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OPEN CURRICULUM 101

Brown’s “New Curriculum” was adopted by the faculty in 1969, after a year of collaborative study and debate — led by approximately 80 students and 15 faculty — about the need for educational reform. The key components remain in place to this day: no distribution requirements across traditional fields of knowledge, a simplified grading system without grade point averages and ranking, the option to take a course without a letter grade (for Satisfactory/No Credit) and inviting students to “concentrate” rather than “major” in broad, often interdisciplinary fields of study. Additionally, the faculty institutionalized the opportunity for students to design their own independent concentrations and independent studies for academic credit.

LIBERAL LEARNING GOALS AND CORE COMPETENCIES

Despite the freedom students have to focus their studies narrowly, our enrollment data reveal that the majority of Brown undergraduates distribute their courses across the curriculum; year after year, they actively choose to pursue Brown’s Liberal Learning Goals.

As students study areas broadly across the disciplines, and deeply within a selected concentration, they become competent in a group of academic skills that enable them to examine knowledge critically, produce scholarship of their own, and use these transferable skills as they set out on a career pathway and connect learning to life outside the classroom. These core competencies — reading, public speaking, critical reading, data analysis, problem solving and research — are skills students practice and hone as part of coursework, research and other co-curricular opportunities. The College provides students with an array of programs and opportunities to practice these skills, and resources to support the development of them through the Learning Collaborative.

YOUR ROLE AS AN ADVISOR: TEACHING STUDENTS HOW TO BECOME ARCHITECTS OF THEIR EDUCATION

Within Brown’s Open Curriculum today, students choose between over 80 concentration programs and from hundreds of courses. Students have the opportunity to study abroad or take a semester off, engage in research within or outside of their concentration, and take advantage of summer programs and internships across the globe. The curriculum ensures great freedom in directing the course of their education, which means that students often feel both excited and overwhelmed by the range of these choices.
The process of making these choices will require that students develop a capacity for ongoing reflection about their learning process, build a community of advisors, and adopt a “growth mindset” that encourages an openness to people, ideas and experiences that may be entirely new. With your support in cultivating such openness, students begin to learn how to make the most of the freedom they have and to chart a meaningful intellectual journey, not just during the first semester but throughout their undergraduate career. Indeed, many students will be charting new academic territory, and many will face unexpected challenges as they work to determine the best path for them.

Becoming an architect of their own education can feel daunting, especially because most incoming students were schooled in a highly structured environment. They will begin to ponder life after college, and likely encounter tests to their assumptions and goals. Additionally, given the current diversity of the student body — which includes students from foreign countries, those who are the first in their family to attend college, or students in the process of exploring aspects of their identity — it is essential that we provide students with a strong advising system that supports all of our students. Your role as one of their first academic advisors is to take an interest in your advisees’ current academic plans; listen to their preferences and guide them in making their choices about courses and other academic decisions; see possibilities they have not yet considered; refer them to other resources, and encourage them to begin building a team of support.

The 1stY@B online course gives incoming students a chance to think critically about Brown’s philosophy of education, introduces them to how to build an advising network and provides a space for reflection, as they prepare to begin college and join the Brown community. As they participate in the course and the other advising materials they receive over the summer, we suggest that students consider these questions about their academic interests, which will help them as they begin to introduce themselves to you and their other advisors:

- What new areas are you hoping to try out during your first or second year, and what’s drawing you to them?
- What are you particularly curious about, and how do you want to build on that curiosity?
- What are some of the hopes, values and goals guiding your choices for what you study during the first year and beyond?

Later in this handbook, you will see references to various online tools that will help you as an advisor, a schedule of meetings in the first and sophomore years and topics to discuss in these meetings. Experienced advisors will tell you that building a rapport with your advisees takes time. As a baseline, the list of scheduled meetings will ensure that your advisees have the fundamentals they need. Providing your students with your office hours, a chance to email or meet with you for impromptu questions or concerns, and a group meal out at the Faculty Club or a local restaurant can help further enhance the relationship you develop with them.

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, prerequisites and the like.
Advising in the Second Year

At the end of their first year, students are encouraged 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 College. These advising resources constitute the foundation of sophomore advising at Brown and help students navigate the critical second year.

Your Meiklejohn’s Responsibilities

Meiklejohn peer advisors are sophomores, juniors and seniors 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 a study break. Don’t forget: You must be present at such events if you wish to be reimbursed by the College. 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, 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.

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 also are expected to keep an open mind and listen to many points of view. They receive a wealth of information from the College about academic life at Brown, both before and after they arrive on campus. Beginning with “Brown and You” which is sent to students on their acceptance
BUILDING AN ADVISING TEAM

STUDENT

ACADEMIC ADVISOR

PEER ADVISOR
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 “Designing Your Brown Education,” which reminds them to present their academic plans to you and to articulate reasons for their choices. Another resource for students is the online workshop 1stYear@Brown. The purpose of this online course is to introduce students to the Open Curriculum, liberal education, and the importance of accessing the available advising and resource opportunities at Brown. 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. 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 in ASK, Brown’s electronic advising tool. (See page 7.) 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.

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 also are 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.

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.

Peer Advising Programs
In addition to the Meiklejohn Peer Advising Program, Brown supports several other student-directed support systems on campus. Athletic Peer Liaisons, Minority Peer Counselors (MPCs), Residential Peer Counselors (RPCs) and Women Peer Counselors 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.
Sophomore Deans
All academic deans are happy to work with sophomores, but several people in 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  x3-2324  
*Associate Dean of the College*

Matched Advising Program for Sophomores (MAPS)
Second-year students are paired with junior and senior mentors for advising support and assistance in navigating concentration declarations, research opportunities and other sophomore concerns. The MAPS program also organizes group events, panel presentations and focus groups that are open to all sophomores.

