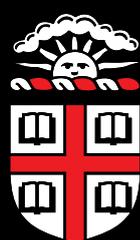


Concentration/Certificate Advisor Handbook

2026



BROWN



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The Concentration/Certificate Advisor's Role

Thank you for serving as a concentration/certificate advisor or part of a concentration/certificate advising team. It is an important job, and doing it well can significantly impact our students' academic experience (and future lives).

As a concentration/certificate advisor, you deliver 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 in providing educational advice and guidance and nurturing a sense of belonging, connection, and self-efficacy in our students. Given the increased pressures on your time, we have prepared this handbook to make the job easier. It provides an overview of the issues you will typically face during the year and best practices from exceptional advisors across the University.

Brown's Open Curriculum is one of our significant assets, embodying a philosophy of education that places intellectual weight on a student's right to choose. The choice of a concentration thus represents an essential 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 write an essay contextualizing their concentration choice.

You can also make a student's choice more meaningful by clarifying the dimensions of your field of study. What are its fundamental aims or modes of inquiry? How do the requirements reflect these aims? The answers may seem obvious, but many undergraduates have only begun exploring your field. We hope that Brown students will expand their intellectual horizons while deepening their analytic capacities through their work in a discipline. You can play an essential 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.

Keeping in touch with your students can serve as another form of encouragement. Electronic tools such as ASK will aid you in this work. Some students may ask you to evaluate courses they have taken elsewhere to receive transfer credit from Brown to satisfy concentration requirements. Juniors and seniors may have questions about your honors program and timeline or need help formulating a capstone project. Please also consider pointing your concentrators toward research and fellowship opportunities, internships, and other experiences. They will need you to clear them for graduation, whether in the fall or spring semester, so reviewing and discussing their concentration requirements regularly will ensure everything is predictable during their senior year. This handbook contains suggestions for managing all of these tasks.



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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 they neither need nor want our advice. Students regularly report that thoughtful mentoring from concentration advisors has been essential in helping them to 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 make a difference.

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



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Advising Fundamentals

ADVISOR ORIENTATION

The College offers an orientation session to support your work as concentration and certificate 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 can ask questions, share advising tips with other faculty, and review ASK, the electronic advising tool.

In addition to an orientation for new concentration/certificate advisors, the College offers two optional sessions a semester to facilitate connections and conversations among the Directors of Undergraduate Studies, and the managers associated with concentration/certificate processes. Topics vary year to year; examples of past issues include using the concentration declaration form in ASK, supporting F-1 visa holders with work authorization requests, supporting the course proposal and transfer credit approval process, supporting concentrators interested in fellowships, and strengthening connections between concentrators and faculty.

