



BROWN
UNIVERSITY

CONCENTRATION
ADVISOR HANDBOOK

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THE CONCENTRATION ADVISOR'S ROLE

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

As a concentration advisor, you are responsible for delivering information about your academic program to current and prospective undergraduates. More broadly, as the primary academic advisor for your concentrators, you play a key role not only in providing academic advice and guidance but also in nurturing a sense of belonging, connection and self-efficacy in our students. In light of the increased pressures on your time, we have prepared this handbook to make the job a little easier for you. It provides an overview of the issues that you will typically face during the year, along with best practices culled from exceptional advisors across the University.

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

You can also make a student's choice more meaningful by clarifying the dimensions of your discipline. What are its basic aims, or modes of inquiry? How do the requirements reflect these aims? The answers may seem obvious to you, but many undergraduates have only begun to explore your field. Our hope is that Brown students will expand their intellectual horizons while deepening their analytic capacities through the work they do in a discipline. You can play an important role by explaining disciplinary distinctions to students. We also suggest that you

encourage your concentrators to pursue independent research, write an advanced paper, complete a creative project or draw together some aspect of your field's intellectual traditions through an integrated series of courses. Your encouragement will go a long way toward challenging students to get the most out of their education.

Closely monitoring your students can serve as another form of encouragement. Electronic tools such as ASK (ask.brown.edu) will aid you in this work. Some students may ask you to evaluate courses they have taken elsewhere in order to receive transfer credit from Brown or to satisfy concentration requirements, or both. Juniors and seniors may have questions about your honors program and timeline or need help formulating a capstone project. Please also consider pointing all of your concentrators toward research and fellowship opportunities, internships and other experiences. They will certainly need you to clear them for graduation, whether in the fall or spring semester. This booklet contains suggestions for managing all of these tasks.

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

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

Rashid Zia
Dean of the College

ADVISING FUNDAMENTALS

Advisor Orientation

The College offers an orientation session to support your work as concentration advisors. Those of you who serve as directors of undergraduate studies for your department or program will also be invited to a series of gatherings throughout the academic year. During orientation, you will be able to ask questions, share advising tips with other faculty and review ASK, the electronic advising tool. If you cannot attend the orientation, you may view a recording of the orientation and download key materials by logging into ASK and clicking “Materials” from the left toolbar.

ASK: Brown’s Electronic Advising Tool

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

Focal Point: Brown’s Concentration Search Tool

Most students will begin their research on Brown’s various concentrations by visiting the undergraduate programs website (brown.edu/undergraduate_concentrations). Focal Point allows students to explore the many intellectual paths they can take at Brown. The site provides summaries of concentration offerings, enrollment statistics and the career

paths taken by recent alumni, linking to data gathered by the Center for Careers and Life After Brown (CareerLAB) and the Office of Institutional Research.

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

Advising Resources

Deans of the College and Student Support

Academic deans are available for individual consultations with students and advisors every weekday. For the latest schedule, visit the College [website](#) (or reach out to college@brown.edu) if you are not sure whom to contact.

If you have concerns about a student’s health or well-being, in general, you should contact Student Support Services (located at 42 Charlesfield St.) at 401-863-3800 or studentsupport@brown.edu, or Counseling and Psychological Services (CAPS) at 401-863-3476. Starting in Fall 2021, CAPS will begin to provide services out of 450 Brook St., joining its peer departments in the new health and wellness center.

Academic Support Services

Academic Support Services can help students with time management, exam preparation, study skills and more. Academic Support offers workshops that can aid students in navigating time management and other strategies — whether they are on Brown’s campus or among the small number of students approved to study remotely.

DEVELOPING A SENSE OF COMMUNITY

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

Outreach to First-Years and Sophomores

Each year, the College sponsors the Academic Expo during Brown's New Student Orientation, to expose incoming students to the range of courses and concentrations available to them. In the late fall semester, the College typically holds a concentration fair that allows you as an advisor to meet with prospective concentrators and to answer questions about requirements. For both events, we encourage you to invite a current concentrator (perhaps a member of the Departmental Undergraduate Group, if one exists in your concentration) to begin building connections among students. Information about the concentration fair will be sent via email from the College early in the fall term.