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 a.m. to 4 p.m. in University Hall 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 fifth floor of Page-Robinson Hall.

Departmental Undergraduate Groups (DUGs)
A DUG is a group of concentrators that aim to create a sense of community within an academic department. DUGs help students make and strengthen connections with other concentrators, professors and concentrator alumni; 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.
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. If you have not received information about a session and would like to attend one, please call x3-2315.

Dean Yolanda Rome leads these sessions, along with select faculty and staff. You will be able to ask questions, and share advising tips with other faculty. Although Dean Rome is the primary contact for first-year and sophomore advising, all of the academic deans are available for consultation as needed.

All of your advising materials are now digital and found in ASK, including the Academic Advisor Handbook. We will have some hard copies of this Advisor Handbook available at the sessions and in University Hall 205.

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 browse through these sources of information and contact any of the academic deans with questions.

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 through ASK.

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. Alt-PINs can be found in ASK, by clicking on your advisees’ names, as well as in self service Banner.
An important task of your advising meetings will be, then, to give your students their alt-PIN so they can register. Please do not email these codes to your students if they have not yet met with you.

Because new alt-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.

**Concentrations**

Students and advisors can use Undergraduate Concentrations, 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.

[CONCENTRATIONS](brown.edu/go/concentrations)

**Courses@Brown**

Courses@Brown is the best place to browse Brown’s general course offerings.

[CAB.BROWN.EDU](CAB.BROWN.EDU)

You can select a specific term to search or the full year. Enter a subject or keyword and click “Find Courses” to initiate a search.

In the search results for a course, you can view details, including description, registration restrictions, 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. The instructor name is linked to the course offerings; if you click it, all courses 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. Select “Reset Search” to begin again or change your search criteria.

Using the advanced search options allows a 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 that you can view, and to register for their courses.

**Key Terms in Courses@Brown**

**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.

**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.
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 from a dean or SEAS to take fewer than four courses.

- Students should aim for balance. Advise them to seek a 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 as Writing Designated Courses. First-year students are strongly advised to enroll in one 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 (FYS) 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, 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 multidisciplinary 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 28-29.)

- 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 18th-century art course might benefit from continued study of the same period in music, politics or literature. It can be helpful for first-year students to have 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 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. Undergraduate Concentrations is a good tool to help students explore concentrations. (See page 8 for more information.)

- 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 will be prompted to fill out an online questionnaire about their math background. The website math.brown.edu/~calplacement/ has comprehensive information on determining 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 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.

- 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 be aware that they will not be excused from taking final exams at scheduled times because of travel plans or other commitments.

- 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 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.
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 College 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 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 College will reimburse your expenses at a rate of $12 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. 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/go/advising. Please note that under no circumstances will the College reimburse advisors for the purchase of alcoholic beverages.
FIRST YEAR ADVISING:
SCHEDULED MEETINGS

PREPARING FOR YOUR ADVISING MEETINGS

The basics:

- Check the time and location of your first advisee group meeting in ASK.
- Review advisee information, also in ASK. Look at the self-introduction (written or digital) each of them prepared for you and skim their admission essays to get a sense of who they are and why they wanted to come to Brown.
- Write brief notes on individual students in preparation for meetings:
  - Academic interests, strengths and possible areas of challenge
  - Significant life experiences, background, circumstances
  - Extracurricular interests and involvements

We’ve also asked your advisees to reflect on these elements and how they might inform their Brown experience, so any of these topics should be good starting points 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.

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. The program provides first-year and transfer students with a common reading experience that introduces them to the pleasures and rigors of undergraduate academic life at Brown. Students received their book over the summer and were asked to write brief response essays to their seminar leaders. During Orientation, students meet in small groups for a First Readings seminar. The First Readings website (library.brown.edu/create/firstreading2019) provides context about the book and the author, while also introducing students to standards of college-level research.

ATP Achievement: These are the SAT II tests, formerly called SAT Achievement tests.
**ADVISING DAY:**
**MEETING WITH YOUR MEIKLEJOHN AND FIRST-YEAR ADVISEES**

**Meeting with Meiklejohn Peer Advisor**
WHEN: The location and time will be determined with your Meiklejohn.

Meet with your Meiklejohn Peer Advisor and discuss your plans, policies, and styles for working together.

**Group Meeting with Advisees and Meiklejohn**
WHEN: 9 am Tuesday, September 3, 2019
WHERE: Your office or other assigned space

**Goals:**
1. For everyone in the group to begin to get to know one another.

2. To introduce the notion of building an advising team, starting with the “advising triad”: the academic advisor, the Meiklejohn student advisor, and the advisee. Explain each person’s role in the advising relationship.

3. To orient students to the concept of a liberal arts education, and in particular to the values and opportunities of the Open Curriculum.

4. To introduce the notion of a growth mindset: e.g., that everyone will struggle at some point in their undergraduate career, but that struggle and failure are essential elements of progress and growth. Let your advisees know that students who access help and guidance along the way are by far the most engaged.

5. To review critical academic rules and regulations, including the academic code. Please take a few minutes in your group meeting to discuss the principles of academic integrity. It’s important for students to know that ignorance or misunderstanding of Brown’s academic code is not an excuse for violations, and that the penalties for code violations range from reprimand to expulsion from the University. Students should consult their course instructors or an academic dean if they do not understand the rules on citation, collaboration, etc. Full text of the code: brown.edu/college/curriculum/academic_code.php.

6. To tell students how they can contact you throughout the year (e.g., by email, during office hours, by appointment, etc.) and to encourage them to use you and your Meiklejohn early and often.

