innovation in commercial applications, financial markets and the marketplace, and management and organizational theory.

Three tracks are offered in BEO: Business Economics, Organizational Studies, and Entrepreneurship and Technology Management. Depending on track, a total of 14-16 total courses is required so early planning is necessary. All concentrators are expected to take the following foundation courses prior to the required senior year experiential capstone course:

- ECON 0110: Principles of Economics
- ECON 1110: Intermediate Micro-Economics
- SOC 1311: Micro-Organizational Theory
- SOC 1315: Macro-Organizational Theory
- ENGN 0020: Technology in Society or ENGN 0030 Introduction to Engineering
- ENGN 1010: The Entrepreneurial Process
- MATH 0090: Calculus, MATH 0200: Intermediate Calculus, or APMA 0330: Methods of Applied Math
- Statistics – track dependent: SOC 1100, APMA 0650 or ECON 1620

More information about the BEO concentration is available at brown.edu/Administration/focal-point/.

Transfer students interested in BEO frequently have taken comparable foundation courses in economics, calculus and statistics that are credited toward BEO concentration requirements. However, the BEO foundation courses in organizational theory classes (SOC 1311 and SOC 1315) and entrepreneurship and technology management (ENGN 0020 and ENG 1010) are unique to BEO and must be taken at Brown. Upper level classes in accounting, investments, governance, engineering, social research, and econometrics may count toward track concentration requirements. Transfer students should contact BEO upon acceptance to discuss the process for getting concentration credit for classes taken at other institutions.
Chemistry FAQs

What chemistry concentrations are available at Brown?
Students may earn either an A.B. or an Sc.B. in chemistry. The core for both degree programs is seven courses in general, inorganic, organic, and physical chemistry. The A.B. requires two electives in addition to the core, while the Sc.B. requires a year of independent study and several additional electives, including math and physics. Students may choose from three different tracks for the Sc.B. degree—a chemistry track, a chemical biology track, and a materials chemistry track. In addition, students may concentrate in biochemistry (offered as a joint concentration between Chemistry and MCB) and chemical physics (offered as a joint concentration between Chemistry and Physics).

What introductory classes do you offer?
The chemistry department offers two principal options for students interested in taking introductory chemistry: CHEM 0330 (Equilibrium, Rate and Structure), a one-semester course with both lecture and laboratory portions. It serves as the foundation course and entry point for all of our other chemistry courses, and is intended for students who have a solid preparation in chemistry—at least one year, and preferably two years, of high school coursework. CHEM 0100 (Introductory Chemistry), by contrast, has no associated laboratory. It is designed for students with little or no background in chemistry and is offered during the fall semester.

Students who plan to take CHEM 0330 are required either to pass a short placement exam offered online to have successfully completed CHEM 0100, or to have scored a 4 or 5 on the AP Chemistry exam. The official AP test results must be on file with the Registrar’s office. (Placement out of CHEM 0330 is generally appropriate only for students who have completed IB-Higher Level Chemistry exams, British A-level exams, or equivalent courses at another university.)

Who should take the Chemistry placement exam?
Students who have not taken college Chemistry or AP (or scored below 4 on the AP), IB, or A-level exams in chemistry should take the placement exam.

How can I prepare for the Chemistry placement exam?
Register this summer for Chem 0100-web, a free, non-credit tutorial that helps incoming students review general chemistry. Chem 0100-web covers stoichiometry, atomic and molecular structure, chemical bonding, solutions, chemical reactions, and thermochemistry.

Chem 0100-web is a voluntary non-credit tutorial that is offered only during the summer. The alternative is to take CHEM 0100, a semester-long class offered during the fall semester, and then to take CHEM 0330 in the spring semester.

How do I register for the Chem 0100-web tutorial?
Beginning June 15, incoming students with Brown usernames and passwords can register for Chem 0100-web at brown.edu/go/chem100web. Select Chem 0100-web Summer 2015. After a few days, you will be able to access the course in my-courses. brown.edu. Registration will be open until August 15.

Completion of Chem 0100-web tutorial is optional and does not replace taking the placement exam. The goals of Chem 0100-web tutorial are to review general chemistry, help students prepare for the placement exam, and help students prepare for CHEM 0330 by giving a preview of selected CHEM 0330 topics such as equilibrium and acid and base equilibria. To learn more about Chem 0100-web, contact chemistry@brown.edu.