Individual Advising Meetings

Regular office hours are the usual way that advisors meet with current and future concentrators. Plan to set aside about two hours per week for this purpose, and post the times on your department's website. Creating calendar appointment blocks with your office number or links to Zoom or Google Meet can be particularly useful (be sure to [enable the waiting room feature](#) if you are holding one-on-one appointments via Zoom). You'll encounter the

heaviest traffic at the beginning of the semester and during the advising period during fall and spring preregistration (late October and early April each year). The advising period is a time when prospective concentrators will want to discuss the possibility of declaring, and other students may come with different concerns. The issues will vary by semester level. New concentrators might be interested in research opportunities or may be considering an undergraduate certificate. Those who hope to study abroad in future semesters may need to figure out how to fulfill concentration requirements at a university outside the U.S. First-years and sophomores may be eager to get concentration requirements fulfilled before they have officially declared and will seek your counsel. Your guidance can help them plan for and balance these requirements with other goals they might have and enable them to continue exploring beyond the concentration. You can ensure a stronger relationship by requiring your concentrators to check in with you each semester. At the very least, you should require all seniors to meet with you at least once each term so that you can ensure they meet concentration requirements and clear them for graduation.

Departmental Undergraduate Groups

A Departmental Undergraduate Group, or DUG, is a group of students who meet regularly to help other concentrators in the department connect with one another, with faculty and with alumni. DUGs enhance the sense of community in a concentration in a variety of ways: by hosting events with concentrators, prospective concentrators and graduate students; by organizing guest lectures; by participating in concentration fairs; and, in some cases, by contributing to departmental newsletters, websites and undergraduate academic journals. Some of the most successful projects have been organized collaboratively by departmental faculty and DUGs. Anything that brings your concentrators

in contact with one another and with your faculty will help cultivate an intellectual community and make your department a welcome home for undergraduates.

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

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

Each DUG is eligible for matching funds from the College. Up to \$700 in matching funds is possible for concentrations with a large cohort; awards from the College range from \$150 to \$700. Funds matched by the concentration contribute to the total budget amount for the DUG. To apply, your DUG must have one or more student leaders, a faculty sponsor (which may be you) and a list of activities with an associated budget. Every DUG is expected to hold about two events each semester and no fewer than four per year. One of these should be a social event welcoming new concentrators. Funding requests are submitted online by

the DUG leader(s) and faculty sponsor via UFunds (ufunds.brown.edu) by mid-October (for fall activities) and by early February (for spring). We recommend that you work closely with your DUG to ensure continuity from year to year, and to learn from your students about how they can help create a stronger community in your department. For more information about DUG events and funding, visit brown.edu/go/dug or contact the director of the Curricular Resource Center, whose contact information is listed in the resource addendum that accompanies this booklet.

Concentration Declaration Day and Other Departmental Gatherings

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

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

THE CONCENTRATION DECLARATION

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

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

Schedule and publicize special “declaration day” office hours early in the spring semester.

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

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

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

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

Pre-Declaration Meetings

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

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

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

ASK and the Concentration Declaration

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

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

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

Please review the deadlines for fourth-semester students to declare their concentration on the academic calendar

brown.edu/about/administration/registrar/academic-

[calendar](#)) as these deadlines will be slightly different in 2021-22 than they were during last year's atypical academic calendar.

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

Declaring a Second Concentration

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

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

is pending. The student must have the first declaration approved by the concentration advisor prior to beginning a second declaration.

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

Special Curricular Opportunities

Undergraduate Teaching Assistant Opportunities

The majority of Brown students teach in some capacity during their time at Brown, primarily as undergraduate teaching assistants (UTAs). Teaching requires the ability to listen and discern student understanding, communicate complex ideas, make decisions in the moment, and model expert-like thinking. Typically UTA positions are suited for sophomore to senior students, but some instructors welcome first-year student UTAs. If your advisees find a particular course or instructor exciting, suggest they investigate whether or not they could apply to become a UTA for that course. If an advisee is hesitant to apply due to inexperience, the Sheridan Center for Teaching and Learning offers teaching support for UTAs, such as the UTA Orientation. The UTA is a paid position and may be an alternative work experience for students interested in honing their communication and problem-solving skills.

Undergraduate certificates

Brown undergraduates may elect to pursue an integrated combination of courses, co-curricular and experiential learning — in addition to their concentration — in the form of an undergraduate certificate. Undergraduate certificate programs are pathways developed by one or more academic units and approved by the College Curriculum Council. Together, these experiences contribute to a student's academic and personal development, deepening their understanding of an area of interest and helping them to acquire skills for life after Brown. Certificates may complement a student's existing [concentration](#) or may represent an entirely distinct area of interest. Incorporating feedback from many faculty discussions on the topic, the College Curriculum Council thought carefully about the contours of this program,

weighing the opportunity for this structured work while maintaining the flexibility necessary for students, with the support of an advising team, to craft their own liberal education. According to the [certificate guidelines](#), a student's concentration and certificate may not have substantial overlap (each certificate has a list of excluded concentrations and students may count no more than one course toward the certificate and their concentration), nor can certificate programs be developed in areas in which a concentration already exists.