**First Individual Meeting with Advisees and Meiklejohn (same day)**

**Course selection for Semester I**
WHEN: Tuesday, September 3, 2019, 9:30 a.m. – 3 p.m.
WHERE: Your office or other assigned space

**Suggested Agenda**

I. Get Acquainted.

Talk about the student’s background and interests. What are the student’s initial feelings about coming to Brown? What hopes and expectations does the student have for the fall semester? The self-introduction the student provided over the summer (see ask.brown.edu) should also provide good prompts for this conversation. We hope you will feel free to share something about your own experiences and background, especially where you may have struggled or experienced difficulty or uncertainty.
II. Liberal Learning and the Open Curriculum
Use students’ self-introductions and their admission essays (also in ASK) to open a discussion about their educational goals and their thoughts about first-semester courses. Most students will need some help or encouragement thinking beyond the standard structure and content of high school curricula/course offerings.

III. Practical Matters
First-year students register for their courses online between 7 p.m. and 11:59 p.m. on Advising Day (the day before classes begin). After discussing their tentative course choices with them, you provide them with the personal identification number (PIN) they’ll need to access the online registration system. Your advisees’ PINs are in ASK and self service Banner. If you have trouble accessing your advising page, call the College at x3-2676 or x3-2315.

- Course selection: Review students’ tentative course selections, which you can view in ASK. Discuss course selection from the point of view of interest, goals, and reasonable balance.
- ALT-PIN: Don’t forget to give each student their alt-PIN so that they can register.
- First-year seminars: All first-year students should be encouraged to enroll in a first-year seminar (FYS).
- 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 as a Writing Designated Course. Students who have not met this requirement by the end of their fourth term receive a writing check. Many first-year seminars carry this designation; students can find these courses with the filter in the Brown course search tool.
- RISD: 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 31 of this handbook. September 5 is the first day to register for a RISD course.

- Drop/Add Period: Remind students that they have two weeks (through September 20) to change course enrollment without incurring a fee.

IV. Plan Future Meetings.
- Set up a follow-up advising appointment, between September 9-20. Encourage students to drop by your office, make an appointment or call or email as questions arise in the meantime. 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 and a fee will be charged. No courses may be added after the fourth week of the semester without authorization from Christopher Dennis, deputy dean of the college.

FOLLOW-UP MEETINGS
Second Individual Meeting with Advisees
Early Semester I check-in
WHEN: September 9-20, 2019
WHERE: Your office

It’s important to reach out to your advisees early in the semester to reinforce that you and your Meiklejohn are there to help them with their transition to Brown, specific issues with their classes, academic and personal support resources, etc. The second individual advising meeting should take place during this time, but we also encourage you to check in with your advisees by email and to maintain contact with your Meiklejohn, who may be communicating with your advisees more frequently and informally.

If an advisee does not respond to you or your Meiklejohn when you reach out, the student could be insufficiently engaged with coursework or
struggling in other ways. Homesickness, too much socializing, or extracurricular activities are common problems at this time, and early intervention is crucial. If you have concerns about an advisee, please contact Yolanda Rome or Carol Cohen; one of us will follow up with the student and connect them with appropriate sources of academic and personal support.

Suggested Agenda

I. Discuss courses, encourage contact with faculty.
   - Make sure that each student is enrolled in four courses, unless the student is on an approved workload reduction. You can see your advisees’ internal academic record in ASK. For the rare student who is enrolled in five courses, ask about the progress in each and about balancing academic work with overall adjustment and engagement in extracurricular activities. Note: If a student passes only three courses in the fall and is not on a reduced course load, the student must pass four in the spring to remain in good standing.

   - Ask your advisees how their courses are going. Do they measure up to their expectations? How is the level of rigor and workload—e.g., does the student feels under or over-challenged? Suggest enrollment changes as necessary and/or consult with our office. If an advisee is having trouble coping with the volume or level of work, with their amount of free time or with a particular issue such as note-taking or reading speed, you might also suggest the following: academic coaching, group tutoring or other forms of academic support. Contact information for these programs is on page 34 of this handbook.

   - New students are often reluctant to talk with their instructors. Encourage them to visit professors’ office hours and give them suggestions about how to engage in those conversations.

   - Discuss grade options (ABC/No Credit or Satisfactory/No Credit) and remind students that changes to grade options may be made through the fourth week of classes. The fall 2019 deadline for grade option changes is Tuesday, October 1, at 5 p.m. The spring 2020 deadline is Wednesday, February 19, at 5 p.m.

CALENDAR OF ADVISING SESSIONS FOR NEW STUDENTS

September 3
8 a.m. Meeting with Meiklejohn peer advisor
9 a.m.
Group meeting of first-year students (including RUE) with advisors, see ASK for details.
(PLME students: 8 a.m. breakfast/group meeting)
9:30 a.m. – 3 p.m.
Individual meeting with advisees. Details will be given at group meeting.
(PLME students: 9:30 a.m. – 5 p.m.)
4 p.m. Opening Convocation
7 – 11:59 p.m.
Online registration for incoming first-year, transfer and RUE students.

September 4
Classes begin for Semester I.
Registration opens at 8 a.m.

September 9 – 20
Second individual meeting with advisees.

September 12
Last day to register for a RISD course without a fee.

September 17
Last day to add a course without a fee.

October 1
Last day to add a course, change from audit to credit or change a grade option.

October 8
Students entering their fifth semester must file concentration declaration.

October 18
Mid-semester deadline. Last day to change from credit to audit in a course.

continued on next page
CALENDAR OF ADVISING SESSIONS
FOR NEW STUDENTS CONTINUED

October 21 – November 1
Third individual meeting with advisees.

November 8 – 12
Preregistration for Semester II.

November 13 – December 3
Registration for Wintersession courses

December 22
Wintersession online courses begin

January 2
Wintersession begins (On-Campus and Destination courses).

January 22
Classes begin for Semester II.

January 23 – February 4
Fourth individual meeting with advisees.