How do I register for the Chemistry placement exam?
The online exam will be open from August 20–October 6. This placement exam is mandatory if you plan to take Chemistry at Brown. Your results will be available immediately. You must score a minimum of 8 in order to enroll in CHEM 0330. If you score below 8, please enroll in CHEM 0100.

Please access the link through the secure student portion of self-service banner web https://selfservice.brown.edu/. This is the same tool used to search for courses and to register for classes.

I took IB/AP exams in chemistry. Can I place out of CHEM 0330 and start with CHEM 0350?
Students with British A-level exams, scores of 6 or 7 on the IB-Higher Level chemistry exam, or a grade of C or better in an equivalent college course at another university or college may start with CHEM 0350. They are also able to transcript transfer credit for CHEM 0330.

No course credit is awarded for the results of AP exams; AP scores are used for placement only.
I'm not sure I want to concentrate in chemistry. Must I take CHEM 0330 in my first year at Brown?

It is best to take CHEM 0330 in your first year at Brown if you are considering chemistry, chemical physics, or biochemistry as possible concentrations.

Can I do research during my first year?

You can start independent research with a faculty member at any stage of your time at Brown, but most students wait one or even two semesters. Numerous opportunities and funding sources are available for carrying out research over the summer. A significant number of chemistry concentrators graduate with more than the required 2 semesters of independent research experience.

What is the difference between an A.B. and a Sc.B.?

The department has identified 7 courses in general, inorganic, organic, and physical chemistry that constitute the core for both degrees. The A.B. requires 2 electives in addition to the core, while the Sc.B. requires a year of independent study and several additional electives, including math and physics.

There are three tracks for the Sc.B degree in Chemistry: the chemistry track, the chemical biology track, and the materials chemistry track.

In addition, there are interdisciplinary concentrations in chemical physics (co-advised with the Physics Dept.) and biochemistry (co-advised with the MCB Dept.).

Concentration Advisors:

Chemistry (all tracks)
Amit Basu: amit_basu@brown.edu

Biochemistry
Gerwald Jogl: gerwald_jogl@brown.edu
Arthur Salomon: arthur_salomon@brown.edu
Christopher Seto: christopher_seto@brown.edu

Chemical Physics
Richard Stratt: richard_stratt@brown.edu

For more information about chemistry at Brown, visit brown.edu/academics/chemistry/undergraduate

Economics

Brown's concentration in Economics prepares students for employment in business, finance, and government and non-profit organizations. An Economics concentration is also excellent preparation for graduate study in business and law.

If you plan to concentrate in Economics, you would ordinarily need to complete ECON 0110, 1110 or 1130, 1210, and 1620 by the end of your third semester. Students also need to take Math 0100 or Math 0170, or earn an AP score of at least 4 in BC calculus, prior to declaring the concentration. Go to brown.edu/academics/college/concentrations/ for more information about our Economics concentration.

Engineering

Brown's School of Engineering offers concentrations programs leading to an Bachelor of Arts (A.B) in engineering or a Bachelor of Science (Sc.B) in biomedical engineering, chemical and biochemical engineering, computer engineering, electrical engineering, materials engineering, and mechanical engineering. In addition, we offer a combined Sc.B. degree in Engineering and Physics with the Department of Physics. As part of the concentration in Business, Entrepreneurship, and Organizations (BEO), we also offer an innovative program in entrepreneurship and technology management.

All engineering students are assigned an engineering advisor to help them design their academic program. Sc.B. concentrations in engineering have many requirements, so it's important that you work closely with your advisor to plan a course of study that is personally satisfying and that meets concentration requirements. For comprehensive information on engineering program requirements at Brown, visit brown.edu/academics/engineering/. Students who are interested in being assigned an engineering faculty advisor may contact Rashid Zia (Rashid_Zia@brown.edu).
Mathematics

Brown’s Math Department offers a number of overlapping calculus courses so that students with different math backgrounds will be able to find courses at the right level. The chart below describes math courses commonly taken by students.

