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## RESOURCES
THE CONCENTRATION ADVISOR’S ROLE

Thank you very much for serving as a concentration advisor. It is an important job, and doing it well — particularly in the current moment — can have a transformative impact on the academic experience (and future lives) of our students.

As a concentration advisor, you are responsible for delivering information about your academic program to current and prospective undergraduates. We have prepared this handbook to make the job a little easier for you. It provides an overview of the issues that you will typically face during the year, along with “best practices” culled from exceptional advisors across the University.

Brown’s Open Curriculum is one of our great assets, embodying a philosophy of education that places intellectual weight on a student’s right to choose. The choice of a concentration thus represents a major event of undergraduate academic life; the process of “declaring” is something both students and advisors should take seriously. Students must account for courses they will take and also — more crucially — write an essay defending their concentration choice. You can make this process more meaningful for students by taking the time to meet with them to talk about their essays. These initial encounters will set the tone for your advising relationship.

You can also make a student’s choice more meaningful by clarifying the dimensions of your discipline. What are its basic aims, or modes of inquiry? How do the requirements reflect these aims? The answers may seem obvious to you, but many undergraduates have only begun to explore your field. Our hope is that Brown students will expand their intellectual horizons while deepening their analytic capacities through the work they do in a discipline. You can play an important role by explaining disciplinary distinctions to students. We also suggest that you encourage your concentrators to pursue independent research, write an advanced paper, complete a creative project or draw together some aspect of your field’s intellectual traditions through an integrated series of courses. Your encouragement will go a long way toward challenging students to get the most out of their education.

Closely monitoring your students can serve as another form of encouragement. Electronic tools such as ASK (ask.brown.edu) will aid you in this work. Sophomores may want you to help them strategize for an uncertain year ahead given the three-term academic calendar in 2020-21. Others may ask you to evaluate courses they have taken elsewhere in order to receive transfer credit from Brown or to satisfy concentration requirements, or both. Seniors may have questions about your honors program and timeline, given the changes to the winter/spring calendar, or need help formulating a capstone project. Please also consider pointing all of your concentrators toward research and fellowship opportunities, internships and other experiences. They will certainly need you to clear them for graduation, whether in the fall or winter/spring semester. This booklet contains suggestions for managing all of these tasks.

The most important thing you can do as an advisor, though, is to get to know your concentrators. Because so many Brown undergraduates are self-motivated, we may mistakenly think that they neither need nor want our advice. In fact, students regularly report that thoughtful mentoring from concentration advisors has been essential in helping them choose courses, find fellowship and research opportunities, and even select career paths. In other words, your efforts to reach out to concentrators and to connect them with other students and faculty in your department will make a difference.

The staff in the College is pleased to help, so feel free to call us with your questions and concerns. A list of contacts accompanies this booklet. We wish you and your students great success in the coming year.

Besenia Rodriguez
Deputy Dean of the College for Curriculum and Co-Curriculum

Rashid Zia
Dean of the College
ADVISING FUNDAMENTALS

Advisor Orientation
We offer an orientation to support your work as concentration advisors. Those of you who serve as directors of undergraduate studies (DUS) for your department or program will also be invited to a series of virtual gatherings throughout the academic year. You will be able to ask questions, share advising tips with other faculty and review ASK, the electronic advising tool. If you cannot attend the orientation, you may download key materials by logging onto ASK and clicking “Materials” from the left toolbar.

ASK: Brown’s Electronic Advising Tool
ASK (for “Advising Sidekick” at ask.brown.edu) is an electronic advising tool that allows you to access student information, including your concentrator’s declarations, internal academic records, course enrollment, transfer credit approvals and a portfolio of past work. In addition to viewing student records, you may customize several key features, such as the advisor assignment method. The advantage for you and for our students is not only greater convenience but also greater continuity of information. Advisors are able to view students’ work all the way back to the summer prior to matriculation, and thus have concrete evidence of students’ growth over time. An electronic record also allows your department to document and keep track of approved exceptions or other nuances as advisors change due to sabbaticals and other transitions. A set of user guides with screenshots and instructions is available at brown.edu/go/askhelp.

Focal Point: Brown’s Concentration Search Tool
Most students will begin their research on Brown’s various concentrations by visiting the undergraduate programs website (brown.edu/undergraduate_concentrations). Focal Point allows students to explore the many intellectual paths they can take at Brown. The site provides summaries of concentration offerings, enrollment statistics and the career paths taken by recent alumni, linking to data gathered by the Center for Careers and Life After Brown (CareerLAB) and the Office of Institutional Research.

Please be sure to email focal_point@brown.edu if there are changes to your concentration that should be reflected on the site. Note that the listing of requirements connects directly to the University Bulletin, which reflects the official requirements as approved by the College Curriculum Council. Any changes must be approved by the council.

Advising Resources

Deans of the College and Student Support
Academic deans are available for individual consultations with students and advisors every weekday from 9 a.m. to 5 p.m. with additional early morning slots for the convenience of students in various time zones. During period of remote operations, students may select appointment slots on the shared Google calendar available at brown.edu/go/deansappointments. Appointments will take place via Zoom. Otherwise, students may drop in for advising in the College office on the second and third floors of University Hall. Students may also make appointments with individual deans according to their academic interests. Students or advisors may reach out to college@brown.edu if you are not sure whom to contact.

If you have concerns about a student’s health or well-being, in general, you should contact the Student Support Services office (401-863-3800; studentsupport@brown.edu), located at 42 Charlesfield St., or Counseling and Psychological Services (863-3476), which is holding tele-health appointments during remote operations but is otherwise located on the fifth floor of Page-Robinson Hall.

Academic Support
The Academic Support office can help with time management, exam preparation, study skills and more. During periods of remote instruction, the Academic Support office offers workshops that aid students in navigating time management and other strategies as part of remote learning — whether they are on Brown’s campus or elsewhere. Transfer students and all students with questions about transferring credits to Brown, either before or after matriculation, can also get information and support in the co-located Transfer Advising Center.
DEVELOPING A SENSE OF COMMUNITY IN CHALLENGING MOMENTS

Students at Brown value community, and during this period of social distancing and remote learning, cultivating meaningful social connections is more important than ever. You can enrich your students’ experience of the concentration by helping them make connections not only to your discipline but also to you, to other students, and to faculty in your department. Such connections begin in individual meetings and continue through a whole range of group activities — even if they are virtual — as described below. In addition, visit the Curricular Resource Center website (brown.edu/go/crc) for suggestions.

Outreach to First-Years and Sophomores
Each year, the College sponsors the Academic Expo on an afternoon during Brown’s new student Orientation, to expose incoming students to the range of courses and concentrations available to them. In 2020-21, like the broader Orientation, the Academic Expo will likely take place in January as incoming first-years are expected to arrive on campus. In the late fall semester, the College typically holds a concentration fair that allows advisors to meet with prospective concentrators and to answer questions about requirements. For both events, we encourage you to invite a current concentrator (perhaps a member of the Departmental Undergraduate Group, if one exists in your concentration) to begin building connections among students. Information about the Virtual Concentration Fair will be sent via email from the College in the coming weeks.

