

Academic Advisor Handbook

2011–2012



BROWN

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

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

A liberal education implies breadth and depth: basic knowledge in a range of disciplines, focused by more concentrated work in one. These goals are common to all liberal arts institutions, but at Brown they have a special context. Our open curriculum ensures students great freedom in directing the course of their education, but it also expects them to remain open—to people, ideas, and experiences that may be entirely new.

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

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

- Take an interest in your students' academic preferences. Listen to their plans, ask questions, and suggest issues they should consider as they chart their paths.
- Read the CCC statement "Liberal Learning at Brown," accompanying this handbook, to engage your students in more thoughtful dialogue about the purposes of a liberal education, and how they can best develop their intellectual capacities during their four years at Brown.

- Ask pointed questions about your advisees' course selection. Probe for reasons why a student may have decided not to take a course. Keep records about your advisees in order to carry on a sustained conversation with them throughout the year.
- Be available to your students, particularly during the September, October, January, and April registration periods. Set aside additional office hours during the October and April pre-registration periods. Let students know the best way to reach you—by phone, by email, or by making an appointment with your departmental support staff.
- Encourage students to develop their network of support. Refer them to faculty and staff who can answer the questions you cannot answer. Remind students that even the best advisors don't have all the answers. Encourage them to contact concentration advisors, deans, Faculty Advising Fellows, Randall advisors, the Curricular Resource Center, and other sources of support as they put their plans together.

Advising in the First Year

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

Advising in the Second Year

At the end of their first year, students are asked to confirm a sophomore advisor. We encourage them to stay with their first-year advisors so that they can benefit from the continuity of a two-year advising relationship. Most do this, although some students choose a different faculty member or administrator for their sophomore year. The efforts of sophomore advisors are augmented by Randall advisors and sophomore

deans in the Dean of the College office. These advising resources constitute the foundation of “sophomore advising” at Brown and help students navigate the critical second year.

Your Advisees’ Responsibilities

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

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

Sophomores are, of course, more experienced and so their responsibilities in an advising relationship are

different. Sophomores are expected to maintain and build on the network of faculty they developed in their first year of study. Advisors can assist first-semester sophomores in two ways: first, by encouraging them to make intellectual connections between their first-year and second-year courses; and, second, by challenging them to develop personal connections to other advisors on campus. 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 in the first few weeks of the semester. As you well know, faculty members appreciate students who take this kind of initiative. Your advisees will also have an easier time approaching a faculty member for a letter of recommendation later in their careers, if they have stayed in touch along the way.

Your Meiklejohn’s Responsibilities

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

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

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

Why Meiklejohn?

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

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

Special Cohorts of Advisors

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

Advising Central

The third floor of J. Walter Wilson has become a hub of important advising and academic support resources. Advising Central houses the Randall advisors, academic deans, and the Faculty Advising Fellows Program. Randalls and deans hold drop-in hours on a daily basis, and the office also sponsors programs such as Coffee and Careers and Take a Professor to Lunch. The Academic Support Office and a satellite office of Student and Employee Accessibility Services (formerly known as DSS) are conveniently located across the hall. For a calendar of Advising Central events and open hours schedules, visit http://brown.edu/College/advising_central/.

FIRST-YEAR PROGRAMS

Curricular Advising Program (CAP)

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

University-Community Academic Advising Program (UCAAP)

The UCAAP Program brings together small groups of first-year students and academic advisors who want their academic work to connect with service in the community. UCAAP participants explore pressing social or political issues, are actively involved in public service, and reflect on the connections between their academic work and the world beyond Brown. The program starts a few days before Orientation, when UCAAP students and academic advisors participate in the Institute on Service and Community. Once the semester is underway, UCAAP students meet monthly for lectures, con-

ferences, dinners, and site visits to learn about service opportunities and to discuss dimensions of community work. For more information, contact Alan Flam, the UCAAP program director, at x3-3638.

Peer Advising Programs

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

SECOND-YEAR PROGRAMS

Randall Advisors

Randall advisors are a committed group of faculty members who listen, consult, and make suggestions and referrals regarding academic concerns of sophomore students. Each Randall advisor has a cohort of sophomore advisees; Randalls are also available in open hours (and by appointment) to any sophomore, regardless of field of interest. Sophomore advisors may call on the Randalls to supplement their own advising efforts. If a student wants or needs a different perspective, or has an interest in a field of study represented by one of the Randalls, encourage him or her to see a Randall advisor. The Randall office is located in Advising Central. For a full list of Randall advisors, visit <http://www.brown.edu/college/advising/randall.php>.

Sophomore Deans

All academic deans are happy to work with sophomores, but several people in the Office of the Dean of the College have special responsibilities in this area. Before pre-registration period, these deans and directors hold special open hours for sophomores. They can also serve as a useful resource to you if you have concerns about your sophomore students. Their names are in the following list:

Carol Cohen, <i>Associate Dean of the College</i>	x3-2676
Ann Gaylin, <i>Associate Dean of the College</i>	x3-2315
Stephen Lassonde, <i>Deputy Dean of the College</i>	x3-6244
Yolanda Rome, <i>Director of Academic Support and Co-Curricular Advising</i>	x3-6911
David Targan, <i>Associate Dean of the College</i>	x3-2314

For more about sophomore advising, see pages 24–30.

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 run out of Advising Central and 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 the Office of the Dean of the College, located on the second and third floors of University Hall. An academic dean can also be found weekday afternoons at Advising Central, on the third floor of J. Walter Wilson. Students may also make appointments with individual deans according to their academic interests. If you have a question about first-year or sophomore advising, feel free to contact Dean Ann Gaylin or Dean Carol Cohen.

If you have concerns about a student's health or well being, or if you know one of your advisees is having an issue with a roommate, or with housing in general, you should call the Office of Student Life (x3-3800).

Advising Fundamentals

Advisor Orientation Sessions

We offer three orientation sessions to help you prepare for your first advising meeting; an additional 30-minute session is available for new advisors. See the calendar at the back, and the letter accompanying this handbook, for more specific information about dates and times. If you have not received information about a session and would like to attend one, please contact Linda Sutherland (x3-2315).

Associate Deans Ann Gaylin and Carol Cohen lead these sessions, along with selected faculty and staff. You will be able to ask questions, share advising tips with other faculty, and review new advisees' folders.

If you cannot attend an Advisor Orientation Session, you can pick up your advisees' folders in University Hall prior to your first advising meeting. Please contact Linda Sutherland at x3-2315 or Linda_Sutherland@brown.edu if you need to do so.

Advising Tools

Advisors are provided with a number of advising tools to help them in their conversations with advisees. Some of these tools, such as student folders and alt-PINs (described below), will be important in every advising meeting. Other tools are designed to enhance your ability to access other kinds of information. We encourage you to experiment with all of these sources of information until you find the combination that works best for you.

Student Folders

As mentioned above, you will receive paper folders containing information about your advisees at the orientation sessions before the start of classes. The folders contain admission essays, high school transcripts, and other relevant information.

ASK: Brown's Electronic Advising Tool

ASK (short for Advising Sidekick) is an electronic advising tool that allows you to access a different kind of student information. Advisors can view online their advisees' course preferences, advisees' alt-PINs, and the letters students wrote to their advisors over the summer. As your advisees progress, you will be able to read examples of work they have uploaded. Sophomores also now declare their concentrations online through ASK. Visit <http://apps.college.brown.edu/ASK> to access the advising tool. You can also find ASK by going to the Dean of the College homepage and clicking on the "ASK" icon on the right side of the page.

Focal Point

Students can use Focal Point, our newest interactive web tool, to explore the many intellectual paths they can take at Brown. The site helps students investigate specific concentrations and explore how their personal interests might take academic shape. Visit <http://brown.edu/Administration/focal-point/> to access Focal Point. You can also find it on the Dean of the College website or, in the A-Z on the Brown homepage.

Course Browsing and Selection

Course Announcement Bulletin (CAB)

The CAB is a comprehensive printed listing of course offerings for the academic year 2011-2012. While it cannot remain as current as the on-line course registration system, it provides advisors with a highly useful hands-on tool for reviewing course options with their advisees. First-year students do not receive copies of the CAB, but they can download a copy from the Registrar's Office website: http://www.brown.edu/Administration/Registrar/CAB_Final_2011-2012.pdf. You should have received a copy of the CAB last spring. If you need another copy, please contact the Registrar's Office. Although students will no longer receive printed copies of the CAB, faculty and advisors will continue to do so.

Banner (www.brown.edu/banner)

Banner, Brown's online system for course registration and student information, contains a database of all courses offered at Brown as well as complete class schedule information by semester. See below for more information on Banner as a registration tool, and your role in the registration process.