Students declare an undergraduate certificate in their fifth or sixth semester — after they have declared their concentration — yet early enough to enable planning of the required experiential learning opportunity. The deadline for students to declare is by the last day of classes in their sixth (or antepenultimate) semester. To ensure that students are being playful and making intentional decisions, they must have completed or be enrolled in at least two courses toward the certificate at the time they declare the certificate in ASK. Students may only declare one certificate and may not declare a certificate if they are double concentrating. Current certificate options and additional information are available at brown.edu/go/undergraduatecertificates.

Engaged Scholarship

Brown's [Engaged Scholars Program](#) enables students who are passionate about communities and the challenges they face to design courses of study and action as part of their concentration requirements. The program is no longer accepting additional students; however, students in any concentration may now declare in the new Engaged Scholarship Certificate. All students already accepted into the Engaged Scholars Program are being supported through to graduation, so if yours is among the [participating concentrations](#), one of your responsibilities may be to advise concentrators pursuing the program.

If you have an advisee pursuing the Engaged Scholars Program, start by familiarizing yourself with the program's [four core requirements](#) and your concentration's expectations for these students. You may choose to provide advising around your concentration's particular approach to engaged scholarship and/or refer your advisee to the designated ESP faculty advisor for your concentration. Staff on the Swearer Center's engaged scholarship team can share a guide for participating departments and

concentrations (available upon request by emailing engaged-scholars@brown.edu) and consult with you about advising students who are seeking to integrate their coursework with outside-the-classroom learning opportunities, such as community-engaged research. They are also happy to address any questions about the transition from program to certificate and ways for the Swearer Center to continue supporting engaged scholarship opportunities within your concentration.

Combined and Concurrent Degree Options ***Combined Bachelor of Arts and Bachelor of Science Degrees***

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

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

Preliminary approvals are granted to students who are very close (within two to three courses) to finishing at least one of their concentrations before the end of their fifth

semester. These students must then seek final approval in their seventh semester. Upon successful review of the academic record, these students will receive a final approval to be combined-degree candidates. Exceptional students may be allowed to complete the combined degrees in nine semesters, rather than 10, but they must meet all requirements and have the approval of the Committee on Academic Standing. Contact Dean Oludurotimi Adetunji, the combined-degree dean, for more information.

Concurrent Baccalaureate and Master's Degree

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

Fifth-Year Master's Programs

Brown's fifth-year master's degree program allows undergraduates to pursue a master's degree in select departments in the year immediately following completion of their undergraduate degree. Eligible students must apply for admission to this program before they complete the baccalaureate degree. A list of participating academic departments and other information is available on the Graduate School's [website](#). For more information on this program, please contact the Graduate School.

Prerequisites, Placement and Pre-Brown Exams

Many academic departments offer one or more gateway or foundational courses that every student must either take and earn credit for at Brown or place out of before taking higher-level courses. Some departments offer placement exams and/or accept the results of Advanced Placement (AP) tests or International Baccalaureate (IB), A-Level or other pre-Brown exam results (or even other non-Brown college-level study) for course placement and/or course prerequisites. Test-based credits are also recognized by some concentrations as substitutes for concentration requirements. Students can pull test-based credits on

their internal record into their concentration declaration course plan in ASK to use for concentration purposes, where you can approve them as a substitute for a requirement.

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

Transfer Credits, Study Abroad Credits and Exchange Credits

With the appropriate permissions, Brown students may apply course credit earned at another institution toward their Brown degree requirements. U.S. citizens and permanent residents of the U.S. may petition the College to study full time or part time at a regionally accredited two- or four-year college or university in the U.S.; students studying on F-1 visas may petition to study full time at a two- or four-year institution in their home countries.

Students who wish to receive transfer credit for non-Brown courses taken after matriculating to Brown to apply toward the 30 courses required for their degree must submit a request in the [transfer credit section](#) of ASK. Requests are routed to an academic dean, who approves the institution, followed by a faculty member in a relevant academic department depending on the subject the student proposes to study. In most departments, the director of undergraduate studies is the faculty member responsible for approving transfer credit, a role known as transfer credit liaison. The transfer credit process is described in greater detail on the College [website](#).