For more information, consult the Math Department’s online Calculus Placement Guide at www.math.brown.edu/~calcplacement/, where you will find answers to questions about the following issues:

- Choosing a calculus course
- Using AP credits to determine math placement
- Guidelines for students who have studied calculus outside the U.S.
- Placement beyond the calculus sequence
- Non-calculus math courses
- The (optional) Brown placement examination

COURSE PLACEMENT IN MATHEMATICS

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 0050-0060</td>
<td>Analytic Geometry and Calculus</td>
<td>1st semester calculus spread over two semesters</td>
</tr>
<tr>
<td>Math 0090</td>
<td>Intro Calculus Part I</td>
<td>1st semester calculus</td>
</tr>
<tr>
<td>Math 0100</td>
<td>Intro Calculus Part II</td>
<td>2nd semester calculus</td>
</tr>
<tr>
<td>Math 0170</td>
<td>Advanced Placement Calculus</td>
<td>2nd semester calculus for students with Advanced Placement background</td>
</tr>
<tr>
<td>Math 0190</td>
<td>Advanced Placement Calculus (Physics/Engineering)</td>
<td>2nd semester calculus plus engineering topics. For students with Advanced Placement background</td>
</tr>
<tr>
<td>Math 0180</td>
<td>Intermediate Calculus</td>
<td>3rd semester multivariable calculus</td>
</tr>
<tr>
<td>Math 0200</td>
<td>Intermediate Calculus (Physics/Engineering)</td>
<td>3rd semester multivariable calculus plus engineering topics</td>
</tr>
<tr>
<td>Math 0350</td>
<td>Honors Calculus</td>
<td>3rd semester multivariable calculus. Requires Advanced Placement credit or written permission.</td>
</tr>
<tr>
<td>Math 0420</td>
<td>Intro to Number Theory</td>
<td>Ideal for students who want a taste of mathematics. No prerequisites.</td>
</tr>
</tbody>
</table>

Spanish Language

The Brown Spanish placement exam

The Brown online Spanish Placement Exam is offered during Orientation and the first week of classes. Students with previous coursework in Spanish must take the exam unless they earned a score of at least 4 on the Spanish AP exam or can present the appropriate recent SAT II score. Students who received an AP score of 3 or under and have no SAT II score should take the Brown Placement Exam. Students with substantive non-academic contact with Spanish (living abroad, speaking Spanish at home) should also take the exam before entering a Spanish course.

It is possible that the Spanish placement exam will be offered solely online for F15. If the university changes to this format, information will be posted on the Hispanic Studies website by September 1. Dates for the Brown Placement Exam are posted at the Hispanic Studies web page, brown.edu/Departments/Hispanic_Studies/ and at the virtual Language Resource Center site, brown.edu/Departments/LRC/.

After successfully completing an approved Spanish language course at Brown, students with a 4 or 5 AP score in Spanish may opt to transcript an additional, unassigned credit in Spanish.

**Please note:** All Spanish Language courses are independent; there are no requirements to take subsequent courses in order to receive credit.
**COURSE PLACEMENT IN SPANISH**

<table>
<thead>
<tr>
<th>SPANISH COURSE</th>
<th>SAT II SCORE</th>
<th>AP SCORE EXAM SCORE</th>
<th>BROWN PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 0700 level courses</td>
<td>750 &amp; above</td>
<td>5 (literature)</td>
<td>551 or above</td>
</tr>
<tr>
<td>HISP 0600: Advanced composition</td>
<td>670–740</td>
<td>5 (language)</td>
<td>491–550</td>
</tr>
<tr>
<td>HISP 0500: Advanced conversation</td>
<td>600–660</td>
<td>4 (language or literature)</td>
<td>424–490</td>
</tr>
<tr>
<td>HISP D400: Intermediate Spanish</td>
<td>520–590</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISP 0300: Intermediate Spanish</td>
<td>460–510</td>
<td></td>
<td>324–373</td>
</tr>
<tr>
<td>HISP D110: Basic Intensive Spanish*</td>
<td>Below 450</td>
<td></td>
<td>Below 323</td>
</tr>
<tr>
<td>HISP 0200: Introductory Spanish</td>
<td>400–450</td>
<td></td>
<td>201–323</td>
</tr>
<tr>
<td>HISP D100: Introductory Spanish</td>
<td>300–390</td>
<td></td>
<td>Below 200</td>
</tr>
</tbody>
</table>

3 or below: Take Brown Placement Exam

* Students familiar with Spanish or other Romance languages and with placement scores in the range of HISP 0100 and HISP 0200, that is, below 340 in the Brown Placement Exam or below 450 in the SATII, may be eligible to enroll in this 2-semester-in-one course. If interested, contact Prof. Nidia Schuhmacher or Mrs. Mary Oliver who will refer you to the faculty member in charge.