Individual Advising Meetings
Regular office hours are the usual way that advisors meet with current and future concentrators. Plan to set aside about two hours per week for this purpose, and post the times on your department’s website. During periods of remote operations, creating calendar appointment blocks with links to Zoom or Google Meet can be particularly useful (be sure to enable the waiting room feature if you are holding one-on-one appointments). You’ll encounter the heaviest traffic at the beginning of the semester and during the so-called “advising period” during fall and spring preregistration (late October and early April each year). The “advising period” is a time when prospective concentrators will want to discuss the possibility of declaring, and other students may come with different concerns. The issues will vary by semester level. New concentrators might be interested in research opportunities and in the Engaged Scholars Program, if it is an option. Those who hope to study abroad in future semesters may need to figure out how to fulfill concentration requirements at a university outside the U.S. You can ensure a stronger relationship by requiring your concentrators to “check in” with you each semester. At the very least, you should require all seniors to meet with you at least once each term so that you can approve their plans, and so that they can be cleared for graduation.

Departmental Undergraduate Groups (DUGs)
A DUG is a group of students that meets regularly to help other concentrators in the department connect with one another, with faculty, and with alumni. DUGs enhance the sense of community in a concentration in a variety of ways: by hosting events with concentrators, prospective concentrators and graduate students; by organizing guest lectures; by participating in concentration fairs; and in some cases by contributing to departmental newsletters, websites and undergraduate academic journals. Some of the most successful projects have been organized collaboratively by departmental faculty and DUGs. Anything that brings your concentrators in contact with
one another and with your faculty will help cultivate an intellectual community and make your department a welcome home for undergraduates.

A recent review of DUGs has revealed some best practices. Many DUGs highlight and encourage students to pursue undergraduate research, helping to facilitate relationships with faculty outside the classroom and showcasing student work. The Middle East Studies DUG, for example, hosts an undergraduate paper series that provides a forum for students to share their independent research on the region across disciplines. In previous years, the Math, Urban Studies and Modern Culture and Media DUGs have organized or helped departments organize conferences bringing together undergraduates, faculty, alumni and other scholars and practitioners. DUGs can also serve as a useful resource for chairs and concentration advisors by serving as a vehicle for collecting feedback about the student experience or communicating important information between upper-class students and prospective concentrators.

With over 70 active DUGs, we have almost reached the goal of having a DUG in every concentration. If your department does not have an active DUG, you might try working with your students — ideally juniors — to create one. If you have eager students in mind, you might direct them to the DUG coordinators, student staffers at the Curricular Resource Center who advise their peers about the range of resources available at Brown. They can learn about DUG best practices and connect with DUG leaders in related fields.

Each DUG is eligible for matching funds from the College. Up to $700 in matching funds is possible for concentrations with a large cohort; awards from the College range from $150 to $700. Funds matched by the concentration contribute to the total budget amount for the DUG. To apply, your DUG must have one or more student leaders, a faculty sponsor (which may be you) and a list of activities with an associated budget. Every DUG is expected to hold about two events each semester and no fewer than four per year. One of these should be a social event welcoming new concentrators. Funding requests are submitted online by the DUG leader(s) and faculty sponsor via UFunds (ufunds.brown.edu) by mid-October (for fall 2020 activities), by early February (for spring 2021), and/or by early June (for summer 2021). We recommend that you work closely with your DUG to ensure continuity from year to year, and to learn from your students about how they can help create a stronger community in your department. For more information about DUG events and funding, visit brown.edu/go/dug or contact the director of the Curricular Resource Center, whose contact information is listed in the resource addendum that accompanies this booklet.

Concentration Declaration Day and Other Virtual Departmental Gatherings

The beginning and the end of the year are often good times to bring concentrators together with members of your department. In a typical year, many departments hold welcome-back get-togethers in the fall; some host holiday gatherings after classes have ended in December. While these events are not necessarily your responsibility to organize, you can make a difference by sending an email to concentrators reminding them of the date and time and inviting them to be present.

Concentration Declaration Day (CDD) is a relatively new campus-wide tradition that celebrates an important milestone in the life of every Brown undergraduate — declaring their concentration and formally joining their chosen academic community. Dozens of concentrations have held CDD receptions in April and early May, bringing together new concentrators, professors and upper-class students for mixing and mingling. Some combine this event with celebrations honoring graduates. In such events, honors students often present brief accounts of their work and share valuable tips about their process, and the challenges and rewards of undertaking such projects. These community-building events have the added benefit of allowing students to learn firsthand about pathways for engagement within the concentration for juniors and seniors. In the coming year, we hope to have participation from even more concentrations. If you and your DUG are interested in jointly hosting a virtual CDD event, begin by reaching out to the director of the Curricular Resource Center.
SOPHOMORE YEAR: THE CONCENTRATION DECLARATION

All students are required to declare their concentrations by their fifth semester. This culminating event of the sophomore year — the official beginning of your advising relationship with concentrators — is also your first major responsibility as an advisor, and it can typically consume a fair amount of time during the spring semester. In 2020-21, given the three-term academic calendar and a modest increase in the number of students electing to take a personal leave, the concentration declaration deadline may coincide with the summer or even fall term for a greater number of students. This section discusses the process in more detail, and offers suggestions for how to manage it.

Because we want students to be deliberative and informed when they choose their concentration, we expect them to have met with you before completing a declaration. This can mean a lot of meetings for you, especially if your concentration is large. Needless to say, it is important to start early so that students have ample time to meet with you while pondering their options. You can encourage prospective concentrators to begin sooner rather than later in a number of ways:

Schedule and publicize special "declaration day" virtual office hours early in the spring semester.

Ask faculty in your department to announce your office hours in key gateway courses, and encourage prospective concentrators to make appointments early. Post the same message online.

Require concentrators to submit an early draft of their declaration. The deadline will motivate them to begin the declaration process sooner than they might have otherwise; it also promotes a more thoughtful approach to the entire process.

Ask your DUG to hold a virtual concentration declaration workshop for prospective concentrators, and have students sign up for office hours at the workshop.

These suggestions prompt students to think about the relationship of their aims and aptitudes to your concentration, and help draw them to you well before the declaration deadline.

Pre-Declaration Meetings
Your initial meeting with a prospective concentrator should focus on the student’s intellectual interests and the concentration's requirements. You might ask, for example: What do you find compelling about this concentration? Do you consider it a bridge to something you will do after college? Will it be necessary or desirable to take one or more courses during summer session? If the Engaged Scholars Program is an option, how do you see your interests in the classroom possibly connecting with your interests in community engagement? Have you considered a potential practicum site? Does it make sense to study abroad given your interest in this field? Finally, and most basically: Will you be able to complete the concentration in the time you have remaining at Brown? Many students face the task of choosing a concentration with some trepidation, feeling that they are making an irrevocable life decision. As a concentration advisor, you can remind your students that their concentration choice does not determine the rest of their life. For instance, majoring in biology now does not eliminate the option of law school or social work at some point in the future. You can also help your concentrators understand how the competencies and modes of inquiry they develop in the course of completing your concentration, along with other elements of a liberal arts
education, could be attractive to employers and graduate schools in a range of fields and will equip them to succeed in their careers and lives regardless of the paths they take.

If after this first meeting the student decides to declare, you should ask for a draft of the essays in the concentration declaration, described in more detail below. By asking for a draft, you’ll be able to gauge the depth of the student’s seriousness and require revisions to the essays and course list, if necessary.

Before meeting a second time with intended concentrators, ask students to bring a copy of their internal academic record at Brown and, if relevant, a copy of transcripts from previous schools or study away/study abroad institutions. You will need this information in order to finalize the list of concentration courses they have already completed as well as the courses they intend to take. Review this course list along with the final version of the declaration essay.

