Academic Advisor Handbook

2017–18
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A Liberal Education at Brown: Advising in the First Two Years

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 students great freedom in directing the course of their education, but it also expects them to remain open—to people, ideas, and experiences that may be entirely new.

At Brown, rather than establishing a core curriculum, we challenge students to develop their own core. Over four years we expect them to sample courses in the humanities, the social sciences, the life sciences, and the physical sciences. But the real challenge is to make connections among those courses, using the perspective gained from one discipline as a window onto the next. The most significant issues of our time require the ability to think from multiple vantage points, and Brown’s curriculum is about developing this kind of flexibility and perspective. Helping students to use the curriculum well is your primary role as an advisor.

Effective advisors encourage students to make the most of the freedom Brown affords, and to chart the broadest possible intellectual journey, not just during their first two years but through their entire time at Brown. By graduation, each student should have explored a number of disciplines, completed a concentration, participated in meaningful work outside the classroom, and developed a plan for life after Brown. As a first-year or sophomore advisor, you can help your students move toward these goals by encouraging them in ways they may not have considered. Here are a few tips to keep in mind:

- Take an interest in your students’ academic preferences. Listen to their plans, ask questions, and suggest issues they should consider as they chart their paths.
- Read the CCC statement “Liberal Learning at Brown,” to engage your students in more thoughtful dialogue about the purposes of a liberal education, and how they can best develop their intellectual capacities during their four years at Brown.
- Ask pointed questions about your advisees’ course selection. Probe for reasons why a student may have decided not to take a course. Keep records about your advisees in order to carry on a sustained conversation with them throughout the year.
- Be available to your students, particularly during the September, November, January, and April registration periods. Set aside additional office hours during the November and April pre-registration periods. Let students know the best way to reach you—by phone, by email, or by making an appointment with your departmental support staff.
- Encourage students to develop their network of support. Refer them to faculty and staff who can answer the questions you cannot answer. Remind students that even the best advisors don’t have all the answers. Encourage them to contact concentration advisors, deans, Faculty Advising Fellows, CareerLAB, Randall advisors, the Curricular Resource Center, and other sources of support as they put their plans together.

Advising in the First Year

To ensure that students have the guidance and support they need to make informed choices, the University assigns each first-year student two advising partners: an academic advisor who is a Brown faculty member or administrator and a Meiklejohn peer advisor. As an academic advisor, you have the ability to provide a broad institutional perspective while informing, encouraging, and challenging your students. The Meiklejohn peer advisor provides a student perspective on the ins and outs of course registration, course reputations, prerequisites, and the like.

Advising in the Second Year

At the end of their first year, students are asked to confirm a sophomore advisor. We encourage them to stay with their first-year advisors so that they can benefit from the continuity of a two-year advising relationship. Most do this, although some students choose a different faculty member or administrator for their sophomore year. The efforts of sophomore advisors are augmented by Randall advisors and sophomore deans in the Dean of the College office. These advising resources constitute the foundation of sophomore advising at Brown and help students navigate the critical second year.
Your Advisees’ Responsibilities

As the primary architects of their education, students at Brown are expected to assume responsibility for their own educational choices, but they are also expected to keep an open mind and listen to many points of view. They receive a wealth of information from the Office of the Dean of the College about academic life at Brown, both before and after they arrive on campus. Beginning with Guide to Brown, which is sent to students on their acceptance of admission, and continuing with summer mailings and weekly email communications, they learn how to plan their course of study. They also learn about Brown’s philosophy of advising in Planning Your Liberal Education, which reminds them to present their academic plans to you and to articulate reasons for their choices. Students also receive the Advisee Handbook and A Guide to Your Sophomore Year, written by peers to explain the role of advising relationships in ensuring a rich and rewarding first two years.

During the summer, first-year students have an opportunity to preregister for first-year seminars and Curricular Advising Program courses. By the time you meet with them, they should have narrowed down their choices by selecting the courses they are most keen on taking, along with others that interest them. You will find these tentative course selections, along with placements in first-year seminars and CAP courses, in ASK, Brown’s electronic advising tool. (See page 9.) Students should thus be ready to talk with you in detail about what they are interested in taking. Try to engage students in a conversation about their first full year. It is good to remind them that their course selection over the two semesters should ideally include two courses that connect in some way, so that they do not end up with eight unrelated courses as they enter their sophomore year.

Sophomores are generally more experienced and so their responsibilities in an advising relationship are different. Advisors can assist first-semester sophomores by encouraging them to make connections between their first-year and second-year courses so that they can begin to develop an intellectual focus. Sophomores are also expected to maintain and build on the relationships they developed in their first year of study. As a useful exercise for the first sophomore advising meeting, you might begin by asking your advisees to write down the names of faculty members, deans, or others who made a difference to them in their first year. Then encourage them to contact these people sometime during the semester. The connections they build with faculty and campus administrators will help them foster communities of support and identify unique opportunities in areas of their interests. They will also have an easier time approaching a faculty member for a letter of recommendation later in their career, if they have stayed in touch along the way.

Your Meiklejohn’s Responsibilities

Meiklejohn Peer Advisors are sophomore and upper-class students who can help you and your first-year students navigate the Brown curriculum. Meiklejohns undergo comprehensive training on advising principles, the Brown curriculum, and student services on campus. They also attend group advising meetings during Orientation and throughout the year. You and your Meiklejohn peer advisor—together with your first-year students—form the foundation of the advising partnership at Brown, a collaboration of many individuals and offices aimed at building a responsive, individual curriculum for each undergraduate student.

The advantage of this approach is that advisees can ask a single question and receive an immediate answer from two experienced individuals. Such an exchange frequently leads to spirited conversation and sets the tone for a cooperative approach throughout the year. Meiklejohns provide a valuable student perspective on course selection and may have knowledge of curricular areas unfamiliar to you. You should make sure they share their experiences. Remember, too, that you are a mentor to your Meiklejohn, who is gaining valuable leadership experience from working as a partner with you.

During the year, Meiklejohns can track down advisees who are reluctant to make or keep an appointment with an academic advisor. Meiklejohns can also help set up social events with advisees, such as lunch at the Faculty Club or late-night pizza. Don’t forget: You must be present at such events if you wish to be reimbursed by the Dean of the College office. For information on setting up such an event, please call x3-2315.
Why Meiklejohn?

Brown’s academic peer advisors are named for Alexander Meiklejohn, who was Professor of Philosophy and Dean of the College at Brown before becoming the first non-clergyman to be named president of Amherst College in 1912. His radical changes to Amherst’s curriculum led to his being fired in 1923. He then moved to the University of Wisconsin, where he created an experimental college in which students studied only two subjects during their first two years: fifth-century Athens and modern America. Once again, conflicts with faculty led to his dismissal. He went on to become a founder of the American Civil Liberties Union, a president of the American Philosophical Association, and an inspiration for some of the student reform movements of the 1960s.

Meiklejohn’s championing of free speech and self-government applies directly to the practice of peer advising at Brown. Meiklejohns embody Brown’s commitment to student-centered and student-directed learning. As students who work to strengthen the University community’s collective knowledge of Brown’s open curriculum, Meiklejohn peer advisors fulfill the primary intellectual and civic duty of Brown students.

Special Cohorts of Advisors

A number of special advising programs complement and extend the work of first- and second-year advisors. Some of these programs are offered exclusively to first-years or sophomores; other programs provide advising support to the entire student population. Information about these programs is provided here so that academic advisors understand the range of advising options available to first-year and sophomore students.

Academic Support, International Student and Visitor Support, and Pre-Professional Advising

The third floor of J. Walter Wilson has become a hub of both general academic support and specialized academic advising and resources. Students seeking support for programs such as time management, exam preparation, study skills and much more can find assistance at the Academic Support office. Transfer students and all students with questions about transferring credits to Brown, either before or after matriculation, can get information and support in the Transfer Advising Center. International students and visitors can seek support and guidance from the Office of Global Engagement. Students and alumni interested in exploring study and practice in the health professions, including pre-medical advising, law, and business can participate in an extensive offering of programs and specialized advising.

FIRST-YEAR PROGRAMS

Curricular Advising Program (CAP)

Brown’s Curricular Advising Program allows first-year students to enroll in a course taught by a faculty member who is also their academic advisor. Many first-year students find the advising process easier and more natural when their academic advisor is also one of their instructors for the fall or spring semester. Questions or concerns can be discussed before or after class, without having to make a formal appointment. Students register their interest in a CAP course the summer before they enroll; notification of a student’s assignment to a CAP course is emailed to them prior to their arrival at Brown.

Peer Advising Programs

In addition to the Meiklejohn Peer Advising Program, Brown supports several other student-directed support systems on campus. Minority Peer Counselors (MPCs), Women Peer Counselors (WPCs), Residential Peer Leaders (RPLs), and Athletic Peer Liaisons all serve to orient first-year students to life on campus both in and out of the residence halls. They also provide valuable leadership opportunities for sophomores, juniors, and seniors.
SECOND-YEAR PROGRAMS

Randall Advisors

Randall advisors are a group of faculty members who work specifically with sophomore students. Each Randall advisor has a cohort of sophomore advisees; Randalls are also available by appointment to any sophomore, regardless of field of interest. Sophomore advisors may call on the Randalls to supplement their own advising efforts. If a student wants or needs a different perspective, or has an interest in a field of study represented by one of the Randalls, encourage him or her to see a Randall advisor. For a full list of Randalls, visit brown.edu/college/advising/randall-advisors

Sophomore Deans

All academic deans are happy to work with sophomores, but several people in the Office of the Dean of the College have special responsibilities in this area. They are available in open hours and by appointment. They can also serve as a useful resource to you if you have concerns about your sophomore students.

Yolanda Rome x3-2315
Associate Dean of the College

Carol Cohen x3-2676
Senior Associate Dean of the College

Peggy Chang x3-2344
Associate Dean of the College

FOR ALL YEARS

Faculty Advising Fellows

Faculty Advising Fellows (FAFs) are experienced academic advisors who interact with students in informal settings, frequently over meals. Events are generally organized around a topic or speaker and are often class specific. These gatherings offer an opportunity for students to get to know faculty outside the classroom or laboratory. The FAF program is a collaboration between the Office of the Dean of the College and the Division of Campus Life.

Deans of the College and Student Life

Academic deans are available for drop-in consultations with students and advisors every weekday from 10 am to 4 pm in the Office of the Dean of the College and other locations on campus. Students may also make appointments with individual deans according to their interests and needs. If you have a question about first-year or sophomore advising, feel free to contact Dean Yolanda Rome.

If you have concerns about a student’s health or well-being, or if you know one of your advisees is having an issue of a non-academic nature, you should contact Student Support Services (x3-3145), located at 42 Charlesfield St., or Counseling and Psychological Services (x3-3476), located on the 5th floor of J. Walter Wilson.
Advising Fundamentals

Advisor Orientation Sessions

We offer two orientation sessions to help you prepare for your first advising meeting; one of these sessions is geared to new advisors. See the calendar at the back, and the letter accompanying this handbook, for more specific information about dates and times. If you have not received information about a session and would like to attend one, please call x3-2315.

Deans Yolanda Rome and Carol Cohen lead these sessions, along with selected faculty and staff. You will be able to ask questions, share advising tips with other faculty, and review new advising materials.

All of your advising materials are now digital and found in ASK, including the Academic Advisor Handbook. We will have copies of this Advisor Handbook available at the sessions, in University Hall 205, or at the advising day tent on Tuesday, September 5.

Advising Tools

Advisors are provided with a number of advising tools to help them in their conversations with advisees. Some of these tools will be important in every advising meeting; others are designed to enhance your ability to access other kinds of information. We encourage you to experiment with all of these sources of information until you find the combination that works best for you.

ASK: Brown’s Electronic Advising Tool

ASK (short for Advising Sidekick) is an electronic advising tool that allows you to access a wealth of student information. Advisors can view their advisees’ admission essays, high school transcripts, standardized test scores, course preferences, alt-PINs, and the letters they wrote to you over the summer. As your advisees progress, you will be able to see their internal record and read examples of work they have uploaded. Sophomores also declare their concentrations online through ASK. Visit ask.brown.edu to access the advising tool. You can also find ASK by going to the Dean of the College homepage and clicking on the “ASK” icon on the right side of the page.

A Few Words About Standardized Tests and Scores:

SAT (Scholastic Aptitude Test) VERBAL/MATH:
The average SAT scores at Brown range from 650 to 760 verbal and from 670 to 770 math. While no course decisions should be based solely on SAT scores, they do provide useful information in some cases when counseling a student about course selection. For example, a student with a low English Achievement Test should probably be advised to take a writing course in the first semester. A student with a particularly high SAT math score might be encouraged to try a more advanced version of introductory physics (i.e., Physics 0050 or 0070 rather than 0030). A student with a low SAT math score should be cautious about taking several math-related courses in the first semester.