HISP 0100 is the introductory Spanish course appropriate for students with no prior exposure to Spanish. HISP 0200 continues basic Spanish, focusing on acquisition of communicative skills as well as cultural awareness. HISP 0300 and 0400 are intermediate courses, while HISP 0500 and 0600 are advanced conversation and composition, respectively.

HISP 0110: Intensive Basic Spanish. Students who wish to complete the HISP 0100-0200 sequence in one semester may do so by enrolling in HISP 0110 for two semester course credit. Students must have some previous knowledge of Spanish from high school or elsewhere and have scored below 340 in the Brown Placement Exam or below 450 in SAT II. Instructor’s permission is required.

HISP 0300 and 0400 are intermediate courses. HISP 0500 and 0600 are advanced courses that help students function at higher levels of proficiency in speaking and writing.

HISP 0710, 0730, 0740, 0750, and 0760 are more customized courses, all of them approximately at the same level, but with different emphases. HISP 0730, 0740, and 0760 serve as introductions to all periods of Latin American and Peninsular literature. All students, including concentrators, are required to take either 0730, 0740, or 0760 before proceeding to 1000-level courses. HISP 0710 offers advanced level work on Spanish skills in context of a theme-based cultural course, while HISP 0750 courses offer various specialized topics in Hispanic culture and civilization. Descriptions of all Spanish language courses may be found in the online Banner course catalog under “Hispanic Studies.”

**What do I do if I feel I am placed too high or low?**

There is no perfect placement tool. If you feel that the Spanish course in which you placed is not appropriate, talk to your instructor or the supervisor of the course. More information about the different levels of Spanish language courses is available on our course preview pages at courses.brown.edu/.

**What if I can’t register for my preferred section or course?**

Students who are unable to register for a course online because the course was already closed are encouraged to attend the first days of class in the section of their choice and follow the instructions provided by the instructor. Enrollment will shift during the first week or two while students work out their course schedules.

**For more information**

Please read the placement information on the Hispanic Studies website at brown.edu/Departments/Hispanic_Studies/. Help is often needed; please don’t be timid about seeking it! You can also contact Profs: Nidia_Schuhmacher@brown.edu, Victoria_Smith@brown.edu, Beth_Bauer@brown.edu, or Silvia_Sobral@brown.edu
Students need a strong network of advisors and mentors to engage fully and successfully in Brown’s open academic environment. Our advising system provides you with the guidance you need to experience a liberal—and thus liberating—education.

When you arrive on campus, you will meet a number of people ready to guide you: peer counselors, academic deans, and faculty advisors. They will be able to answer questions about advising at Brown, graduation requirements, and campus resources, and will know the status of your transfer credits.

If you are a first-semester sophomore, you will have advising meetings with your faculty advisor, who will be your pre-concentration advisor during the year. As part of the Randall and Faculty Advising Fellows networks, your advisor will help you plan your course of study and connect you to programs and life outside the classroom. Once you have declared a concentration, the concentration advisor will become your primary academic advisor.

For engineering students, second-semester sophomores, and juniors, your primary academic advisor will be a concentration advisor, and you will be directed by an academic dean to a concentration advisor in your area of interest.

Both advising deans and faculty advisors will be able to answer any number of questions you might have about life at Brown, as will your peer counselors.

It is your responsibility to reach out to your faculty advisor and/or concentration advisor when you arrive on campus. Throughout the year, you will schedule meetings with your advisors to discuss how you are doing and to pre-register for the next semester’s courses.

Your Responsibilities as an Advisee
As the primary architect of your Brown education, you will benefit from your advising meetings to the extent that you plan for them and remain open to different points of view. Below are a few suggestions for making the most of the time you have with your academic advisors.

- Come to your advising meeting with your academic hopes and a written academic plan for the semester. Be ready to explain why you are interested in your particular set of courses. Do they relate to one another? If not, what principles and motivations drove your course selections?

- Sketch out a long-term plan—it doesn’t matter how fuzzy!—that will help your advisors get a sense of where you might be headed intellectually and otherwise. This plan could include future courses, but it could also include service work, study abroad, internships, and other opportunities that are not strictly academic.

- Take the initiative in meeting with your peer counselor and your academic advisors. Visit your advisor’s office hours, email your transfer/RUE counselor from time to time, and ask for help! It’s easy to get lost in the open curriculum if you don’t allow others to accompany you on your journey and far more rewarding when you do.