**ASK and the Concentration Declaration**

Students are required to complete the concentration declaration electronically in ASK (ask.brown.edu). The declaration consists of three parts. The first is an essay representing the intellectual rationale for the concentration. It should articulate the student’s goals in the concentration in relation to the broader learning objectives of a Brown education — including the goal of improved writing skills. The second part is a list of courses already taken, and those that will be taken in the future, to realize these learning goals. The list should be realistic: Although students are not obliged to take every course on the list, they do need to have a reasonable plan for completing all required courses by the end of the eighth semester. The final section allows students to discuss additional academic goals outside the concentration and projects or research they hope to accomplish.

In ASK, concentration advisors and department managers may customize what their prospective concentrators see upon starting a declaration in your field. For instance, you may add unique messages, concentration-specific questions and “Course Attributes” that require students to specify which requirement a particular course will satisfy. Some departments have their own worksheets for this purpose but please keep in mind that such forms do not substitute for the official declaration in ASK.

The concentration declaration functions as a contract between you and the student and, by authorizing it, you become the student’s official advisor for the remainder of the student’s time at Brown. Once this occurs, the student may preregister for the next semester. Although students are the ones responsible for filing on time, you might want to remind them of the deadlines.

Please review the deadlines for fourth-semester students to declare their concentration on the Academic Calendar (brown.edu/about/administration/registrar/academic-calendar) as these deadlines will be slightly different in 2020-21 than in typical years.

Students may change their concentration at any time, under the condition that they complete all new concentration requirements by the end of eight semesters. Students who cannot complete within eight semesters of enrollment may consider petitioning the Committee on Academic Standing for an optional ninth semester, discussed later in this handbook.

**Special Curricular Opportunities**

**Engaged Scholars Program**

Brown’s Engaged Scholars Program (ESP) enables students who are passionate about communities beyond the academy, and the challenges they face, to design study and action as part of their concentration requirements. Through community-engaged coursework, intensive advising and reflection and hands-on experience working with community partners, students in ESP are able to contextualize abstract theories, challenge assumptions and develop skills that prepare them for lives of effective action beyond Brown.

ESP is a collaborative initiative between the Swearer Center for Public Service, the College and 16 undergraduate concentrations. If yours is among the participating concentrations, advising concentrators pursuing ESP is likely to be among your responsibilities as a concentration advisor.

You may also encounter prospective concentrators interested in ESP. The program is not enrolling additional students in 2020-21; a new undergraduate certificate in engaged scholarship is being reviewed by the College...
Curriculum Council and is expected to begin recruitment this year. It will build on the strengths of ESP in a structure accessible to students in any concentration.

**ESP Requirements and Timeline**
Students in the past have applied for ESP in ASK at the time they are declaring their concentration — typically in their fourth semester, or sophomore spring. Often, the option to pursue ESP is among the factors that students weigh when finalizing their choice of a concentration. Students who complete the program receive an academic transcript notation as Engaged Scholars. All students already participating in ESP will be supported through to graduation, even as other students may begin enrolling in the new certificate.

**ESP Concentration Advisor Responsibilities**
Start by familiarizing yourself with ESP’s four core requirements and your concentration’s expectations for your ESP students. As with the concentration’s broader learning goals, requirements and policies, you are responsible for delivering information and providing advising around your concentration’s particular approach to engaged scholarship. ESP staff, housed in the Swearer Center, will be important partners in these efforts; their detailed Guide for Participating Departments and Concentrations (available upon request by emailing engaged-scholars@brown.edu) delineates the program’s expectations and resources for its students and concentration advisors alike. They are eager to consult with concentration advisors and other faculty and to share their expertise on community-engaged scholarship, student cohort development and advising students who are seeking to integrate their coursework with outside-the-classroom learning opportunities such as community-engaged research.

**Declaring a Second Concentration**
Students at Brown are allowed to “double concentrate” if they can complete requirements for two concentrations in the standard eight-semester sequence of study. Some concentrations limit the number of courses that may overlap with a second concentration (often, the maximum is two courses). (Note: The maximum number of concentrations a student may declare is three.) Who should do this? Those who have intellectual passions spanning two distinct areas are good candidates, but even they should leave room for other kinds of study. Too often, students double concentrate for the wrong reasons (e.g., because they think it will improve their chances of getting into graduate school). You might therefore discuss with them the costs and benefits of declaring a second concentration. For many, the cost of limiting course selection will outweigh the perceived benefit of listing two concentrations on the transcript. Students who get the most out of their Brown degree often study just one discipline in depth and many others along the way, drawing out the connections among subjects. Those destined for graduate school can easily highlight such intellectual connections in their applications, even without a second concentration.

If a student is determined to add yours as a second concentration, the student must declare the concentration in ASK and you must approve this declaration by the final day of classes in the student’s penultimate semester of enrollment. This deadline is published on the academic calendar. The process for declaring a second concentration is otherwise exactly the same as the process for declaring the first concentration. Note: A student may not declare a second concentration in ASK while the first declaration is pending. The student must have the first declaration approved by the concentration advisor prior to beginning a second declaration.

A student who chooses to double concentrate will earn one baccalaureate degree with two concentrations. This student’s transcript might list “Bachelor of Science: Sc.B.-Geology-Biology and A.B.-Math” or “Bachelor of Arts: A.B.-Africana Studies and A.B.-English.” (If one or both of the concentrations is a bachelor of science program, the degree earned will be a bachelor of science.)

**Combined and Concurrent Degree Options**

**Combined Bachelor of Arts and Bachelor of Science Degrees**
While approximately 20 percent of Brown students choose to complete a single baccalaureate degree with more than one concentration (either an A.B. or Sc.B., as above), an even smaller percentage choose to graduate with a single, combined A.B.-Sc.B. degree, which requires a minimum of 38 credits and 9 or 10 semesters of enrollment. Students who follow this path organize a five-year program of study that must include one concentration in math or the life or physical sciences, and one concentration in
the humanities or social sciences. The combined degree option allows students to complete both courses of study concurrently while taking advantage of the Open Curriculum and exploring a greater range of courses outside these two disciplines. This student’s transcript would list, for example, “Bachelor of Arts and Bachelor of Science: Sc.B.- Computational Biology, A.B.-Archeology and Ancient World.” The benefit of this Combined option over the choice to double concentrate is that students have greater flexibility to take additional courses beyond their concentration requirements.

Students interested in pursuing this five-year option must declare their intentions before the end of their fifth semester. In rare cases, students who miss the fifth-semester deadline due to qualifying extenuating circumstances may seek approval from the Committee on Academic Standing to join the program late. All cases where exceptions are sought must be resolved before the end of the petitioning student’s sixth semester. Petitions from seniors will not be considered by the committee.

Preliminary approvals are granted to students who are very close (within two to three courses) to finishing at least one of their concentrations before the end of their fifth semester. These students must then seek final approval in their seventh semester. Upon successful review of the academic record, these students will receive a final approval to be combined-degree candidates. Exceptional students may be allowed to complete the combined degrees in nine semesters, rather than 10, but they must meet all requirements and have the approval of the Committee on Academic Standing. Contact Dean Oludurotimi Adetunji, the combined-degree dean, for more information.