February 4
Last day to add a course without a fee.

February 19
Last day to add a course, change from audit to credit or change a grade option.

March 6
Mid-semester deadline. Last day to change from credit to audit in a course.

April 1
Students entering their fifth semester must file concentration declaration.

March 30-April 10, Monday - Friday
Fifth individual meeting with advisees.

April 16 - 21, Tuesday
Preregistration for Semester I, 2020-21.

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

II. Review registration deadlines and policies related to late add/drops.
September 12, 2019: Last day to register for a RISD course without a fee.
September 17, 2019: Last day to add a course without a fee.
October 1, 2019: Last day to add a course, change a grade option, change from audit to credit.

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.

Third Individual Meeting with Advisees
Course Registration for Semester II
WHEN: October 21-November 1, 2019
WHERE: Your office

Advising tip: Schedule a few extra office hours during the October “advising 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 your students so you can follow up on topics that were raised in earlier meetings and review your notes before students come in to discuss their spring course selection.

Suggested Agenda
I. Review current courses and midterm work.

- Check in with your advisees about how their courses are going, including midterm exams and coursework. Students who are running into unexpected difficulty should do one or several of the following: 1. consult their professors; 2. attend group tutoring or group study sessions; 3. request an academic coach. (See the discussion of academic support services on p. 34.)
If a student is struggling to stay afloat in one or several courses, you might discuss the possibility of dropping down to three courses—bearing in mind that the consequences of completing only three courses in a semester can be significant. (If a first-year student completes only three courses in the fall term, he or she must pass four courses in spring to remain in good standing. Overall, a student has only one chance in the first four semesters of study to pass three courses without being placed on Academic Warning. Bottom line: When feasible, it is ideal to pass four courses in the fall and the spring of the first year.)

If you think an advisee may have special medical, personal or learning circumstances that affect the student’s ability to succeed in full-time coursework, please refer the student to the College, Student and Employee Accessibility Services or Student Support Services. If the circumstances warrant doing so, a workload reduction for one or more semesters may be approved.

Students having the most academic difficulties are sometimes the least willing to discuss them. Often coming from the top of their secondary school classes and communities, most first-year students at Brown have never had academic problems and find the experience unsettling and even shameful. Remind your advisees that difficulty and even failure are common in college, and that many students experience early roadblocks and go on to very successful careers at Brown and beyond.

II. Discuss course selection for Semester II and provide students with alt-PINs to register.

Help your students think about how the current semester might inform their thinking about the next. Which courses are working well and which aren’t? How do the student’s mid- or long-range goals factor into their spring semester choices? While many students feel pressed to enter into concentration- or career-oriented course choices, Semester II is still early in the academic career, so encourage a balance between pursuing a focal area and continuing to explore.

Suggest a visit to Dean’s Open Hours or the Curricular Resource Center (peer advisors) to get a different point of view on course selection and curricular options.

When finished discussing, don’t forget to give the alt-PIN. Giving advisees their registration alt-PINs 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.

Fourth Individual Meeting with Advisees
Early Semester II check-in
WHEN: January 23 - February 4, 2020
WHERE: Your office

Suggested Agenda
I. Review progress in Semester I.
   - Before meeting with your advisees, take a look at how they did during the fall term. You will be able to review your advisees’ grades online in ASK as soon as they are available in early January. In January we’ll communicate with you about any of your advisees who are experiencing academic difficulties.
   - Students who have passed four or three courses in their first semester remain in Good Standing. However, it’s still important to talk with each student about what did or didn’t go well in the first semester, so that they can make adjustments for the second. First-year students must pass seven courses in their first two semesters to remain in 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 30-31 of this handbook for suggestions on how to approach conversations with students in academic difficulty. The Academic Rules and Regulations on pages 28-33 of this handbook summarize the options students have for restoring themselves to good standing. Please refer student to campus resources for help in dealing with problems that impede academic success; see pages 34-38 for academic and personal support services on campus.

It is important to note and tell your students that academic standing notations are internal only.

II. Discuss Semester II courses.
- Compare October pre-registration choices with courses in which the student has actually enrolled; discuss changes and the reasons for them.
- Consider course schedule in light of balance, breadth and class size. Students should have at least one course that is a small-class meeting (first-year seminars are ideal), 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.
- Remember that in qualifying circumstances (medical, personal or learning-related), administrators in the College, Student Support Services or Student and Employee Accessibility Services can approve a reduced course load. Otherwise the normal course load is 4 credits.
- Discuss grade options (ABC/NC or S/NC) and the possibility of requesting Course Performance Reports, especially for courses taken S/NC.

III. Remind students of registration deadlines. Brown:
February 4, 2020:
Last day to add a course without a fee

February 13, 2020:
First day to register for a RISD course

February 20, 2020:
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
Review of year, registration for fall semester
WHEN: April 16-21, 2020
WHERE: Your office

Advising tip: Schedule a few extra office hours during the April "advising 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 your students so you can follow up on topics that were raised in earlier meetings and review your notes before students come in to discuss their fall course selection.

Suggested Agenda
I. Assess academic progress thus far.
- Ask about the student’s experience thus far in Semester II. How did midterms go? Is the student on track to complete at least 7 courses in the first two semesters (unless student has an approved course reduction)?
- Review rules for academic progress on pages 29-31 of this handbook. If a student in academic difficulty is not on an approved workload reduction, discuss the implications of not passing 4 courses in the spring term or 7 courses in the first year (Warning, Serious Warning, Suspension).
- Refer students to the College if they are in danger of being placed on Warning or suspended after Semester II. We will identify sources of support and help the student make plans for making satisfactory academic progress.
II. Refer to 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 34-35 in this handbook for more information about these and other resources.