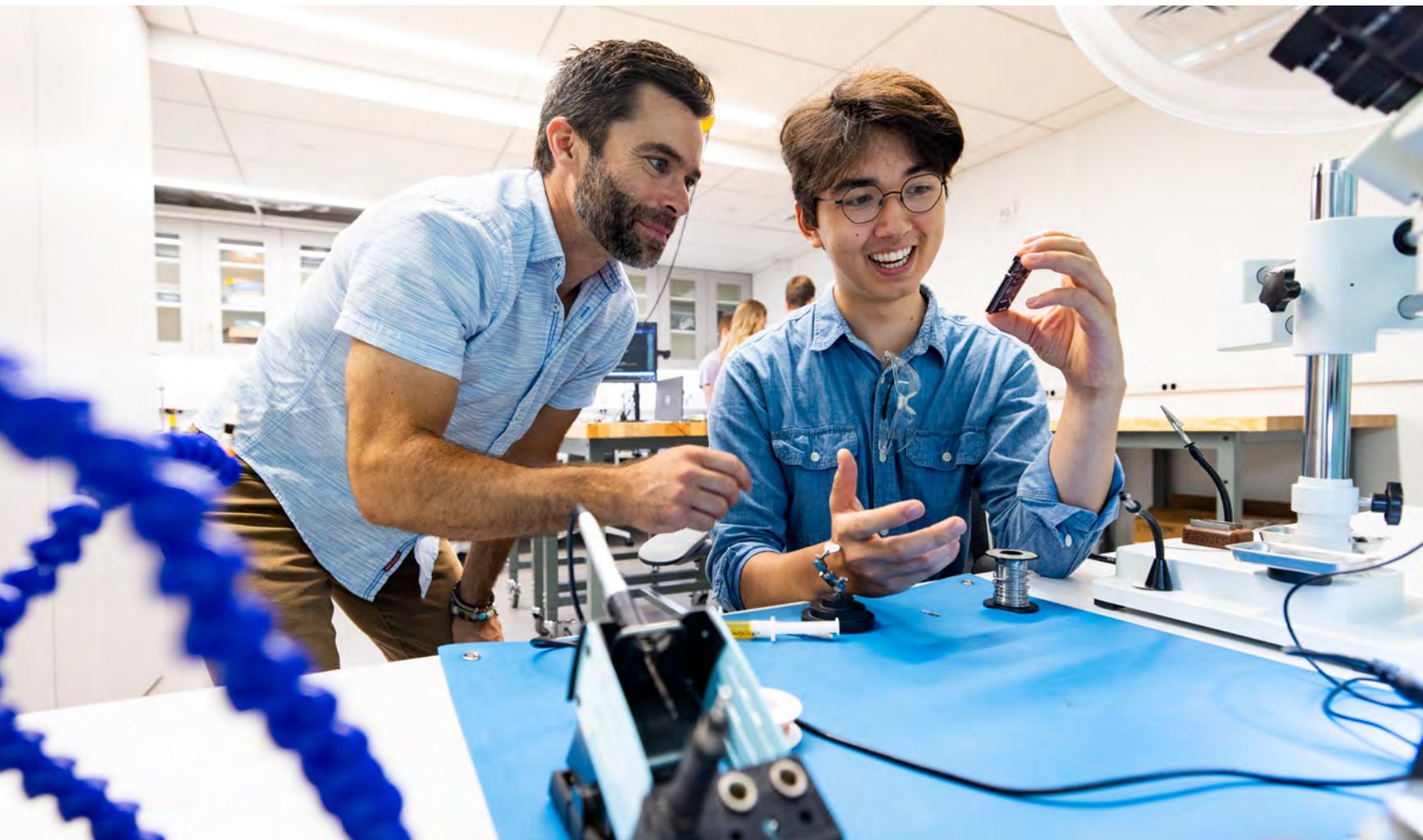
ASK: BROWN'S ELECTRONIC ADVISING TOOL

ASK (short for “Advising Sidekick”) 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. Advisors can view students’ work back to the summer before 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. You can also keep notes of advising conversations with your advisee in their ASK profile. A set of user guides with screenshots and instructions is available at brown.edu/go/askhelp. For additional assistance, email focal_point@brown.edu.