**Concurrent Baccalaureate and Master’s Degree**

This program allows exceptionally capable students to combine their last year or two of undergraduate study with graduate study, resulting in the simultaneous completion of both a baccalaureate degree and a master’s degree. Eligible students will have achieved a record of academic excellence that demonstrates depth as well as breadth. Entrance requirements into this program are numerous and quite specific. Interested students are advised to acquaint themselves with program guidelines early in their college career and to contact the deputy dean of the college for academic advising for more information.

**Fifth-Year Master’s Programs**

Brown’s Fifth-Year Master’s Program allows undergraduates to pursue a master’s degree in select departments in the year immediately following completion of the undergraduate degree. Eligible students must apply for admission to this program before they complete the baccalaureate degree. A list of participating academic departments and other information is available on the College website, brown.edu/academics/college/degree/combined-degrees.

**Prerequisites, Placement and Pre-Brown Exams**

Many academic departments offer one or more gateway courses that every student must pass before taking higher-level courses. Some departments offer placement exams and/or accept the results of Advanced Placement (AP) tests or International Baccalaureate (IB), A-Level or other pre-Brown exam results for course placement and/or course prerequisites. Test-based credits are also recognized by some concentrations as substitutes for concentration requirements. Students can pull test-based credits on their internal record into their concentration declaration course plan in ASK to use for concentration purposes, where you can approve them as a substitute for a requirement.

As a concentration advisor, you are responsible for offering advice around course selection and placement and for vetting student requests for substitutions to concentration requirements, so it is important for you to be familiar with the rules of your department and concentration(s). Please see additional information on approving non-Brown work for concentration substitutions below.

**Transfer Credits, Study Abroad Credits and Exchange Credits**

With the appropriate permissions, Brown students may apply course credit earned at another institution toward their Brown degree requirements. U.S. citizens and permanent residents of the United States may petition the College to study at a regionally accredited two- or four-year college or university in the U.S.; students studying on F-1 visas may petition to study at a two- or four-year institution in their home countries.
Students who wish to receive transfer credit for non-Brown courses taken after matriculating to Brown to apply toward the 30 courses required for their degree must submit a request in the Transfer Credit section of ASK (ask.brown.edu/transfer_credits). Requests are routed to an academic dean, who approves the institution, followed by a faculty member in a relevant academic department depending on the subject the student proposes to study. In most departments, the director of undergraduate studies is the faculty member responsible for approving transfer credit, a role known as transfer credit liaison. The transfer credit process is described in greater detail on the College website: brown.edu/go/transfercredit.

**Process for Approving Non-Brown Work for Concentration Substitutions**

As a concentration advisor (distinct from the role of transfer credit liaison, who approves courses for transfer credit), you have authority over which non-Brown courses may count toward the concentration based on the criteria set by your concentration. This means you can approve a non-Brown course for concentration credit even if that work is NOT eligible for University transfer credit or for assignment to course equivalency and therefore cannot be recorded on the student’s Brown transcript. A course worth three semester credit hours taken elsewhere that did not result in a transfer credit is just one example. A course taken during study abroad cannot be reassigned to a Brown course equivalent and is another example. The concentration declaration in ASK, however, allows students to manually add non-Brown work (including courses taken elsewhere, a practicum or internship experience, evidence of language competence, etc.) to their course plan for your approval — even if such work does not appear on their Brown transcript, which you in turn can approve as a substitute for a concentration requirement in their concentration declaration. As a concentration advisor, you only have the authority to approve a course for actual transfer credit if you are also the transfer credit subject liaison of record for the academic department by which that course or courses similar are taught. If a student initially created a manual entry for a non-Brown course that later results in transfer or study abroad course credit on their transcript, they should update their declaration and select that course from their internal record into their course plan to replace the manual entry.

We recommend that you advise students who are planning to take courses elsewhere to count toward concentration requirements to get your approval in advance, and to consult with the staff responsible for approving study away (academic deans of the College) or study abroad (Office of International Programs).

Approvals of substitutions should be recorded in the student’s concentration declaration in ASK; this provides a useful record for you, the student and any other viewers and is especially useful when the approved substitute does not appear on the transcript. We suggest pre-approval or a conditional pre-approval whenever possible. While retroactive approval has the advantage of providing you with full information about the course and the student’s performance, it poses the disadvantage (to the student) of undertaking coursework that your concentration, another academic department, or the College will not recognize and/or transcript.

We encourage concentration advisors whenever possible to avoid treating prerequisites as concentration requirements and to refrain from expecting students to seek and obtain transfer credits for prerequisite or introductory courses, especially for work completed prior to matriculation to Brown, and when students have already completed a higher level course.

**Studying Abroad**

International education is vitally important for students in the 21st century. As a concentration advisor, you should encourage your students to think seriously about studying abroad for a summer or a semester and to consider studying a language, even if such study does not seem directly pertinent. It is surprising what kinds of doors can open for those who have developed this kind of cultural fluency. Please note that study abroad was suspended in fall 2020 and as of September 2020, a decision is pending about whether study abroad will be allowed in spring 2021.
As part of their study abroad application process, your concentrators will be strongly advised to meet with you to discuss their plans. Information on the University’s transfer credit approval process for study abroad can be found here. Students can request concentration credit in the student’s concentration declaration in ASK using the “manual entry” feature (see the ASK User Guide for approving non-Brown work: brown.edu/go/askhelp).

Brown’s Global Independent Study Project (GLISP) allows students studying abroad to pursue a directed research project under the guidance of a Brown faculty member. Because such projects are tied to students’ academic interests, they can help a semester abroad become a more integral part of the concentration. The hope is that projects begun during a semester away might even become the basis for a senior thesis once the student returns to campus.

Tracking Student Progress
As mentioned, the concentration declaration functions as a kind of contract with a student. Any changes to a student’s plan must be entered there, so that all advisors can track a student’s progress toward graduation. Your department may regularly allow certain substitutions for required courses, or, alternatively, you may require concentrators to petition for such substitutions. Whatever your method, it’s critical to document any authorized substitutions to preclude future misunderstandings and to have a record for a later advisor in the event that you step down. This will be especially important as a student enters the final two semesters of coursework. ASK allows you to share information about concentrators with other advisors and to keep all of it in one place and from year to year.
JUNIOR YEAR:
DELVING DEEPER

As concentrators enter their fifth semester, your role as an advisor will no longer be narrowly focused on the choice of concentration and whether or not a student can complete it. Meeting with your juniors, you will probably want to know more about their goals and aspirations.

Some questions you may want to ask are listed below.

- Are there fellowship or internship experiences that they should consider, and that can amplify coursework in the concentration?
- Have they thought about pursuing a senior project, whether required by your concentration and/or the Engaged Scholars Program or not? Do they know where to find more information about these opportunities, whether required by your concentration and/or the Engaged Scholars Program or not?
- How are they planning to work on their writing abilities in their final two years?
- Are they considering post-baccalaureate study?
- Do they want to take time off before pursuing graduate work?
- How many faculty in the department know them well enough to write a letter of recommendation?

Students report that the most meaningful advising encounters have emerged through conversations like these — when discussions of a concentration program expand to include broader questions. As you begin to work with your juniors, we encourage you to take your conversations to this next level.

Fellowships, Internships and Research Experiences

Juniors should be encouraged to pursue opportunities outside the classroom that enhance their curricular work. Valuable experiences include working in laboratories or doing research for credit or compensation, pursuing internships and participating in a fellowship program. Students may apply for awards both at Brown and at the national level, working closely with members of your department.