ATP Achievement: These are the SAT II tests, formerly called SAT Achievement tests.

ACT (American College Testing) English, Math, etc.: Some of our applicants, particularly those in the Midwest, take ACT exams rather than SAT exams. The highest score on the ACT exams is 36 (coded as 360 on the profile sheets).

TOEFL (Test of English as a Foreign Language): Students from other countries whose first language is not English must take this exam. The minimum score Brown allows on the TOEFL is 600 on the written version of the test or 250 on the electronic version of the test.
Students and advisors can use Focal Point, an interactive web tool, to explore the many intellectual paths undergraduates can take at Brown. The site helps students investigate specific concentrations and explore how their varied interests might take academic shape. Visit brown.edu/academics/college/concentrations/ to access Focal Point. You can also find it on the Dean of the College website or, in the A-Z on the Brown home page.

Alternate PIN (alt-PIN)

In order to register for courses, first-years and sophomores need a special code. This is called the alternate personal identification number, or alt-PIN. (Note that this number is not the student’s Banner ID number.) This alt-PIN, which changes with each registration cycle, is given exclusively to you so that you can pass it on to your advisees. The procedure is designed to ensure that first-year and sophomore students have substantive conversations with their advisors before registering for courses. PINs can be found next to the student name on the Banner “advisee listing” page, and in ASK, by clicking on your advisees’ names.

An important task of your advising meetings will be, then, to give your students their PIN so they can register. Please do not email these codes to your students if they have not yet met with you. This not only defeats the purpose, but it can be seen by students as a sign that you do not value the advising relationship.

Because new PINs are assigned for each registration cycle, you are expected to have an advising conversation during November pre-registration, and again during April pre-registration. Make sure to set aside time in your schedule to do this.

Courses@Brown

Courses@Brown (cab.brown.edu/) is the best place to browse Brown’s general course offerings.

You can select a specific term to search or, if you select Any Term, your results will span the entire academic year — including the summer term. Enter a subject or keyword and click Find Courses to initiate a search.

Click a panel in the Search Results for a course you’d like to view and the details will display — including description, registration restrictions for the offering, links to the Class Syllabus and Critical Review, final exam date and time (and location when scheduled), meeting time and location, and instructor email address. If a syllabus has been uploaded by an instructor, it will download when you click the link (after you log in to the secure area as prompted). The instructor name is linked to the course offerings so if you click it, all courses being taught by that instructor will display. If a course has been cancelled, the time will have a strike-through which can be seen in the search results or the details.

If you scroll down on the Details panel, you can see the book information for the offering when available through the Bookstore. Use the Reset Search to collapse the search results and begin again or change your search criteria.

You can use the Advanced Search options to search by meeting time, department, or curricular program such as Diverse Perspectives in Liberal Learning, Writing-Designated, or First Year/Sophomore Seminars.
The Add to Cart button allows students to build a registration cart which you can view and register for courses.

Key Terms in the Course Search

**Primary meeting:** The main section of a course.

**Conference:** Some courses include a discussion section or “conference” for which students will also need to register if they elect to enroll in the course.

**Common meeting:** Some courses in engineering and chemistry 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 5-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

**Advising for Course Selection:**

**Some Rules of Thumb**

- Students should be advised to take **four courses** — not five, not three. Four courses per semester is the expected normal load, even for upper-class students. Students should drop a course only in unusual circumstances and after full use of the advising network. They should be advised not to strive for five courses unless there is a good reason to do so and the courses are carefully chosen. Some students may receive approval to take fewer than four courses.

- Students should aim for **balance**. Advise them to seek a proper balance between science and non-science courses, large lecture courses and seminars, and courses that meet on M/W/F versus T/TH. Heavy reading courses should be balanced with other offerings.

- Brown requires all students to work formally on their **writing** twice - once in their first two years of study and again in their junior or senior year. Students meet the first part of this requirement by completing any English, Comparative Literature, or Literary Arts course, or any of the hundreds of courses across the curriculum marked "WRT" (Writing Designated Courses). First-year students are strongly advised to enroll in one of more of these courses in their first year of study. All students must finish part one of the writing requirement no later than semester four and part two beginning in semester five but no later than semester seven.

- It is usually advisable for students to take at least **one small class** in any given semester. Brown’s First-Year Seminar Program was designed to meet this need for first-year students. Students are placed in the seminars by lottery in the summer prior to matriculation. Encourage your advisees who have been placed in an FYS to keep it on their schedule; it is one of the best ways to get to know a Brown faculty member in a curricular setting. Some FYSs have openings in the fall; a list of those seminars is available in ASK (ask.brown.edu). Encourage students to shop any seminars of interest to them.

- **Aim for breadth.** Urge students to explore the various areas of the curriculum: humanities, sciences, social sciences, and multi-disciplinary courses. Students should be encouraged to study outside of their comfort zone, including courses that challenge traditional perspectives or approaches. They can experiment with less risk by taking courses S/NC or by auditing or vagabonding. (See page 30.)

- Help students identify **common threads** in the courses they’ve been taking. Students who enjoy a particular area of study should be encouraged to explore different aspects of that subject, perhaps in other disciplines. For example, a student who enjoys an eighteenth-century art course might benefit from continued study of the same period in music, politics, or literature. It is important for first-year students to make sure that at least two of their eight courses relate to each other in some way, so that they may begin to discover which areas of the curriculum they find most attractive.
Emphasize the value of language study to their education. Language proficiency is integral to the exploration of human societies and has multiple cognitive benefits. Students should pursue language study in the first year to optimize their choices for study abroad opportunities. Since language courses are small and interactive, they provide an ideal choice for integrating new students in a receptive setting where their study of language also introduces them to cultural, literary, and historical aspects of another human community. Students who will be continuing rather than beginning language should take a placement test. Course and placement information can be found on the Center for Language Study website.

Although it is fine for first-year students to contemplate their choice of concentration, they should be urged to consider courses in all divisions of the College (life sciences, humanities, physical sciences, and social sciences). Many students—and their families—will have clear and set expectations for what the concentration will be, even though they may be unaware of entire segments of the Brown curriculum. As an advisor, try to strike a balance between encouraging exploration and a broad program of liberal study, and proposing courses leading to various concentrations. As your advisees approach their sophomore year, they will of course need to think in more focused ways about possible concentrations and related course choices. Focal Point is a good tool to help students explore concentrations. (See page 10 for more information.)

Students concerned with career prospects may be reluctant to explore the curriculum broadly. Advisors can point out the value of skills and knowledge learned in many areas, and the importance of finding one’s passion. A wide range of skills and analytical abilities are highly valued by employers, and Brown’s curriculum offers many opportunities to develop these types of abilities.

A handful of concentrations do require early commitment: Sc.B. degrees in general, and engineering degrees in particular, require special planning. For this reason, students who indicated an interest in engineering have been paired with advisors in the engineering department. Students planning to pursue Sc.B. degrees should consult with an advisor in the appropriate department.

Students interested in concentrations in the sciences, including the social sciences, should consider a mathematics course. Most sciences require at least two semesters of calculus (e.g., through Math 0100, 0170 or 0190). Over the summer, incoming students were prompted to fill out an online questionnaire about their math background. The mathematics department’s calculus placement website at math.brown.edu/~calplacement/ has comprehensive information on how to determine appropriate math placement for a student.

Students interested in pursuing a pre-medical sequence should consult the “Health Careers Student Guide” published by the Office of Pre-Professional Advising (available through the Dean of the College website at brown.edu/college) to determine which pre-med courses they will take in the first and second years.

Advise students about the grade option for each course. The founders of Brown’s open curriculum implemented the S/NC option to encourage students to take academic risks, particularly in curricular areas they would otherwise avoid if concern about earning an “A” is paramount. Experience has shown that taking one course each semester under the S/NC option has no discernible effect on admission to graduate or professional programs. See page 31 for a more extended discussion of advising students about grade options.

Advise students to check for final exam conflicts when designing a semester schedule. Students should speak to a dean immediately if they wish to take courses with exam conflicts. Students should also be aware that they will not be excused from taking final exams at scheduled times because of travel plans or other commitments.
Dining with Your Advisees

Sitting down to a meal is a powerful way to cement social and academic bonds among members of your advising group. The Dean of the College Office will reimburse first- and second-year advisors for one meal per academic year with their advisees. Advisors may choose from the following dining options:

- **Lunch at the Faculty Club.** Call the Faculty Club at x3-3023 for a reservation and be sure to mention you are with the First-Year and Sophomore Advising Program. The Faculty Club has set up a special account and menu for this program. The Office of the Dean of the College takes care of the bill; there is no need to submit a receipt. Please note that you can take your advisees to only one Faculty Club meal per year.

- **Lunch at a local restaurant.** The Office of the Dean of the College will reimburse your expenses at a rate of **$10.00 per person** (including advisor, Meiklejohn(s), and advisees). **Meiklejohns are not allowed to host meals without the advisor being present.** Please note that you can treat your advisees to one meal per academic year. If you would prefer to meet with advisees each semester, we encourage you to consider meeting over coffee or tea. Be sure to save your receipts and submit them, along with the Advisor Meal Form, to the First-Year and Sophomore Studies Program Coordinator, Box 1828.

- **A meal at your home.** Following the budget guidelines above, invite your students to your home. Please send receipts for food purchased, along with the Advisor Meal Form, to the First-Year and Sophomore Studies Program Coordinator, Box 1828.

You can download the Advisor Meal Form at brown.edu/academics/college/support/faculty/academic-advising/meals-your-advisees. Please note that under no circumstances will the Dean of the College office reimburse advisors for the purchase of alcoholic beverages.
First-Year Advising

Preparing for First-Year Advising Meetings

Remember to:
- Confirm the place and time of your first advisee group meeting in ASK.
- Review advisee information in ASK. Skim their admission essays to get a sense of who they are and why they wanted to come to Brown.
- Read the introduction letter each of your advisees wrote to you.
- Write notes on individual students in preparation for meetings. Academic issues are obviously important, but don’t neglect references to extracurricular interests and significant life experiences or circumstances. These elements will be part of a student’s overall Brown experience as well, so they are definitely material for discussion.

Pre-admit Tests and Scores:

SAT (Scholastic Aptitude Test) VERBAL/MATH:
The average SAT scores at Brown range from 650 to 760 verbal and from 670 to 770 math. While no course decisions should be based solely on SAT scores, they do provide useful information in some cases when counseling a student about course selection. For example, a student with a low English Achievement Test should probably be advised to take a writing course in the first semester. A student with a particularly high SAT Math score might be encouraged to try a more advanced version of introductory physics (i.e., Physics 0050 or 0070 rather than 0030). A student with a low math SAT score should be cautious about taking several math-related courses in the first semester.

ATP Achievement: These are the SAT II tests, formerly called SAT Achievement tests.

ACT (American College Testing) English, Math, etc: Some of our applicants, particularly those in the Midwest, take ACT exams rather than SAT exams. The highest score on the ACT exams is 36.

TOEFL (Test of English as a Foreign Language):
Students from other countries whose first language is not English must take this exam. The minimum score Brown allows on the TOEFL is 600 on the written version of the test or 250 on the digital version of the test.

The First Readings Program

First Readings is Brown’s summer reading project for all new students. Now in its 10th year, the program provides first-year and transfer students with a common reading experience that introduces them to the University and to the pleasures and rigors of undergraduate academic life.

Students received the book in early summer and were asked to write brief response essays to their seminar leaders on an aspect of it that they found particularly compelling, difficult, or curious. During Orientation, students meet in small groups for a First Readings seminar. The First Readings website (library.brown.edu/firstreading2017/) provides useful context about the book and the author, while introducing students to standards of college-level research.

This year’s selection, Anthony Marra’s The Tsar of Love and Techno, tells a series of interwoven stories about family and sacrifice, the legacy of war and politics, and the redemptive power of art. Set in a variety of locations in Russia, most prominently the remote Siberian mining town of Kirovsk, the book presents the triumphs and troubles of a large and nuanced set of characters over many generations spanning from 1937 to the present day. This short-story collection is quite novelistic as the characters and their experiences interconnect and recur in rich, often surprising, ways. Meshing realism with imaginative ambition, Marra deftly intertwines the intimate and the fantastic to create a life-affirming, fearless, and heartbreaking work.
Meeting with your Meiklejohn and First-Year Advisees

Meeting with Meiklejohn Peer Advisor
WHEN: 8:00 am, Tuesday, September 5, 2017
WHERE: Under tent on Ruth J. Simmons Quadrangle; coffee/muffins provided
PURPOSE: To get acquainted and to discuss your plans, policies, and styles for working together. If this time is not convenient for you, please arrange a time to meet with your Meiklejohn. Some advisors prefer to meet with their Meiklejohn on Monday before the Tuesday group meeting, or in their office on Tuesday.