Advising Sidekick | ask.brown.edu

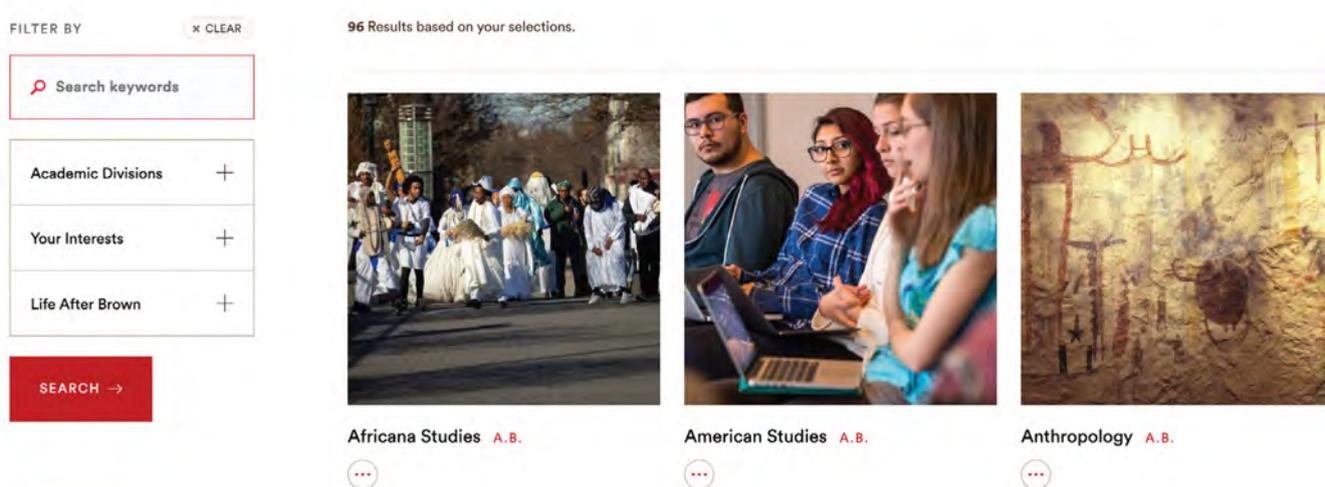


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FOCAL POINT: BROWN'S CONCENTRATION SEARCH TOOL

Most students will begin their research on Brown's various concentrations by visiting the Undergraduate Programs: Focal Point website. Focal Point allows students to explore the many intellectual paths they can take at Brown. The site provides summaries of concentration and certificate offerings, enrollment statistics, and the career paths taken by recent alumni, linking to data gathered by the Center for Career Exploration and the Office of Institutional Research.



Please 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 approved by the College Curriculum Council (CCC). The CCC must approve any changes.

Undergraduate Programs: Focal Point | brown.edu/undergraduate-programs



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The Concentration Declaration

All students must have an approved concentration by the middle of their fourth semester to preregister for their fifth semester. Concentration declaration is the culminating event of the sophomore year — the official beginning of your advising relationship with concentrators. It is also your first significant responsibility as an advisor, and it can typically consume a fair amount of time during the spring semester. For students for whom the fourth semester is the fall term (typically because of prior leavetaking), the concentration declaration deadline falls in mid-October. However, this generally is a modest number of students. Whether in March or October, this section discusses the concentration declaration process in detail and offers suggestions for managing it.

Because we want students to be deliberative and informed when they choose their concentration, we expect them to have met with you, or your department Director of Undergraduate Studies, before completing their declaration. This can mean a lot of meetings for you, especially if your concentration is large. Starting early is important so students have ample time to meet with you. You can encourage prospective concentrators to begin sooner rather than later in several ways:

- Schedule and publicize special Concentration 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.
- 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, promoting a more thoughtful approach to the entire process.



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- Ask your departmental undergraduate group 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 consider asking:

- What do you find compelling about this concentration?
- Do you consider it a bridge to something you will do after college?
- Will taking one or more courses during the summer session be necessary or desirable?
- How do you see your interests in the classroom possibly connecting with your interests in community engagement?
- Given your interest in this field, does it make sense to study away or abroad?
- Can you 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 students that their concentration choice does not determine the rest of their lives. For instance, majoring in biology has yet to eliminate the option of law school or social work at some point. 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.

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 concerning 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 need 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.



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The concentration declaration functions as a contract between you and the student. 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 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](#), as they vary slightly from year to year.

Students may change their concentration at any time before the end of their penultimate semester if 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.

TRACKING STUDENT PROGRESS

The concentration declaration is a contract with the student. Any changes to a student's plan must be entered there by the student so that all advisors can track a student's progress toward graduation. Your concentration may regularly allow specific substitutions for required courses, or 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 if you step down or go on leave. 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 keep everything in one place yearly.

DECLARING A SECOND CONCENTRATION

Students at Brown are allowed to double concentrate if they can complete the requirements for two concentrations in the standard eight-semester sequence of study. Some concentrations limit the number of courses overlapping with a second concentration. Often, the maximum is two courses, and the maximum number of concentrations a student may declare is two. Students may seek your advice on whether a second concentration is a good academic path. Students with intellectual passions spanning two distinct areas are good candidates for a double concentration, but they should leave room for other kinds of study. Students sometimes double concentrate because they think it will improve their chances of graduate school admittance. You might discuss the costs and benefits of declaring a second concentration with them. For some, 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, drawing out the connections among subjects. Those pursuing graduate school can easily highlight such intellectual connections in their applications, even without a second concentration.



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Suppose a student has determined to add yours as a second concentration. In that case, the student must declare the concentration in ASK, and you must approve this declaration by the final day of classes in their penultimate semester of enrollment. This deadline is published on the academic calendar. The process for declaring a second concentration is the same as that for declaring the first concentration. However, a student may not declare a second concentration in ASK while the first declaration is pending. The student must have their first declaration approved by the concentration advisor before beginning a second declaration. Students or advisors experiencing the declaration or approval process challenges should contact college@brown.edu for assistance.