Course Registration

Banner (<http://selfservice.brown.edu>)

All students use Banner to register for their courses. First-year and sophomore advisors thus need to familiarize themselves with Banner in order to advise students effectively. The following section of this handbook provides essential information to help you get situated with this online registration tool.

To locate your list of advisees online, go to <http://selfservice.brown.edu>. This will open the program. From there, click on the prompt, "Enter secure area," and log in to reach the main menu. Choose "Faculty and Advisors," and, on the bottom of the next page, click on the prompt to "display advisee list." This advisee list includes several important features, including photographs of your advisees, their transcripts, and their alternate PINs. (See below.)

Alternate PIN (alt-PIN)

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

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

Because new PINs are assigned for each registration cycle, you will have to meet with your students to tell them their new PIN number during October pre-registration, and again during April pre-registration. Make sure to block out time in your schedule to do this.

Finding Courses in Banner

The best place to browse Brown's fall semester course offerings is in Banner's Course Search section, which you can access at <http://selfservice.brown.edu>.

- Once you login, select "Faculty and Advisors"
- Then select "Brown Course Search."
- Under "Term," click on the arrow to the right, choose "Fall 2011," and click search.

On the page you will see selection options you can use to narrow your search for courses. Choose "Advanced Search" to search by meeting time, course description, or special curricular program, such as Diversity Perspectives, First-Year Seminars, Liberal Learning, or Writing-Designated Courses.

Clicking on a specific course allows you to view detailed information about the course, including instructor, course description, number of seats available, exam information, etc. The "Click for Books" button at the bottom of the screen allows you to view the books for the course, if the instructor has submitted that information to the Bookstore.

The student version of Course Search, the Brown Course Scheduler, has the same features, but it also allows students to register for courses that they have placed in their "cart."

Locating Courses Offered by an Academic Department

- Click on an academic department.
- Click “search.”

All courses offered in the fall by the academic department you selected will be displayed. If you click on the title of a course, you'll see more information about the course, including restrictions on enrollment, the number of students enrolled, and final exam information. You can browse various academic departments' courses this way to help students identify courses of interest to them.

Key Terms in the Banner Class Schedule

Primary meeting: The main section of a course.

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

Common meeting: Some courses in engineering and chemistry have a common meeting of several Primary Meetings or sections.

Lab, filming/screening: Other types of class meetings.

CRN: Course Reference Number, a unique identifier for each course listed in the schedule of classes. It is usually a 5-digit number immediately after the course title. In the example below, 12226 is the CRN for the course.

EXAMPLE:

SAPPHO: POET AND LEGEND-12226-CLAS 0210K-SOI

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.
- Students should **aim for balance**. Advise them to seek a proper balance between science and non-science courses, large lecture courses and seminars, and courses that meet on M/W/F versus T/TH. Heavy reading courses should be balanced with other offerings.
- It is usually advisable for students to take at least **one small class** in any given semester. Brown's First-Year Seminar Program was designed to meet this need for first-year students. Students are placed in the seminars by lottery in the summer prior to matriculation. Encourage your advisees who have been placed in an FYS to keep it on their schedule; it is one of the best ways to get to know a Brown faculty member in a curricular setting. Some FYSS have openings in the fall; the advisor packet you receive with your advisees' files includes a list of those seminars. Encourage students to shop any seminars of interest to them.
- **Aim for breadth**. Urge students to explore the various areas of the curriculum: humanities, sciences, social sciences, and multi-disciplinary courses. Students should be encouraged to study outside of their comfort zone, including courses that challenge traditional perspectives or approaches. They can experiment with less risk by taking courses S/NC or by *auditing* or *vagabonding*.

- Help students identify **common threads** in the courses they've been taking. Students who enjoy a particular area of study should be encouraged to explore different aspects of that subject, perhaps in other disciplines. For example, a student who enjoys an eighteenth-century art course might benefit from continued study of the same period in music, politics, or literature. It is important for first-year students to make sure that at least two of their eight courses relate to each other in some way, so that they may begin to discover which areas of the curriculum they find most attractive.
- Encourage your advisees to **improve their writing**, regardless of their level. See if they are interested in an English Department writing-intensive course, or in a course outside of the English Department that requires a significant amount of writing. Remember, too, that we offer courses with Writing Fellows; the list of fall 2011 courses is included in ASK. Finally, encourage students to take advantage of services offered at the Writing Center, located in J. Walter Wilson. For more information on writing courses, including writing-designated courses in fields from across the curriculum, visit http://www.brown.edu/college/curriculum/writing_courses.php. (See page 38 for more information.)
- Encourage your advisees to **study a language**, either by continuing a language begun in secondary school or by beginning a new language. Course and placement information for all languages taught at Brown can be found on the Center for Language Studies website at <http://www.brown.edu/Departments/CLS/languages/index.html>.
- 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 (biological sciences, humanities, physical sciences, and social sciences). Many students—and their parents—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. A good tool to help students explore concentrations is Focal Point. (See page 9 for more information.)
- A handful of concentrations *do* require **early commitment**: Sc.B. degrees in general, and engineering degrees in particular, require special planning. For this reason, students who indicated an interest in engineering have been paired with advisors in the engineering department. Students planning to pursue Sc.B. degrees should consult with an advisor in the appropriate department.
- Students interested in concentrations in the sciences, including the social sciences, should consider a **mathematics course**. Most sciences require at least two semesters of calculus (e.g., through Math 0100, 0170 or 0190). Over the summer, incoming students were prompted to fill out an on-line questionnaire about their math background. Advisees who completed the questionnaire received information about suggested math placement for the fall. The Mathematics Department's calculus placement web site at <http://www.math.brown.edu/~res/DUS/Placement/> also has comprehensive information on how to determine appropriate math placement for a student.

- Students interested in pursuing a **pre-medical sequence** should consult the booklet published by the Office of Pre-Professional Advising (available through the Dean of the College web site at www.brown.edu/college) to determine which pre-med courses they will take in the first and second years.
- Advise students about the **grade option** for each course. The founders of Brown's open curriculum implemented the S/NC option to encourage students to take academic risks, particularly in curricular areas they would otherwise avoid if concern about earning an "A" is paramount. Experience has shown that taking one course each semester under the S/NC option has no discernible effect on admission to graduate or professional programs. See page 32 for a more extended discussion of advising students about grade options.
- Advise students to check for **final exam conflicts** when designing a semester schedule. Students should speak to a dean immediately if they wish to take courses with exam conflicts. Students should also be aware that they will not be excused from taking final exams at scheduled times because of travel plans or other commitments.

Dining with Your Advisees

Sitting down to a meal is a powerful way to cement social and academic bonds among members of your advising group. Despite budgetary restrictions, the Dean of the College office is committed to reimbursing first- and second-year advisors for one meal per academic year with their advisees. Advisors may choose from the following dining options:

- *Lunch at the Faculty Club.* Call the Faculty Club at x3-3023 for a reservation and be sure to mention you are with the First-Year and Sophomore Advising Program. The Faculty Club has set up a special account and menu for this program. The Office of the Dean of the College takes care of the bill; there is no need to submit a receipt. Please note that you can take your advisees to only one Faculty Club meal per year.
- *Lunch at a local restaurant.* The Office of the Dean of the College will reimburse your expenses at a rate of \$10.00 per person (including advisor, Meiklejohn(s), and advisees). Meiklejohns are not allowed to host meals without the advisor being present. Please note that you can treat your advisees to one meal per academic year. If you would prefer to meet with advisees each semester, we encourage you to consider meeting over coffee or tea. Be sure to save your receipts and submit them, along with the Advisor Meal Form, to Linda Sutherland, Box 1828.
- *A meal at your home.* Following the budget guidelines above, invite your students to your home. Please send receipts for food purchased, along with the Advisor Meal Form, to Linda Sutherland, Box 1828.

You can download the Advisor Meal Form at <http://brown.edu/College/faculty/meals.php>. Please note that under no circumstances will the Dean of the College office reimburse advisors for the purchase of alcoholic beverages.

First-Year Advising

Preparing for First-Year Advising Meetings

Remember to

- Confirm the place and time of your first advisee group meeting in the first-year student meeting location flyer in your packet.
- Read advisee files. Review the First-Year Student Profile sheets for demographic information and test scores. Skim their admission essays to get a sense of who they are and why they wanted to come to Brown.
- Read the letter each of your advisees wrote to you. Copies of the letters are included in each student's file. They are also available online at <http://apps.college.brown.edu/ASK>. Students were asked to write a letter to you about themselves using this year's summer reading book, *Factory Girls*, as a starting point. The writing prompt given to students appears on pages 15–16 of this handbook.
- Write notes on individual students in preparation for meetings. Academic issues are obviously important, but don't neglect references to any extra-curricular interests the students mention. These activities will ideally be integrated into a student's overall Brown experience, so they are definitely material for discussion as well.