Orientation GROUP Meeting with Advisees and Meiklejohn
WHEN: 9:00 am, Tuesday, September 5, 2017
WHERE: Your office or other assigned space

SUGGESTED AGENDA
I. Introductions (7 minutes)
II. Advising Partnership (3 minutes)
III. Academic Plans and a Brown Education (15 minutes)
   Discuss the freedoms and opportunities—and the responsibilities—afforded by the open curriculum. Introduce “Liberal Learning at Brown,” the 2008 statement by the College Curriculum Council describing the goals of a Brown education. Remind students that everyone will struggle at some point in their undergraduate career and that students who ask for help and guidance are ultimately the most successful.

V. Academic Code (5 minutes)
When students enter Brown, they become members of a scholarly community that is governed by four principles: respect for the integrity of the academic process; individual integrity; respect for the freedom and privileges of others; and respect for University resources. These principles are spelled out in Brown’s Academic and Student Conduct Codes, documents that incoming students read the summer before they arrive at Brown. Students complete an online tutorial about the codes, and Orientation includes a series of required class meetings that further educate students about Brown’s tenets of community behavior.

Academic advisors can help students understand the necessity of conforming to the principle of academic integrity, in particular. Please take a few minutes in your group meeting with your advisees to discuss the academic code. The full text of the code can be found at this url: brown.edu/academics/college/degree/policies/academic-code

PURPOSES of the Group Meeting
1. To get to know your advisees and to provide them with an opportunity to know a bit about you.
2. To introduce the Meiklejohn advisor and to explain the roles of the academic advisor, the peer student advisor, and the advisee in the advising partnership.
3. To begin a discussion of individual students’ goals and academic plans, using the letters they were asked to write to you over the summer, as well as the essays they wrote when they applied for admission.
4. To review critical academic rules and regulations, including the academic code.
5. To encourage students to take charge of their education by initiating contact with you and your Meiklejohn and by thinking strategically about their academic futures.
6. To tell students how they can contact you throughout the year (e.g., during office hours, by appointment, by email, by phone). Please emphasize the need for students to check their Brown email accounts regularly.
Suggested approach:

- Ask students what they remember from reading the code and completing the tutorial.
- Clarify any confusion or misunderstanding about the concept of academic integrity.
- Draw students’ attention to the text of the “Basic Policy” of the academic code, including details about Brown’s policy on the proper use of sources, including the internet.

The penalties for violating the academic code range from reprimand to expulsion from the University. Ignorance or misunderstanding of the code is not an excuse for dishonesty. Explain to your advisees that they should consult their course instructors or an academic dean if they do not understand the rules on citation in a particular course or how they may be interpreted in practice.

VI. Schedule individual conferences with your advisees from 9:30 am until 3:00 pm. Convocation takes place at 4:00 pm and we encourage all first-years as well as their advisors to attend.

First-year students register for their courses online between 7:00 pm and 11:59 pm on the day before the first day of fall-semester classes. You provide them with the personal identification number (PIN) they will need to access the online registration system. As described above, your advisees’ PINs will be in ASK (ask.brown.edu) and on the “advisee listing” page in your secure area in Banner.

If you are unable to access your advising page, you may obtain your advisees’ PINs by calling the Dean of the College office at x3-2676 or x3-2315. We will be happy to provide you with your advisees’ PINs.

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**FIRST Individual Meeting with Advisees**

**WHEN:** Tuesday, September 5, 2017
9:30 am–3:00 pm

**WHERE:** Your office or other assigned space

**PURPOSES:** Get to know advisees individually. Discuss academic goals and the meaning of liberal education. Discuss course registration. Provide advisees with alt-PINs to register for courses online.

**SUGGESTED AGENDA**

I. Getting Better Acquainted

Discuss the student’s background and interests. What are his or her initial feelings about Brown? What general hopes and expectations does the student have for the fall semester? Share your own personal experiences and background. The student’s letter to you about his or her academic goals and interests will also be useful in this discussion.

II. Liberal Learning and Your Advisees

Use students’ letters to you and their admission essays (in ASK) to start a discussion about their educational goals and how course selection can move them toward these goals. You may wish to refer to “Liberal Learning at Brown,” the 2008 statement by the College Curriculum Council describing the goals of a Brown education.

III. Discuss the writing requirement.

All students must take at least one approved course in the first two years to work on their writing. Students may choose from courses in English, comparative literature, or literary arts, or by taking one of the hundreds of courses across the curriculum marked WRIT. Students who have not met this requirement by the end of their fourth term receive a writing check.
IV. Practical Matters

- Review students’ tentative course selections, which you can view in ASK. Discuss course selection from the point of view of expectations, goals, and reasonable balance.

- If the student has been preregistered for a CAP and/or FYS course, communicate the desirability of staying enrolled in that course. All first-year students should be encouraged to enroll in an FYS.

- Discuss other possible courses (Liberal Learning and Diversity Perspectives courses, math and science courses).

- Remind students that they are required to take at least one course in the next two years that engages them in the writing process. Students may choose from courses in English, comparative literature, or literary arts, or by taking one of the hundreds of courses across the curriculum marked WRIT. Many first-year seminars carry the WRIT designation; students can find these and other WRIT-designated courses by using the “Curricular Programs” function in the Brown Course Search tool.

- If appropriate, explain how to register for a course at the Rhode Island School of Design. An explanation of Brown’s cross-registration agreement with RISD is on page 33 of this handbook. September 7 is the first day to register for a RISD course.

- Give students alt-PINs for online course registration.

- Remind students that they have two weeks (through September 19) to change course enrollment without incurring a charge.

V. Plan Future Meetings

- Confirm advisees’ telephone (generally cell) and campus box numbers.

- Remind students to check their Brown email so that messages from faculty and deans are received.

- Review schedule of future meetings and their purposes. Encourage students to drop by your office, make an appointment, or call or email as questions arise.

- Schedule next advising appointments, between September 11–22.

Students may drop and add courses using the online registration system for the first two weeks of a semester without charge. Course changes in weeks three and four are made online but will require an instructor override for all courses. A fee will be assessed for each course added in weeks three or four. No courses may be added after the fourth week of the semester without authorization from Christopher Dennis, Deputy Dean of the College.

SECOND Individual Meeting with Advisees

WHEN: September 11–22, 2017
WHERE: Your office
PURPOSE: A second advising meeting early in the semester can help students feel they are receiving adequate support during their transition to college life. Not seeing an advisor at this time can feel alienating and contribute to students feeling as though no one is involved with or cares about them.

If an advisee does not respond to you or your Meiklejohn when you reach out, the student could be insufficiently engaged with his or her courses. Homesickness, too much socializing, and too many extracurricular activities are common problems at this time, and early intervention is crucial. If you have any concerns about an advisee, please contact Carol Cohen or Yolanda Rome. They will follow up and connect the student with appropriate sources of academic and personal support.
SUGGESTED AGENDA

I. Check course enrollment.

- Make sure that each student is enrolled in at least four courses, unless he or she is on an approved workload reduction. (If a student passes only three courses in the fall, he or she must pass four in the spring in order to remain in good standing.)

- Just as important, check students’ registration online to confirm that it coincides with the courses they think they are taking. You may access your advisees’ enrollment online through ASK or your Banner advising web page.

- If a student is enrolled in five courses, ask questions about his or her progress in all courses and about balancing academic obligations with extracurricular activities.

- Discuss grade options (letter grades or Satisfactory/No Credit) and remind students that changes to grade options may be made through the fourth week of classes. The fall 2017 deadline for grade option changes is Tuesday, October 3, at 5:00 pm. The spring 2018 deadline is Wednesday, February 21, at 5:00 pm.

- Explain the purpose of Course Performance Reports and the desirability of requesting them before the end of the semester.

II. Discuss courses and encourage communication with faculty.

Ask if the courses in which your advisees are enrolled measure up to their expectations thus far. Inquire about the rigor and breadth of the courses they are taking, and whether the student feels under- or over-challenged. Suggest course enrollment changes if appropriate.

New students are often reluctant to talk with their instructors; encourage them to visit their professors’ office hours. Give them suggestions about what to talk about in office hours. Those students who are beginning to flounder may be reluctant to reach out for help, so take the initiative. If an advisee is having difficulty coping with the volume of work, with his or her free time, or with a particular matter such as note-taking, mention academic coaching and group study sessions. Contact information for these programs is on page 37 of this handbook.

III. Remind students of registration deadlines.

- September 14, 2017: Last day to register for a RISD course without a fee.
- September 19, 2017: Last day to add a course without a fee.
- October 3, 2017: Last day to add a course, change a grade option, and change from audit to credit.

IV. Explain policies related to late add/drops.

Students may add courses online in weeks 3 and 4 of the semester for a fee of $15 for each change. Grade-option changes may be made online through the fourth week of classes. No fee is charged for grade option changes. If needed, emphasize that students should keep all paperwork related to any course registration changes they make in the Registrar’s office.

THIRD Individual Meeting with Advisees

WHEN: October 23–November 3, 2017
WHERE: Your office
PURPOSE: Discussion of progress during Semester I and pre-registration for Semester II

SUGGESTED AGENDA

I. Discuss current courses and midterm examinations.

Ask advisees about their midterm exams. Were the exams what they expected in terms of difficulty, length, and course material covered? Did they feel adequately prepared? If not, suggest they consult their professors, obtain academic coaching, or attend a group study session. (See the discussion of academic support services on p. 37.)

If a student is really over-extended, consider the possibility of the student’s dropping down to three courses, remembering that the consequences of completing only three courses in a semester are significant. If a first-year student completes only three courses in the fall term, he or she must pass four courses in spring in order to remain in good standing. A student has only one chance in his or her first four semesters of study to pass three courses without being placed on Academic Warning, so it is optimal to pass four courses in the fall and in the spring of the first year, if possible.
If you believe that an advisee may have special personal circumstances or a disability that affects his or her ability to succeed, refer the student to the Dean of the College office, Student Support Services, or to Student and Employee Accessibility Services. If the situation merits doing so, a workload reduction for one or more semesters may be approved.

Students having the most academic difficulties are sometimes least willing to discuss them. Most first-year students at Brown have never had academic problems and find the experience unsettling. Stress to your advisees, both now and throughout the year, that disappointment and even failure occur in the first year. Remind them that many other students have experienced difficulties in adjustment and have gone on to very successful careers at Brown and beyond.

II. Discuss registration for Semester II.

Advisees’ educational goals may have shifted in light of six to eight weeks of class experience. In this November pre-registration period, fundamental questions of aptitude, interest, and professional aspiration often arise.

Course selection for Semester II depends in part on plans for later semesters, for concentration, and for career. Encourage students to take the initiative by visiting courses they are not enrolled in, by attending public lectures, by stopping at the Center for Careers and Life After Brown, or by investigating internships and curricular options unavailable to first-semester students (e.g., independent study or group independent study courses). Suggest a visit to the Curricular Resource Center in the Stephen Robert ’62 Campus Center to discuss these options.

III. Review course registration for Semester II and provide students with alt-PINs to register.

Giving advisees their PINs for registration indicates that you have discussed their course selection and are satisfied that they have followed a thoughtful process in choosing courses. While you may not agree with the courses selected, the larger goal at hand is to help advisees develop a well-considered approach to selecting courses. We recommend using ASK to locate your advisees’ PINS. If you choose to use self-service Banner, remember to select the semester for which they are preregistering, not the current semester.

Advising Tip: Schedule a few extra office hours during the November registration period so you can meet with each of your advisees. Remember that your Meiklejohn partner can help schedule meetings by calling or emailing your advisees and arranging times for them to see you. Keep notes on each student so you can follow up on topics that were raised in earlier meetings. Review these notes before the student comes in to discuss his or her spring course selection. You might reread the letter your advisee wrote to you in the summer about his or her academic interests and aspirations.

FOURTH Individual Meeting with Advisees

WHEN: January 24–February 6, 2018
WHERE: Your office
PURPOSES: Discuss the student’s academic goals in the context of progress to date and prospects for the coming semester. Make sure that the academic schedule for Semester II is feasible.

You will be able to review your advisees’ grades online in ASK or in Banner as soon as they are available in early January. In January or early February, we will communicate with you about any of your advisees who are experiencing academic difficulties.
SUGGESTED AGENDA

I. Assess progress in Semester I.

Before meeting with your advisees, take a look at how they did during the fall term. Congratulate students who passed four courses and consider discussing their plans for any co-curricular opportunities for the spring. Students who have passed three courses remain in Good Standing. Check to see what may have fallen by the wayside. Remember that first-year students must pass seven courses in their first two semesters to maintain good standing.

Students who pass two courses in the first semester are placed on academic Warning. Students who pass one course are placed on Serious Warning, as are any returning first-year students who passed no courses in their first semester. Advisees on Warning or Serious Warning will be paired with an academic dean for additional support. These students will need your help to set a realistic plan for returning to good standing, including taking four well-balanced courses in the spring semester.