Process for Approving Non-Brown Work for Concentration Substitutions

As a concentration advisor (distinct from the role of transfer credit liaison, who approves courses for transfer credit), you have authority over which non-Brown courses may count toward the concentration based on the criteria set by your concentration. This means you can approve a non-Brown course for concentration credit even if that work is not eligible for University transfer credit or for assignment to course equivalency and therefore cannot

be recorded on the student's Brown transcript. A course worth three semester credit hours taken elsewhere that did not result in a transfer credit is just one example. A course taken during study abroad cannot be reassigned to a Brown course equivalent and is another example. The concentration declaration in ASK, however, allows students to manually add non-Brown work (including courses taken elsewhere, a practicum or internship experience, evidence of language competence, etc.) to their course plan for your approval — even if such work does not appear on their Brown transcript. You can approve this non-Brown work as a substitute for a concentration requirement in the student's concentration declaration (see instructions in the [ASK user guide](#)). As a concentration advisor, you only have the authority to approve a course for actual transfer credit if you are also the transfer credit subject liaison of record for the academic department by which that course or courses similar are taught. If a student initially created a manual entry for a non-Brown course that later results in transfer or study abroad course credit on their transcript, they should update their concentration declaration and select that course from their internal record into their course plan to replace the manual entry.

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

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

We encourage concentration advisors whenever possible to avoid treating prerequisites as concentration requirements and to refrain from expecting students

to seek and obtain transfer credits for prerequisite or introductory courses, especially for work completed prior to matriculation to Brown, and when students have already completed a higher-level course.

Studying Abroad

Brown offers undergraduate students the opportunity to study abroad through a wide variety of academic programs, some offered directly by the University and others sponsored by institutions that Brown approves for academic credit. On average, 400 Brown students study outside of the U.S. each year and are transformed by their experiences in the most positive and profound ways.

As a concentration advisor, you should encourage your students to consider studying abroad early on. It is never too early for a student to attend a Study Abroad 101 session or meet with an Office of International Programs peer advisor or study abroad advisor to begin exploring their options. In addition, many academic departments have a designated faculty member who serves [as the departmental study abroad advisor](#) and can be an additional resource for students. As a starting point, students can begin reviewing the various program options on the Office of International Programs [website](#).

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

Once a student selects a program and begins the application process, they will meet with their concentration advisor to discuss their academic plans. Information on the University's transfer credit approval process for study abroad can be found on the Office of International Programs [website](#). Students can request concentration credit in the student's concentration declaration in ASK using the "manual entry" feature (see the ASK user guide for approving non-Brown work: brown.edu/go/askhelp).

Please note that a select number of study abroad programs will be offered for the 2021-22 academic year, with the hope of resuming additional programs when possible.



Office of International Programs

brown.edu/oip



GLOBAL INDEPENDENT STUDY PROGRAM
BROWN.EDU/OIP/PROGRAMS/GLOBAL-INDEPENDENT-STUDY-GLISP

Tracking Student Progress

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



SUPPORTING YOUR CONCENTRATORS: DELVING DEEPER

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

Some questions you may want to ask are listed below.

Are there fellowship or internship experiences that they should consider, and that can amplify coursework in the concentration?

How are they planning to work on their writing abilities in their final two years?

Have they thought about pursuing a senior project, whether required by your concentration or not, and/or a certificate program? Do they know where to find more information about these opportunities?

Are they considering post-baccalaureate study?

Do they want to take time off before pursuing graduate work?

How many faculty in the department know them well enough to write a letter of recommendation?

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

Fellowships, Internships and Research Experiences

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

The College offers student funding for research, teaching, course development and other experiential learning projects both on and off campus. These experiences have a strong impact on Brown students, enabling them to expand and apply their learning and to develop deep, lasting relationships with mentors across a variety of sectors. Nonetheless, we know that these opportunities have not been equally accessible to all students. In recent years, the College has been working to address the disproportionately low rates of first-generation, low-income and historically underrepresented applicants for these types of experiences. Despite focused outreach — and, in some cases, even with dedicated funding — minoritized students have been less likely to apply than their counterparts. This is particularly concerning in light of research that suggests the important role that research, internships and other high-impact practices play in closing equity gaps by enhancing students' sense of belonging, among other gains.

At the height of the COVID-19 pandemic, the College developed a pilot program designed to support increased student need overall and also to facilitate greater access for our most minoritized students. The goals were threefold:



(1) to make summer funding more accessible and equitable by making it easier for students to find opportunities and to connect with faculty;

(2) to simplify the application process for students and faculty;


(3) and to establish a single deadline and application process for all College-funded opportunities, including Undergraduate Teaching and Research Awards (UTRAs) and LINK (for low-paying/unpaid internships).

SPRINT, for Summer/Semester Projects for Research, Internship, Teaching, now serves as the umbrella application platform for all College-funded experiential learning opportunities, including LINKs, UTRAs and other awards offered by the Center for Careers and Life After Brown (CareerLAB) and the Swearer Center. For more than two decades, students have been able to apply for funding with faculty as research partners. This structure remains. However, under the SPRINT umbrella, for reasons of equity and access, the College strongly encourages faculty to post positions to which students may apply directly. Allowing students to apply for faculty-posted opportunities allows our funding to have a greater impact, supporting new as well as existing faculty-student connections. We hope that as a concentration advisor you will facilitate connections between students and your faculty colleagues and invite and encourage students to think about themselves not just as consumers of knowledge but as nascent producers of knowledge. This type of encouragement can have a profound impact on our students' sense of possibility as well as belonging.