The First-Year Student Profile Sheet

Below is a sample first-year student profile sheet. The information in this case has been generated for the handbook and does not represent an actual student. The glossary after the profile will help you interpret the profile.

Sample First-Year Student Profile Class of 2015

Entering Fall 2011		Pre-Admit Tests	Highest Score
Name: CARBERRY, JOSIAH	SEX: M	SAT VERBAL	690
Banner ID: B800237643	PLME: NO	SAT MATH	710
Intended Concentration:	ENGLISH	ATP ACHIEV - AMER HIST& SOC SCI	770
School: LE HIGH SCHOOL	Rank: 1	ATP ACHIEVEMENT - LITERATURE	600
Home Address:	109 TENTH STREET	ACT ENGLISH	290
	SAN JOSE CA 95120	ACT MATH	320
		ACT SOCIAL STUDIES	360
		ACT COMPOSITE	340

Glossary

Banner ID: This number always begins with the letter “B” and is the student's identification number. Students need their Banner IDs to access electronic services at Brown, including registration for classes.

PLME: A “yes” indicates that the student was accepted as a member of the Program in Liberal Medical Education, the 8-year B.A./M.D. program. Students apply to PLME when they apply for admission to Brown.

Proposed Concentration: This choice was made early in the student's senior year of high school and may have already changed.

Sec. School Rank: The student's rank in their school's graduating class, if provided by the school (not particularly useful, since the size of the class is not shown; moreover, it is the policy of some schools to give every student the same ranking).

Pre-admit Tests and Scores:

SAT (Scholastic Aptitude Test) VERBAL/MATH:

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

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

ACT (American College Testing) English, Math, etc: Some of our applicants, particularly those in the Midwest, take ACT exams rather than SAT exams. The highest score on the ACT exams is 36 (coded as 360 on the profile sheets). Most Brown students score in the low 30's and above on the ACT exams. (On the profile sheet this would appear as a score of 300, 310, etc.)

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 computer version of the test.

The First Readings Program

First Readings is Brown's summer reading project for all new students. Now in its fifth year, the program provides first-year and transfer students with a common reading experience that introduces them to the University and to the pleasures and rigors of undergraduate academic life. The program also serves as a starting point for students to talk to their advisors about their academic interests and their expectations for life at Brown.

Students receive their first reading over the summer and write letters to their advisors on an aspect of it that they find particularly compelling, difficult, or curious. During Orientation, students meet in small groups for a First Readings seminar, led by a member of the faculty or an upper-level administrator. A First Readings website (<http://library.brown.edu/firstreadings/>) provides useful context about the book and its author, while introducing students to standards of college-level research. A number of events relevant to the book are offered each fall, including talks by the author.

This year's first reading is *Factory Girls: From Village to City in a Changing China*, by journalist Leslie T. Chang. *Factory Girls* examines issues of migration and industrialization in contemporary China by focusing on the stories of two young women who come to the city of Dongguan to work in the factories, learn new skills, and achieve "success." The book looks at the many ways in which a vast migration from village to city—the largest in human history—is transforming Chinese society. Into this narrative, Chang interweaves the story of her own family's emigration from China to the United States. Chang herself will be on campus in early October, when she will deliver a talk open to the entire Brown community. She will also participate in a panel discussion about educational exchange between the U.S. and China, the first of a series of events for the Year of China.

A letter from Dean Katherine Bergeron explained the purpose of the First Readings program to students as well as the purpose of the letter they have been asked

to write to you. The following paragraph from her letter describes the nature of the writing assignment:

We would like you to read this book and to tell us your reactions. What aspects of Chang's story — or of Min and Chunming's lives — did you find most compelling? Why do you think Chang interweaves her own family's tale into a narrative about Chinese factory workers? How did Chang's account make you think differently about contemporary China? About education and what it means to succeed in life? About how we view history and the past? Were there parts of the book that you did not like? Write up your reactions in the form of a letter to your academic advisor. Think of the letter as a way of introducing yourself to your advisor, giving him or her a sense of who you are and how you think. While you are introducing yourself, you should also talk a bit about your goals and aspirations for Brown. How do you imagine yourself changing during your four years here? Please submit your letter online at <https://apps.college.brown.edu/ASK> by August 1. We will make sure it gets into your advisor's hands before your first advising appointment on September 6.

A copy of *Factory Girls* was sent to you in late July. Your students' letters are available via the College's online advising system, ASK. You can access the system at <http://apps.college.brown.edu/ASK>.

In an effort to ensure that all students communicate effectively in writing, the Dean of the College office has developed a system for assessing students' writing. The first step in this process involves evaluating the letters that your advisees wrote to you about *Factory Girls*. Writing associates in the Writing Center read all of these letters and flag those that are exceptionally well-written as well as those that suggest a student may need some focused support in this area. Advisors receive an email if one or more of their advisees fall in either category. For students whose writing raises concerns, we hope you will look at their letters closely to determine for yourself if you think the student needs special help in this area.

Meeting with your Meiklejohn and First-Year Advisees

Meeting with Meiklejohn Peer Advisor

WHEN: 8:15 a.m., Tuesday, September 6, 2011

WHERE: Under tent on Lincoln Field; coffee/muffins provided

PURPOSE: To get acquainted and to discuss your plans, policies, and styles for working together. If this time is not convenient for you, please arrange a time to meet with your Meiklejohn to discuss your approach to the advising partnership and to explain how you would like your Meiklejohn to assist you.

Orientation GROUP Meeting with Advisees

WHEN: 9:30 a.m., Tuesday, September 6, 2011

WHERE: Your office or other requested space

PURPOSES of the Group Meeting

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

SUGGESTED AGENDA

I. Introductions (5 minutes)

II. Advising Partnership (5 minutes)

III. Academic Plans (30 minutes)

Using the First Readings assignment as a starting point, each student has been asked to write a short letter to you describing their academic goals and other information that might be useful in advising. (See page 15.) Use these letters, which should be in your students' individual academic folders and in the new e-advising tool (ASK), to initiate discussion of academic plans and aspirations. To begin, you might ask students to read a section from their letters that they are comfortable sharing with the group. If advisees have not written the letter, tell them that they are expected to do so as soon as possible and to submit it via ASK.

IV. Liberal Education at Brown (10 minutes)

Discuss the freedoms and opportunities—and the responsibilities—afforded by the open curriculum. Discuss “Liberal Learning at Brown,” the 2008 statement by the College Curriculum Council describing the goals of a Brown education.

V. Academic Code (5 minutes)

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

Academic advisors can help students understand the necessity of conforming to the principle of academic integrity in particular. Please take a few minutes in your group meeting with your advisees to discuss the code. A copy of the *Academic and Student Conduct Codes* has been included in your advisor packet for this purpose.

Suggested approach:

- Ask students what they remember from reading the code and completing the tutorial.
- Clarify any confusion or misunderstanding about the concept of academic integrity.
- Draw students' attention to the text of the “Basic Policy” of the academic code on page 5 of the pamphlet; paragraphs 3 and 4 detail Brown's policy on collaboration, which students need to know.
- Pages 6–8 list various infractions against the code.
- Page 4 discusses the community values and benefits that are safeguarded by students' adherence to the academic code.

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

VI. Questions (5 minutes)

VII. Schedule individual conferences with your advisees from 10:30 a.m. until 5 p.m., when they can register on-line.

First-year students register for their courses on-line between 5:00 p.m. and 11:59 p.m. on the day before the first day of fall-semester classes. You provide them with the personal identification number (PIN) they will need to access the on-line registration system. As described above, your advisees' PINs will be in ASK and on the “advising listing” page in the secure area for faculty in Banner. The instructions are listed again below:

Accessing Your Advisees' Alt-PINs

1. Go to Banner (<https://selfservice.brown.edu>).
2. Select "Secure area."
3. Login (the same way you login for email).
4. Select "Faculty and Advisors."
5. Select "Display Advisee List."
6. Your advisees' PINs are listed under the category "Alternate PIN."

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

FIRST Individual Meeting with Advisees

WHEN: Tuesday, September 6, 2011, 10:30–5:00 p.m.

WHERE: Your office (or the area you have designated)

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

SUGGESTED AGENDA

I. Getting Better Acquainted

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

II. Liberal Learning and Your Advisees

Use students' letters to you and admission essays (in their folders) to start a discussion about their educational goals and how course selection can move them toward these goals. You may wish to refer to "Liberal Learning at Brown," the 2008 statement by the College Curriculum Council describing the goals of a Brown education. A copy of this document is included in your advisor packet.