Please consult “Advisees on Warning and Serious Warning,” on pages 32–33 of this handbook for suggestions on how to structure conversations with students in academic difficulty. The Academic Rules and Regulations on pages 30–36 of this handbook summarize the options students have for planning a course of study that will restore them to good standing. Refer student to campus resources for help in dealing with problems that impede academic success. See pages 38–41 in this handbook for academic and personal support services on campus.

II. Discuss Semester II goals.

How has the student’s experience thus far at Brown affected his or her goals? Did reality match expectations? How does this assessment influence expectations for the coming semester?

Discuss the student’s anticipated academic performance during Semester II. If a student has not done well in Semester I, he or she may be feeling particularly vulnerable. Consequently, care should be taken in discussing past performance, potential, and projected success or failure.

III. Discuss Semester II course registration and goals.

- Compare November pre-registration choices with actual courses in which the student has enrolled. Discuss changes and the reasons for them.
- Suggest possible changes to course schedule in light of balance, breadth, and class size. Students should have at least one course in the schedule that is a small-class meeting, so that they feel someone knows them. Encourage students who have yet to take a course that required a paper to enroll in a writing course.
- Make certain your advisees enrolled in at least 4 credits. In exceptional circumstances administrators in the Dean of the College office, Student Support Services, or Student and Employee Accessibility Services can approve a reduced course load, but otherwise the normal course load is 4 credits.
- Discuss grade options (letter grades or Satisfactory/No Credit) and the possibility of requesting Course Performance Reports, especially for courses taken S/NC.

IV. Remind students of registration deadlines.

Brown:
February 6, 2018: Last day to add a course without a fee
February 21, 2018: Last day to add a course, change a grade option, or change from audit to credit

RISD:
February 15, 2018: First day to register for a RISD course
February 22, 2018: Last day to register for a RISD course without a fee or to change grade option in a RISD course
FIFTH Individual Meeting with Advisees

WHEN: April 2–13, 2018
WHERE: Your office
PURPOSE: To assess the first year of study and assist in Semester III course registration.

SUGGESTED AGENDA

I. Assess academic progress thus far.
   - Ask the student about his or her experience thus far in Semester II. How did midterms go? Is the student on track to complete at least seven courses in the first two semesters?
   - Review rules for academic progress on pages 30–33 of this handbook. If a student in academic difficulty is not on approved workload reduction, discuss the implications of not passing four courses in the spring term or 7 courses in the first year (Warning, Serious Warning, Suspension).
   - Refer students to the Dean of the College Office if they are in danger of being placed on Warning or suspended after Semester II. We will identify sources of support and help students make realistic plans for making adequate academic progress.

II. Discuss academic resources on campus.
   Academic coaching and group tutoring in all major areas of the curriculum are available to students. Focused support for science, math, and writing is available at the Science Center, Math Center, and Writing Center, respectively. See page 37 in this handbook for more information about these and other resources.

III. Look to the future.
   Discuss next year’s course selection in relation to potential concentrations and other areas of interest. Consider options beyond traditional classroom courses—e.g., GISP, internships, independent study, study abroad. Refer students to the appropriate offices for more information about these opportunities. Students may already be concerned about career prospects. This could be a good time to talk with them about the ways in which a Brown education can open up a broad range of career opportunities.

When you are satisfied that your advisee has a workable plan for Semester III, give him or her the alt-PIN needed to register online. Your advisees’ PINs are available in ASK and on your Banner advising web page. When locating advisees’ new PINs in Banner, remember to select the semester for which they are preregistering, not the current semester.

IV. Inform students about advising resources for sophomores.
   First-year students are asked in April to indicate their preferences for the person who will serve as their academic advisor in their sophomore year. Most choose their current advisor, but some decide they would rather have an advisor in a field more closely related to their emerging academic interests. You might discuss the student’s academic interests and the advisor who could be most helpful in guiding those interests in the coming year. Discuss additional advising resources for sophomores, including academic deans, Randall advisors, MAPS peer mentors, and concentration advisors.

V. Discuss summer school options.
   Students on academic Warning and Serious Warning should be advised to consider taking a summer course, which will improve their academic standing. For more information about Summer Session at Brown, go to brown.edu/scs/undergrad/summer. Students will need to seek approvals from the Dean of the College office and concentration department.

Please note that students may count up to four summer courses toward the 30 courses required for graduation.
Sophomore Advising

Advising second-year students mirrors the work of advising first-year students in many ways. Sophomores should remain attentive to breadth and balance in their studies; explore beyond their comfort zones; improve their writing; consider studying a language or other symbolic system; and continually evaluate their own curricular choices and decisions.

At the same time, sophomores present a set of issues that first-year students are less likely to experience. Sophomores are often eager to focus on their intended concentration, and your advising meetings will naturally include discussions about course selection in relation to possible concentrations. Some students, however, have difficulty identifying an academic focus and feel anxious about their future. This very uncertainty may make them less inclined to seek advising. Such reticence can be compounded by the mistaken belief that second-year students need less advising than first-years.

An attentive advisor can help sophomores who have stumbled or who lack a sense of direction to find their footing and to progress academically. The advisor can also prompt more focused second-year students to continue to explore the curriculum while completing concentration requirements. Most crucially, as a sophomore advisor, you can encourage your students to think beyond the concentration. Sophomores might consider gaining international experience, working with a faculty member on an independent research project, improving their writing, or looking toward a senior capstone project.

How Sophomore Advising Works

Because the sophomore year is a pivotal one, sophomores are required to meet with an advisor during pre-registration periods for their third and fourth semesters of study. Sophomores are encouraged to stay with their first-year advisors so that they can benefit from the continuity and depth of a two-year advising relationship.

One aspect of this continuity has to do with a student’s general education at Brown. The beginning of the sophomore year is a good time to take stock and look back over the courses taken in the first year to see emerging interests. Encourage your students to reflect on the liberal learning goals, to discover which capacities they have begun to develop through their course choices so far, and which they should continue to develop. Students should continue exploring the curriculum during their third and fourth semesters.

Students are required to complete the concentration declaration process electronically in ASK. 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.

As a sophomore advisor, you can encourage students to make the most of the declaration process by offering to read a draft of their essays before they submit them online to their concentration advisor. You can also encourage students to begin the process early in the fourth semester, rather than waiting until the last minute. The deadline for declaring a concentration is April 1 for students in their fourth semester.

Once a sophomore declares, the concentration advisor becomes the advisor of record, although many students choose to stay in touch with their sophomore advisors.

Randall advisors and deans in the Dean of the College office complement the efforts of first- and second-year advisors. These advising resources constitute the foundation of “sophomore advising” at Brown, and help students navigate the critical second year. See page 8 of this handbook for a description of the Randall Advising Program and a list of deans who specialize in advising sophomores.

The Matched Advising Program for Sophomores pairs second-year students with junior and senior mentors for one-on-one and group-advising support related to concentration declaration, research opportunities, internships, “sophomore slump,” and general academic counseling.
Sophomore advising events
Events that offer advising opportunities of particular relevance to sophomores are identified in the advising calendar by the symbol (S). They include offerings such as the Concentration Fair; fellowship, research, and service fairs; and study abroad, career development, pre-medical, and pre-law information events.

The Concentration
Students are required to choose a concentration toward the end of their sophomore year. Although the choice of concentration is by no means the sole issue of significance in the second year, it is a defining one, and it may be a factor in other decisions that students make throughout the year.

Many students face the task of choosing a concentration with some trepidation, feeling that they are making an irrevocable life decision. As an 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.

Exploring different concentrations
Encourage your sophomores to research potential concentrations. Students can learn about concentrations through careful course selection, conversations with juniors and seniors in those fields, and discussions with course instructors and concentration advisors. Focal Point is an online concentration search tool that allows students to learn about Brown’s various concentration offerings in one central location. Students can also attend the fall Concentration Fair, which enables students to consult with concentration advisors from a number of different concentrations.

A conversation with an advisor in CareerLAB may be useful if a student’s career interests factor into his or her choice of concentration. Starting in October, first-years and sophomores can use the Brown Student Job and Internship Board to make half-hour, one-on-one advising appointments with a career advisor.

Talking to alumni is another way for students to consider how their concentration can shape their careers. "Brown Degree Days" brings dozens of alumni to campus to discuss how their concentrations led to a variety of often unpredictable career paths.

A Departmental Undergraduate Group (DUG) is a group of concentrators who meet regularly and plan programming in tandem with their faculty and department administrative manager, that aims to create a sense of community within an academic department. DUGs help students make and strengthen connections with other concentrators, professors, and concentrator alums; provide a means for first- and second-year students to explore various concentrations; and enable concentrators to explore potential career opportunities related to their disciplines.

One concentration or two?
Many students believe that two concentrations are better than one. An advisor can correct this misperception. Ask questions to determine why a student wants to double concentrate. Often, students want to complete two concentrations to impress potential employers and graduate school admission committees. In such cases, tell advisees that most employers and graduate schools pay more attention to the actual courses they take than to the concentrations listed at the top of their transcripts. Students can complete one concentration and take courses in a second area of the curriculum without actually completing a second concentration. If the transcript demonstrates sustained interest in a second academic discipline, well-written application letters and statements of purpose can help students shape how employers and admission committees view their academic records.

If a student’s intellectual interests justify the possibility of double concentrating, declaring two concentrations may be appropriate. Still, double concentrating restricts students’ freedom to explore the curriculum and thus may diminish the “liberal” part of a Brown education. Often the best course of action for such students is to take courses that meet requirements for a second concentration while delaying an actual declaration. Students often find that their desire to explore the curriculum in their final year outweighs their interest in a second concentration. If a student remains interested in declaring a second concentration, he or she can be encouraged to file the appropriate paperwork. The deadline for having a second concentration approved in ASK is the end of a student’s seventh semester.
Independent Concentrations

Although Brown offers nearly 80 undergraduate concentrations, students have the option of creating and designing their own. Independent concentrations—usually focusing on a broad problem, theme, or question, rather than a discipline—must be sponsored by at least one faculty member. Proposals must be reviewed and approved by the College Curriculum Council. Students wishing to complete an independent concentration should visit the IC website (brown.edu/go/ic), attend an information session at the Curricular Resource Center or speak with one of the Center’s IC student coordinators, and consult the dean for the Independent Concentration program.

The Concentration Fair on Wednesday, October 25, 2017 (7:00–8:30 pm) is intended to help sophomores sort through disciplinary questions and speak to concentration advisors about possible concentrations. April 1, 2018, is the date by which fourth-semester students must submit their concentrations in ASK.

Curricular and Co-Curricular Opportunities

Sophomore year is the time when students can begin to take full advantage of Brown’s many opportunities for innovative and independent learning experiences. Sophomores should be prompted to consider how they might incorporate independent study, international study, research, or fellowship opportunities into their educational plans. At the same time, sophomores should be looking ahead to the summer, to the junior year, and even to the senior year and life beyond Brown. The most common time for students to complete internships is in the summer after their sophomore year, and approximately one-third of the junior class studies abroad for one or two semesters. Sophomore students are eligible to apply for Undergraduate Teaching and Research Awards (UTRAs) and for special fellowships, such as the Mellon Mays fellowship. They might even begin to think about the possibilities of a future Fulbright, a Rhodes, or a Marshall. As an advisor, you can plant this seed.

You can direct your advisees to the wealth of information on the website for the Office of the Dean of the College, which includes links to:

- International Programs (brown.edu/Administration/OIP/)
- Fellowships (brown.edu/college/fellowships/)
- UTRAs (brown.edu/utra)
- Career advising (brown.edu/careerlab)

Independent Study

Brown places a high value on independent learning experiences for undergraduates. Brown alumni report that one-on-one work with faculty was the most satisfying experience of their college careers. Students’ educational plans should incorporate at least one independent learning experience, whether it be research with a faculty member, a directed reading course, or an individual or group independent study course. Suggest that your advisees visit the Curricular Resource Center in the Stephen Robert ’62 Campus Center to learn how to propose a Group Independent Study Project (GISP) through the Office of the Dean of the College. Many departments also offer independent studies; students should consult a department’s website, or drop in to chat with the department manager about how to go about arranging an independent study experience.
Research and Fellowships

Sophomore year is an important time for students to explore opportunities to pursue their intellectual passions beyond the classroom. Brown offers many funded research and/or internships awards, and we support students who seek funding through external awards as well. The process of applying for such opportunities teaches sophomores to begin to identify and articulate their values, commitments, and future direction.

Internal research and internship funding opportunities include the Royce fellowship, the Social Innovation fellowship, the Undergraduate Teaching and Research Awards (UTRA), Linking Internships and Knowledge (LINK), and the Mellon Mays Undergraduate Fellowship. While all of these programs are great for sophomores, there are a few that we especially encourage second-year students to consider. The Mellon Mays Fellowship targets sophomores from certain racial and ethnic minority groups interested in graduate school and ultimately teaching at universities. The UTRA program provides a compelling opportunity for sophomores because they support various types of research and course revision work, and Brown offers well over 200 awards each year.