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 concentrations are in a Bachelor of Science program, the degree earned will be a Bachelor of Science.)



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Developing a Sense of Belonging and Community

Students appreciate opportunities to cultivate advising relationships and community, and providing students with ways to develop meaningful social connections is an important component to their education. You can enrich your students' concentration experience by helping them connect with you, other students and faculty in your department. Such connections begin in individual meetings and continue through group activities as they deepen their engagement in your concentration.

OUTREACH TO FIRST-YEAR STUDENTS AND SOPHOMORES

Each year, the College sponsors the Academic Expo during Brown's New Student Orientation to expose incoming students to various courses and concentrations available. We encourage current concentrators and members of the departmental undergraduate group to represent their departments and provide a peer perspective for incoming students at the Academic Expo. Although first-year and sophomore students are assigned Exploratory Advisors, students are encouraged to speak with Directors of Undergraduate Studies and/or concentration advisors to review concentration requirements in preparation for their concentration declaration submission on ASK, due in the middle of the student's fourth semester.



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INDIVIDUAL CONCENTRATION ADVISING MEETINGS

Regular office hours are the usual way advisors meet with current and future concentrators. Plan to set aside 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 when prospective concentrators want to discuss the possibility of declaring, and other students may come up with different concerns. The issues will vary by semester level. New concentrators might be interested in research opportunities or 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-year students and sophomores may be eager to get concentration requirements fulfilled before they have officially declared and will seek your counsel.

Concentrators seek advisors about electives and possible/necessary adjustments to their course plans. Your guidance can help students 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 more substantial relationship by requiring your concentrators to check in with you each semester. 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.



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DEPARTMENTAL UNDERGRADUATE GROUPS

A departmental undergraduate group (DUG) is a group of students who meet regularly with preconcentrators and fellow concentrators to facilitate connections with one another, faculty and alumni. DUGs contribute to enhancing 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 advising hours and 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.

Each DUG is eligible for funds from the College. Funds matched by the concentration contribute to the total budget amount for the group. To apply, your DUG must have one or more student leaders, a faculty sponsor (usually the Director of Undergraduate Studies) and a list of activities with an associated budget. Every DUG is expected to hold about two events each semester. One of these should be a social event welcoming new concentrators. Funding requests are submitted online by the group leader(s) and faculty sponsor via UFunds 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 learn from your students how they can help create a stronger community in your department. For more information about DUG events and funding, visit the website below or contact the director of the Curricular Resource Center, whose contact information is listed in the resource addendum accompanying this booklet.

Departmental Undergraduate Groups | go.brown.edu/DUGs



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Supporting Your Concentrators: Delving Deeper

As concentrators approach their fifth semester, your role as an advisor will now be more focused on the choice of concentration and whether or not a student can complete it. When meeting with your concentrators during individual meetings or group advising sessions, consider how your concentrators can discuss and share more about their goals and aspirations, as well as some of the challenges they face as a Brown student.

Some questions you may want to ask during an individual appointment or advising event include:

- Are there fellowship, study abroad, research, or internship experiences that they should consider that can amplify coursework in the concentration?
- Have they considered their senior capstone experience or pursuing an honors thesis?
- How will they work on their writing abilities in their final two years? When will they complete their second writing requirement?
- Are they pursuing another concentration or a certificate program? Do they know where to find more information about these opportunities? Are they able to complete the requirements for both?
- Are they considering post-baccalaureate study and planning to take time off before enrolling? What options are they thinking during this time? Do they want to discuss their career objectives with concentration alumni, other faculty, or advisors in the Center for Career Exploration?
- How many faculty members in the department know them well enough to write letters of recommendation?
- Can you support their goals (including academic, social, and overall wellness)? Can you connect them to resources on campus that supplement these goals?

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 the next level.



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PROGRESS TOWARD GRADUATION

While your primary job is to ensure your students meet concentration requirements, as the primary 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 course of study, every Brown undergraduate has four essential obligations to fulfill before graduating. Except for concentration requirements, the University registrar and academic deans will be in touch with students who are not on track to meet graduation requirements. Still, you should discuss with your concentrators any issues or plans 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, no more than four summer courses (at Brown or elsewhere), and/or Winter Session 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 few 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, comparative literature, English or literary arts courses.** These courses must be completed 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.** This includes 32 enrollment units, four of which are accrued in each of eight full-time semesters of enrollment, four semesters of which must be in residence at Brown during fall and/or spring semesters. Approved full-time study away during the school year at another institution in the U.S. or abroad may also count toward this enrollment requirement, though not as one of the four semesters minimum that must be completed at Brown.