Your Advisors’ Role
Your academic advisor or advising dean will serve as a supportive critic, asking probing questions and suggesting alternatives you may not have considered. Advisors are happy to address concerns or apprehensions you may have about particular courses or areas of study. They can also help you balance your course choices and construct a tentative plan of study for future semesters.
Concentration Advising

Entering Brown as a sophomore or junior transfer student means that transfer students must formally declare a concentration online, soon after arriving at Brown. (The area of concentration interest listed on a student’s Brown application is not an official concentration declaration.) All students must declare a concentration once they have 4 semesters of advanced standing (equivalent to completing sophomore year).

Therefore, as discussed earlier, transfer students who enter as second-semester sophomores or as juniors must arrange a meeting with a concentration advisor. Likewise, students with an interest in an engineering concentration must do the same. We also strongly encourage first-semester sophomores to seek concentration advising early and learn about the concentration declaration process soon after beginning their studies at Brown. Once a student formally declares a concentration, the department’s concentration advisor becomes the student’s official advisor of record.

To make the most of your meeting with a concentration advisor, make a list of the courses you have taken and the ones you plan to take in the future that you think might count toward your concentration. Map out the additional courses you need to take to complete your proposed concentration and bring this list, along with a copy of your transcript from your previous school, to your meeting. If you will be seeking concentration approval for courses transferred, the concentration advisor may ask you to provide additional documentation for approval of these courses. Other issues you may want to address include foreign study credits, capstone project options, and departmental requirements for earning honors in the concentration.

Completion of one concentration is required for the Brown degree. Students who chose to declare a second concentration must do so by the last day of the pre-registration period of their penultimate semester at Brown (equivalent to their seventh semester). Be sure not to miss this deadline as you will not be able to add a second concentration afterward. You will find this deadline online on the Registrar’s website.

The Advising Network

Students come to Brown because they value the freedom afforded by the open curriculum; faculty and staff are drawn to Brown because it allows them to work with extremely bright and creative students. All kinds of people can serve as advisors for you as you begin your journey at Brown, including the professors of your courses, the academic deans, staff in the academic centers, concentration advisors, student life professionals, and Brown’s Faculty Advising Fellows and Randall Advisors.

In addition to advising transfer students, Faculty Advising Fellows sponsor topic-based lunches and dinners throughout the year, and help students connect their academic activities to life outside the classroom. Get to know the Faculty Advising Fellows and participate in the programs they host. Randall Advisors are a group of knowledgeable faculty members who work exclusively with sophomores. Visit them in their drop-in office hours in Advising Central in J. Walter Wilson 313. Both groups of faculty can serve as part of your advising network for years to come. More information can be found online on the Advising Central website. Feel free to visit them during their posted departmental office hours.

The strength of your network will depend, to a large degree, on your willingness to take advantage of the full range of individuals available to offer you support, guidance, and good counsel.

Find Concentration Requirements on Focal Point: brown.edu/academics/college/concentrations

Declare your Concentration online by selecting the ‘Concentrations’ tab at: https://ask.brown.edu
Effective academic planning requires knowledge of Brown’s graduation requirements. These pages offer an overview of the most critical academic policies that all undergraduates should know. Please read them carefully and consult with a transfer/RUE dean when you arrive on campus if you would like clarification on any of these points.

Degree Requirements

At Brown, two baccalaureate degrees are awarded—the bachelor of arts (A.B.) and the bachelor of science (Sc.B.). The degree awarded is determined by the chosen concentration program. In order to graduate with a Brown baccalaureate degree, students must meet the following requirements:

1. Be in residence at Brown for four semesters of full-time study during the fall and spring academic terms.
2. Successfully complete a concentration (major).
3. Successfully complete at least 30 courses (15 at Brown).
4. Meet Brown’s 8-semester enrollment requirement.
5. Demonstrate proficiency in writing.*

* Every piece of written work that students submit for Brown courses should meet baseline standards for effective written communication. Students whose work does not meet these standards are referred to the Director of the Writing Center, who will assess the student’s writing abilities and help the student work out a program to fulfill the requirement. This might entail taking an English course, enrolling in a writing fellows course, or working with a writing associate.

Course Load Policies

In the fall and spring terms of enrollment, Brown students may enroll in three, four, or five courses per semester. Normal expectation of enrollment is four. Registration for fewer than three courses requires special permission through consultation with an academic or student life dean. No student may take more than five courses in a semester, including audited courses, which do not count toward the thirty-course requirement for graduation.