External awards for sophomores include the National Science Foundation undergraduate awards, the Udall Scholarship for students who have demonstrated a commitment to the environment, and the Barry Goldwater Scholarship, which recognizes young scholars committed to research careers. For a complete list of awards and a downloadable Resource Guide, go to brown.edu/academics/college/fellowships

Encourage your advisees to attend our annual fair and/or meet with one of our advisors:

Fellowships, Internships, and Research Experiences (FIRE) Fair: Thursday, November 9, 4:00 pm–6:00 pm

Oludurotimi Adetunji, Associate Dean for Undergraduate Research and Inclusive Science, advises students on the UTRA program. Dean Adetunji can be contacted at Oludurotimi_Adetunji@brown.edu or 401-863-2411.

Sarah Brown, Internships Manager, CareerLAB, is available by appointment. Email at Sarah_Brown1@brown.edu or call 401-863-6239.

Linda Dunleavy, Associate Dean of the College for Fellowships, holds open office hours each week to discuss fellowship opportunities for students at every level. She is also available by appointment. Dean Dunleavy can be contacted at Linda_Dunleavy@brown.edu or 401-863-2538.

Kerri Heffernan, Director of the Royce and BISP Fellowships, Swearer Center is available by appointment. Please check the Swearer Center website for office hours.

Study Abroad and Home Country Study Away in the U.S.

Most students who study away from Brown for a term or a year do so during their junior year. The time to plan for that time away is during the sophomore year.

To explore study abroad options, students can start with the website of the Office of International Programs. They can also stop by the OIP office (4th floor, J. Walter Wilson) to make an appointment with an OIP staff member or to speak with students who have returned from studying in another country. A fall study abroad fair provides one-stop shopping for students interested in learning about the full array of study abroad options.

Many students study away for one or more semesters at another U.S. college or university. The rules governing transfer credit for study away in the U.S. are fairly complicated, so it is important that students work with the Dean of the College office and the appropriate academic departments to obtain preapproval for their study away plans. Information about studying away in the U.S. is on the Dean of the College website at brown.edu/academics/college/degree/course-options/home-country-study-awaytransfer
Internships and BrownConnect
The University’s 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 will be hosting numerous workshops and alumni panels to inform students about professional opportunities, and to help students build the skills they need to find, apply for and excel at their internships.

Advising in CareerLAB
(Center for Careers and Life After Brown)
Students can meet with career advisors on any topic requiring in-depth discussion. All appointments are for a half-hour, and students can schedule follow-up times as needed. Topics include decision-making about careers and concentrations, job/internship search strategies and resources, and practice interviewing. A conversation with a career advisor can be helpful for students feeling overwhelmed or uncertain about their future plans.
- Making an appointment: Direct students to the Job and Internship Board on the CareerLAB website. Any student can set up an appointment through the JIB.
- Open Hours: For any quick questions, help with a resume or cover letter, or information about CareerLAB resources, students can attend open hours at CareerLAB any day of the week during the semester. Peer Career Advisors will generally be available to meet students for two hours every afternoon, with specific times available on the CareerLAB website.
- More career information for advisors is available at brown.edu/campus-life/support/careerlab/faculty-and-staff

Life After Brown
Refer advisees with specific questions related to life after Brown to the offices and individuals listed below.

General Career Questions........................................ Peer Career Advisors or any CareerLAB staff member
New Ideas for CareerLAB or .................................. Matt Donato, Director of CareerLAB

Partnership Opportunities

Industry-Specific Questions............................... Any CareerLAB Career Counselor (Ron Foreman, Jim Amspacher, Bev Ehrich, Amy Tarbox)
Careers in the Common Good............................. Jim Amspacher
Medical, Dental, Veterinary School Questions........ George Vassilev, Director of Pre-Professional Advising, Associate Dean

Law School Questions........................................ George Vassilev, Director of Pre-Professional Advising, Associate Dean
Graduate School Questions................................. Academic Deans, Faculty in Academic Departments, or Any CareerLAB Career Counselor
External Fellowships ........................................ Linda Dunleavy, Associate Dean for Fellowships
Brown Connect Questions.................................... Aixa Kidd, Director of BrownConnect
Internships and Internship Funding Questions........ Sarah Brown, BrownConnect Internships Manager
International Internships and............................. Gregory Seiler, BrownConnect
BrownConnect Signature Programs
Other Concerns

Sophomore “Slump”
The “sophomore slump” is more than just a cliché. Many students experience a sense of aimlessness and anxiety at some point in their college education. This often occurs during their second year, when idealistic aspirations are abandoned but not yet replaced with more realistic plans for concentrations and careers. The Randall advisors, who have counseled hundreds of sophomores over the years, suggest that the best antidote to the sophomore slump is to help students move from a place of panic or helplessness to a place of action. Ask your students to assess their strengths and interests. Discuss how they can learn about different fields of study and potential careers. You might also reassure your advisees that any plans they make now can be changed and that they are not closing any doors by choosing one course of action over another.

Leaves of Absence
Sophomores who lack direction may also benefit from taking time off. A break from full-time studies can help students gain perspective and renewed energy for the rest of their undergraduate education. Approximately 15 percent of Brown students take a leave of absence that does not involve study elsewhere. The most common time for students to take such leaves is in the middle or at the end of the sophomore year.

Advisors can help students determine whether or not a leave of absence is warranted, but it is critical that students consult with an academic dean before making a decision. The deans can explain all of the ramifications of leave-taking to students, including how a leave will affect the date of degree completion.

Meetings with Your Sophomore Advisees
Advisors are asked to meet at least three times with their sophomore advisees. The following schedule is intended to serve as a general guide.

FIRST Meeting with Sophomore Advisees

WHEN: September 6–22, 2017
WHERE: Your office (or another area you have designated)
PURPOSES: Become acquainted or reacquainted; help student assess key issues; provide the student’s alt-PIN number.

SUGGESTED AGENDA
I. Take stock. Review the first year, identify key issues and concerns, and consider future goals. Self-assessment questions can be useful in this first advising conversation: Why did you come to Brown? What are your primary interests and goals? What did you learn about yourself during your first year, and how does that shape what you want for your second year? What have you learned from the successes and challenges of your first year? Finally, who is in your advising network? Encourage students to contact all faculty members and administrators who made a difference to them in their first year.

II. Discuss Academic Warning and Serious Warning. It may happen that an advisee has been placed on academic Warning or Serious Warning for the fall semester. If this is the case, it is imperative to discuss why he or she has been placed on warning and to help the student set a realistic plan for returning to good standing. Consult “Advisees on Warning and Serious Warning” on pages 32–33 of this handbook for suggestions on how to shape this conversation. The Academic Rules and Regulations on pages 30–36 of this handbook provide detailed information about academic progress rules. Please feel free to consult with an academic dean if you would like to discuss any aspect of these rules.

III. Discuss the writing requirement. If your advisee has not already done so, he or she must take an approved course in the spring term. Students may choose from courses in English, comparative literature, or literary arts, or by taking one of the hundreds of courses across the curriculum marked WRIT. Students who have not met this requirement by the end of their fourth term receive a writing check.
IV. Monitor for writing checks. On occasion you will see that an advisee has received a writing check: a check beside a course in which the instructor has found the student’s writing to be insufficient. This writing check means that students are required to work on their writing in the next term. Students who receive writing checks are referred to the Writing Center and Writing Fellows Program, which 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 course with a writing fellow attached to it, or working with a writing associate at Brown’s Writing Center. If you have concerns about any of your students’ written communication skills, please do not hesitate to contact the Director of the Writing Center.

V. Discuss academic plans. Review student’s first-year courses and evaluate progress toward Brown’s Liberal Learning goals. (See “Liberal Learning at Brown.”) Which areas of the curriculum have you explored? Which have you avoided and why? What concentrations are you considering? Why did you select these particular courses? What are your thoughts or aspirations regarding life after Brown?

VI. Raise co-curricular possibilities. Is your advisee interested in study abroad? Undergraduate research or fellowships? An internship? Leave-taking? If the student expresses interest in one or more of these options, refer him or her to the appropriate office or dean.

VII. Provide alt-PIN number. Your advisees’ alt-PINS and transcripts are available on your personal advising page, which you can access via ASK (ask.brown.edu) or Banner (selfservice.brown.edu).

SUGGESTED AGENDA

I. Solicit feedback on the current semester: Are you satisfied with your classes? Are you finding them engaging intellectually? How is your work load?

Review course selection for spring semester and provide the student’s alt-PIN number. PINs are available in ASK and in Banner. When locating advisees’ new PINs in Banner, remember to select the semester for which they are preregistering, not the current semester.

II. Discuss concentration options. Which concentrations are you considering? Have you spent time with Focal Point, met with any concentration advisors, or contacted any DUGs (Departmental Undergraduate Groups)? Remind advisees of the Concentration Fair. (See the advising calendar.)

III. Discuss the writing requirement. If your advisee has not already done so, he or she must take an approved course in the spring term. Students may choose from courses in English, comparative literature, or literary arts, or by taking one of the hundreds of courses across the curriculum marked WRIT. Students who have not met this requirement by the end of their fourth term receive a writing check.

THIRD Meeting with Sophomore Advisees

WHEN: January 24–February 6, 2018
WHERE: Your office or other specified space
PURPOSES: Review Semester II course selection, and help direct students in their concentration choices.
SUGGESTED AGENDA

I. Take stock. Review the student’s academic performance in the first semester, and consider his or her patterns of course selection over the first three semesters. You may be able to see an area of interest emerging that the student does not. Or you may notice that the student has struggled with a particular set of courses. In the latter case, probe gently to determine the student’s willingness to modify his or her intended academic path.

II. If an advisee has been placed on academic Warning or Serious Warning for the spring semester, it is imperative to discuss why he or she has been placed on warning and to help him or her set a realistic plan for returning to good standing. The second semester of the sophomore year is an especially critical time in this regard. More students are suspended after the fourth semester than at any other time. A focused intervention from an advisor can give students in academic difficulty the support they need to make changes that will help them avoid suspension.

Consult “Advisees on Warning and Serious Warning” on pages 32–33 of this handbook for suggestions on how to shape this conversation. The Academic Rules and Regulations on pages 30–36 of this handbook provide detailed information about academic progress rules. Please feel free to consult an academic dean if you would like to discuss any aspect of these rules.

III. Discuss the writing requirement. Remind any advisees who have not yet taken an approved writing course that they must do so in the coming term. Students may choose from courses in English, comparative literature, or literary arts, or by taking one of the hundreds of courses across the curriculum marked WRIT. Students who have not met this requirement by the end of their fourth term receive a writing check.

IV. Discuss concentration choices and deadline. Offer to read a draft of the concentration essay before the student meets with his or her future concentration advisor. Have you looked at the online concentration forms in ASK? Have you arranged to meet with any concentration advisors? For some of the larger concentrations, such as biology, history, international relations, economics, and political science, it is important that students consult with concentration advisors early, to ensure that they will be able to file on time. Concentration declarations are due online, in ASK, by April 1, 2018.

V. Identify action steps. Other than declaring a concentration, are there decisions you need to make or steps you should take before the end of this semester? Who among the faculty can you approach to request a letter of recommendation?

Note: If a student is unable to identify a single faculty member who they know well enough to request a letter, consider this a red flag. You may advise the student about how to build relationships with faculty; you may also refer the student to an academic dean, who can have a more extended conversation with the student about how to take charge of his or her academic experience at Brown.

Additional Meetings

You may wish to meet with your advisees at other times, such as the advising period before spring pre-registration. Students should also consult with concentration advisors in their intended fields of concentration. The concentration declaration deadline for all students entering their fifth semester is April 1, 2018. After they have filed a declaration of concentration, students ought to seek advice from their concentration advisors, who at that point become their advisors of record. If you are willing, you may encourage your advisees to see you periodically as well. Such check-ins provide important continuity for students; it can also be very gratifying for advisors to watch their advisees grow in their final two years at Brown.
## 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 a student’s chosen concentration program.

In order to graduate with a Brown baccalaureate degree, a student 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
4. Meet Brown’s writing requirement
5. Meet Brown’s 32-unit enrollment requirement

### The Writing Requirement

To earn the baccalaureate degree, all Brown students must demonstrate an ability to write well. All students are required to take a Writing Intensive (WRIT) course to work on their writing at least once during the first half of their college experience, in their first or second year, and again at least once during their sixth or seventh semester. Brown students can meet this requirement by taking courses in English, comparative literature, literary arts, or one of the hundreds of courses across the curriculum marked WRIT in the course catalogue. For Academic year 2017-18, seniors only may fulfill part 2 of the Writing Requirement by uploading a portfolio of their writing. This must be done no later than the seventh semester. (Concentration advisors or writing staff in the Dean of the College Office check students’ writing portfolios when clearing them for graduation to make sure they have satisfactorily fulfilled the requirement.) Sophomore advisors are asked to discuss the requirement, and writing more generally, with advisees as they complete phase one.