BROWN'S WRITING REQUIREMENT

A final opportunity to emphasize with your advisees is the chance to improve their writing. Strong writing skills allow students to excel in all kinds of academic work. Writing aptitudes lead to significant cognitive gains within a student's concentration and are valued by future employers in nearly every field. There is every reason to urge your students to take the time in college to build these thought processes and skills — they may never have another opportunity to explore writing in such a way.

Even though Brown's 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 comparative literature, English, or literary arts course



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and 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 work on their writing in the context of their concentration, though this is not required.

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/go/writing-requirement

ACADEMIC STANDING

Academic standing is determined by the number of courses completed at Brown. 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 experiencing academic difficulty. Students who fall one or two courses below academic progress requirements are placed on Academic Warning or Serious Warning, respectively, which includes a notation on their internal academic record that does not appear on the official transcript. All students reviewed by the committee are assigned an academic dean as a Committee on Academic Standing advisor who supports their progress toward completing degree requirements.

A student with three or more course credits behind what counts as “good standing” in their coursework becomes eligible for academic suspension (a one-year administrative separation). Students with missing or incomplete grades or 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 satisfactory academic progress may be considered when documented extenuating circumstances significantly interfere with students’ ability to focus on their studies. In such cases, a student with extenuating circumstances might be separated for a shorter period (usually one semester) with a status known as “refused registration by the action of dean,” often pending completion of additional coursework, as an alternative to suspension. If there is evidence that a student’s academic difficulties are due, in large part, to a medical condition, the Committee on Academic Standing may vote to place the student on Refused Registration or Suspension but recommend in its letter that the student discuss with Student Support Service deans the option of a medical leave if their medical condition reemerges in a future semester (after they have returned to studies). Detailed information about the various types of separation and status is available in the [Handbook of the Committee on Academic Standing](#).

Students experiencing academic difficulty will be encouraged and reminded regularly by the academic dean serving as their Committee on Academic Standing advisor to reach out to you for help developing a feasible pathway and timeline for completion of concentration requirements. As a concentration advisor, your guidance on what



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requirements the student has remaining and their options for completing these requirements is critical to degree completion planning. A student needing an extra semester to complete requirements may also petition the Committee on Academic Standing for additional enrollment and seek your support for their petition and a feasible degree completion plan. (See below section titled “Extra Semester Permission.”)

As an advisor, you can view your concentrators’ academic standing via students’ internal records in ASK.

Academic Policies | go.brown.edu/college/academic-policies

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 (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 [ESRP],” also discussed later in this guide) will continue to appear on your roster of concentration advisees in ASK. In such cases, you may be called upon — by either an academic dean or the student — to consult on the student’s remaining concentration requirements and available options, per your program’s policies, for fulfilling these with non-Brown work. In short, in these instances, you advise the student on a revised pathway to completing the concentration consistent with your concentration’s policies and procedures and then approve any substitutions in ASK. Your outreach to those students who return after a separation of a semester or longer will be an essential part of their transition back to the University and to the concentration.

While away from Brown, your advisee may also be working on finishing incomplete courses for the concentration and may need continued access to Canvas, Brown’s online course management system, after the course has ended. The course instructor can provide such access to the student.

Enrolled Advisees Who Are Not in Good Standing

Each student on Academic Warning or Serious Warning is assigned to an academic dean and is expected to meet with this dean regularly to discuss course selection and a plan for utilizing resources that may support the student in getting back on track. A student 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. A student on Serious Warning will also need to meet with their assigned academic dean if they want to add a fifth course during the shopping period.

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



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they are not already utilizing them. The list of contacts accompanying this guide is one helpful place to start. If you find meeting with a student in concert with their Committee on Academic Standing advisor helpful, please email college@brown.edu to set up a group meeting. Committee on Academic Standing advisors are eager to partner with concentration advisors to support students on their path to degree completion and may similarly reach out to you to do so.