III. Practical Matters

- Review students' course preference forms, which are in the online advising system at <http://apps.college.brown.edu/ASK>. Discuss course selection in terms of expectations and goals.
- If the student has been pre-registered for a CAP and/or FYS course, communicate the desirability of staying enrolled in that course.
- Discuss other possible courses (Liberal Learning and Diversity Perspectives courses, math and science courses).
- Remind students of Brown's expectation that they work on their writing in all four years. You can direct them to the Writing-Designated Courses, located under "Curricular Programs" in the Brown Course Search tool. You can also suggest that they consider taking a non-fiction writing course, such as ENGL0110 or ENGL0130, or a course with a Writing Fellow. For more information about the writing requirement, see page 31, or visit <http://brown.edu/college/curriculum/writing.php>.
- 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 34 of this handbook. September 14 is the first day to register for a RISD course.
- Give students alt-PINs for on-line course registration.
- Remind students that they have two weeks (through September 20) to change course enrollment without incurring a charge.

IV. Plan Future Meetings

- Confirm advisees' telephone and campus box numbers.
- Remind students to check their Brown email so that messages from faculty and deans are received.
- Review schedule of future meetings and their purposes. Encourage students to drop by your office, make an appointment, or call or email as questions arise.
- Schedule next advising appointments, between September 12 and 23.

V. IMPORTANT: Return STUDENT FOLDERS to University Hall 201 as soon as possible after individual meetings. The folders should be returned by you or a staff person, not by an undergraduate (including Meiklejohns) and not through campus mail. The information in student files is protected by federal confidentiality legislation.

Students may drop and add courses using the on-line registration system for the *first two weeks of a semester* without charge. Course changes in weeks three and four must be made in person at the Registrar's Office, located in J. Walter Wilson, and are assessed a fee for each change. First-year students will need the instructor's signature for each course added after the first two weeks of the semester. No courses may be added after the fourth week of the semester without authorization from Stephen Lassonde, Deputy Dean of the College.

SECOND Individual Meeting with Advisees

WHEN: September 12–23, 2011

WHERE: Your office

PURPOSE: A second advising meeting early in the semester can help students feel they are receiving ample support during their transition to college life. Not seeing an advisor at this time can feel strange and contribute to students feeling as though no one is involved with or cares about them.

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

SUGGESTED AGENDA

I. Check course enrollment.

- Make sure that each student is enrolled in at least four courses, unless he or she is on an approved workload reduction. (If a student passes only three courses in the fall, he or she must pass four in the spring in order to remain in good standing.)
- Just as important, check students' registration online to confirm that it coincides with the courses they think they are taking. You may access your advisees' enrollment on-line through your Banner advising web page.
- If a student is enrolled in five courses, ask questions about his or her progress in all courses and about balancing academic obligations with extra-curricular activities.
- Discuss grade options (letter grades or Satisfactory/No Credit) and remind students that changes to grade options may be made through the fourth week of classes. The fall 2011 deadline for grade option changes is Tuesday, October 4 at 5:00 p.m. The spring 2012 deadline is Wednesday, February 22, at 5:00 p.m.
- Explain the purpose of Course Performance Reports and the desirability of requesting them at this point in the semester.

II. Discuss courses and encourage communication with faculty.

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

New students are often reluctant to talk with their instructors; encourage them to visit their professors' office hours. Give them suggestions about what to talk about in their instructor's office hours. Those students who are beginning to flounder may be too frightened or too proud to reach out for help, so take the initiative. If an advisee is having difficulty coping with the volume of work, with his or her free time, or with a particular matter such as note-taking, mention academic coaching and group study sessions. Contact information for these programs is on page 38 of this handbook.

III. Remind students of registration deadlines.

September 20, 2011: Last day to add a course without a fee.

September 21, 2011: Last day to register for a RISD course without a fee.

October 4, 2011: Last day to add a course, change a grade option, and change from audit to credit.

IV. Explain policies related to late add/drops.

Students may add courses in weeks 3 and 4 of the semester for a fee of \$15 for each change. The add/drop form must be signed by the course instructor, and must be hand-delivered to the Registrar's Office by the student. Grade-option changes may be made on-line through the fourth week of classes. No fee is charged for grade option changes. Emphasize that students should keep all paperwork related to any course registration changes they make in the Registrar's office.

THIRD Individual Meeting with Advisees

WHEN: October 17 – October 28, 2011

WHERE: Your office

PURPOSE: Discussion of progress during Semester I and pre-registration for Semester II

SUGGESTED AGENDA

I. Discuss current courses and midterm examinations.

Ask advisees about their midterm exams. Were the exams what they expected in terms of difficulty, length, and course material covered? Did they feel adequately prepared? If not, suggest they consult their professors, obtain academic coaching, or attend a group study session. (See the discussion of academic support services on p. 38.)

If a student is really over-extended, consider the possibility of the student's dropping down to three courses, remembering that the consequences of completing only three courses in a semester are significant. If a first-year student completes only three courses in the fall term, he or she must pass four courses in spring in order to remain in good standing. A student has only one chance in his or her first four semesters of study to pass three courses without being placed on Academic Warning, so it is best to pass four courses in the fall and in the spring of the first year, if possible.

If you believe that an advisee may have special personal circumstances or a disability that affects his or her ability to succeed, refer the student to the Dean of the College office, to the Office of Student Life, or to Disability Support Services. If the situation merits doing so, a workload reduction for one or more semesters may be approved.

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

II. Discuss registration for Semester II.

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

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

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

Giving advisees their PINs for registration indicates that you have discussed their course selection and are satisfied that they have followed a thoughtful process in choosing courses. While you may not agree with the courses selected, in the end it is more important that advisees develop a well-considered approach to selecting courses. **When locating advisees' new PINs, remember to select the semester for which they are pre-registering, not the current semester.**

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

FOURTH Individual Meeting with Advisees

WHEN: January 25 – February 7, 2012

WHERE: Your office

PURPOSES: Discuss the student's academic goals in the context of progress to date and prospects for the coming semester. Make sure that the academic schedule for Semester II is feasible.

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

SUGGESTED AGENDA

I. Assess progress in Semester I.

Check students' grades and the number of courses they passed in Banner. Congratulate students who passed four courses and students whose academic performance is outstanding. With students who passed fewer than four courses and are not on approved courseload reduction, emphasize the necessity of passing four courses this semester. First-year students must pass seven courses in their first two semesters of study to remain in good standing. Students who pass fewer than five courses in their first year are eligible for academic suspension.

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 need your help to understand what factors contributed to their poor academic performance and to set a realistic plan for returning to good standing.

Please consult "Advisees on Warning and Serious Warning," on page 33–34 of this handbook for suggestions on how to structure conversations with students in academic difficulty. The Academic Rules and Regulations on pages 31–37 of this handbook summarize the options students have for planning a course of study that will restore them to good standing. Refer student to campus

resources for help in dealing with problems that impede academic success. See pages 38–40 in this handbook for academic and personal support services on campus.

II. Discuss Semester II goals.

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

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

III. Discuss Semester II course registration and goals.

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

IV. Remind students of registration deadlines.

Brown:

February 7, 2012: Last day to add a course without a fee

February 22, 2012: Last day to add a course, change a grade option, or change from audit to credit

RISD:

February 20, 2012: First day to register for a RISD course

February 27, 2012: Last day to register for a RISD course without a fee or to change grade option in a RISD course

FIFTH Individual Meeting with Advisees

WHEN: April 2 - 13, 2012

WHERE: Your office

PURPOSE: To assess the first year of study and assist in Semester III course registration.

SUGGESTED AGENDA

I. Assess academic progress thus far.

- Ask the student about his or her experience thus far in Semester II. How did midterms go? Is the student on track to complete at least 7 courses in the first two semesters?
- Review rules for academic progress on pages 32–33 of this handbook. If a student in academic difficulty is not on 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 Dean of the College office if they are in danger of being placed on warning or suspended after Semester II. We will identify sources of support and help the student make realistic plans for making adequate academic progress.

II. Discuss academic resources on campus.

Academic coaching and group tutoring in all major areas of the curriculum are available to students. Focused support for math and writing is available at the Math Center and the Writing Center, respectively. See page 38 in this handbook for more information about these and other resources.

III. Look to the future.

Discuss next year's course selection in relation to potential concentrations and other areas of interest. Consider options beyond traditional classroom courses—e.g. GISPs, internships, independent study, study abroad. Refer students to the appropriate offices for more information about these opportunities.