## Course Load Policies

In the fall and spring, 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. Banner now prevents first-year students from dropping below three courses until they consult with an academic dean. No student may take more than five credits in a semester, including audited courses, which do not count toward the 30-course requirement for graduation.

### Auditing Courses

Auditing allows students to take a course without any grade notation on the transcript. An audit is a course registration at Brown, which means that it appears on the transcript and counts as one of the courses on record in any given semester. Regular tuition fees and enrollment policies apply. Students may switch a course from audit to credit or credit to audit until mid-semester. Check the Academic Calendar on the Registrar’s website for current deadlines.

Audits are at the discretion of the instructor, and instructors also have the authority to require students to complete assignments for audited courses. Students are advised to consult with an academic dean about the desirability of auditing a course.

### Vagabonding

Vagabonding a course involves attending a class without enrolling in the course. Unlike audited courses, which count toward the maximum five courses for which students enroll, vagabonded courses are “off the books”; there is no official record of enrollment and therefore no transcript notation. With the instructor’s permission, students may vagabond any course. Sometimes, when students say they want to “audit” a course, they mean “vagabond.”
Grade Options

When registering for courses, Brown students must indicate whether they are taking a course for a grade (G) or satisfactory/no credit (S/NC). A small number of courses are designated by their instructors as mandatory S/NC. Students may change their grade option for a course online during the first four weeks of the semester. No grade option changes are allowed after the first four weeks of any semester.

The founders of Brown’s open curriculum implemented the S/NC option to encourage students to sample all areas of the curriculum. Students use the S/NC option for a variety of reasons, some pedagogical or philosophical, some by the instructor’s request, but most students agree that S/NC allows for exploration of a particular topic without the stress and pressure that a graded evaluation may impart.

The guidelines below may help students decide whether or not to take a course S/NC.

- Taking one course per semester with the S/NC option will have little or no effect on post-graduation plans. Students will still have at least 22 courses taken for a grade.
- Concentration courses and pre-med requirements should generally be taken for a letter grade, particularly if a student intends to pursue graduate or professional school.
- No single course, whether taken for a grade or S/NC, will determine a student’s admission to a particular profession or graduate program. It is the overall academic record that matters.
- Students interested in earning academic honors such as magna cum laude and Phi Beta Kappa should be aware that these honors are awarded on the basis of the number of grades of “A” or “S with distinction” in a student’s record.

Course Performance Reports

In addition to the two grade options at Brown, students may request a narrative evaluation of their performance from their course instructors. These Course Performance Reports provide valuable information to students about their success in meeting course learning objectives, especially for courses graded S/NC.

Any student regularly enrolled in a course may request a Course Performance Report (CPR) and, at the instructor’s discretion, receive one. Instructors of mandatory S/NC courses are obliged to honor such requests. For all other courses, instructors may decline to submit such a form if they believe they have inadequate information to do so. Students should try to submit CPR requests to their course instructors before the end of the semester.

Course Performance Reports are not part of a student’s official academic record or transcript, but a student may request that the University send one or more CPRs with their official transcripts. In such cases, students must provide the Registrar’s Office with copies of the CPRs when submitting their transcript requests.

Progress Toward Graduation

Brown’s rules regarding academic progress are the most critical piece of policy information we ask you to discuss with your advisees. Failure to adhere to rules regarding adequate progress usually results in an internal notation on a student’s transcript. Falling below Brown’s progress requirements arises from a number of causes. Our job is to make sure that, for every student, ignorance is not one of those causes.

As a general rule, Brown students are expected to complete four courses each semester. 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. 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.
The chart below shows the number of courses students must pass each semester in order to stay in good academic standing.

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<th>Good Standing</th>
<th>Warning</th>
<th>Serious Warning</th>
<th>Suspension</th>
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<td>II</td>
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<td><strong>Sophomore</strong></td>
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<td><strong>Senior</strong></td>
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Academic standing is determined by courses completed at Brown and transfer credit from qualifying institutions, whether in the summer or during the school year.

When a student falls below progress requirements, he or she may be placed on Warning or Serious Warning, which includes an internal notation on the student’s 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).

**Advisees on Warning and Serious Warning**

If one or more of your advisees have been placed on Warning or Serious Warning, it is imperative that you discuss with the students why they have been placed on warning and help them set realistic plans for returning to good standing. This section provides guidance to advisors on how to structure this conversation.

**How should a student respond to being on Warning or Serious Warning?**

The most useful response to being placed on Warning or Serious Warning is a close examination of the reasons for the student’s academic difficulties. Problems can arise for many reasons: poor preparation in a subject area, lack of interest in a particular course, illness, problems of social adjustment, etc. Some students who begin an intensive, highly focused program, such as in science or engineering, discover that they lack the background and/or motivation to cope with the unexpected level and volume of work. Encourage these students to think about alternate educational goals.

**Policy on Incompletes**

If the warning results from an authorized Incomplete in one or more courses, remind the student that completing the work by the deadline established by the College will improve his or her academic standing (February 1 for fall semester Incompletes and July 1 for spring semester Incompletes). Students who finish their Incompletes after these deadlines may still earn course credit, but their academic standing will not be affected.
Should a student on Warning take five courses to “catch up” in Semester II?
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.

What about students who remain in Good Standing but feel they performed poorly in the first semester?
These students should go through the same process described above: Examine the reasons for the difficulties, plan ways to address these difficulties, reconsider educational goals, and choose four courses carefully for the next semester. You can be immensely helpful in this process.

Should a student drop a course to avoid a “C” or a “B”?
No. Dropping a class because of fear about a particular grade is never to 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 he or she 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) that they believe will be affected by the performance in the course. 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 handling such misperceptions and can help students adjust their approach to their studies.

RISD Cross-Registration
As a result of a cooperative arrangement, all Brown students have the option of taking certain courses at the renowned Rhode Island School of Design (RISD), adjacent to Brown on College Hill. Up to four RISD credits may count toward students’ graduation requirement at Brown. During the fall and spring semesters and during RISD’s winter session, Brown students enroll at RISD under a cross-registration agreement that is part of their Brown tuition. Students may take courses at RISD during the school’s summer but students pay RISD directly when they register for a summer class. Once approved, each RISD course (3 to 6 credits) is regarded as the full equivalent of a Brown course, and upon satisfactory completion is recorded on the student’s Brown transcript.

Students must petition the Committee on Academic Standing for approval to study at RISD when they wish to enroll in certain non-studio courses, including those that fall within RISD’s liberal arts division, or when they wish to register for more than four RISD credits over the course of their academic career. Students who wish to register for a RISD course should take the following steps:

Students should visit the Registrar’s office web page for instructions on how to register for a RISD course.
**Summer School Policies**

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

Students on Academic Warning or Serious Warning may improve their academic standing by taking summer courses at Brown, through Brown’s undergraduate summer study abroad programs or at an approved institution for transfer.

Summer session at Brown offers small classes in a variety of fields, from anthropology to visual arts. Undergraduate summer study abroad programs are also available and offer students the opportunity to pursue academic interests in an international setting with Brown faculty and regional experts. For more information about the Brown summer session and summer study abroad programs, visit brown.edu/ce/undergrad/summer.

Courses taken elsewhere during the summer carry no enrollment credit. However, students who earn a total of four course credits from Brown summer and/or winter session courses may petition to use the 4 course credits to seek a waiver of one semester of required enrollment, as long as they have already completed 4 semesters of full-time enrollment in resident at Brown.

**Wintersession**

Brown’s Wintersession allows for intensive and hands-on learning in an energizing and engaging environment. Course offerings represent a range of academic departments and a variety of formats, including on-campus, destination, and online. The Wintersession is open to all matriculated Brown and Brown-RISD Dual Degree students who are enrolled on campus or on an approved study abroad program during the fall semester. Students may apply a Wintersession course towards a concentration or an elective, up to a maximum of four courses taken outside of the academic year (Wintersession and/or summer).

**Transfer Credit Policies**

Brown's transfer credit policies are complex. The information here represents those policies that are most often called into play when students wish to transfer credits from elsewhere to their Brown transcript.

Transfer credits are categorized either as Pre-Brown or Home Country Study Away. Pre-Brown refers to credits earned for college courses or test results for college-level work taken prior to matriculation. Credits earned for courses taken elsewhere after matriculation are considered credits from Study Away. Study Away credits cannot be combined with Pre-Brown credits and require approval from the Office of the Dean of the College. More information and guidelines for some of the more common kinds of transfer credit in each category are available online or by contacting one of the academic deans responsible for transfer credits. From the Brown homepage, Google the websites for: a. International Certification exam results (pre-Brown) b. Advanced Placement tests (pre-Brown), and c. Home Country Study Away (post-matriculation).

Students may be permitted to transfer credit to Brown beginning their sophomore year, but only to the extent that transfer credit is needed. Transfer credit beyond the equivalent of 15 Brown courses is not permitted. Non-transfer students should note that permission to receive transfer credit for the equivalent of 7 Brown courses or more is rare.

Note: Transfer students must accept all credit from eligible courses at their previous colleges and universities. However, transfer credit beyond the equivalent of 15 Brown courses is not permitted. Additional transfer credit for pre-college work (e.g., international certifications or courses taken during high school at a college or university) may be permitted as long as the total will not exceed the equivalent of 15 Brown courses.

**Transferring credits from U.S. colleges/universities**

The number of transfer credits awarded is calculated on the basis of credit hours completed, not the number of courses taken at the other institution. Four semester credit hours, or six quarter credit hours, are required for courses to be considered the equivalent of one course at Brown, with the exception of Rhode Island School of Design (RISD) courses. RISD courses transfer one-to-one to Brown, whether they are three-, four-, or five-credit
courses. A six-credit RISD course would transfer as two Brown credits. Students wishing to transfer courses carrying fewer than four semester credit hours may petition to have credit hours from multiple courses combined to add up to the required four credit hours for each transfer credit. However, credit hours from pre-Brown courses cannot be combined with hours from courses taken after matriculation. A semester of 15 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.

Please note:

**Independent study** courses and internships do not transfer to Brown.

**Professional or career-oriented** courses (e.g., business, law, medicine), including those housed in 4-year accredited institutions, do not transfer.

**Summer college** courses may qualify for course credit toward the 30-course requirement (limit of four courses), but they do not qualify for enrollment credit, meaning they cannot be used to accelerate a student’s graduation date.

**Transfer policy on grades**

Students must have earned a grade of “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 of higher education are not entered on the Brown transcript.

When transfer courses are transcripted, a Brown transfer credit noted with grade “T” is listed, along with the term of study and the name of the institution. Transcription of course credit as equivalent to a specific Brown course as opposed to unassigned credit requires a student to submit departmental approval to the Registrar’s Office.

**Pre-college courses and programs**

Many students complete courses and programs during their high school years that may transfer for course credit, enrollment credit, or both, at Brown. These include:

- Advanced Placement (AP) exams (but AP credits do not increase course count)
- International Baccalaureate (IB) exams
- British A-Level exams (but not AS or O-level exams)
- Other national “13th-year” programs
- Courses taken at another college during the summer or school year while the student is still in high school. (Summer courses do not carry enrollment credit.)
- Courses taken in the Brown Summer Session before entering Brown as a first-year student. (Summer courses do not carry enrollment credit.)

With instructor approval, any of these experiences may be used to satisfy prerequisites for more advanced courses at Brown, whether or not the student formally receives transfer credit on his or her Brown transcript. 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. Similarly, with concentration advisor approval, these experiences may be applied toward concentration requirements, whether the student receives transfer credit or not.

Not all of these experiences qualify for course credit and/or reduce the number of semesters of enrollment required for graduation. Please see the guidelines that apply on the following page.
AP exam credits do not count toward Brown’s 30-course graduation requirement. If a student applied for and received one semester of advanced standing based on AP credit, he or she must nonetheless earn 30 course credits in the remaining seven semesters. AP credits that are awarded upon admission will appear on a student’s internal academic record. AP credits that require a student to take one or more designated Brown courses are added only if the student requests notation of the contingent AP credit after satisfying the contingency. If AP scores are received after APs are processed in the summer preceding a student’s arrival, the student must formally request addition of AP credits to his or her academic record. For a complete list of AP exam results that earn AP credit at Brown, click on “Advanced Placement Policies” from the A to Z link on the Dean of the College homepage or do a Google search from Brown’s homepage.

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 in late spring when committing to attend Brown. Otherwise, Brown will not have their complete score results on record.