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

A student on Academic Warning should choose four courses (not five) for the next semester and strive to find enjoyable and manageable courses. While it is true that a student on Academic 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 may be challenging to do one’s best work in five courses. Affirm that you believe in the student, their ability, and intelligence; however, four courses are considered a full-time course load, and completing that is an accomplishment and solid progress toward their degree. 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 may return to Good Standing at the discretion of their Committee on Academic Standing advisor, even if their cumulative count would otherwise place them on Academic 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 Academic Warning. If an advisee mentions that they may drop a class because of fear of a particular grade, the advisor can probe why the grade is vital 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, a preprofessional advisor, or a career advisor may also be in order. Deans, in particular, are accustomed to addressing such misperceptions and can help students adjust their approach to their studies. If a student shares concerns with you about their ability to complete final assignments when these are due or take a final exam when it is scheduled because of extenuating circumstances. However, they had kept up with the coursework; otherwise, a conversation about the process for seeking an incomplete (INC) from the course instructor or an excused absence and makeup for a final exam (ABS) from the College with an appropriate referral may be in order.



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Incompletes

In cases where a student has outstanding work in a course other than a final exam, a course instructor may grant a grade of incomplete (INC) with a request from the student. A student who has experienced health, personal, or other difficulties during a semester may wish to request an incomplete for one or more of their courses from their instructor(s) but may be unaware of the option to do so or unsure of how to make this request. As an advisor, you can help them navigate this situation. Your expertise regarding when required courses are offered, in what order requirements may be taken, and what combinations of courses are feasible may help the student determine if seeking an incomplete in a course is advisable relative to other options for completing requirements (such as retaking the course from the beginning or identifying an appropriate substitute for the course at Brown or elsewhere).

For a student with one or more incompletes in the concentration, encouraging regular communication with their instructors and providing them with insights on how to communicate with their colleagues may also be helpful and keep course completion viable. The timeline for completion of incompletes is at the discretion of the instructor. Many instructors encourage completion before the start of a new term, while others allow additional time. Occasionally, instructors will accept work significantly after the end of the course. If more than one year has passed since the end of the course, the grade change must be petitioned through the Committee on Academic Standing by the instructor.

At around the mid-point of the subsequent semester, the grade on the transcript will change automatically from INC to NC (no credit); however, it may still be possible for the student to earn credit if the instructor agrees to allow the student to complete the course beyond that point. Students and instructors sometimes assume that a course cannot be completed when they see an NC from an expired INC on the student's transcript. However, because the NC may reflect an automated expiration and not an instructor's grade entry, the student's ability to complete the course depends on whether the instructor is willing to accept late work. While this is an essential pathway to academic progress for some students, instructors should not feel pressured to accept work after the original timeline they agreed upon with the student.

Incomplete courses can significantly affect students' academic progress and degree completion. While not seeking an incomplete may result in significant setbacks for a student who might be able to complete the course, having an excessive number of incomplete classes at the start of a new semester may produce similarly concerning outcomes. Generally, you should encourage students to complete incomplete courses as soon they are able and before their next semester if possible. Suppose an advisee has accumulated several incompletes due to extenuating health and/or personal circumstances. In that case, you may wish to suggest a conversation with a Student Support Services dean (studentsupport@brown.edu) or an [Academic Advising dean](#) in the College (college@brown.edu) about options and supports available, such as



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exploring eligibility for an approved course load reduction for their next semester of enrollment. If the student may find additional accountability helpful, they can also [request an academic coach](#).

Dean's Notes, Exam Excuses and Incompletes | go.brown.edu/deans-notes

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 conducting research for credit and/or compensation, pursuing internships, and applying for and participating in a fellowship program. Students may apply for scholarships, fellowships, and awards at Brown and national and international levels, working closely with you and members of your department.

Finding Opportunities

The College offers student funding for internships, research, teaching, course development and other experiential learning projects both on and off campus. These experiences enable students to expand their learning and classroom knowledge while developing lasting relationships with mentors in various sectors.

In recent years, the College has emphasized its commitment to addressing the disproportionately lower rates of first-generation, low-income and historically underrepresented applicants for these 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. After all, mounting research suggests research internships and other high-impact practices play a critical role in closing equity gaps, as they enhance a student's sense of belonging (among other gains).