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

IV. Inform students about advising resources for sophomores.

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

V. Discuss summer school options.

Students on academic Warning and Serious Warning should be advised to consider taking a course in Brown's summer session, which will improve their academic standing. For more information about Summer Session at Brown, go to <http://brown.edu/scs/undergrad/summer>. Be sure students understand that courses taken away from Brown, whether in the summer or the school year, have no bearing on academic standing. Such courses can, however, count toward Brown's 30-course degree requirement if they satisfy the institution's standards for transfer credits.

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

Sophomore Advising

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

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

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

How Sophomore Advising Works

Because the sophomore year is a pivotal one, sophomores are required to meet with an advisor during pre-registration periods for their third, 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 for taking stock, and looking back over the courses taken in the first year to see emerging interests. Encourage your students to reflect on the statement "Liberal Learning at Brown," 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.


Fourth-semester sophomores are also required to "declare" a concentration. At Brown, this means not merely selecting a program, but also defending the choice, and showing progress so far. The declaration process, now fully online, includes an essay that we ask students to write, reflecting on their education up until now. Students are also asked to discuss the writing they have completed at Brown and their plans for continuing to improve their writing in their final two years. (For more information about the writing requirement, see page 31.)

As a sophomore advisor, you can encourage students to make the most of the declaration process by offering to read a draft of their essays before they submit them online to their concentration advisor. You can also encourage students to begin the process early in the fourth semester, rather than waiting until the last minute. The deadline for declaring a concentration occurs just before the beginning of the pre-registration period for a student's fifth semester. (See the calendar for more information.)

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

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

Sophomore Advising Days

Sophomore Advising Days, scheduled throughout the year, offer advising opportunities of particular relevance to sophomores. These events are identified in our printed materials by the Sophomore Advising Days symbol . They include offerings such as the Concentration Fair; fellowship, research and service fairs; study abroad, career development, pre-medical, and pre-law information events; and dedicated sophomore open hours.

The Concentration

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

Many students face the task of choosing a concentration with some trepidation, feeling that they are making an irrevocable life decision. As an advisor, you can remind your students that their concentration choice does not determine the rest of their life. For instance, majoring in biology now does not eliminate the option of law school or social work at some point in the future.

Exploring different concentrations

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

A conversation with an advisor in the Career Development Center may be useful if a student's career interests factor into his or her choice of concentration. Students often have inaccurate ideas about the relation-

ship between occupations and concentrations. Additionally, "Brown Degree Days" brings dozens of alumni to campus to discuss how their concentrations led to a variety of often unpredictable career paths. These events can be extremely useful to students as they make their concentration decisions, particularly because they often have inaccurate ideas about the relationship between occupations and concentrations


One concentration or two?

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

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

Independent Concentrations

Even though Brown offers almost 80 undergraduate concentrations, students still 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 and reviewed and approved by the College Curriculum Council. Students wishing to complete an independent concentration should begin the process during the sophomore year by attending an information session at the Curricular Resource Center, by visiting the Dean of the College office website (<http://brown.edu/college/advising/independent.php>), and by consulting the advisor for the independent concentration program.

The Concentration Fair on Wednesday, October 26, 2011 (7:00–8:30 p.m.) is intended to help sophomores sort through disciplinary questions and speak to concentration advisors about possible concentrations. 

April 1, 2012, is the concentration declaration deadline for students entering their fifth 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 Ful

bright, or a Rhodes, or a Marshall. As an advisor, you can plant this seed.

You can find a wealth of information on the website for the Office of the Dean of the College, which includes pages, or special sites for:

- International Programs (www.brown.edu/Administration/OIP/)
- Fellowships (www.brown.edu/college/fellowships/)
- UTRAs (www.brown.edu/college/utra/)
- Career advising (<http://careerdevelopment.brown.edu>)

Make sure to point your students toward these resources. More information about some of these opportunities is included below.

Independent Study

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 Office of the Dean of the College. Many departments also offer independent studies; students should consult a department's website, or drop in to chat with the department manager about how to go about arranging an independent study experience.

Research and Fellowships

Sophomores are eligible for a number of research and fellowships opportunities. The Royce and CV Starr Fellowships, which are funded by the Swearer Center, are awarded to sophomores, and the College's Undergraduate Teaching and Research Awards (UTRA) are most often awarded to sophomores. Sophomores are also eligible to apply for certain nationally competitive

fellowships, including the Udall Scholarship, which funds students who have demonstrated a commitment to the environment, and the Barry Goldwater Scholarship, which recognizes young scholars committed to research careers in math, science, or engineering. Both are national fellowship programs in which Brown students have been extremely competitive in the past.

Students can learn more about these and other fellowship opportunities at the fellowship website listed above. The website contains a searchable database of fellowships funded or sponsored by Brown. Students may also consult with Linda Dunleavy, Associate Dean of the College for Fellowships. Students interested in the UTRA program should contact Besenia Rodriguez, Associate Dean of the College for Undergraduate Research.

Study Abroad and in the U.S.

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

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

fair provides one-stop shopping for students interested in learning about the full array of study abroad options. (See the advising calendar.)

Many students study away for one or more semesters at another U.S. college or university. The rules governing transfer credit for study away in the U.S. are fairly complicated, so it is important that students work with the Dean of the College office and the appropriate academic departments to obtain preapproval for their study away plans. Information about studying away in the U.S. is on the Dean of the College website at http://www.brown.edu/college/courses/study_away.php. Associate Dean Linda Dunleavy handles transfer credit petitions for the Committee on Academic Standing.

Internships

The summer after sophomore year is an ideal time to undertake an internship or other experience that complements future career or educational goals. Brown's Center for Career and Life After Brown (CareerLAB) serves as the campus clearing house for internships. CareerLAB publishes a sophomore newsletter and sponsors presentations by students who have recently completed interesting internships. Daily walk-in hours and individual appointments are available throughout the year. For more information, visit www.careerdevelopment.brown.edu.

Life After Brown

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

General Career Questions	Center for Career and Life After Brown (CareerLAB)
Media, Communications	Ronald Foreman, CareerLAB
Science, Math, Technology	Beverly Ehrich, CareerLAB
Finance, Business, Consulting	Career Advisors, CareerLAB
Government, Policy, Education, Arts	Career Advisors, CareerLAB
Nonprofit, Public Sector, Public Education	Jim Amspacher, CareerLAB
Medical, Dental, Veterinary	George Vassilev, Director of Pre-professional Advising, Assistant Dean
Law	George Vassilev, Assistant Dean; Ann Gaylin, Associate Dean; Stephen Lassonde, Deputy Dean of the College
Graduate School	Academic Deans; Academic Departments
External Fellowships	Linda Dunleavy, Associate Dean for Fellowships

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 fifteen percent of Brown students take a leave of absence that does not involve study elsewhere. The most common time for students to take such leaves is in the middle or at the end of the sophomore year.

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

Meetings with Your Sophomore Advisees

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

FIRST Meeting with Sophomore Advisees

WHEN: September 7–16, 2011

WHERE: Your office (or another area you have designated)

PURPOSES: Become acquainted or reacquainted; help student assess key issues; provide the student’s alt-PIN number.

SUGGESTED AGENDA

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

II. Discuss Academic Warning and Serious Warning. It may happen that an advisee has been placed on academic Warning or Serious Warning for the fall 2010 semester. If this is the case, it is imperative to discuss why he or she has been placed on warning and to help him or her set a realistic plan for returning to good standing. Consult “Advisees on Warning and Serious Warning,” on pages 33–34 of this handbook for suggestions on how to shape this conversation. The Academic Rules and Regulations on pages 31–37 of this handbook provide detailed information about academic progress rules. Please feel free to consult with an academic dean if you would like to discuss any aspect of these rules.

III. Monitor for writing checks. If your advisees have been given a writing check, it will appear on their internal record from last semester, next to the course in which they received it. A writing check means that students are required to work on their writing in the

next term. Help your advisees with a writing check develop a plan to work on their writing. If they haven't done so already, encourage them to take ENGL0110 or ENGL0130, non-fiction writing courses that focus on the academic essay and the research essay. You can also suggest that they take a writing-designated course, identified in Course Search by the letters WRIT. You can search for writing-designated courses using the Curricular Programs button in Course Search. For more information about writing checks, please contact Kathleen McSharry, Associate Dean of the College for Writing and Curriculum, at Kathleen_McSharry@brown.edu or x3-1367.

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

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

VI. Provide alt-PIN number. Your advisees' alt-PINs and transcripts are available on your personal advising page, which you can access via Banner (<http://selfservice.brown.edu>). You can also access your advisees' alt-PINs, email addresses, and other materials via ASK (advising sidekick).