Beyond opportunities to work with faculty, SPRINT awards provide funding for internship experiences for unpaid or low-paying internships across a range of industries and within and beyond the U.S.. Students may also access BrownConnect (brownconnect.brown.edu) to make alumni connections. You might consider asking BrownConnect's director for (limited) faculty access if you'd like to see what students see. Note that students should begin researching these opportunities as early as October, since most application deadlines are in January and February.

 **CAREERLAB**
brown.edu/careerlab

Concentrators should also be encouraged to learn about national competitive scholarships such as the Udall (for juniors committed to careers in environment protection, policy and advocacy), Goldwater (for juniors committed to careers in research science), Truman (for juniors committed to careers in public service) and Beinecke (for juniors in the arts, humanities or social sciences who are planning to attend graduate school). In addition, concentrators should be made aware of fellowships such as the Fulbright, which provides funding for one year of study, independent research or English teaching in one of over 160 countries around the world, and the many fellowship opportunities for graduate study in the U.K. We encourage advisors to familiarize themselves with the many national competitive fellowships for undergraduates and share information about those that are particularly pertinent to their concentrators through department listservs and with their DUGs. For more specific information or to brainstorm about how to encourage concentrators to consider these awards, advisors are invited to reach out directly to Linda Dunleavy, associate dean for fellowships, or Christopher Carr, assistant director of fellowships. For a complete list of Brown-supported awards, advisors who specialize in fellowships and internships and research experiences at Brown and beyond, consult the fellowships at Brown website.

 brown.edu/academics/college/fellowships

Progress toward Graduation

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

To meet the requirements for degree completion, students must:

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

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

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

Fulfill the eight-semester enrollment requirement (also known as 32 enrollment units, four of which are accrued in each full-time semester of enrollment), four semesters of which must be in residence at Brown during fall and/or spring semesters. Approved study during the school year at another institution in the U.S. or abroad may also count toward this requirement. Students who successfully complete four summer and/or Wintersession courses at Brown — and who have completed all other degree requirements — may request a waiver of the eighth semester of the enrollment requirement.

Academic Standing

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

A student who has become so deficient in their coursework may be academically suspended, typically for one year. Students with missing or incomplete grades or with

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



brown.edu/academics/college/degree/policies

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

Advisees Separated from the University

While not actively enrolled at the University, a student who has (1) taken a personal leave for work, service, travel or other personal reasons; (2) opted for a “medical leave” or a “medical leave in lieu of suspension”; or (3) been placed on academic suspension, refused registration or not completed degree requirements after eight or more semesters of enrollment (a status known as “enrollment satisfied, requirements pending,” also discussed later in this guide) will continue to appear on your roster of concentration advisees in ASK. In such cases, you may be called upon — by either an academic dean or the student themselves — to consult on the student’s remaining concentration



THE OFFICE OF
INTERNATIONAL
PROGRAMS OFFERS
OPPORTUNITIES FOR
STUDENT ENGAGEMENT
ABROAD.

requirements and available options, per your program's policies, for fulfilling these with non-Brown work. In short, your role in these instances is to advise the student on a revised pathway to completing the concentration that is consistent with your concentration's policies and procedures, and then to approve any substitutions in ASK. Your outreach to those students who return after a separation of a semester or longer will be an important part of their transition back to the University and to the concentration.

Enrolled Advisees Who Are Not in Good Standing

Each student on Academic or Serious Warning is assigned to an academic dean and is expected to meet with this dean to discuss course selection and a plan for utilizing resources that may support the student in getting back on track. A student who is on Serious Warning will also need to meet with their assigned — or any other — academic dean to obtain a “drop code” if they wish to drop a class in the final four weeks of the term.

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

Should a student on Warning take five courses to “catch up” in the next semester?

A student on Warning should choose four courses (not five) for the next semester, and should strive to find courses that are both interesting and manageable. While it is true that a student on Warning can return to Good Standing after one semester by completing five courses, the costs and dangers of attempting five courses, particularly for students who have failed to complete four courses in one or more preceding semesters, can be significant. It is difficult to do one's best work in five courses. Moreover, students who attempt five courses after failing to complete four frequently fail two courses in the subsequent term, placing them even further behind. Caution students about taking on too heavy

a course load. It is more prudent to take four courses and do well in those. Students who complete four courses in two consecutive semesters will return to Good Standing even if their cumulative count would otherwise place them on Warning or Serious Warning.

Should a student drop a course to avoid a “C” or a “B”?