The [SPRINT|UTRA search tool](#) provides access to a wide variety of College-funded experiential learning opportunities, including::

- [Undergraduate Teaching and Research Awards \(UTRAs\)](#) — funding for students to engage in collaborative research and teaching projects with faculty during the summer or academic
- [Advanced Undergraduate Research Awards](#) — funding for a student-led summer research project with mentorship of a Brown faculty member
- [LINK](#) — support for unpaid and low-paid internships that are not affiliated with Brown
- **Signature programs** offered by the College, the Center for Career Exploration, the Institute at Brown for Environment and Society and the Swearer Center



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Students are also encouraged to utilize [BrownConnect+](#), a hub for networking with alumni.

Faculty are encouraged to post positions directly on the SPRINT|UTRA platform, through which students may apply for funding from faculty as research partners. This approach allows UTRA dollars to stretch further as it fosters new student-faculty collaborations while deepening existing partnerships.

We hope that you, as a concentration advisor, will facilitate these connections and welcome new students alongside your fellow faculty. This can profoundly inspire a student's sense of belonging and purpose. For your convenience, Brown has prepared a detailed [faculty guide for UTRA](#), including information about the application timeline, program expectations and review process.



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External Scholarships and Fellowships

Concentrators should also be encouraged to learn about external, nationally competitive scholarships and fellowships available to students beginning their sophomore year. Scholarships and fellowships are particularly impactful opportunities for students early in their academic careers, and those interested in attending graduate school, and include, among other programs:

- [Beinecke Scholarship](#) — for juniors in the arts, humanities or social sciences
- [Fulbright Awards](#) — provides postgraduate funding for one year of study, independent research or English teaching in one of more than 150 countries around the world
- [Barry Goldwater Scholarship](#) — for juniors committed to careers in research science
- [Obama-Chesky Scholarship for Public Service](#) (Voyager Scholarship) — for sophomores of financial need who will pursue future careers involving public service and travel
- [Projects for Peace](#) — for sophomores, juniors and seniors invested in grassroots change
- [Harry S. Truman Scholarship](#) — for juniors committed to careers in public service
- [Udall Undergraduate Scholarship](#) — for sophomores and juniors committed to careers in environment protection, policy and advocacy

In addition, there are a variety of fellowship opportunities for graduate study in the U.K., such as the Rhodes, Marshall, Mitchell, Churchill and Gates-Cambridge scholarships.

We encourage you as advisors to familiarize yourselves with these opportunities and share information about those particularly pertinent with your concentrators through department listservs and with your departmental undergraduate groups. We particularly encourage you to direct concentrators to attend fellowship open hours, listed on the Fellowships at Brown website, to explore scholarships and fellowships and to receive application support.

For more specific information on application processes and deadlines or to brainstorm how to encourage concentrators to consider these awards, contact fellowships@brown.edu.

Fellowships at Brown | fellowships.brown.edu



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CAREER EXPLORATION SUPPORT

Some of your advisees will actively develop postgraduate plans, which might involve employment in a specific area, a fellowship or service opportunity, further education or something else. Other advisees may still be trying to understand how to connect their concentration studies and personal interests to their next step after Brown. Still, others may need to learn how (or why) to engage in the career planning process. As your advisees ask questions about their future, we encourage you to engage them in conversations that help them reflect on their skills, values, interests and needs. It is never too late to begin the career planning and exploration process, and there are many opportunities to engage in career exploration activities through the Center for Career Exploration, regardless of their class year or concentration.

The Center for Career Exploration provides direct counseling and programmatic support for students pursuing any career path. Please also share with your advisees that their concentration doesn't limit their career options. More than a decade of data on Brown student postgraduate outcomes indicate that every year, classics concentrators secure jobs on Wall Street, computer science concentrators work in government and nonprofit roles, biology concentrators pursue careers in media and journalism, economics concentrators become teachers and history concentrators join or launch startup enterprises. A Brown education prepares students to pursue virtually any career path. Center staff are experts in helping students reflect on what they might want to pursue, develop valuable networking connections throughout the Brown community, and explore career possibilities through internship and research experiences.

There are many ways for your advisees (and for you) to connect with the center throughout the year. These include workshops, Peer Career Advisor open hours, employer programs such as career fairs and coffee chats, alumni networking and mentoring events, and one-on-one career counseling with a professional staff career counselor. If you, your faculty colleagues, and/or members of your Departmental Undergraduate Group are interested in partnering with center staff and peer career advisors on a custom career program for students in your concentration, email peercareeradvisors@brown.edu.