SECOND Meeting with Sophomore Advisees

WHEN: October 17–28, 2011

WHERE: Your office (or another area you have designated)

PURPOSES: Reflect on this semester's academic experience thus far; look ahead to declaring a concentration; provide alt-PIN number.

SUGGESTED AGENDA

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

Review course selection for spring semester and **provide alt-PIN number** for student to register. **When locating advisees' new PINs, remember to select the semester for which they are pre-registering, not the current semester.**

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

III. Identify action steps. What steps should you take before this semester ends that will help you to make decisions about concentrations, electives, leave-taking, etc.?

THIRD Meeting with Sophomore Advisees

WHEN: January 25–February 7, 2012

WHERE: Your office (or another area you have designated)

PURPOSES: Review Semester II course selection, and help student to finalize concentration choice.

SUGGESTED AGENDA

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

II. If an advisee has been placed on academic **Warning** or **Serious Warning** for the spring 2012 semester, it is imperative to discuss why he or she has been placed on warning and to help him or her set a realistic plan

for returning to good standing. The second semester of the sophomore year is an especially critical time in this regard. More students are suspended after the fourth semester than at any other time. A focused intervention from an advisor can give students in academic difficulty the support they need to make changes that will help them avoid suspension.

Consult “Advisees on Warning and Serious Warning,” on pages 33–34 of this handbook for suggestions on how to shape this conversation. The Academic Rules and Regulations on pages 31–37 of this handbook provide detailed information about academic progress rules. Please feel free to consult an academic dean if you would like to discuss any aspect of these rules.

III. Discuss concentration choices and deadline. Offer to read a draft of the concentration essay before the student meets with his or her future concentration advisor. Have you looked at the online concentration forms in ASK? Have you arranged to meet with any concentration advisors? For some of the larger concentrations, such as biology, history, international relations, economics, and political science, it is important that students consult with concentration advisors early, to ensure that they will be able to file on time. **Concentration declarations are due online, in ASK, by April 1, 2012.**

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

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

Additional Meetings

You may wish to meet with your advisees at other times, such as April 2–13, the advising period before pre-registration. At this time, students should also consult with concentration advisors in their intended fields of concentration. The concentration declaration deadline for all students entering their fifth semester is April 1, 2012. After they have filed a declaration of concentration, students ought to seek advice from their concentration advisors, who at that point become their advisors of record. If you are willing, you may encourage your advisees to see you periodically as well. Such check-ins provide important continuity for students; it can also be very gratifying for advisors to watch their advisees grow in their final two years at Brown.

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

Brown students are expected to work on their writing in their general studies and in their concentration. Students may begin to fulfill this expectation by taking at least one course that engages them in the writing process: a course in which they draft and revise papers, and receive clear feedback on their prose. A list of courses that are known to include these elements has been included in your advisor packet. Our "WRIT"-designated courses provide just such an opportunity, and may be viewed in the Banner class schedule by selecting "Writing-Designated Courses" in the Attribute Type section. In addition, the Nonfiction Writing Program in Brown's English Department offers intensive writing courses that help students develop their abilities to write academic essays, journalism, and creative nonfiction. Consult the department's website for specific offerings.

In an effort to ensure that all students communicate effectively in writing, writing associates in the Writing Center read the letters first-year students write to their advisors and flag those that are exceptionally well written as well as those that suggest a student may need some focused support in this area. Advisors receive an email if one or more of their advisees fall in either category. Advisors are encouraged to recommend that all of their advisees take a writing course.

Students whose work does not meet baseline standards for written communication are referred to Douglas Brown, Director of the Writing Center and Writing Fellows Program, who will assess the student's writing abilities and help the student work out a program to fulfill the requirement. This might entail taking an English course, enrolling in a course with a writing fellow attached to it, or working with a writing associate at Brown's Writing Center. If you have concerns about any of your students' written communication skills, please do not hesitate to contact Doug Brown.

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. Starting this year, Banner will prevent 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 thirty-course requirement for graduation.

Auditing Courses

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

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

Vagabonding

Vagabonding a course involves attending a class without enrolling in the course. Unlike audited courses,

which count toward the maximum five courses for which students enroll, vagabonded courses are “off the books”; there is no official record of enrollment and therefore no transcript notation. With the instructor’s permission, students may vagabond any course. Sometimes, when students say they want to “audit” a course, they mean “vagabond.”

Grade Options

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

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

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

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

should be aware that these honors are awarded on the basis of the number of grades of “A” or “S with distinction” in a student’s record.

Course Performance Reports

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

Any student regularly enrolled in a course may request a Course Performance Report (CPR) and, at the instructor’s discretion, receive one. Instructors of mandatory S/NC courses are obliged to honor such requests. For all other courses, instructors may decline to submit such a form if they believe they have inadequate information to do so. Students should submit CPR requests to their course instructors before mid-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 a permanent notation on a student’s transcript. Falling below Brown’s progress requirements arises from a number of causes. Our job is to make sure that, for every student, ignorance is not one of those causes.

As a general rule, Brown students are expected to complete four courses each semester. Enrollment in three, four, or five courses in a semester is considered full-time. Academic progress rules do allow students to pass three courses in a semester once every two years. Exceptions to the academic progress requirement are recommended by academic or student life deans when a student’s individual circumstances, either academic or personal, warrant special consideration.

The chart below shows the number of courses students must pass each semester in order to stay in good academic standing.

	Sem.	Good Standing	Warning	Serious Warning	Suspension
First Year	I	3	2	1	0
	II	7	6	5	4
Sophomore	III	11	10	9	8
	IV	15	14	13	12
Junior	V	18	17	16	15
	VI	22	21	20	19
Senior	VII	26	25	24	23
	VIII	30	—	—	—

Academic standing is determined only by courses completed at Brown. Courses taken elsewhere, whether in the summer or during the school year, do not affect a student's academic standing.

When a student falls below progress requirements, he or she may be placed on Warning or Serious Warning, which includes a permanent 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 academic Warning or Serious Warning, it is imperative that you discuss with the students why they have been placed on warning and help them set realistic plans for returning to good standing. This section provides guidance to advisors on how to structure this conversation.

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

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

Policy on Incompletes

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

Should a student on Warning take five courses to “catch up” in Semester II?

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

an academic dean may also be in order. Deans are accustomed to handling such misperceptions and can help students adjust their approach to their studies.

RISD Cross-Registration

As a result of a cooperative arrangement, all Brown students have the option of taking certain courses at the renowned Rhode Island School of Design (RISD), adjacent to Brown on College Hill. Up to four RISD classes may count toward students' graduation requirement at Brown. During the fall and spring semesters, Brown students enroll at RISD under a cross-registration agreement that is part of their Brown tuition. Students may take courses at RISD during the school's summer and January terms, but students pay RISD directly when they register for a summer class. Once approved, each RISD course (3 to 5 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 count more than four RISD courses toward their Brown degree.

Students who wish to register for a RISD course should take the following steps:

1. Pick up a cross-registration form from the Registrar's Office at Brown.
2. Select a course from the RISD catalog and select a grade option.
3. Attend the first class meeting and obtain written permission from the RISD instructor.
4. Visit RISD's Registrar's Office (20 Washington St.) and get written permission.
5. Visit Brown's Registrar's Office and, with the office staff, determine if the course requires a petition to the Committee on Academic Standing.

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 transcribed for any given summer of enrollment.

Students on academic Warning or Serious Warning may improve their academic standing by taking summer courses at Brown or through Brown's undergraduate summer study abroad programs. Summer courses taken elsewhere do not improve academic standing.

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

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

Transfer Credit Policies

Brown's transfer credit policies are complex, so please read the following information carefully. Credits earned before a student matriculated to a four-year college or university fall under one set of requirements; transfer credits earned after a student has matriculated to Brown are governed by a different set of rules. This section contains information about policies that are most commonly called into play when students wish to have credits from elsewhere added to their Brown transcript. Additional information is available on our Study Away in the U.S. website at www.brown.edu/college. Use the website's A to Z to access the site.

Students may be permitted to transfer credit to Brown, to the extent transfer credit is needed, beginning their sophomore year. Transfer credit beyond the equivalent of 15 Brown courses is not permitted, and non-transfer students should note that permission to receive transfer credit for the equivalent of 7 Brown courses is rare. Transfer students are required to accept all credit from their previous colleges and universities, up to the 15-course limit. Provided the combined total transfer credit will not exceed the equivalent of 15 Brown courses, transfer students may pursue additional transfer credit for work completed before matriculating to their first post-secondary institution (e.g., international certifications or courses taken at a college or university during high school).