Note for RUE students: There are specific RUE policies regarding enrollment and academic progress that RUE students should consider in their academic planning; RUE students should therefore consult with the RUE dean prior to registration.

Progress toward Graduation

Brown’s rules regarding academic progress are the most critical piece of policy information for students. Failure to adhere to rules regarding adequate progress usually results in a permanent notation on a student’s transcript. (Exceptions are noted below.) Falling below these requirements arises from a number of causes. Our job is to make sure that you understand these rules and have the support you need to adhere to them.

All students begin in good academic standing. As a general rule, Brown students are expected to complete four courses each semester from thereon. This rule applies to transfer and RUE students as well, and students should note that courses taken elsewhere can not improve academic standing. Academic standing is determined only on the basis of successfully completed Brown courses.

Courses taken at Brown during the summer count toward a student’s academic standing in the following semester. Summer courses taken elsewhere do not improve academic standing at Brown.

Enrollment in three, four, or five courses in a semester is considered full-time. Academic progress rules do allow students to pass three courses in a semester once every two years.

The academic standing chart on the next page shows the number of courses students must pass each semester in order to remain in good academic standing. If you have questions regarding how this applies to you, please contact the transfer/RUE dean(s).

Students who fall below progress requirements may be placed on Warning or Serious Warning, which includes a permanent notation on the transcript. It is important to know that students can become so deficient in their course work that they may be suspended from the College for a specified time (normally one year).

Exceptions to the academic progress requirement are recommended by academic or student life deans when a student’s individual circumstances, either academic or personal, warrant special consideration. We urge you to speak with a dean if you have any concerns about your ability to meet these requirements.
Summer School Policies

No more than four summer courses (or their equivalent, if summer courses carrying fewer than 4 credits were transferred to Brown) will count toward the baccalaureate degree. No more than the equivalent of two Brown courses will be transcripted for any given summer of enrollment.

Courses taken at Brown during the summer count toward a student's academic standing in the following semester. Summer courses taken elsewhere do not improve academic standing at Brown.

Courses taken elsewhere during the summer carry no enrollment credit. The only way to accelerate a graduation date with summer study is to successfully complete four courses in Brown's summer school and then request to have one semester of the enrollment requirement waived.

Transfer Credit Policies

Brown's transfer credit policies are complex, so please read the following information carefully. Credits earned before a student matriculated to a four-year college or university fall under one set of requirements; transfer credits earned after a student has matriculated to Brown are governed by another set of rules. This section contains information about policies that are most commonly called into play when students wish to have credits from elsewhere added to their Brown transcript. Additional information on transfer credits for courses taken elsewhere after you join Brown is available on our Study Away in the U.S. website at brown.edu/academics/college/degree/course-options/study-away-usa.

Students may transfer credit for the equivalent of up to 15 Brown courses. Transfer students are required to accept all credit from their previous colleges and universities, up to the 15-course limit. Students may choose to transfer credits that were earned before matriculating to their first institution of higher education (e.g. international certifications or courses taken at a college or university while the student was in high school), again with the stipulation that the courses transferred do not exceed the equivalent of 15 Brown courses.

Please note transfer credits are calculated on the basis of credit hours completed, not the number of courses taken at the other institution. Generally, four semester credit hours, or six quarter credit hours, are the equivalent of one course at Brown. Fifteen semester credit hours, the normal “full load” at schools with three-credit courses will be permitted to transfer to Brown as four courses, our normal full load.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Good Standing</th>
<th>Warning</th>
<th>Serious Warning</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>18</td>
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<td>VI</td>
<td>22</td>
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<td>19</td>
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<tr>
<td>Fourth Year</td>
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<tr>
<td>VII</td>
<td>26</td>
<td>25</td>
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<td>23</td>
</tr>
<tr>
<td>VII</td>
<td>30</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

Note: As a general rule, transfer and RUE students must complete four courses each semester as illustrated above. Failure to complete four courses may adversely affect a student's academic standing. Transfer and RUE students planning to take fewer than four courses should consult with the Transfer/RUE dean(s) regarding how this will impact their academic standing.
Community college courses transfer to Brown only if the student earned them before matriculating to Brown. Once a student has begun study at Brown, transfer credits must be earned on an approved Study Abroad program or at a four-year, accredited college or university in the United States.