III. Look to the future.
- Discuss sophomore course selection, especially the fall term, in relation to potential concentrations and other areas of interest. Consider options beyond traditional classroom courses — GISPs, internships, independent study, study abroad — and refer students to the appropriate offices for more information about these opportunities. If students are beginning to think about career prospects, talk with them about the ways in which a Brown education can open up a broad range of career opportunities. Focal Point is a great online resource for this conversation.

- Begin to discuss and make explicit the “core competencies” students are developing as they study broadly across the disciplines and deeply within a selected concentration: reading, public speaking, critical reading, data analysis, problem solving and research. These are skills students are acquiring as part of their coursework, research and other co-curricular opportunities, and they will become the transferable skills students need for pursuing career pathways and connecting their Brown education to life outside the classroom. The College provides students with a variety of programs and opportunities to practice these skills and resources to support the development of them via the Learning Collaborative.

- When you feel confident that your advisees have a solid plan for the fall semester, give them their alt-PIN for registration.

IV. Discuss advising for next year.
- First-year students are asked in April to consider advising preferences for their sophomore year. Most choose to remain with their current advisor, but some decide they would rather have an advisor in a field more closely related to their emerging academic interests. You can help students think about their academic interests and the advisor(s) who would be most helpful in guiding those interests in the coming year.

- Remind students of additional advising resources for sophomores: Randall advisors, MAPS peer mentors, concentration advisors and academic deans.

V. Discuss summer school options.
- Students on academic Warning and Serious Warning should be advised to consider taking a summer course, either here or at a qualifying institution, which will improve their academic standing. For more information about Summer Session at Brown, go to brown.edu/academics/summer-session. For courses taken away from Brown, students will need to seek approval from the College.

- Students may count up to four summer courses toward the 30 course 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. While some sophomores are eager to focus on their intended concentration, others may have difficulty identifying an academic focus and feel anxious about their future. This wide range of experiences makes sophomore advising a delicate balance between reaching in and sitting back. Your role as an advisor is to guide students along their path, probing into whether they have thought about different opportunities available to enhance their education.

Because the sophomore year is a pivotal one, sophomores are required to meet with an advisor during pre-registration periods for their fourth and fifth 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 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.

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

Students are required to complete the concentration declaration process electronically in ASK in their fourth term, before pre-registration opens for the fifth term. As a sophomore advisor, you can encourage students to begin the process early in the fourth semester, rather than waiting until the last minute. You might want to peruse Focal Point with your advisees, or offer to read a draft of their essays.

Randall advisors and deans in the College complement the efforts of sophomore advisors, and students can access them in office hours. Students also can opt in to the Matched Advising Program for Sophomores (MAPS), which pairs second-year students with junior and senior mentors for one-on-one and group-advising support related to concentration declaration, research opportunities, internships, academics and other sophomore concerns.

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 lives. 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 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 Departmental Undergraduate Group (DUG) is a group of concentrators that meets regularly and plans programming in tandem with the faculty and department administrative manager, with the goal of creating 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.

After students have explored the concentrations they are interested in, you may want to offer to look at the concentration declaration form with them, available 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.

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 do so after a primary concentration has been approved. The deadline for having a second concentration approved in ASK is the end of a student’s seventh semester.
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, or 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 College, which includes pages or special sites.

CURRICULAR RESOURCE CENTER
brown.edu/go/crc

Independent Study and Independent Concentration

Brown places a high value on independent learning experiences for undergraduates. Brown alums 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 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.

Independent Concentrations

Although Brown offers more than 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.

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 it supports 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.

**FELLOWSHIPS AND UTRA**

brown.edu/academics/college/fellowships/utra

**Study Abroad and Home Country Study Away**

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, Page-Robinson Hall) to make an appointment with an OIP staff member or to speak with students who have returned from studying in another country.

**OFFICE OF INTERNATIONAL PROGRAMS**

brown.edu/oip

**THE COLLEGE**

brown.edu/go/study-away

U.S. students have the option to study away for one or more semesters at another U.S. college or university. International students may apply to study at a university in their home country. The rules governing transfer credit for Home Country Study Away are fairly complicated so students considering this option must consult with the College and the appropriate academic departments to obtain pre-approval for their study away plans.

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**CALENDAR OF ADVISING SESSIONS FOR SOPHOMORE STUDENTS**

- **September 4**
  Classes begin for Semester I.

- **September 9 - 20**
  Individual meeting with advisees.

- **September 17**
  Last day to add a course without a fee.

- **October 1**
  Last day to add a course, change from audit to credit or change a grade option.

- **October 8**
  Students entering their fifth semester must file concentration declaration.

- **October 18**
  Mid-semester deadline. Last day to change from credit to audit in a course.

- **October 23**
  Concentration Fair in Sayles Auditorium 7-8:30 p.m.

- **October 21 - November 1**
  Third individual meeting with advisors.

- **November 8 – 12**
  Preregistration for Semester II.

*continued on next page*
Engaged Scholarship Program

The Engaged Scholars Program (ESP) enables students who are passionate about communities and the challenges they face to design courses of study and action as part of their concentration requirements. Through guided coursework, advising and hands-on experience working with community partners, students in ESP are able to contextualize abstract theories, challenge assumptions and develop skills that prepare them for lives of effective action. Students who complete the program receive an academic transcript designation as Engaged Scholars.

CareerLAB, Internships and BrownConnect

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. Students can make individual appointments, come to open hours or attend workshops.

The University’s BrownConnect initiative links students to the Brown community for career success. 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.

Calendar of Advising Sessions for Sophomore Students Continued

January 22
Classes begin for Semester II.

January 23 – February 4
Fourth individual meeting with advisors.

February 4
Last day to add a course without a fee.

February 19
Last day to add a course, change from audit to credit or change a grade option.

March 6
Mid-semester deadline. Last day to change from credit to audit in a course.