For instance, Brown’s Undergraduate Teaching and Research Award (UTRA) offers research stipends for work pursued during the summer or during the academic year. Research at Brown (RAB) grants, though smaller in sum, also support student-initiated research projects and travel. Other notable internal awards include the Social Innovation, Royce and Arthur Liman Public Interest fellowships, all managed by the Swearer Center for Public Service. These awards provide funding, mentoring and a community, allowing students to pursue an internship or carry out independent projects of their own design in locations across the U.S. and around the world. The Watson Institute also offers fellowships that support international research, such as the Marla Ruzicka International Public Service Fellowship and the Jack Ringer Summer in Southeast Asia Fellowship.

Juniors should also be encouraged to learn about national competitive scholarships such as the Udall (for juniors committed to careers in environment protection, policy and advocacy), Goldwater (for juniors committed to careers in research science), the Truman (for juniors committed to careers in public service) and the Beinecke (for juniors in the arts, humanities or social sciences who are planning to attend graduate school).

For a complete list of Brown-supported awards and advisors who specialize in fellowships, internships and research experiences at Brown and beyond, consult our website: brown.edu/academics/college/fellowships
The BrownConnect initiative links students to the Brown community for career success. At brownconnect.brown.edu, students can search for internships, research opportunities, funding and alumni connections. Throughout the year, CareerLAB staff host workshops and alumni panels about professional opportunities that can help students build the skills they need to find, apply for and excel at their internships. Your students might also be interested in learning about LINK awards, which provide funding for unpaid or low-paying internships. It is important to note that opportunities that are University-funded such as UTRA and LINK prioritize students with demonstrated financial need.

You might consider asking BrownConnect’s director for (limited) faculty access if you’d like to see what students see. Note that students should begin researching internships as early as October, since most application deadlines are in January and February.

Progress toward Graduation
While your primary job is to ensure your students are meeting concentration requirements, as the main academic advisor for your concentrators you are also responsible for shepherding them through their degree completion. Although Brown’s Open Curriculum offers students enormous freedom to shape their own course of study, every Brown undergraduate has four basic obligations to fulfill before graduating. With the exception of concentration requirements, the University registrar and academic deans will be in touch with students who are not on track to meet graduation requirements, but you should discuss with your concentrators any issues or plans that might be affecting their ability to meet these requirements in eight semesters.

To meet the requirements for degree completion, students must:

Complete at least 30 courses. A maximum of 15 transfer courses and no more than four summer courses (at Brown or elsewhere) or winter courses (taken only at Brown) may count toward this requirement.

Complete a concentration leading to either the bachelor of arts or the bachelor of science degree (a small number of students will complete a five-year combined bachelor of science and bachelor of arts degree, discussed earlier in this handbook).

Complete at least two writing-designated, English, comparative literature or literary arts courses: once in their first two years of study and a second time between their fifth and seventh semesters. (More information is available below.)

Fulfill the eight-semester enrollment requirement, four semesters of which must be in residence at Brown during fall and/or spring semesters. Approved study during the school year at another institution in the U.S. or abroad may also count toward this requirement. Students who successfully complete four summer and/or Winter Session courses at Brown — and who have completed all other degree requirements — may request a waiver of the eighth semester of the enrollment requirement.

Academic Standing
Academic standing is determined by the number of courses completed at Brown and via approved transfer credit. At the end of each semester, the Committee on Academic Standing, consisting of faculty appointed by the Faculty Executive Committee and academic deans, reviews the academic progress of all students in academic difficulty. Students who fall one or two courses below academic progress requirements are placed on Academic Warning or Serious Warning, which includes a notation on their internal academic record that does not appear on the official transcript.

A student who has become so deficient in their coursework may be academically suspended, typically for one year. Students with missing or incomplete grades or with special permission from an academic dean to take a final examination in the subsequent semester (an “ABS”) can receive a pending status that may be improved upon satisfactory completion of outstanding work by the University’s deadline. Exceptions to academic progress rules may be made when documented disabilities and/or health or family issues significantly interfere with a student’s ability to focus on their studies. In such cases, for instance, a student who might normally be eligible for academic suspension could, with approval from a Student...
DIVING DEEPER
Support Services dean, be approved for a “Medical Leave in Lieu of Suspension”; in other instances, a student with extenuating circumstances might be separated for a shorter period with a status known as “Refused Registration by Action of Dean,” often pending completion of additional work, as an alternative to suspension. Additional information about the various types of separation and status is available in the Handbook of the Committee on Academic Standing, accessible to members of the Brown community via web-authentication from the College website.

brown.edu/academics/college/degree/policies

As an advisor, you have access to view your concentrators’ academic standing via students’ internal records in ASK. In recent years, the Committee on Academic Standing has also begun notifying first-year, sophomore and concentration advisors via email if their students are not in good academic standing.

Advisees Separated from the University
While not actively enrolled at the University, a student who has (1) taken a personal leave for work, service, travel or other personal reasons; (2) opted for a “medical leave in lieu of suspension”; or (3) been placed on academic suspension, refused registration or not completed degree requirements after eight or more semesters of enrollment (a status known as “enrollment satisfied, requirements pending,” or ESRP, also discussed later in this guide) will continue to appear on your roster of concentration advisees in ASK. In such cases, you may be called upon — by either an academic dean or the student themselves — to consult on the student’s remaining concentration requirements and available options, per your program’s policies, for fulfilling these with non-Brown work. In short, your role in these instances is to advise the student on a revised pathway to completing the concentration that is consistent with your concentration’s policies and procedures, and then to approve any substitutions in ASK. Your outreach to those students who return after a separation of a semester or longer will be an important part of their transition back to the University and to the concentration.

Enrolled Advisees Who Are Not In Good Standing
Each student on Academic or Serious Warning is assigned to an academic dean and is expected to meet with this dean to discuss course selection and a plan for utilizing resources that may support the student in getting back on track. A student who is on Serious Warning will also need to meet with their assigned — or any other — academic dean to obtain a “drop code” if they wish to drop a class in the final four weeks of the term.

As a concentration advisor, your role is twofold: to discuss with your student a realistic plan for completing concentration requirements, which may include an adjusted timeframe and/or courses taken at another institution, and, second, to connect your student to academic, health and/or personal support resources if they are not already utilizing them. The list of contacts accompanying this guide is one useful place for you to start; the associate dean for junior and senior class studies is another.

Should a student on Warning take five courses to “catch up” in the next semester?
A student on Warning should choose four courses (not five) for the next semester, and should strive to find courses that are both interesting and manageable. While it is true that a student on Warning can return to Good Standing after one semester by completing five courses, the costs and dangers of attempting five courses, particularly for students who have failed to complete four courses in one or more preceding semesters, can be significant. It is difficult to do one’s best work in five courses. Moreover, students who attempt five courses after failing to complete four frequently fail two courses in the subsequent term, placing them even further behind. Caution students about taking on too heavy a course load. It is more prudent to take four courses and do well in those. Students who complete four courses in two consecutive semesters will return to Good Standing even if their cumulative count would otherwise place them on Warning or Serious Warning.

Should a student drop a course to avoid a “C” or a “B”?
No. Dropping a class because of fear about a particular grade should not be encouraged. This is true for philosophical as well as practical reasons. Students can become so focused on grades as a measure of performance that they overlook Brown’s academic progress expectations and find themselves on Warning. If an advisee mentions that they may drop a class because of fear of a particular grade, the advisor can probe for reasons why the grade is so important to the student. Often it
is because the student has plans for the future (e.g., law school or medical school) and believes these will be affected by a lower grade. Advisors can work to dispel the notion that a “B” or a “C” in one course will determine the student’s future. A referral to an academic dean may also be in order. Deans are accustomed to addressing such misperceptions and can help students adjust their approach to their studies.