Note: Students cannot register for a course if they have AP credit for it. During the summer, students are asked to notify the Dean of the College Office if they did not want to receive AP credits. Once posted to a transcript, AP credit will not be removed.

International diplomas and certificates most commonly earned by our students are International Baccalaureate or A-Levels. Qualifying exam results are eligible for subject course credit and enrollment credit. The results of international certification exams also may be applied for one or two semesters of advanced standing. Students who transcript more than two international certification credits must accept advanced standing. For this reason, Brown will not process such credits until a student’s sophomore year, after he or she has had a full year to understand the implications of graduating in fewer than eight semesters. It should be noted that Brown does not grant course credit for AS-Levels or O-Levels, or AO-Levels.

A complete description of Brown’s policies regarding international exam policies and transfer credits can be found at: brown.edu/academics/college/degree/policies/advanced-placement/international-exam. If, after reading these webpages, you have questions, consult with one of the academic deans.

Enrollment Credit for Transfer Credits

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

Once they are enrolled at Brown, students may petition to have credits from approved study away in the United States or in their home country transferred to Brown. Such courses count toward the enrollment requirement only if they are transferred en bloc.

Summer school courses do not count toward the enrollment requirement. However, students who successfully complete four summer courses at Brown may petition to use the four summer courses to waive one semester of enrollment credit. Under no circumstances do summer courses completed elsewhere count toward the enrollment requirement.
Academic Support

Julie Lee (x3-5965)
J. Walter Wilson, Third Floor

Our Academic Support Office supplements resources offered by individual instructors and departments. Group tutoring is offered in many introductory math, science, and social science courses. Students who need more focused attention may apply for individual tutoring in select courses. Language tutors provide individualized assistance in introductory and intermediate language courses. Peer academic coaches are also available to work with students to help strengthen study habits and develop effective learning strategies. Coaches cover topics such as time management, test preparation, note-taking, and reading strategies. To request either academic coaching or tutoring, students can visit the Dean of the College website and click on the “Tutoring” button.

Curricular Resource Center

Peggy Chang (x3-3013 or 3-2324)
Stephen Robert ’62 Campus Center, Room 228

The Curricular Resource Center (CRC) is a place where students help each other engage with Brown’s curriculum and utilize its academic resources. Founded in 1976 to support the fullest use of the new curriculum, the CRC’s director, student coordinators, and volunteers hold information sessions, community-building events, and individual meetings with students. Topics include independent studies and concentrations, applying for funding opportunities, issues related to the sophomore year, and more. Students can drop by M-F between 9am-5pm, email crc@brown.edu, or visit http://brown.edu/go/crc

Writing

The Writing Center (x3-3524)
Sciences Library, 5th Floor

Website: https://www.brown.edu/academics/college/support/writing-center/

Email: Writing_Center@brown.edu
Phone: (x3-3524)

Associate Director: Dr. Stacy Kastner
stacy_kastner@brown.edu; x3-6264; SciLi 506)

The Writing Center is located on the 5th floor of the Sciences Library and is open Sunday-Thursday from 3:00-9:00pm. By visiting our website, students can use our online scheduling application to request a 60- or 120-minute appointment to work one-on-one with experienced academic writers. We work on a range of writing assignments, including academic essays, reports, and projects as well as professional documents for fellowships, internships, and the job market. Students need not have a completed draft or any draft at all to make and benefit from an appointment.

We also offer more individualized support:

- Students for whom English is not a first language can receive individualized linguistic and cultural support by emailing Anne Kerkian anne_kerkian@brown.edu.

- Students who are studying abroad can receive virtual support by emailing Writing_Center@brown.edu.

- Students seeking writing coaching (regular one-on-one appointments with the same staff member) can arrange a series of meetings by emailing Stacy Kastner stacy_kastner@brown.edu.
Science and Math

The Math Resource Center
151 Thayer St. (x3-2708)

Brown’s Math Resource Center offers assistance to students in introductory mathematics courses (MATH 0050, 0060, 0070, 0090, 0100, 0170, 0180, 0190, 0200, or 0520 or APMA 0330 or 0340). Staffed by graduate and undergraduate math students, the center is open Monday-Thursday from 8 to 10 pm during the academic year, except during academic vacations. The current semester’s schedule is posted at math.brown.edu/mrc/.

Chemistry 0330T
Sandra Russo-Rodriguez (x3-6380)

The chemistry department recognizes that not all entering students are equally prepared to study college chemistry. The department has thus established the CHEM 0332 tutorial program for students who struggle in CHEM 0330. Students who experience serious difficulty in CHEM 0330 are contacted directly by Sandra Russo-Rodriguez after exam 2 in the fall semester. Students in the CHEM 0332 tutorial work at a regular pace from late fall to spring and complete the course during the second semester. Contact Sandra Russo-Rodriguez at Sandra_Russo-Rodriguez@brown.edu or x3-6380 if you advise a student who might benefit from enrolling in CHEM 0330T/CHEM 0332.

The Science Center
Gelonia Dent (x3-1629)

Sciences Library, Third Floor

The Science Center offers programming that supports both academic and pre-professional development for students who are pursuing study in the sciences. We help students connect with faculty members who are committed to academic advising, research training, and mentoring. Students come to engage in science-related events, attend lectures and workshops. And, at the Center students will discover comradeship among their peers, as well as, a space to study collaboratively or individually. Our academic advising schedule and other programs are listed on the website (https://www.brown.edu/academics/science-center/), or call (401) 863-6890 for an appointment.
Support for Adjustments and Transitions

First- and second-year students ask academic advisors for help or information in a wide range of areas. In addition to asking for academic guidance, students may talk about dealing with parental expectations and demands, homesickness, feeling overwhelmed, or the need to take time off from Brown. Some advisors choose to address these issues directly. Others prefer to restrict advising discussions to academic matters.

Whatever your preference, we encourage you to refer students to appropriate campus resources. Advisors most commonly refer students to the Dean of the College office, Student Support Services, Student and Employee Accessibility Services, and Counseling and Psychological Services. Information about the kinds of support offered by each of the offices listed is provided below. Contact information for academic and student life deans is provided on page 41.

When referring students to another office on campus, make every effort to provide them with a specific resource or name. If you are unsure which office might be appropriate to support a student, feel free to call one of the deans, who will be happy to assist you in finding the best possible source of support for the student.

Dean of the College Office (DOC)

University Hall, Second Floor (x3-9800)
The academic deans in University Hall are your primary source of support for any academic issues related to your students. Open hours are held Monday-Friday from 10 am to 4 pm; students may make appointments for longer consultation. Page 40 of this handbook lists deans and their telephone numbers.

Deans may always be consulted when a student is having academic difficulties, or if the student—or an advisor—needs guidance. Deans are always willing to follow up on information about students experiencing difficulties of any kind.

Student Support Services

42 Charlesfield St. (x3-3145)
Deans can assist students with general concerns related to life on campus, academics, or accessing appropriate resources. The staff also provides support for students who need assistance or advice during a particularly stressful or demanding period.

Student and Employee Accessibility Services (SEAS)

20 Benevolent St., 1st Floor (x3-9588)
Student and Employee Accessibility Services coordinates accommodations and services for students with physical, psychological, sensory, and learning disabilities. SEAS also works with students with temporary disabilities and assists students who are wondering if they may have a disability. Requests for accommodation are evaluated individually, based on needs and completion of the registration process. Students can contact SEAS by phone (401-863-9588) or email (SEAS@brown.edu) to request information about how to register and to schedule an appointment to meet with one of the staff.

Counseling and Psychological Services (CAPS)

J. Walter Wilson, Fifth Floor (x3-3476)
CAPS provides goal-focused counseling, crisis stabilization, medication management, and referral services for students needing mental health care. If you are working with a student that could benefit from, and is interested in counseling, please pass our information along to them and encourage them to contact us. Appointments are usually available within 1-3 days, and there is no charge to meet with us. For situations involving significant suicidal thoughts, or for anything else that needs dealt with more urgently, students can walk-in or call and request to meet with someone the same day, and you can call on their behalf to arrange this while they are in your office. Finally, students can access a licensed clinician when we are closed by calling CAPS After Hours at our main number, and following the prompts.

Office of the Chaplains and Religious Life

J. Walter Wilson, Suite 410 (x3-2344)
The Office of the Chaplains and Religious Life (OCRL) opened in 1953 and is home to a multi-faith team--Muslim, Jewish, Catholic, and Protestant—who oversee a group of 40 affiliated colleagues that guide more than 25 student religious groups. Brown chaplains work with students in all programs and strive to enrich the endeavors of individuals and Traditions in the exploration of the deepest matters of life: easing grief, probing human conflict and individual distress, providing counsel and companionship in times of struggle, whether in matters of belief, relationships, finance or academic discernment. The chaplains often help students work through questions of identity and social inclusion and are authorized to provide the sanctuary of confidential counsel to any member of the Brown community.
# Student Safety or Conduct Concerns

<table>
<thead>
<tr>
<th>Nature of Concern</th>
<th>Contact Office</th>
<th>Phone</th>
</tr>
</thead>
<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>
</tr>
<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 and Education (SHARE) Advocate</td>
<td>863-7895</td>
</tr>
</tbody>
</table>

## After Hours Contact Information

<table>
<thead>
<tr>
<th>Contact Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Public Safety</td>
<td>863-4111</td>
</tr>
<tr>
<td>Emergency</td>
<td></td>
</tr>
<tr>
<td>Non-emergency</td>
<td>863-3322</td>
</tr>
<tr>
<td>Student Life Administrator On Call</td>
<td>863-3322</td>
</tr>
<tr>
<td>Nights, weekends, holidays</td>
<td></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>863-3476</td>
</tr>
</tbody>
</table>

## Campus Emergency Action Plan

The University has a campus emergency action plan online at brown.edu/Administration/EHS/emergency_preparedness/. 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.

## Campus Contact Numbers

To call these numbers off campus, add "401-863" before the campus number.

### Office of the Dean of the College

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of the College Office</td>
<td>General Information</td>
<td>3-9800</td>
</tr>
<tr>
<td>Oludurotimi Adetunji</td>
<td>Associate Dean of the College for Undergraduate Research and Inclusive Science</td>
<td>3-2411</td>
</tr>
<tr>
<td>Maitrayee Bhattacharyya</td>
<td>Senior Associate Dean for Diversity and Inclusion</td>
<td>3-3488</td>
</tr>
<tr>
<td>Kendall Brostuen</td>
<td>Director of International Programs/Associate Dean of the College</td>
<td>3-2489</td>
</tr>
<tr>
<td>Margaret Chang</td>
<td>Director of the Curricular Resource Center/Associate Dean of the College</td>
<td>3-2324</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Phone</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Gail Cohee</td>
<td>Director, Sarah Doyle Women's Center/Associate Dean of the College for Health and Personal Issues</td>
<td>3-3402</td>
</tr>
<tr>
<td>Carol Cohen</td>
<td>Senior Associate Dean of the College for Class Advising/Health and Personal Issues</td>
<td>3-2676</td>
</tr>
<tr>
<td>Christopher Dennis</td>
<td>Deputy Dean of the College</td>
<td>3-6244</td>
</tr>
<tr>
<td>Gelonia Dent</td>
<td>Director of the Science Center</td>
<td>3-1629</td>
</tr>
<tr>
<td>Matthew Donato</td>
<td>Director of the Center for Careers and Life After Brown</td>
<td>3-3327</td>
</tr>
<tr>
<td>Linda Dunleavy</td>
<td>Associate Dean of the College for Fellowships</td>
<td>3-2538</td>
</tr>
<tr>
<td>Vernicia Elie</td>
<td>Assistant Dean for Financial Advising</td>
<td>3-5671</td>
</tr>
<tr>
<td>Sara Gramley</td>
<td>English Language Learning Specialist, Sheridan Center for Teaching &amp; Learning</td>
<td>3-7535</td>
</tr>
<tr>
<td>Allen Hance</td>
<td>Assistant Dean of the College for Community Engaged Curriculum Director of Academic Programs, Swearer Center for Public Service</td>
<td>3-3734</td>
</tr>
<tr>
<td>Mathew Johnson</td>
<td>Associate Dean of the College for Engaged Scholarship, Director of the Swearer Center for Public Service</td>
<td>3-5695</td>
</tr>
<tr>
<td>Stacy Kastner</td>
<td>Associate Director of the Writing Center</td>
<td>3-6264</td>
</tr>
<tr>
<td>Christopher Keith</td>
<td>Associate Director, Integration and Identify Services</td>
<td>3-1153</td>
</tr>
<tr>
<td>Anne Kerkian</td>
<td>Assistant Director, English Language Learning, Sheridan Center for Teaching &amp; Learning</td>
<td>3-5672</td>
</tr>
<tr>
<td>Nirva LaFortune</td>
<td>Manager and Advisor, Presidential Scholars Program</td>
<td>3-7436</td>
</tr>
<tr>
<td>Julie Lee</td>
<td>Assistant Dean of the College for Academic Support &amp; Transfer</td>
<td>3-1640</td>
</tr>
<tr>
<td>Maud Mandel</td>
<td>Dean of the College</td>
<td>3-2573</td>
</tr>
<tr>
<td>Shannon O'Neil</td>
<td>Assistant Dean for Junior and Senior Class &amp; Chemical Dependency</td>
<td>3-2536</td>
</tr>
<tr>
<td>Besenia Rodriguez</td>
<td>Senior Associate Dean for Curriculum</td>
<td>3-3488</td>
</tr>
<tr>
<td>Yolanda Rome</td>
<td>Associate Dean for First-Year and Sophomore Studies</td>
<td>3-2315</td>
</tr>
<tr>
<td>Betsy Shimberg</td>
<td>Assistant Dean of the College for Community Engaged Co-Curriculum Director of Student Development, Swearer Center for Public Service</td>
<td>3-9556</td>
</tr>
<tr>
<td>David Targan</td>
<td>Associate Dean of the College for Science Education</td>
<td>3-2314</td>
</tr>
<tr>
<td>George Vassilev</td>
<td>Director of Pre-Professional Advising/Associate Dean of the College</td>
<td>3-2781</td>
</tr>
<tr>
<td>Mary Wright</td>
<td>Director of the Sheridan Center for Teaching &amp; Learning</td>
<td>3-1141</td>
</tr>
</tbody>
</table>
### Campus Life