Transfer credits are calculated on the basis of credit hours completed, not the number of courses taken at the other institution. Four semester credit hours, or six quarter credit hours, are required for courses to be considered the equivalent of one course at Brown, with the exception of Rhode Island School of Design (RISD) courses. RISD courses transfer one-to-one to Brown, whether they are 3-, 4-, or 5- credit courses. Students wishing to transfer courses carrying fewer than four credits may petition to have these courses transcribed if multiple courses add up to four or more semester credit hours. A semester of fifteen semester credit hours, the normal "full load" at schools with three-credit courses, will be permitted to transfer to Brown as four courses, our normal full load.

Community college courses transfer to Brown only if the student took them before matriculating to Brown. Once a student has begun study at Brown, transfer credits must be earned on an approved Study Abroad program or at a four-year, accredited college or university in the United States.

Distance learning/online courses never transfer to Brown.

Transfer policy on grades

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

When transfer courses are transcribed, a Brown transfer credit noted with grade “T” is listed, along with the term of study and the name of the institution where the study was completed. The credit is transcribed as unassigned credit; transcription of course credit as equivalent to a specific Brown course requires a student to submit departmental approval to the Registrars office.

Pre-college transfer credit

Many students have completed programs during their high school years that may earn transfer credit

at Brown. Programs from which Brown will accept transfer credit include the following:

- Advanced Placement (AP) exams
- International Baccalaureate (IB) exams
- British A-Level exams (but not AS or O-level exams)
- Other national “13th-year” programs
- Courses taken at another college during the summer or school year while the student is still in high school
- 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 transfers the courses to Brown. Students who wish to use these experiences as course prerequisites should consult with the instructor of the Brown course they wish to take.

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

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

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

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

International certifications most commonly earned by your students are International Baccalaureate or A-Levels. Approved courses carry both course credit and enrollment credit, up to a maximum of two semesters of advanced standing. Students who transcript international certification credits must accept the advanced standing that these credits earn. For this reason, Brown will not process such credits until a student's sophomore year, after he or she has had a full year to understand the implications of graduating in fewer than eight semesters. It should be noted that Brown does not grant course credit for AS-Levels or O-Levels, or AO-Levels.

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

Enrollment credit for transfer credits

Students who are granted advanced standing, Advance Placement credits, and/or transfer credit for work completed at another college or university prior to enrollment at Brown may apply for up to four semesters of enrollment credit according to the following schedule:

Brown course credits	Advanced standing
3–6	1 semester
7–10	2 semesters
11–14	3 semesters
15	4 semesters

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

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

Summer school courses do not count toward the enrollment requirement unless students successfully complete four summer courses at Brown, in which case they may petition to have the four summer courses count for one semester of enrollment credit. Under no circumstances do summer courses completed elsewhere count toward the enrollment requirement.

Academic Support Services

Tutoring

Yolanda Rome (x3-6911)

J. Walter Wilson, Third Floor

The Tutoring Program supplements resources offered by individual instructors and departments. The program offers one-on-one academic coaching, as well as group tutoring for students enrolled in introductory science, math, and social sciences courses. Peer academic coaches work individually with students to help them strengthen their study habits and develop effective learning strategies. Coaches cover such topics as time management, test preparation, note-taking, and reading strategies. Group tutors meet weekly with small groups of students to review important topics covered in class. Those who need more focused attention may apply for individual tutoring in select courses. Language tutors provide individualized assistance in introductory and intermediate language courses. To request either academic coaching or tutoring, students can visit the Dean of the College website and click on the “Tutoring” button.

Curricular Resource Center

Peggy Chang (x3-3013 or 3-2324)

Stephen Robert '62 Campus Center, Room 228

The Curricular Resource Center is a place where undergraduates advise each other about how to best engage with Brown's curriculum and utilize its academic resources. Student coordinators share their expertise with their peers, advising about proposing and implementing independent study projects, finding experiential learning opportunities away from Brown, planning for life after graduation, and maximizing the campus's resources. http://brown.edu/Administration/Dean_of_the_College/crc/

Writing

The Writing Center

Doug Brown (x3-3524)

J. Walter Wilson, Second Floor

The Writing Center provides individual and group writing support free of charge to any member of the Brown community. Writing Center staff members help students with all stages of the writing process, from finding a topic through drafting, revising, and final editing. Writing conferences generally last an hour; ongoing weekly appointments are available. Writing Center

associates also offer workshops for groups of students on various writing topics. The Writing Center is open Sunday 3 to 9 p.m. and Monday through Thursday 12 to 9 p.m. Students may drop in, but it is usually best to schedule an appointment in advance.

Science and Math

The Math Resource Center

151 Thayer Street (x3-2708)

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

Chemistry 33T

Dean David Targan (x3-2314)

213 University Hall / Science Center

The Chemistry Department recognizes that not all entering students are equally prepared to study college chemistry. The department has thus established a special section of Chemistry 33T for students who begin to experience difficulty during the first few weeks of this course. Students in Chemistry 33T work at their own pace and are permitted to complete the course during the winter break or second semester. Contact Dean Targan if you advise a student who might benefit from enrolling in CHEM33T.

The Science Center

Dean David Targan (x3-2314)

Jodie Gill (x3-6806)

Sciences Library, Third Floor

The Science Center supports the full range of scientific activities at Brown. For students, the Center offers academic support, tutoring, science-related activities, and a network of faculty and peer advisors familiar with Brown's science curricula. The Center provides a location for students to study individually or collaborate, as well as attend various events and workshops aimed at increasing the Brown community's understanding of science. For more information about the Science Center, visit http://brown.edu/college/Science_Center/.

Support for Adjustments and Transitions

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

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

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

Dean of the College Office (DOC)

University Hall, Second Floor (x3-9800)

The academic deans in University Hall are your primary source of support for any academic issues related to your students. Open hours are held Monday-Friday from 10 a.m. to 4 p.m.; students may make appointments for longer consultation. Page 41 of this handbook lists deans and their telephone numbers.

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

Office of Student Life (OSL)

20 Benevolent Street (x3-3800)

Student Life deans can assist students with general concerns related to life on campus, academics, or accessing appropriate resources. The staff also provides support for students who need assistance or advice during a particularly stressful or demanding period.

Student and Employee Accessibility Services (SEAS, formerly DSS)

20 Benevolent Street (3-9588)

Student and Employee Accessibility Services facilitates and coordinates services and accommodations for students with physical, psychological, sensory, and learning disabilities. Requests for accommodation are evaluated individually, based on documentation and completion of the registration process. Students can contact SEAS by phone at 401-863-9588 or email SEAS@brown.edu to request information about how to register and to schedule an appointment to meet with one of the professional staff.

A SEAS satellite office in JWW offers testing accommodation support and alternate format services, as well as appointments in a central location. Jonathan Corey's office is located in JWW 312. Students can drop off and pick up materials to get books in alternate format and laptops for exams in JWW 310. SEAS workshops are also held in the satellite space.

Psychological Services

J. Walter Wilson, Fifth Floor (x3-3476)

Students experiencing homesickness, test anxiety, or other emotional difficulties that interfere with their school work may benefit from consultation with a counselor. Students with general concerns should call to make an appointment. If a student is in crisis, you may call Psychological Services yourself to request a same-day appointment for a student.

Student Safety or Conduct Concerns

Nature of Concern	Contact Office	Phone
Potential or immediate danger	Department of Public Safety	863-4111
General concerns about a Brown community member	Student Life deans	863-3145
Psychological support needed	Psychological Services	863-3476
Non-emergency medical care	Health Services	863-3953
Sexual assault, harassment, or relationship abuse	On-call Counselor	863-3476
Alcohol and/or drug abuse	Dean Kathleen McSharry	863-1367

After Hours Contact Information

Department of Public Safety	
Emergency	863-4111
Non-emergency	863-3322
Student Life Administrator On Call (Nights, weekends, holidays)	863-3322
Psychological Services (After 5 p.m. through Health Services)	863-1330

Campus Emergency Action Plan

The University has a campus emergency action plan on-line at www.brown.edu/Administration/EHS/emergency_preparedness. All faculty are encouraged to review the plan, particularly the instructions regarding “shelter in place” situations. Brown’s Core Crisis Team, chaired by Russell Carey, continuously reviews our emergency plans and preparedness to meet crises.