**Brown’s Writing Requirement**

A final opportunity to emphasize with your juniors is the chance to improve their writing. Strong writing skills allow students to excel in all kinds of academic work; they lead to significant cognitive gains in their concentration; and they are among the abilities most sought after by future employers. There is every reason to urge your students to take the time in college to work on these skills; they may never have another opportunity like it.

Indeed, at Brown, this opportunity is an obligation. Even though our curriculum, by tradition, leaves open the question of “general education” requirements, the University has nonetheless maintained a requirement for the baccalaureate degree that all students demonstrate the ability to write well. All students must work on their writing at least twice — once in their first two years of study, and again in semesters 5-7. Students meet the first part of this requirement by completing any English, comparative literature or literary arts course, as well as any of the hundreds of courses across the curriculum marked “WRIT,” for “Writing-Designated.” In semesters 5-7, students must take an additional writing-designated course. Because the concentration is the focal point of a student’s academic experience, it makes sense that students should work on their writing in the course of completing their concentration. A small number of concentrations allow concentrators to upload to ASK work completed in the concentration to meet this requirement. Questions about this option may be directed to the senior associate dean for curriculum. In this case, you or a colleague would review and approve the work in ASK.

Even if your concentration does not accept written work in lieu of a second writing-designated course, as an advisor, you will want to steer students toward courses that allow them to develop these abilities; indeed, you should encourage them to learn how to express themselves better in your discipline. If you would like more information about Brown’s writing requirement, visit brown.edu/academics/college/degree/curriculum/writing-requirement or contact the senior associate dean for the curriculum.

**Writing Checks**

On occasion you will see that one of your concentrators has received a writing check: a check beside a course in which the instructor has found the student’s writing to be insufficient. A checkmark visible to academic advisors then appears on the student’s internal academic record next to the course in question; the checkmark does not appear on the official Brown transcript. While faculty referrals are not required for students to have a consultation at the Writing Center, students with a flag will receive priority support and guidance about Writing Center resources by Writing Center staff. The first check acts as a warning.

If a student receives more than one check during their time at Brown, they will not be able to graduate until the additional checks are cleared.

**Life after Brown**

Many of your juniors will be preoccupied with the question of what they will do after college. Don’t be surprised, then, if students come to you with questions about their future. You may feel that your life experience does not equip you to help them. Yet you might be just the person to prompt self-reflection by asking your students some “big questions.” Once they have begun to articulate their short- and long-term goals and have given some thought to the values, skills and interests they have cultivated inside and beyond the classroom, they will be better prepared to act on your referrals with a greater sense of confidence and purpose. You can then direct your students to the advisors in the CareerLAB. Or you can work with members of your DUG and CareerLAB staff to fashion an event that will help your concentrators as a whole. To arrange a consultation with CareerLAB, call 401-863-3326.

CareerLAB hosts a number of events throughout the year that allow students to learn from and network with alumni who have pursued diverse career paths. You might also direct your students to use LinkedIn or BrownConnect to reach out to Brown alumni who have concentrated in your area.

As the question of learning outcomes dominates national debates on higher education, and as some jobs become scarcer, many people — including some of your concentrators, perhaps — may be beginning to wonder about the outcomes of the college experience: What’s it all about? You have a unique opportunity to address that question as your students approach the final year of the concentration.
THE OFFICE OF INTERNATIONAL PROGRAMS OFFERS OPPORTUNITIES FOR STUDENT ENGAGEMENT ABROAD.
SENIOR YEAR: MEANINGFUL OUTCOMES

This last portion of this handbook contains practical information about the senior year, as well as ideas about how you can encourage seniors to make the most of their Brown experience.

Ideally, students’ last year at Brown will provide a meaningful culmination of their educational experience. One form that such culminating experiences may take is a senior-year capstone, widely recognized as a high-impact educational practice variously instituted by many colleges and universities, including Brown. While there is a need for more research about the specific learning outcomes associated with capstones (and with particular forms of capstones), well-designed capstones hold significant promise for advancing student learning as well as for assessing the rigor and coherence of curricula at the college and departmental level. To that end, in spring 2018, the College Curriculum Council conducted a review of capstone requirements across the College’s concentrations culminating in a series of recommendations for increasing the academic rigor and learning potential of the College’s various capstone practices. As a concentration advisor and/or director of undergraduate studies, you should familiarize yourself with the summary literature review, findings and suggestions published in the report, available on the council’s website.

Senior-Year Projects
If your concentration requires a senior project, either for all students or for a subset such as Engaged Scholars or Bachelor of Science candidates, then it is your job to make sure students fulfill this expectation. If you do not require it, you may want to persuade seniors to take on this intellectual challenge voluntarily. Better yet, you could plant the seed with your juniors so they begin planning early. Such a “capstone” experience might take many forms:

It could be a focused internship, a teaching apprenticeship, a performance, an exhibition, a large creative work, an advanced seminar paper, a laboratory experiment or a thesis — in short, a substantive contribution to the discipline. Whatever the form, the capstone should lead undergraduates toward the kind of intellectual engagement that faculty experience all the time. For this reason, projects should be supervised by faculty members who monitor students’ progress and give feedback. By completing such a project, seniors will have, in effect, already answered the question “What’s it all about?” because they will have produced something that reveals the impact of their studies to both themselves and others. This kind of intensive intellectual experience can also lead them toward outcomes they never imagined. Incidentally, the College has a modest amount of funding to help support senior projects. Students should consult with the College’s website on research opportunities.

Honors in the Concentration
An honors thesis is one type of capstone project — albeit with a few more strings attached. Your department’s honors program will define the terms under which advanced undergraduates may distinguish themselves through in-depth coursework or research in the discipline. Entry into such programs varies by department; check the rules for your own program and make sure that they are clear to you, as well as to your faculty and students. Like the capstone guidelines, the College Curriculum Council’s honors guidelines are available on the College website. As with all other concentration requirements, honors requirements should be published on your concentration’s page in the University Bulletin.
As an advisor, it is your responsibility to advertise your department’s honors program to juniors, to review their applications (sometimes in conjunction with an honors committee) and to remind faculty members who are supervising honors projects — and students who are doing them — of the relevant deadlines. You can recognize your honors students by arranging appropriate celebratory events at the end of the semester. You might consider doing this with all seniors who have completed capstone projects.

**Latin Honors**
A more conventional sign of honorable achievement in a university education is the classical designation *cum laude*, Latin for “with honors.” Less concrete than a written thesis, it is determined not by the concentration but by the College at the very end of a student’s career. Brown grants only one honor at Commencement: *magna cum laude*. The determination for *magna* is based on the percentage of “A” grades and marks of “S with distinction” that a student receives in all courses taken at Brown. By faculty rule, this honor goes to no more than 20 percent of the graduating class each year. The distinction mark is not released outside the University and is not noted on internal or official transcripts.

**Prizes**
Another formal recognition for excellence comes in the form of end-of-year prizes. Some departments have endowed monetary prizes, which they award at Commencement to outstanding seniors. Most such prizes are funded by endowments held in the College’s budget. You should talk to your department manager about how many prizes your department has, how they are awarded, and in what amounts. The College has limited additional funds to support the awarding of prizes in departments that do not have any endowed prizes. Each spring the College sends an announcement inviting departments to apply for these premiums. For more information, send an email to Academic Finance and Administration at afa-transactions@brown.edu.