April 1
Students entering their fifth semester must file concentration declaration.

April 15 - 21, Tuesday
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: First/second week of classes, Semester I*
WHERE: Your office

Suggested Agenda
I. Overview
Get reacquainted, review how the first year went, identify central issues/concerns/goals for the coming year. Self-assessment questions can be a good place to start in this advising conversation: What did you learn about yourself during your first year and how does that shape what you want for your second year? What have emerged as your primary interests and goals, as opposed to when you first arrived? Who has been most helpful to you in an advising or mentoring capacity? Encourage students to re-establish contact with any faculty members and administrators who made a difference to them in their first year.

II. Course selection and academic plans
Review student’s first-year courses and help them assess how they’re doing with the balance between breadth and focus. Which areas of the curriculum have they explored or avoided exploring? What are their primary areas of interest and potential concentration directions, and how do those relate to their tentative course selections? If important to the student, you could also discuss how course and concentration decisions relate to aspirations for life after Brown.

III. The Writing Requirement
Any sophomores who did not take an approved writing course in their first year must take one in the fall or spring term this year. Students may choose from courses in English, comparative literature or literary arts, or take one of the hundreds of courses Writing Designated Students who have not met this requirement by the end of their fourth term receive a writing check.

If one of your advisees has received a writing check (a check beside a course in which the instructor has found the student’s writing to be insufficient), that means the student is required to work on writing in the following term. Students who receive checks are referred to the Writing Center and Writing Fellows.

* Be aware that students may contact you for their alt-PIN before classes begin, if they didn’t hold onto it following April pre-registration. It is okay to provide the alt-PIN via email as long as they are only making minor changes.
Program, which will assess their writing abilities and help them work out a program to fulfill the requirement. This could entail taking an English course, enrolling in a course with a writing fellow attached to it or working with a writing associate at the Writing Center. If you yourself have concerns about any of your students’ written communication skills, please reach out to the director of the Writing Center.

IV. Co-curricular possibilities
Is your advisee interested in study abroad? Undergraduate research or fellowships? An internship? Leave-taking? If students express interest in one or more of these options, refer them to the appropriate office or dean.

V. Academic Standing (Good Standing, Warning and Serious Warning)
If you have an advisee who was placed on Academic Warning (one course down) or Serious Warning (two courses down) for the fall semester, it is important to discuss the circumstances that led to that status and help set a realistic plan for returning to Good Standing. Note that academic standing notations are internal only. Consult “Advisees on Warning and Serious Warning” on pages 30-31 of this handbook for suggestions on how to have this conversation. The Academic Rules and Regulations on pages 28-33 provide detailed information about academic progress rules, but feel free to consult with an academic dean if you would like to discuss any aspect of the rules.

VI. Provide the alt-PIN (if your advisee didn’t keep it from pre-registration in April).
Your advisees’ alt-PINs and transcripts are available on your advising page in ASK (ask.brown.edu).

Suggested Agenda
I. Current semester
How are your classes going? Do you find them engaging/interesting? How is the workload? Help student determine if their courses are moving them in the right direction and trouble-shoot specific issues that might require additional support or resources.

II. Course selection for spring semester and concentration possibilities
As students register for Semester IV courses, they should be focusing in on potential concentrations and planning to take two to three courses in areas of interest. Recommend that they utilize Focal Point (Brown’s concentration website), meet with concentration advisors and/or contact DUG leaders to help them clarify their direction, and remind them of the Concentration Fair in late October.

Students who have already chosen a concentration should be encouraged to check in with the concentration advisor(s) in their area(s) to make sure they’re on the right track.

III. The Writing Requirement
If your advisees have not already done so, they must take an approved course in the spring term. Students may choose from courses in English, comparative literature or literary arts, or take one of the hundreds of courses across the curriculum marked Writing Designated Students who have not met this requirement by the end of their fourth term receive a writing check.

IV. Provide the alt-PIN!
Because your advisees are registering for a new semester, they will need a new alt-PIN. Alt-PINs and transcripts are available on your advising page in ASK (ask.brown.edu).

Third Meeting with Sophomore Advisees
WHEN: First/second week of classes in Semester II
WHERE: Your office
Suggested Agenda

I. Take stock and review course selection.

*Review how the student did 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 the intended academic path and help make adjustments as needed.

II. Academic Warning or Serious Warning

If an advisee has been placed on *Academic Warning* or *Serious Warning* for the spring semester, it is imperative to discuss why the student is struggling and help 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 the support they need to make changes that will help them succeed.

Consult “Advisees on Warning and Serious Warning” on pages 30-31 of this handbook for suggestions on how to have this conversation. The Academic Rules and Regulations on pages 28-33 of this handbook provide detailed information about academic progress rules, but feel free to consult an academic dean if you would like to discuss any aspect of the rules.

III. The Writing Requirement

Remind any advisees who have not yet taken an *approved writing course* that they must do so THIS term. Students may choose from courses in English, comparative literature or literary arts, or take 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. Concentration choice and deadline

Encourage your advisees to look at the *concentration declaration interface in ASK* and to *meet with concentration advisors* before drafting their declarations. Advisors’ names can be found on Focal Point or on individual concentration websites. Offer to read a draft of the concentration essay before the student meets with his or her future concentration advisor.

Concentration declarations are due in ASK by April 1, 2020. For some of the larger concentrations, such as biology, computer science, 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.

V. Relationships with faculty

Who among the faculty can your advisees approach for a letter of recommendation? If students are unable to identify a single faculty member whom they know well enough to request a letter, consider this a red flag. *You may advise students about how to build relationships with faculty;* you can also refer students to an academic dean, who can have a more extended conversation with them about how to take charge of this aspect of their academic experience at Brown.