With the exception of Rhode Island School of Design (RISD) courses, transfer courses must carry four credits in order to be considered the equivalent of one Brown course. Students wishing to transfer courses carrying fewer than four credits may petition to have these courses transcripted if multiple courses add up to more than four credits. RISD courses transfer one-to-one to Brown, whether they are 3-, 4-, or 5-credit courses.

Transfer Policy on Grades
Students must have earned a grade of “C” (not “C-”) or better in a course for it to transfer to Brown. If a course has been taken pass/fail, the student must provide evidence of the grade range that the previous school considered a “pass.” If the institution at which the student took the course considers a grade of “D” a pass, and the student took the course pass/fail, evidence must be provided that he or she earned a grade of “C” or better in the course when applying for transfer credit. “C-” does not meet the required grade threshold for transfer credit.

Grades for courses taken at other institutions are not entered on the Brown transcript. When transfer courses are transcripted, they are noted with a “T” not a grade. An unassigned Brown course credit is listed along with the term of study and the name of the institution where the study was completed. Unassigned courses may be reassigned as equivalent to specific Brown courses with departmental approval after you enroll. Consult with a transfer/RUE dean about the steps involved in seeking reassignment of transfer credits during your first semester at Brown.

Pre-College Programs and Course Placement
Many students have completed programs during their high school years that may place them out of introductory courses at Brown. Programs from which Brown will accept transfer credit include the following:

- Advanced Placement (AP) exams (no course credit)
- International Baccalaureate (IB) exams
- British A-Level exams
- Other national “13th-year” programs
- Courses taken at another college during the summer (no tuition credit) or school year while the student is still in high school
- Courses taken in the Brown Summer Session before entering Brown as a first-year student (though technically not transfer credit)

Any of these experiences may be used to satisfy prerequisites for more advanced courses at Brown, whether or not the student formally transfers the courses to Brown. Students who wish to use these experiences as course prerequisites should consult with the instructor of the Brown course they wish to take. Instructors can issue a course override so the student can register.

Some of these experiences carry both course credit and tuition credit, meaning that they can count both toward the 30-course quantity requirement and the eight-semester enrollment requirement. Critical rules that apply to the most commonly asked questions are below.

AP exam credits do not count towards Brown’s 30-course graduation requirement. If a student applies for and receives AP credit sufficient for one semester of advanced standing, he or she must nonetheless complete 30 courses in the remaining seven semesters. AP credits that are accepted upon admission will appear on a student’s internal academic record, usually by mid-semester. AP credits that earn Brown departmental credits after a student takes one or more designated Brown courses are added only if the student submits a “Request for Notation of Contingent AP credit” to the Registrar’s Office to add
them to his or her academic record. The Dean of the College website (brown.edu/college) has a complete list of AP courses accepted at Brown. The A to Z link will take you to the page from which you can access the list; click on “Advanced Placement Policies.”

Students who wish to use AP scores for advanced placement must ask the College Board to send all of their results (i.e., from sophomore, junior, and/or senior years) to Brown by July 1st. Brown will NOT have a record of a student’s AP results if the report is sent prior to the commitment to attend. If you ordered AP scores after June 1, delivery of scores to Brown by the College Board and Brown’s processing may be delayed.

**Summer college courses** taken before a student matriculates to Brown as a degree-earning student may carry course credit towards the 30-course requirement, but they do not carry enrollment credit, meaning that they cannot be used to accelerate a student’s graduation date.

**International diplomas and certificates** most commonly earned by our students are International Baccalaureate or A-levels. Approved courses carry both course credit and enrollment credit, up to a maximum of two semesters of advanced standing. Students who transcript international certification credits must accept the advanced standing that these credits earn. For this reason, Brown will not process such credits until a student’s sophomore year, in order for the student to understand the implications of graduating in fewer semesters. Brown does not grant course credits for AS-Levels, or O-Levels, or AO-Levels.

A complete description of Brown’s policies regarding pre-Brown credit may be found at brown.edu/college under “The Brown Degree.” If, after reading these webpages, you have questions, consult with one of the academic deans in University Hall when you arrive on campus.

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**Enrollment Requirement**

A Brown education implies eight full semesters of college experience. For this reason, all Brown students must complete eight semesters of academic study in order to graduate. Students may earn credit toward this requirement by completing a full semester of study at Brown or at an approved college or university in the United States or abroad. Various international certification programs (A-level exams, International Baccalaureate, etc.) may also be applied to the enrollment requirement.