**Clearing Seniors for Graduation**
Perhaps the most official role you will play in the life of your students will be to determine whether they have completed the requirements for the concentration. This is one of the necessary steps toward what we call “clearing” seniors for graduation. In October and March every year, you will receive a clearance form for each of your eighth-semester seniors. The packet will include a list of courses in which they are currently enrolled, together with a copy of an internal record for all courses completed. The registrar asks you to check the records and indicate whether the student has completed or is expected to complete the concentration (including the writing requirement) that semester and, if not, what requirements remain. This is a very good reason for you to meet with your seniors again — not just to go over their records but also to review their overall Brown experience.

Before you meet, be sure to check any anomalies or substitutions against the student’s official ASK declaration: Was permission granted to satisfy the requirements by other means? Is there other documentation in the student’s ASK declaration noting the substitution? If not, the student will not be able to graduate and you will have to inform the registrar. The registrar will record the names of students who have not completed the concentration; that office will also notify them. You may want to discuss this situation with the students yourself when you meet with them. It may also be useful to strategize how they can complete the concentration, either at Brown or elsewhere. Keep in mind that all of these students — even if they have requirements pending — can still “walk” in the graduation ceremony, although their names will not appear in the official graduation program. It is quite common for departments to allow students who have not completed degree requirements to participate in their graduation ceremonies.

Aside from this official clearance process, you can view these final meetings as a time for seniors to reflect on their experience at Brown more generally. What was the most useful thing they learned in your concentration? What work are they most proud of? What work was most challenging? Is there anything they would do differently if given a second chance? Asking such questions, even in an informal way, can send a very good message that you are concerned not only about their individual experience but also about the experience of future concentrators. If you were to ask your seniors, moreover, to take a moment to put these thoughts in writing, both you and they might end up with a different picture of the real “outcomes” of your concentration.
Extra Semester Permission
You may refer any student who cannot complete degree requirements within eight semesters of enrollment to an academic advising dean in the College. The student will still be able to participate in Commencement exercises. The student may be able to transfer in remaining requirements from another approved institution with a status known as “enrollment satisfied, requirements pending.” Different policies govern whether students may stay at Brown for an additional term depending on whether they must or simply would like to do so. Whether a student needs additional time at Brown or simply chooses an additional semester of enrollment, the student should discuss the appropriate petition process with the deputy dean of the college.

When Necessary to Complete Requirements
Students who have experienced an academic setback (such as being suspended or withdrawing during the term, or earning fewer than three credits in one or more semesters) may request ninth-semester permission by petitioning the Committee on Academic Standing. Permission may be granted if the student needs to complete concentration requirements that must be taken at Brown. Students may be eligible for institutional financial aid during this additional term.

Optional Ninth Semester
Students may seek an additional semester (either full-time or part-time) to supplement required features of their degree programs, such as completing an honors thesis course, a second concentration, a study abroad experience for a junior transfer, additional courses not required for the concentration (including courses that satisfy or strengthen pre-health application requirements), etc. Students seeking an optional ninth term would not be eligible for Brown institutional funds, although they may be eligible for other kinds of financial aid.

Commencement Festivities
Your department’s Commencement ceremony is the last chance you will have to acknowledge the good work of your students. Students who have completed degree requirements receive their diplomas at the ceremony, in the company of family and friends (those who have not yet completed will receive their diplomas the May following completion). You can help make this event more meaningful for everyone who attends — and especially for your students — by taking the time to acknowledge the accomplishments of your graduates, reporting their honors in the department program, narrating one or two of their successes during the formal remarks, and announcing their future plans. Everyone needs to be acknowledged for good work, and a few well-chosen phrases, uttered publicly by a faculty mentor, will be remembered for a very long time. If the chair of your department presides over these ceremonies, you can help them by providing information about concentrators whom you know best. And you should make sure to attend the celebrations. As an advisor, it will mean more to your concentrators than you can imagine if you simply take the time to be present.

Tracking Your Graduates
When asked about the “outcomes” of graduates, most departments have difficulty coming up with more than anecdotal evidence. Where did your concentrators end up? Knowing the answer to this question can be a great benefit when giving concrete evidence of the success of your program. It is not always possible to keep up with Brown graduates, but making an effort to connect with them before they leave campus can help enormously. The advent of lifelong alumni accounts (first_lastname@alumni.brown.edu) makes this much easier. While students might ignore a generic communication from the University, they are likely to read an email query from someone in your department, asking them what and how they are doing. You might also have a member of your staff create a simple database, poll colleagues about former students, and update the information. These efforts will pay countless dividends in the future. Indeed, keeping in touch with your alumni, and learning about how their lives develop, will give you all the more reason to invite them back for a visit, so they can share their life experience with current students. Departments such as comparative literature, English and geological sciences have alumni newsletters, blogs and forums that are also linked in Focal Point, along with data collected by CareerLAB and the Office of Institutional Research.
**STUDENT SAFETY OR CONDUCT CONCERNS**

<table>
<thead>
<tr>
<th>Nature of Concern</th>
<th>Contact Office</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Potential or immediate danger</td>
<td>Department of Public Safety</td>
<td>863-4111</td>
</tr>
<tr>
<td>General concerns about a Brown community member</td>
<td>Student Support Services</td>
<td>863-3145</td>
</tr>
<tr>
<td>Psychological support needed</td>
<td>Counseling and Psychological Services</td>
<td>863-3476</td>
</tr>
<tr>
<td>Non-emergency medical care</td>
<td>Health Services</td>
<td>863-3953</td>
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<tr>
<td>Sexual assault, harassment or relationship abuse</td>
<td>On-call Counselor</td>
<td>863-3476</td>
</tr>
<tr>
<td></td>
<td>Sexual Harassment and Assault Resources</td>
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<tr>
<td></td>
<td>Education (SHARE) Advocate</td>
<td>863-7895</td>
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**After Hours Contact Information**

- **Department of Public Safety**
  - Emergency: 863-4111
  - Non-emergency: 863-3322
- **Administrator On Call**
  - (Nights, weekends, holidays): 863-3322
- **Counseling and Psychological Services**: 863-3476

**Campus Emergency Action Plan**

The University has a campus emergency action plan online at [brown.edu/health-safety/topics/fire-safety/emergency-action-plan](brown.edu/health-safety/topics/fire-safety/emergency-action-plan). All faculty are encouraged to review the plan, particularly the instructions regarding "shelter in place" situations. Brown's Core Crisis Team, chaired by Russell Carey, continuously reviews our emergency plans and preparedness to meet crises.
CONCENTRATION ADVISING CALENDAR 2020-21

** Your presence is required at this event.

See the full Academic Calendar at brown.edu/about/administration/registrar/academic-calendar. Note that the pre-registration dates for spring 2021 and summer 2021 were not yet determined at the time this Handbook was published. Please check the Academic Calendar for these deadlines.

** Schedule extra office hours for concentrators

Tuesday, Oct. 6
Last day to add a course, change from audit to credit, or change a grade option (5 p.m. deadline)

Tuesday, Oct. 13
Concentration declaration deadline for fourth-semester sophomores and incoming junior transfers (5 p.m. EDT deadline)

Monday, Oct. 12
Indigenous Peoples' Day. No University exercises.