VI. What else?

Other than declaring a concentration, are there decisions your advisees need to make before the end of this semester? What are their plans for the coming summer and/or for the next academic year? Help them think about concrete steps they should take, including connecting with colleagues in other offices on campus.

Additional Meetings

You may wish to meet with your advisees at other times, such as the advising period leading up to spring pre-registration. Students should also consult with concentration advisors in their intended fields of concentration. After they have filed a declaration of concentration, students ought to primarily seek advice from their concentration advisor, who at that point becomes their advisor of record. If you are willing, you can encourage your advisees to stay in touch with you as well. Such check-ins provide important continuity for students, and it can also be very gratifying for advisors to watch their advisees grow and develop in their final two years at Brown.
ACADEMIC RULES AND REGULATIONS

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 formally 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 in semesters five to seven. 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 Writing Designated Course in the bulletin. 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. 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. 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.
The chart above shows the number of courses students must pass each semester in order to stay in good academic standing.

<table>
<thead>
<tr>
<th>Years and Semesters of Study at Brown</th>
<th>Good Standing</th>
<th>Warning</th>
<th>Serious Warning</th>
<th>Suspension</th>
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<tbody>
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<tr>
<td>I</td>
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<tr>
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<td>10</td>
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<td>IV</td>
<td>15</td>
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<td>12</td>
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<tr>
<td>Third Year at Brown</td>
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<td>18</td>
<td>17</td>
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<td>VI</td>
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<tr>
<td>Fourth Year at Brown</td>
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<tr>
<td>VII</td>
<td>26</td>
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<td>VIII</td>
<td>30</td>
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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.

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, may discover that they lack the background and/or motivation to cope with the 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.

Dropping a course while on warning or serious warning
All students on warning or serious warning will be blocked from dropping any courses in the last three weeks of the term. To remove this block, students will be required to meet with an academic dean.

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 summer session but will pay RISD directly upon registration. 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 visit the Registrar’s office webpage for instructions on how to register.

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.

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 four course credits to seek a waiver of one semester of required enrollment, as long as they have already completed four 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.

Transfer credit policies
College courses completed before a student matriculated to Brown fall under one set of requirements. Transfer credits for courses taken after a student has matriculated to Brown are governed by a different set of rules. With the appropriate approvals, transfer credits may count toward degree requirements.

Pre-college programs and course placement
Many students complete courses and programs during their high school years that may place them out of introductory courses at Brown. These include:

- Advanced Placement (AP) exams (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 was still in high school
- Courses taken in the Brown Summer Session before entering Brown as a first-year student
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 credits as course prerequisites should consult with the instructor of the Brown course they wish to take. Instructors may issue a course override in these cases.

Not all of these experiences may qualify for course credit and/or reduce the number of semesters of enrollment required for graduation.

**AP exam results** must be on file at Brown before they can be used for placement or as course prerequisites. In the summer, students will get more detailed, personal information about their own scores, as well as the opportunity to accept or decline the transcript notations of AP credit.

A full list of AP exams recognized by Brown are found at: brown.edu/go/ap

**International diplomas and certificates** most commonly earned by our students are International Baccalaureate or A-Levels. Qualifying exam results in certain subjects may be eligible for both course credit and enrollment credit; these also may be used to petition for a semester of advanced standing during the sophomore or junior year. Brown will not process transfer credits or advanced standing for these exams prior to sophomore year. Brown does not grant course credit for AS-Levels or O-Levels, or AO-Levels.

Enrollment requirement

A Brown education implies eight full semesters of college experience. For this reason, Brown students must complete an equivalent of eight semesters of academic study as measured in 32 enrollment units in order to graduate. Students may earn credit toward this requirement by completing a full semester of study at Brown or at an approved college or university in the United States or abroad. Various international certification programs may also be applied to the enrollment requirement. For students who enroll as first-year students at Brown and who complete 30 or more credits in eight semesters at Brown, fulfilling the enrollment requirement is straightforward. Students earn one semester of enrollment credit for each full-time semester they are at Brown. If students do anything other than take eight sequential full-time semesters at Brown, fulfilling the enrollment requirement can get complicated and should be discussed with an academic dean.

[view fulllist of Aptests](brown.edu/go/ap)
ACADEMIC SKILLS DEVELOPMENT AND SUPPORT SERVICES

ACADEMIC SUPPORT SERVICES AND TUTORING

All students have free access to academic coaches, academic workshops and tutoring in select courses. Students can sign up for this by going to their ASK.brown.edu account.

brown.edu/academics/college/support

Curricular Resource Center

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 9 a.m. – 5 p.m., email: crc@brown.edu, or visit our website.

CURRICULAR RESOURCE CENTER
brown.edu/go/crc

Libraries and Content Librarians

Brown’s library collections furnish a blend of traditional and digital content, covering some 80 subject areas as well as innumerable interdisciplinary fields. The library’s collection of more than six million physical items is complemented by licensed electronic holdings including nearly two million e-books, over 111,000 electronic scholarly journals and more than 300 licensed databases. Brown students also have direct access to collections owned by RISD, the other Ivy libraries and most other U.S. libraries via our easyBorrow service.

https://library.brown.edu/

Science and Math

Math Resource Center
151 Thayer St.

Brown’s Math Resource Center offers assistance to students in introductory mathematics courses (MATH 0050, 0060, 0070, 0090, 0100, 0170, 0180, 0190, 0200, 0520 and APMA 0330 and 0340). Staffed by graduate and undergraduate math students, the center is open Monday-Thursday from 8 to 10 p.m.

MATH RESOURCE CENTER
brown.edu/academics/math/math-resource-center

Science Center

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. At the Center students will discover comradeship among their peers, as well as, a space to study collaboratively or individually.
Writing

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

The Writing Center is located on the fifth floor of the Sciences Library and is open Sunday-Thursday from 3-9 p.m. By visiting our website, students can use an online scheduling application to request appointments to work one-on-one with experienced academic writers. They 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.