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

Brown's Writing Requirement

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

Indeed, at Brown, this opportunity is an obligation. Even though our curriculum, by tradition, leaves open the question of “general education” requirements, the University has nonetheless maintained a requirement for the baccalaureate degree that all students demonstrate the ability to write well. All students must work on their writing at least twice — once in their first two years of study and again in semesters five through seven. Students meet the first part of this requirement by completing any English, comparative literature or literary arts course, as well as any of the hundreds of courses across the curriculum marked

“WRIT,” for “Writing-Designated.” In semesters five through seven, students must take an additional writing-designated course. Because the concentration is the focal point of a student’s academic experience, it makes sense that students should work on their writing in the course of completing their concentration. A small number of concentrations allow concentrators to upload to ASK work completed in the concentration to meet this requirement. Questions about this option may be directed to the deputy dean for curriculum and co-curriculum. In this case, you or a colleague would review and approve the work in ASK.

Even if your concentration does not accept written work in lieu of a second writing-designated course, as an advisor, you will want to steer students toward courses that allow them to develop these abilities; indeed, you should encourage them to learn how to express themselves better in your discipline.



WRITING REQUIREMENT
[brown.edu/academics/college/degree/
curriculum/writing-requirement](https://brown.edu/academics/college/degree/curriculum/writing-requirement)

Writing Checks

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

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

Life after Brown

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

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

As the question of learning outcomes dominates national debates on higher education, and as some jobs become scarcer, many people — including some of your concentrators, perhaps — may be beginning to wonder about the outcomes of the college experience: What’s it all about? You have a unique opportunity to address that question as your students approach the final year of the concentration.

MEANINGFUL OUTCOMES

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

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



COLLEGE CURRICULUM COUNCIL
brown.edu/go/doc_ccc

Senior-Year Projects

If your concentration requires a senior project, either for all students or for a subset such as Engaged Scholars or bachelor of science candidates, then it is your job to make sure students fulfill this expectation. If you do not require it, you may want to persuade seniors to take on this intellectual challenge voluntarily. Better yet, you could plant the seed with your juniors so they begin planning early. Such a capstone experience might take many forms: It could be a focused internship, a teaching apprenticeship, a performance, an exhibition, a large creative work, an advanced seminar paper, a laboratory experiment or a thesis — in short, a substantive contribution to the discipline. Whatever the form, the

capstone should lead undergraduates toward the kind of intellectual engagement that faculty experience all the time. For this reason, projects should be supervised by faculty members who monitor students' progress and give feedback. By completing such a project, seniors will have, in effect, already answered the question "What's it all about?" because they will have produced something that reveals the impact of their studies to both themselves and others. This kind of intensive intellectual experience can also lead them toward outcomes they never imagined. Incidentally, the College has a modest amount of funding to help support senior projects. Students should consult with the College's website on research opportunities.



UNDERGRADUATE RESEARCH
[brown.edu/academics/college/
undergraduate-research](http://brown.edu/academics/college/undergraduate-research)

Honors in the Concentration

An honors thesis is one type of capstone project — albeit with a few more strings attached. Your department's honors program will define the terms under which advanced undergraduates may distinguish themselves through in-depth coursework or research in the discipline. Entry into such programs varies by department (**although, per the College Curriculum Council's guidelines, no concentration may use grade point average or limit the number of courses taken Satisfactory/No Credit**); check the rules for your own program and make sure that they are clear to you, as well as to your faculty and students. Like the capstone guidelines, the College Curriculum Council's honors guidelines are available on the College website. As with all other concentration requirements, honors requirements should be published on your concentration's page in the University Bulletin.



Honors in the Concentration
brown.edu/go/honors

As an advisor, it is your responsibility to advertise your department's honors program to juniors, to review their applications (sometimes in conjunction with an honors committee) and to remind faculty members who are supervising honors projects — and students who are doing them — of the relevant deadlines. You can recognize your honors students by arranging appropriate celebratory events at the end of the semester. You might consider doing this with all seniors who have completed capstone projects.

Latin Honors

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

Prizes

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

Clearing Seniors for Graduation

Perhaps the most official role you will play in the life of your students will be to determine whether they have completed the requirements for the concentration. This is one of the necessary steps toward what we call “clearing” seniors for graduation. In October and March every year, you will receive a clearance form for each of your eighth-semester seniors. The packet will include a list of courses

in which they are currently enrolled, together with a copy of an internal record for all courses completed. The registrar asks you to check the records and indicate whether the student has completed or is expected to complete the concentration (including the writing requirement) that semester and, if not, what requirements remain. This is a very good reason for you to meet with your seniors again — not just to go over their records but also to review their overall Brown experience.