Contact Numbers (Area code 401-)

Office of the Dean of the College

(University Hall)

Dean of the College Office	General Information	863-9800
Katherine Bergeron	Dean of the College	863-2573
Stephen Lassonde	Deputy Dean of the College	863-6244
Oludurotimi Adetunji	Assistant Dean, Science	863-2315
Maitrayee Bhattacharyya	Associate Dean, Diversity Programs (Third World Center)	863-3488
Carol Cohen	Associate Dean, First-Year and Sophomore Studies	863-2676
Linda Dunleavy	Associate Dean, Fellowships	863-2538
Ann Gaylin	Associate Dean, First-Year and Sophomore Studies	863-2315
Kathleen McSharry	Associate Dean, Writing & Curriculum/ Chemical Dependency	863-2411
Besenia Rodriguez	Associate Dean, Research and Upperclass Studies	863-2411
Yolanda Rome	Director of Academic Support and Co-Curricular Advising (J. Walter Wilson)	863-6911
David Targan	Associate Dean, Science	863-2314
George Vassilev	Assistant Dean, Pre-Professional Advising	863-2781

Affiliate Offices

Office of International Programs

Kendall Brostuen	Director & Associate Dean (J. Walter Wilson)	863-3555
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Center for Careers and Life After Brown (CareerLAB)

Andrew Simmons	Director (167 Angell St.)	863-3326
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Swearer Center for Public Service

Roger Nozaki	Director & Associate Dean (25 George St.)	863-2338
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Curricular Resource Center & Engaged Life Partnership

Peggy Chang	Director (Stephen Robert '62 Campus Center)	863-3013
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Writing Support Programs

Douglas Brown	Director (J. Walter Wilson)	863-1404
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Third World Center

Mary Grace Almandrez	Director	863-2120
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Third World Center

Oscar Perez	Assistant Director of Diversity Initiatives	863-1014
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Office of Continuing Education (42 Charlesfield Street)

Karen Sibley	Dean of Continuing Education	863-7900
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Biology Undergraduate Affairs Office (Arnold Lab 122)

Marjorie Thompson	Associate Dean, Biological Sciences	863-3814
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Office of Student Life (20 Benevolent Street)

Office of Student Life	General Information	863-3800
J. Allen Ward	Senior Associate Dean	863-3145
Terry Addison	Associate Dean, Judicial Process	863-9579
James Campbell	Associate Dean, Student Support Services	863-3145
Yolanda Castillo-Appollonio	Associate Dean, Judicial Process	863-9579
Mary Greineder	Assistant Dean, Student Support Services	863-3800
Maria Suarez	Associate Dean, Student Support Services	863-3145
Catherine Axe	Director, Student and Employee Accessibility Services	863-9588

Vice President of Campus Life & Student Services

(Wayland Arch, 27 Brown Street)

Margaret Klawunn	Vice President for Campus Life & Student Services	863-2969
MaryLou McMillan	Senior Director for Planning & Projects	863-1800
Ricky Gresh	Senior Director for Student Engagement	863-1166

Residential Life

(Wayland Arch, 27 Brown Street)

Richard Bova	Director	863-2635
Natalie Basil	Associate Director	863-3500
Thomas Forsberg	Associate Director	863-3502
Richard Hilton	Assistant Director	863-3502

Stephen Robert '62 Campus Center and Student Activities Office

(Faunce House)

Kisa Takesue	Director	863-2341
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Office of International Students and Scholars

(J. Walter Wilson)

Elke Breker	Director	863-2427
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Other Offices of Special Interest







Admission	863-2378
Athletics/Physical Education	863-2211
Bookstore	863-3168
Bookstore Technology Center	863-7289
Bursar	863-2484
Center for Language Studies	863-3043
Computing and Information Services	863-4357
Financial Aid	863-2721
Food Services	863-3343
Health Services	863-3953
Registrar	863-2500
Student Activities	863-2341
Student Employment	863-9922






Advising Calendar: 2011–2012

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



 Designates Sophomore Advising Days, advising events of particular relevance to sophomores.




SEMESTER I

Thursday–Friday, September 1–2 Faculty Club - Huttner Room, 1 st floor	Advisor Orientation Sessions Thursday: 10:00–11:00 a.m. and 3:00–4:00 p.m. Friday: 10:00 a.m.–11:00 a.m.
Tuesday, September 6 8:15 a.m. coffee/muffins Tent on Lincoln Field 9:30–10:30 a.m. Advisor’s office or other announced site 10:30 a.m.–5:00 p.m. Advisor’s office or other announced site 5:00–11:59 p.m.	Meiklejohn peer advisors meet with first-year advisors Group meeting of first-year students with advisors (PLME students: 8:00 a.m. breakfast/group meeting) First individual meeting with first-year advisees (PLME students: 9:30 a.m.–5:00 p.m.) On-line registration for fall term. Registration reopens Wednesday, September 7, at 8:00 a.m.
Wednesday, September 7	Classes begin for Semester I
Wednesday–Friday, September 7–16	First meeting with sophomore advisees  Sophomore Open Hours, with Randall advisors 
Wednesday, September 7	Sophomore Dessert Reception, 6:00–8:00 p.m. 
Monday–Friday, September 12–23	Second individual meeting with first-year advisees
Tuesday, September 20	Last day to add a course without a fee.
Wednesday, September 21	Law School Fair, 12:00 p.m.–1:30 p.m.
Tuesday, September 27	Study Abroad Fair, 11:00 a.m.–2:00 p.m. 
Tuesday, October 4	Last day to add a course, change from audit to credit, or change a grade option.
Tuesday, October 4	CDC Alumni Panel on Careers and Concentrations 7:00–8:30 p.m. 
Monday, October 10	Fall Weekend Holiday. No University exercises.
Friday–Sunday, October 14–16	Family Weekend
Saturday, October 15	Deadline for students entering their fifth semester to file online concentration declaration forms. Students who do not file will have a “no concentration” hold placed on their registration. 

Monday–Friday, October 17–28	Third individual meeting with first-year advisees (Discuss course selection for Semester II) Second meeting with sophomore advisees Sophomore Open Hours, with sophomore deans	 
Wednesday, October 26	Pre-Registration Fair, 5:30–6:45 p.m. Fall Concentration Fair, 7:00–8:30 p.m.	
Tuesday–Tuesday, November 1–8	Pre-registration for Semester II.	
Thursday, November 10	Undergraduate Research and Fellowship Fair 4:00–6:00 p.m.	
Wednesday–Sunday, November 23–27	Thanksgiving recess begins Wednesday at noon	
Thursday, December 1	CareerLAB Internship, Research, and Funding Showcase 4:00–7:00 p.m.	
Thursday–Monday, December 8–12	Reading Period (optional and at the discretion of the instructor)	
Monday, December 12	Classes end for courses not observing Reading Period. Last day to drop a course or to file for an incomplete (5:00 p.m. deadline).	
Tuesday–Wednesday, December 13–21	Final Examination Period	

SEMESTER II

Monday, January 16	Martin Luther King, Jr. Holiday. No University exercises.	
Wednesday, January 25	Classes begin for Semester II	
Wednesday–Tuesday, January 25–February 7	Fourth individual meeting with first-year advisees Third meeting with sophomore advisees Sophomore Open Hours, with Randall advisors	 
Wednesday, February 1	CAS deadline to complete fall semester incompletes. Students who finish their incompletes after this deadline may still earn course credit, but their academic standing will not be affected.	
Tuesday, February 7	Last day to add a course without a fee (5:00 p.m. deadline)	
Saturday–Tuesday, February 18–21	Long weekend. No University exercises.	
Wednesday, February 22	Last day to add a course, change from audit to credit, or change a grade option (5:00 p.m. deadline)	

Friday, March 9	Mid-semester deadline. Last day to change from credit to audit in a course (5:00 p.m. deadline).
Saturday–Sunday, March 24–April 1	Spring Recess
Sunday, April 1	Deadline for students entering their fifth semester to file online concentration declaration forms. Students who do not file will have a “No Concentration” hold placed on their registration. 
Sunday–Monday, April 1–16	Pre-registration Period for Summer Session Courses
Monday–Friday, April 2–13	Fifth individual meeting with first-year advisees (Discuss course selection for fall 2012) Suggested fourth meeting with sophomore advisees  Sophomore Open Hours, with sophomore deans 
Tuesday–Tuesday, April 17–24	Pre-registration for Semester I, 2012–2013
Wednesday–Wednesday, April 25–June 20	Summer Session Late Registration Period
Friday–Tuesday, April 27–May 8	Reading Period (optional and at the discretion of the instructor).
Tuesday, May 8	Classes end for courses not observing Reading Period. Last day to drop a course or to file for an incomplete (5:00 p.m. deadline).
Wednesday–Friday, May 9–18	Final Examination Period
Sunday, May 27	Commencement
Monday, June 18	Summer Session Begins
Sunday, July 1	CAS deadline to complete spring semester incompletes. Students who finish their incompletes after this deadline may still earn course credit, but their academic standing will not be affected.
Wednesday–Friday, August 1–3	Summer Session Examination Period
Friday, August 3	Summer Session Ends