Students earn one semester of enrollment for each full-time semester they are at Brown. For transfer students and other students who do anything other than take eight sequential full-time semesters at Brown, fulfilling the enrollment requirement can get complicated. If you have questions about this requirement, it is your responsibility to consult with a transfer/RUE dean.

**Evaluation of Prior Study for Transfer Credits**

Your coursework at previous institutions will be evaluated for transfer credit(s). The number of course credits you are granted will also determine your semester level standing. Assignment of transfer credit(s) requires receipt of your official final transcript(s). Although course credit is not given for AP courses, AP exam results may satisfy some course prerequisites. Brown requires a copy of your official score report to make appropriate notations for course prerequisites.

All official transcripts should be sent to The College Admission Office, Box 1876, Brown University, Providence, RI 02912 no later than July 1. Mid-year transfer students must also send a transcript of all work completed through fall 2015 by January 5, 2016. After July 1st, AP score reports should be directed to the the Dean for Transfer Students, Office of the Dean of the College, Box 1828, Brown University, Providence, RI 02912.
Transfer credits will be processed based on the date(s) transcripts are received and in the order received. Transcripts received by July 1, July 15, and July 31 will be processed approximately two weeks from these dates respectively. Transcripts received after July 31 may take 4 or more weeks to process.

**Enrollment Credit for Transfer Credits**

A minimum of four semesters of enrollment credit must be earned at Brown.

Enrollment credit for work completed outside Brown is awarded only in full semester blocks. We do not grant partial semesters of enrollment credit.

Once enrolled at Brown, students may petition to have credits from approved study away in the United States programs transferred to Brown.

Summer school courses do not count toward the enrollment requirement unless students successfully complete four summer courses at Brown in which case they may petition to have the four summer courses waive one semester of enrollment credit. Summer courses completed elsewhere do not count toward the enrollment requirement.

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**Leaves of Absence**

Education is not something that begins or ends in the classroom, and for some students time away from college contributes more to personal development than any single year or semester at college. Many Brown students take a leave from the University to pursue internships, to participate in service work in the United States or abroad, or to engage in other work that complements their academic study. Students who think they might want to take a leave at some point during their undergraduate career should meet with an academic dean in University Hall to discuss their plans. It is essential that you understand how a leave may affect your academic progress and degree completion plans.

To learn more about these and other academic policies and procedures, please visit our website at brown.edu/college.
Online Textbook Ordering and Reservations Program

Students may order course books online through the Brown Bookstore. Go to bookstore.brown.edu and click "BOOK RESERVATION" to access a complete list of textbooks and other academic materials required for Brown University courses. Select the books and other items you need, choose a method of payment, and your order will be prepared for pick up—custom boxed for ease of handling. If you decide to drop one or more courses, simply bring your books back (with receipt and your Brown I.D.) for a refund or exchange. See below for the Bookstore's return policy.

All charged up!
All Brown students automatically have a $2000 Bookstore Credit Line for use during the academic year. You can use your Brown charge card or personal credit card to purchase your books. The Online Book Box Program does require advanced pre-payment. We are sorry that declining balance is not available at this time.

Used is better!
Unless you specifically request new books, your order will be filled with as many used books as possible. Used books cost 25% less than new books, so order early and enjoy the savings.

It's free!
This service is provided at no extra charge. We do all the work. You avoid the lines. Your Book Box will be ready for pickup within three business days of placing the order. If you would like your books sent to your home address, simply state so. Shipping is a flat-rate fee of $5.00 for FedEx or UPS Ground.

Textbook and course pack return policy
• An original receipt is required for all returns.
• Textbooks and course packs must be returned in original condition.
• For the first 2 weeks of classes, students have a maximum of three (3) days to return any textbook for a class in which they are enrolled. To return a textbook for a course in which the student is not enrolled, proof of dropped course is required for verification.
• For the second 2 weeks of classes, returns are accepted only for dropped courses and must be made within three (3) days of the date a course is dropped. Proof of dropped course is required.

Textbook rental program
The Bookstore has begun a text rental program, allowing students full semester rentals on select titles. Participation in this program can offer substantial savings.

Excluded items
Back orders and courses with no textbook adoptions are unable to be processed. Only books on hand at the time of your order can be reserved.

bookstore.brown.edu/
Campus Shop and Computer Store
244 Thayer Street, Providence, Rhode Island 02912
401-863-3168 / 800-695-2050