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

Aside from this official clearance process, you can view these final meetings as a time for seniors to reflect on their experience at Brown more generally. What was the most useful thing they learned in your concentration? What work are they most proud of? What work was most challenging? Is there anything they would do differently if given a second chance? Asking such questions, even in an informal way, can send a very good message that you are concerned not only about their individual experience but also about the experience of future concentrators. If you were to ask your seniors, moreover, to take a moment to put these thoughts in writing, both you and they might end up with a different picture of the real “outcomes” of your concentration.

Extra Semester Permission

You may refer any student who cannot complete degree requirements within eight semesters of enrollment to an academic advising dean in the College. The student will still

be able to participate in Commencement exercises. The student may be able to transfer in remaining requirements from another approved institution with a status known as “enrollment satisfied, requirements pending.” Different policies govern whether students may stay at Brown for an additional term depending on whether they must or simply would like to do so. Whether a student needs additional time at Brown or simply chooses an additional semester of enrollment, the student should discuss the appropriate petition process with the deputy dean of the college for academic advising/chair of the Committee on Academic Standing.

When Necessary to Complete Requirements

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

Optional Ninth Semester

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



PETITIONS AND FORMS
[brown.edu/academics/college/degree/
petitions](https://brown.edu/academics/college/degree/petitions)

Commencement Festivities

Your department’s Commencement ceremony is the last chance you will have to acknowledge the good work of your students. Students who have completed degree

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

Tracking Your Graduates

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

CONCENTRATION ADVISING CALENDAR 2020-21

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 Support Services	863-3145
Psychological support needed	Counseling and Psychological Services	863-3476
Non-emergency medical care	Health Services	863-3953
Sexual assault, harassment or relationship abuse	On-call Counselor Sexual Harassment and Assault Resources Education (SHARE) Advocate	863-3476 863-7895

After Hours Contact Information

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

Campus Emergency Action Plan

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

CONCENTRATION ADVISING CALENDAR 2021-22

See the full academic calendar at brown.edu/about/administration/registrar/academic-calendar.

Note: All times listed are Eastern Time.

Fall Semester

Friday, August 27, 2021

10-11:30 a.m.

Concentration Advisor Orientation (virtual).

Your presence is required at this event.

Wednesday, September 8, 2021

Fall Classes Begin

Tuesday, September 21, 2021

Last day to add a course without a fee (5 p.m. deadline)

Tuesday, October 5, 2021

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

Monday, October 11, 2021

Indigenous Peoples Day. No University exercises.

Friday, October 15, 2021

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

Tuesday, October 19, 2021

Concentration declaration deadline for fourth-semester sophomores and incoming junior transfers (5 p.m. deadline)

Thursday, November 4, 2021

Deadline for concentration advisors to approve fourth-semester sophomore and incoming junior transfer concentration declarations in ASK (5 p.m. deadline)

Monday, October 25 through Tuesday, November 16, 2021

Advising period for spring preregistration

(Schedule extra office hours for concentrators.)

Friday, November 12, 2021

Students on Serious Warning who wish to drop a course after this date must meet with an academic dean to obtain a drop-code.

Wednesday, November 24 through

Sunday, November 28, 2021

Thanksgiving recess (begins Wednesday at noon)

Wednesday, December 1, 2021

Last day for approved undergraduates in eligible concentrations, who are in their seventh (or penultimate) semester, to submit writing completed in the concentration in ASK to complete part two of the writing requirement

Wednesday, December 8, 2021

Beginning of Reading Period (optional and at the discretion of the instructor).

Saturday, December 11, 2021

4 p.m.

Midyear Completion Celebration (Salomon De Ciccio Family Auditorium)

Sunday, December 12, 2021

Last day for advisors to approve second or third concentrations in ASK for students in their penultimate semester (typically the seventh semester) who are declaring a second/third concentration (5 p.m. deadline).

Last day for students in their ante-penultimate (typically sixth) semester to declare an undergraduate certificate in ASK.

Spring Semester

Monday, January 17, 2022

Martin Luther King Jr. holiday. No University exercises.

Wednesday, January 26, 2022

Spring semester classes begin.

Wednesday, January 26 through

Tuesday, February 8, 2022

Meetings with seventh- and eighth-semester concentrators to approve course schedules.

Tuesday, February 1, 2022

Deadline for students to complete fall semester incompletes if the course is to count toward a student's academic standing

Tuesday, February 8, 2022

Last day to add a course without a fee (5 p.m. deadline)

Saturday, February 19 through

Tuesday, February 22, 2022

Long weekend. No University exercises.

Wednesday, February 23, 2022

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

Friday, March 11, 2022

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

Monday, March 21, 2022

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

Monday, April 4 through Tuesday, April 26, 2021

Advising period for fall preregistration

(Schedule extra office hours for concentrators.)