**(20 Benevolent St., 2nd Floor)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Grace Almandrez</td>
<td>Assistant Vice President for Campus Life, Dean of Students</td>
<td>3-1800</td>
</tr>
<tr>
<td>Catherine Axe</td>
<td>Associate Dean and Director of Accessibility Services</td>
<td>3-9588</td>
</tr>
<tr>
<td>Eric Estes</td>
<td>Vice President for Campus Life and Student Services</td>
<td>3-1800</td>
</tr>
<tr>
<td>MaryLou McMillan</td>
<td>Assistant Vice President for Campus Life, Dean of Students</td>
<td>3-1800</td>
</tr>
</tbody>
</table>

### Student Support Services (42 Charlesfield St.) Graduate Center E, 4th floor

<table>
<thead>
<tr>
<th>Service</th>
<th>General Information</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services</td>
<td></td>
<td>3-3145</td>
</tr>
<tr>
<td>Michele Armstrong</td>
<td>Assistant Dean, Student Conduct</td>
<td>&quot;</td>
</tr>
<tr>
<td>Yolanda Castillo-Appollonio</td>
<td>Associate Dean, Student Conduct</td>
<td>&quot;</td>
</tr>
<tr>
<td>Cynthis Ellis</td>
<td>Associate Dean, Student Support Services</td>
<td>&quot;</td>
</tr>
<tr>
<td>Andrés Fernández</td>
<td>Assistant Dean, Student Support Services</td>
<td>&quot;</td>
</tr>
<tr>
<td>Marquis Gatewood</td>
<td>Assistant Dean, Student Support Services</td>
<td>&quot;</td>
</tr>
<tr>
<td>Mary Greineder</td>
<td>Assistant Dean, Student Support Services</td>
<td>&quot;</td>
</tr>
<tr>
<td>Kirsten Wolfe</td>
<td>Assistant Dean, Student Conduct</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

### Residential Life (42 Charlesfield St.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>MaryLou McMillan</td>
<td>Interim Director</td>
<td>3-1800</td>
</tr>
<tr>
<td>Richard Hilton</td>
<td>Associate Director</td>
<td>3-3502</td>
</tr>
<tr>
<td>Kate Tompkins</td>
<td>Associate Director</td>
<td>3-3500</td>
</tr>
</tbody>
</table>

### Stephen Robert ’62 Campus Center and Student Activities Office (Faunce House)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joie Steele</td>
<td>Director, Stephen Robert ’62 Campus Center and Student Activities</td>
<td>3-2342</td>
</tr>
</tbody>
</table>

### LGBTQ Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Garrett</td>
<td>Director</td>
<td>3-3062</td>
</tr>
</tbody>
</table>

### Sarah Doyle Women's Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Cohee,</td>
<td>Director &amp; Associate Dean of the College</td>
<td>3-2189</td>
</tr>
</tbody>
</table>

### FLi Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julio Reyes</td>
<td>Director</td>
<td>3-5675</td>
</tr>
</tbody>
</table>

### Brown Center for Students of Color

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Segui</td>
<td>Director</td>
<td>3-2120</td>
</tr>
</tbody>
</table>

### International Student Experience

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Phillips</td>
<td>Director</td>
<td>3-6397</td>
</tr>
</tbody>
</table>
**Other Offices of Special Interest**

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>863-2378</td>
</tr>
<tr>
<td>Athletics/Physical Education</td>
<td>863-2211</td>
</tr>
<tr>
<td>Bookstore</td>
<td>863-3168</td>
</tr>
<tr>
<td>Bookstore Technology Center</td>
<td>863-7289</td>
</tr>
<tr>
<td>Bursar</td>
<td>863-2484</td>
</tr>
<tr>
<td>Center for Language Studies</td>
<td>863-3043</td>
</tr>
<tr>
<td>Computing and Information Services</td>
<td>863-4357</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>863-2721</td>
</tr>
<tr>
<td>Food Services</td>
<td>863-3343</td>
</tr>
<tr>
<td>Health Services</td>
<td>863-3953</td>
</tr>
<tr>
<td>Office of International Student &amp; Scholar Services</td>
<td>863-2427</td>
</tr>
<tr>
<td>Registrar</td>
<td>863-2500</td>
</tr>
<tr>
<td>Student Activities</td>
<td>863-2341</td>
</tr>
<tr>
<td>Student Employment</td>
<td>863-9922</td>
</tr>
</tbody>
</table>
Advising Calendar: 2017–18

Items in **blue** are among the firmest deadlines at Brown. Students can expect these deadlines to be strongly enforced and should retain copies of all documents pertaining to them.

*Designates advising events of particular relevance to sophomores.*

**SEMESTER I**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| **Thursday–Friday, August 31 and September 1** | Advisor Orientation Sessions  
Faculty Club  
Thursday: 12:00–1:30 pm (new advisors)  
Hutner Room, 1st floor  
Friday: 9:30–11:00 am  
Hutner Room, 1st floor |
| **Tuesday, September 5** | 9:30 am - 3:00 pm  
See ASK for details on location  
Individual meeting with advisors. Details will be given at group meeting. (PLME students: 9:30 am - 5 pm)  
7:00–11:59 pm  
Online registration for fall term. Registration reopens Wednesday, September 6, at 7:30 am |
| **Wednesday, September 6** | Classes begin for Semester I |
| **Wednesday, September 6** | Sophomore Dessert Reception, 6:00–7:30 pm  
*S* |
| **Wednesday–Friday, September 6–22** | First meeting with sophomore advisees  
*S* |
| **Monday–Friday, September 11–22** | Second individual meeting with first-year advisees  
*S* |
| **Tuesday, September 19** | **Last day to add a course without a fee.** |
| **Monday, September 25** | Study Abroad Fair, 11:00 am–2:30 pm  
*S* |
| **Wednesday, September 27** | Professional School Fair, 12:00–2:00 pm  
*S* |
| **Tuesday, October 3** | **Last day to add a course, change from audit to credit, or change a grade option.** |
| **Monday, October 9** | Indigenous People’s Day. No University exercises.  
*S* |
| **Tuesday, October 10** | Deadline for students entering their fifth semester to file online concentration declaration forms. Students who do not file will have a “no concentration” hold placed on their registration.  
*S* |
| **Friday–Sunday, October 13–15** | Family Weekend |
| **Monday–Friday, October 23–November 3** | Third individual meeting with first-year advisees  
(Discuss course selection for Semester II)  
Second meeting with sophomore advisees  
*S* |
| **Wednesday, October 25** | Fall Concentration Fair, 7:00–8:30 pm  
*S* |
| **Tuesday–Tuesday, November 7–14** | Pre-registration for Semester II.  
*S* |
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday - Friday, November 15 - December 1</strong></td>
<td>Registration for Wintersession courses (5:00 pm deadline)</td>
</tr>
<tr>
<td><strong>Thursday, November 9</strong></td>
<td>Fellowships, Internships, and Research Experiences (FIRE) Fair, 4:00–6:00 pm</td>
</tr>
<tr>
<td><strong>Wednesday - Sunday, November 22 - 26</strong></td>
<td>Thanksgiving recess begins Wednesday at noon</td>
</tr>
<tr>
<td><strong>Friday - Tuesday, December 8 - 12</strong></td>
<td>Reading Period (optional and at the discretion of the instructor)</td>
</tr>
<tr>
<td><strong>Tuesday, December 12</strong></td>
<td>Classes end for courses not observing Reading Period. Last day to drop a course or to file for an incomplete (5:00 pm deadline).</td>
</tr>
<tr>
<td><strong>Wednesday - Thursday, December 13 - 21</strong></td>
<td>Final Examination Period</td>
</tr>
<tr>
<td><strong>Friday, December 22</strong></td>
<td>Wintersession tuition due &amp; Wintersession online courses begin</td>
</tr>
</tbody>
</table>

**Wintersession**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, January 2</strong></td>
<td>Wintersession begins (face-to-face courses). Sharpe Refectory opens</td>
</tr>
<tr>
<td><strong>Monday, January 8</strong></td>
<td>Last day to change a grade option declaration</td>
</tr>
<tr>
<td><strong>Monday, January 15</strong></td>
<td>Martin Luther King, Jr. Holiday. No University exercises.</td>
</tr>
<tr>
<td><strong>Tuesday, January 16</strong></td>
<td>Last day to drop a course or request an incomplete from an instructor. Last day to initiate a Course Performance Report via ASK.</td>
</tr>
<tr>
<td><strong>Friday, January 19</strong></td>
<td>Final examinations. Wintersession ends</td>
</tr>
</tbody>
</table>

**SEMESTER II**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, January 24</strong></td>
<td>Classes begin for Semester II</td>
</tr>
<tr>
<td><strong>Wednesday - Tuesday, January 24 - February 6</strong></td>
<td>Fourth individual meeting with first-year advisees  Third meeting with sophomore advisees</td>
</tr>
<tr>
<td><strong>Tuesday, February 6</strong></td>
<td>Last day to add a course without a fee (5:00 pm deadline)</td>
</tr>
<tr>
<td><strong>Saturday - Tuesday, February 17 - 20</strong></td>
<td>Long weekend. No University exercises.</td>
</tr>
<tr>
<td><strong>Wednesday, February 21</strong></td>
<td>Last day to add a course, change from audit to credit, or change a grade option (5:00 pm deadline)</td>
</tr>
<tr>
<td>Date/Period</td>
<td>Event/Description</td>
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<tr>
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<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Friday, March 9</td>
<td>Mid-semester deadline. Last day to change from credit to audit in a course (5:00 pm deadline).</td>
</tr>
<tr>
<td>Saturday–Sunday, March 24–April 1</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>Sunday, April 1</td>
<td>Deadline for students entering their fifth semester to file online concentration declaration forms. Students who do not file will have a “No Concentration” hold placed on their registration.</td>
</tr>
<tr>
<td>Monday–Thursday, April 2–12</td>
<td>Pre-registration Period for Summer Session Courses</td>
</tr>
<tr>
<td>Monday–Friday, April 2–13</td>
<td>Fifth individual meeting with first-year advisees (Discuss course selection for fall 2018)</td>
</tr>
<tr>
<td></td>
<td>Optional fourth meeting with sophomore advisees</td>
</tr>
<tr>
<td>Tuesday–Tuesday, April 17–24</td>
<td>Pre-registration for Semester I, 2018–19</td>
</tr>
<tr>
<td>Wednesday–Wednesday, April 25–June 27</td>
<td>Summer Session Late Registration Period</td>
</tr>
<tr>
<td>Friday–Tuesday, April 27–May 8</td>
<td>Reading Period (optional and at the discretion of the instructor).</td>
</tr>
<tr>
<td>Tuesday, May 8</td>
<td>Classes end for courses not observing Reading Period. Last day to drop a course or to file for an incomplete (5:00 pm deadline).</td>
</tr>
<tr>
<td>Wednesday–Friday, May 9–18</td>
<td>Final Examination Period</td>
</tr>
<tr>
<td>Sunday, May 27</td>
<td>Commencement</td>
</tr>
<tr>
<td><strong>SUMMER SESSION</strong></td>
<td></td>
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<tr>
<td>Monday, June 25</td>
<td>Summer Session Begins</td>
</tr>
<tr>
<td>Wednesday–Friday, August 8–10</td>
<td>Summer Session Examination Period</td>
</tr>
<tr>
<td>Friday, August 10</td>
<td>Summer Session Ends</td>
</tr>
</tbody>
</table>