Friday, Oct. 16
Last day to change from credit to audit in a course (5 p.m. deadline)

Friday, Oct. 30
Deadline for concentration advisors to approve concentration declarations in ASK

Early November
Advising Period for spring preregistration

Monday, Nov. 30
Classes resume. Beginning of Remote Reading Period (optional and at the discretion of instructor)

Friday, Dec. 4
Last day for advisors to approve second or third concentrations in ASK for students in their penultimate semester (typically the 7th semester) who are declaring a second/third concentration (5 p.m. EST).

Saturday, Dec. 5
Last day for approved 7th (or penultimate) semester undergraduates in eligible concentrations to submit writing completed in the concentration in ASK to complete part II of the writing requirement. Concentration advisors must approve submitted writing in Midyear Completion Celebration, 4 p.m. EST (Virtual)

Semester II

Monday, Jan. 18,
Martin Luther King Jr. holiday. No University exercises.

Wednesday, Jan. 20
Spring semester classes begin

Wednesday, Jan. 20 through Tuesday, Feb. 2
** Meetings with seventh- and eighth-semester concentrators to approve course schedules

Wednesday, Nov. 25 through Sunday, Nov. 29
Thanksgiving recess (begins Wednesday at noon)
**CONCENTRATION ADVISING CALENDAR 2020-21**

**Monday, Feb. 1**  
Deadline for students to complete fall semester incompletes if the course is to count toward a student's academic standing

**Tuesday, Feb. 2**  
Last day to add a course without a fee  
(5 p.m. deadline)

**Saturday, Feb. 13 through Tuesday, Feb. 16**  
Long weekend. No University exercises.

**Wednesday, Feb. 17**  
Last day to add a course, change from audit to credit, or change a grade option (5 p.m. deadline)

**Friday, March 5**  
Mid-semester deadline  
Last day to change from credit to audit in a course  
(5 p.m. deadline)

**Friday, March 19**  
Students on Serious Warning who wish to drop a course after this date must meet with an academic dean to obtain a drop code

**Monday, March 22**  
Date by which students entering their fifth semester and entering junior transfers must submit their concentration declarations in ASK to avoid registration hold (5 p.m. deadline)

**Monday, April 12**  
Beginning of Remote Reading Period (optional and at the discretion of instructor).

**Friday, April 16**  
Classes end for courses not observing Reading Period.  
Last day to drop a course or to file for an incomplete  
(5 p.m. deadline)

Last day for advisors to approve second concentrations in ASK for students in their seventh semester declaring an additional concentration  
(5 p.m. deadline — **any declarations not “advisor approved” and recorded in Banner by the registrar by this deadline will not be honored**)

**Monday, April 19 through Friday, April 23**  
Remote Final examination period.

**Sunday, May 2**  
Commencement

**Thursday, July 1**  
Deadline for students to complete spring semester incompletes if the course is to count toward a student's academic standing
## RESOURCES

### The College

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rashid Zia</td>
<td>Dean of the College</td>
<td>401-863-2573</td>
</tr>
<tr>
<td>Sarah Mullen</td>
<td>Chief of Staff</td>
<td>401-863-2539</td>
</tr>
<tr>
<td></td>
<td>Assistant Director of Curricular Programs</td>
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### Curriculum

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Besenia Rodriguez</td>
<td>Deputy Dean, Curriculum and Co-Curriculum</td>
<td>401-863-3488</td>
</tr>
<tr>
<td>Oludurotimi Adetunji</td>
<td>Associate Dean, Undergraduate Research and Inclusive Science</td>
<td>401-863-2411</td>
</tr>
<tr>
<td>Peggy Chang</td>
<td>Associate Dean, Director, Curricular Resource Center</td>
<td>401-863-2324</td>
</tr>
<tr>
<td>Nirva LaFortune</td>
<td>Assistant Director, Scholars Programs and Diversity Initiatives</td>
<td>401-863-7436</td>
</tr>
<tr>
<td>Janet Peters</td>
<td>Assistant Dean, Curricular Support and Director, Academic Tutoring</td>
<td>401-863-1404</td>
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### Class Advising and Academic Support

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Christopher Dennis</td>
<td>Deputy Dean of the College, for Academic Advising</td>
<td>401-863-6244</td>
</tr>
<tr>
<td>Gail Cohee</td>
<td>Associate Dean, Director, Sarah Doyle Center for Women and Gender</td>
<td>401-863-3402</td>
</tr>
<tr>
<td>Carol Cohen</td>
<td>Sr. Associate Dean, Class Advising/Personal and Health Issues</td>
<td>401-863-2676</td>
</tr>
<tr>
<td>Anne Kerkian</td>
<td>Assistant Director, English Language Support</td>
<td>401-863-5672</td>
</tr>
<tr>
<td>Anja Lee</td>
<td>Assistant Dean, First-Year and Sophomore Experience</td>
<td>401-863-3057</td>
</tr>
<tr>
<td>Yolanda Rome</td>
<td>Associate Dean of the College for Class-Year Advising</td>
<td>401-863-2315</td>
</tr>
<tr>
<td>David Targan</td>
<td>Associate Dean, Science</td>
<td>401-863-2314</td>
</tr>
</tbody>
</table>

### Diversity and Inclusion, Global Brown Community and Support

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Maitrayee Bhattacharyya</td>
<td>Sr. Associate Dean, Diversity and Inclusion</td>
<td>401-863-3488</td>
</tr>
<tr>
<td>Vernicia Elie</td>
<td>Associate Dean, Financial Advising</td>
<td>401-863-5671</td>
</tr>
<tr>
<td>Kelsey Dennis</td>
<td>International Student Program Coordinator</td>
<td>401-863-5142</td>
</tr>
</tbody>
</table>
Pre-Professional Advising

George Vassilev  
Associate Dean and Director  
401-863-2781

Kathy Toro  
Health Careers Advisor  
401-863-6246

Engaged and Experiential Learning

Kendall Brostuen  
Associate Dean  
401-863-2489

Matthew Donato  
Director, Office of International Programs  
401-863-3327

Julie Plaut  
Assistant Dean of the College & Director of Engaged Scholarship  
401-863-6282

Betsy Shimberg  
Interim Director, Swearer Center  
Associate Dean of the College  
Director, Student Development  
401-863-9556

Student Support Services  
brown.edu/student-support  
401-863-3145

The Student Support Services staff is available to assist students with a wide range of issues and concerns (personal, health, family). Deans are available to consult with individual students about their personal questions/concerns, providing a sounding board to explore options and helping to connect students to the right set of resources, allowing students to succeed and thrive in their academic pursuits. A 24-hour crisis service is available for students with personal or family emergencies.

Additional Campus Life Resources

Office of the Chaplains and Religious Life  brown.edu/ocrl  
401-863-2344

Brown Center for Students of Color  brown.edu/bcsc  
401-863-2120

Global Brown Center for International Students  brown.edu/globalbrowncenter  
401-863-1300

LGBTQ Center  brown.edu/lgbtq  
401-863-3062

Office of Military-Affiliated Students  brown.edu/go/rotc  
401-863-7682

Sarah Doyle Center for Women and Gender  brown.edu/sdwc  
401-863-2189

Undocumented, First-Generation College and Low-Income Student Center  brown.edu/ufli

Health Services  brown.edu/health  
401-863-3953

BWell Health Promotion  brown.edu/bwell  
401-863-2794

Counseling and Psychological Services  brown.edu/caps  
401-863-3476