Thursday, April 14, 2022

Deadline for concentration advisors to approve fourth semester sophomore and incoming junior transfer concentration declarations in ASK (5 p.m. deadline)

Monday, April 29, 2022

Beginning of reading period (optional and at the discretion of instructor)

Friday, May 6, 2022

Information about approved honors recipients due to the Registrar's Office

Tuesday, May 10, 2022

Classes end for courses not observing the reading period. Last day to drop a course or to file for an incomplete (5 p.m. deadline).

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

Last day for students in their ante-penultimate (typically sixth) semester to declare an undergraduate certificate in ASK

Wednesday, May 11 through Friday, May 20, 2022

Final examination period

Sunday, May 29, 2022

Commencement

Friday, July 1, 2022

Deadline for students to complete spring semester incompletes if the course is to count toward a student's academic standing

RESOURCES

The College	General Information	401-863-9800
Rashid Zia	Dean of the College	401-863-2573
Maitrayee Bhattacharyya	Senior Associate Dean, Diversity and Inclusion	401-863-3488
Sarah Mullen	Chief of Staff	401-863-2539
Curriculum and Co-Curriculum		
Besenia Rodriguez	Deputy Dean, Curriculum and Co-Curriculum	401-863-3488
Betsy Shimberg	Senior Associate Dean, Co-Curricular and Experiential Learning	401-863-9556
Oludurotimi Adetunji	Associate Dean, Undergraduate Research and Inclusive Science	401-863-2411
Christopher Carr	Assistant Director, Fellowships and Student Advisor	401-863-5924
Peggy Chang	Associate Dean Director, Curricular Resource Center	401-863-2324
Linda Dunleavy	Associate Dean of the College, Fellowships	401-863-2538
Nirva LaFortune	Assistant Director, Curricular Resource Center	401-863-7436
Julie Lee	Associate Dean, Academic Support and Transfer	401-863-1640
Janet Peters	Assistant Dean, Curricular Support Assistant Director, Academic Tutoring	401-863-1404
Kathy Toro	Health Careers Advisor	401-863-6246
George Vassilev	Associate Dean and Director, Pre-Professional Advising	401-863-2781
Michele Zager	Associate Director and Academic Advisor, Brown-RISD Dual Degree Program	401-863-9836
Academic Advising		
Vacant	Deputy Dean of the College, for Academic Advising	401-863-6244
Carol Cohen	Senior Associate Dean, Class Advising/ Personal and Health Issues	401-863-2676
Gail Cohee	Associate Dean, Director, Sarah Doyle Center for Women and Gender	401-863-3402
Ludnie Deneus	Assistant Director, Financial Advising	
Vernicia Elie	Associate Dean, Financial Advising	401-863-5671
Lindsay Garcia	Assistant Dean, Junior/Senior Studies and Recovery/Substance-Free Initiatives	401-863-2536

Anja Lee	Assistant Dean, First-Year and Sophomore Experience	401-863-3057
Chia-Ying Pan	Associate Dean, International Students	
Yolanda Rome	Associate Dean, Class-Year Advising	401-863-2315
Kelsey Trimm	International Students Program Coordinator	401-863-5142

Engaged and Experiential Learning

<i>Vacant</i>	Director, Office of International Programs	401-863-2489
Mary Jo Callan	Stark Family Executive Director, Howard R. Swearer Center for Public Service / Associate Dean of the College for Engaged Scholarship	
Matthew Donato	Director, CareerLAB	401-863-3327
Ashley Greene	Assistant Dean of the College	401-863-5238
	Director, Community Partnerships, Swearer Center	
Julie Plaut	Assistant Dean of the College	401-863-6282
	Director, Engaged Scholarship, Swearer Center	

Student Support Services

brown.edu/student-support

401-863-3145

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

Additional Campus Life Resources

Office of the Chaplains and Religious Life	brown.edu/ocrl	401-863-2344
Brown Center for Students of Color	brown.edu/bcsc	401-863-2120
Global Brown Center for International Students	brown.edu/globalbrowncenter	401-863-1300
LGBTQ Center	brown.edu/lgbtq	401-863-3062
Office of Military-Affiliated Students	brown.edu/go/rotc	401-863-7682
Sarah Doyle Center for Women and Gender	brown.edu/sdwc	401-863-2189
Undocumented, First-Generation College and Low-Income Student Center	brown.edu/ufli	
Health Services	brown.edu/health	401-863-3953
BWell Health Promotion	brown.edu/bwell	401-863-2794
Counseling and Psychological Services	brown.edu/caps	401-863-3476
Donovan Program for Recovery/ Substance-Free Student Initiatives	brown.edu/go/donovan	401-863-2536



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