SUPPORT FOR WELLNESS AND SUPPORTING STUDENTS IN DISTRESS

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 College, 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 is provided below.

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.

Student Support Services

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

Student and Employee Accessibility Services (SEAS)

SEAS coordinates services and accommodations for students with physical (including medical conditions and temporary injuries), psychological, sensory or learning disabilities. Students with disabilities who believe they may need services or accommodations are encouraged to contact SEAS.
Office of the Chaplains and Religious Life (OCRL)
OCRL leads Brown’s work in religious diversity and strives to enhance religious literacy within the University community. OCRL supports more than 18 traditions, including the Brown-RISD Catholic Community, Brown-RISD Hillel, Brown Muslim Students’ Association, Protestant groups (i.e., ecumenical, multiple evangelical, Pentecostal, African American and Episcopal), Quaker, Christian Scientist, Orthodox Christian, Unitarian, Baha’i, Hindu, Buddhist, yoga and mindfulness, queer faith and contemplative practices.

Brown Center for Students of Color (BCSC)
BCSC serves as a gathering place for communities of color. Students are encouraged to build meaningful relationships across difference, develop racial and ethnic consciousness and enact change at Brown and beyond. The BCSC advances the University’s mission of educating and preparing students to discharge the offices of life with usefulness and reputation by empowering students of color, cultivating leadership, facilitating critical reflection, fostering informed action and promoting social justice.

Undocumented, First-Generation College, and Low-Income Student Center
The First-Generation College and Low-Income Student Center (FLi Center), is a communal support space for undocumented, low-income and/or first-generation college students at Brown. The center offers programming for community building, individual and group advising and opportunities to engage in advocacy. There is no specific level of family income that determines whether or not a student may take advantage of the community and programs of the FLi Center.

Global Brown Center for International Students
Support for international students is available through Global Brown, a network of several offices that works to coordinate the broad range of community and support services. Students studying on a visa will work with the Office of International Student and Scholar Services (OISSS), which handles all matters related to immigration and student visa concerns. The International Student Experience Center provides support for students who self-identify as international students regardless of visa status, through ongoing programmatic efforts including the International Mentoring Program and International Orientation, trips and community-building initiatives.
LGBTQ Center
Brown’s LGBTQ Center provides a comprehensive range of education, information and advocacy services for lesbian, gay, bisexual, trans, queer and questioning students. The LGBTQ Center works closely with other identity-based centers on campus to counsel individual students about their aspirations and concerns, advise student leaders and help organize programming. The LGBTQ Center staff also advises various LGBTQ+ student groups including the Queer Alliance (QA), an undergraduate group of LGBTQ+ students and allies that serves as a hub of LGBTQ+ organizing on campus.

LGBTQ CENTER
brown.edu/lgbtq
lgbtq@brown.edu
401-863-3062

Sarah Doyle Center for Women and Gender
The Sarah Doyle Women’s Center provides a dynamic environment for exploring issues of gender, including the intersections of gender with race, ethnicity, economic class, sexuality, gender identity, dis/ability, age and geography. All members of the Brown community are welcome to visit the center and to make use of its resources. The center provides meeting spaces, an art gallery and a library, and also maintains contact information for the gender and sexuality organizations at Brown and in the Providence area.

SARAH DOYLE CENTER
brown.edu/sdwc
401-863-2189

Office of Military-Affiliated Students
The office provides advice, advocacy, information and support for students who have served, are serving or are interested in serving in the U.S. military, as well as offering support to student veterans of other nations. Brown students may participate in ROTC for the U.S. Army, Navy, Marine Corps and Air Force. Programs are offered through partnerships with nearby host universities; transportation is provided.

OFFICE OF MILITARY-AFFILIATED STUDENTS
brown.edu/veterans
brown.edu/go/rotc
401-863-ROTC

The Office of Student Conduct and Community Standards
The Office of Student Conduct and Community Standards investigates and adjudicates alleged violations of the Code of Student Conduct. Students who have been harmed or who have witnessed harm are encouraged to report these incidents and speak with deans.

STUDENT CONDUCT AND COMMUNITY STANDARDS
brown.edu/go/student-conduct
401-863-3145
STUDENT HEALTH

Health Services
Health Services provides confidential urgent and primary medical care including sexual health and counseling to all Brown students. Students may make appointments with providers including physicians, nurse practitioners, physician assistants, nutritionists and nurses; same-day appointments are available if students call ahead. For students with chronic medical conditions, providers can help with transition and coordinating care while on campus. Students can talk to a nurse for medical advice 24 hours a day.

HEALTH SERVICES
brown.edu/health

BWell
BWell provides strong, effective and culturally relevant health promotion services. Its work is both proactive and responsive to the health needs of students in an effort to provide holistic care. BWell provides both individual and community education and support on a variety of wellness needs, including topics of alcohol and other drugs, sexual health and sexual violence, as well as stress and anxiety management, sleep and general self-care.

BWELL HEALTH PROMOTION
brown.edu/bwell

Counseling and Psychological Services (CAPS)
Counseling and Psychological Services is a safe and confidential place for students to talk. CAPS provides short-term psychotherapy, crisis intervention and limited medication management. The department also offers a variety of workshops, support groups and presentations on mental health issues throughout the year. For students requiring ongoing treatment, CAPS will provide individualized referrals to therapists in the Providence area. Clinical staff members are on call at night and during weekends.

CAPS
brown.edu/caps
# STUDENT SAFETY OR CONDUCT CONCERNS

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<th>Nature of Concern</th>
<th>Contact Office</th>
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<td>General concerns about Brown community member</td>
<td>Student Support Services</td>
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<td>Psychological support needed</td>
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## After Hours Contact Information

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