Center for Career Exploration | career-center.brown.edu



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Meaningful Outcomes

Ideally, a student's last year is 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 and assessing the rigor and coherence of curricula at the college and departmental levels. In Spring 2018, the College Curriculum Council reviewed capstone requirements across the College's concentrations, culminating in 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, which are available on the council's website.

College Curriculum Council | go.brown.edu/curriculum-council

SENIOR-YEAR PROJECTS

Suppose your concentration requires a senior capstone project for all students or a subset such as Bachelor of Science candidates. In that case, you are responsible for ensuring students fulfill this expectation. If your concentration does not require it, you may want to persuade seniors to take on this intellectual challenge voluntarily. 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, an extensive creative work, an advanced seminar paper in a course, a laboratory experiment, or a two-semester thesis for Honors candidacy — in short, a substantive contribution to their learning objectives in the concentration. Whatever the form, the capstone should lead undergraduates toward the kind of intellectual engagement that faculty often experience. 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. Intensive intellectual experience can also lead them toward outcomes they had not previously imagined. Incidentally, the College has a modest amount of funding to help support senior projects. Students should consult the College's website for research opportunities.

Undergraduate Research Funding | brown.edu/academics/college/undergraduate-research



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HONORS IN THE CONCENTRATION

An honors thesis, completed over two semesters at a minimum, 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 concentration. Entry into such programs varies (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 as the sole method for determining eligibility). Check the rules for your 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.

Graduating with Honors | go.brown.edu/graduating-with-honors

As an advisor, you are responsible for advertising your concentration’s honors program to juniors, reviewing their applications (sometimes in conjunction with an honors committee) and reminding faculty members supervising honors projects — and students 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 recognizing all seniors who have completed capstone projects.

LATIN HONORS

A more conventional sign of honorable achievement in university education is the classical designation *cum laude*, Latin for “with honors.” Less concrete than completing a thesis and demonstrating performance in the concentration, Latin Honors is determined not by the concentration but by the College at the 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 yearly. The “S with distinction” mark is not released outside the University and is not noted on internal or official transcripts.



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PRIZES

Another formal recognition for excellence comes in the form of end-of-year prizes. Some departments have their own endowed monetary prizes or prizes endowed within the College, which they award at Commencement to outstanding seniors. You should speak to your department manager about how many prizes your department has, how they are awarded, and in what amounts. For departments with no endowed prizes, the College has additional funds to support the awarding of prizes. Each spring, the College sends an announcement inviting departments to apply for these awards. Please review the Prizes and Premiums section of the University Bulletin for the most up-to-date prize policies. For more information, contact the Associate Dean for Junior/Senior Studies.

CLEARING SENIORS FOR GRADUATION

The most important 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 “clearing” seniors for graduation. Four times every year (August, October, January and March), your department manager will receive a clearance form for each of your eighth-semester seniors. The Registrar’s Office will share a list of courses in which concentrators are currently enrolled; you can access their internal record in ASK. The registrar will ask 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 to meet with your seniors again — to review their records and overall Brown experience.

Before you meet, 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 cannot graduate, and you must inform the registrar. The registrar will record the names of students who have not completed the concentration and then notify students accordingly. You may want to discuss this situation with the students when you meet them. It may also be helpful to strategize how they can complete the concentration at Brown or elsewhere through transfer credits. Remember 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 standard for departments to allow students who have not completed degree requirements to participate in graduation ceremonies.



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Extra Semester Permission

You may refer any student who needs help completing 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 the 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 to complete their degree depending on whether they must enroll to satisfy remaining requirements or simply would like to do so. Whether a student needs additional time at Brown or simply chooses an extra semester of enrollment, the student should discuss the appropriate petition process with a degree completion dean by emailing graduationplans@brown.edu.

ASK has several extra semester petitions: 1) necessary ninth semester, 2) optional ninth semester, and 3) necessary 10th/11th semester. Each petition should be accompanied by a concentration advisor’s statement of support for the academic plan in the petition, describing the concentration requirements a student must still complete and when and where these can be feasibly completed.

When Enrollment Beyond Eight Semesters Is Necessary to Complete Degree Requirements

Students who have experienced an academic setback involving lost course credit(s) or less than three course credits earned in one or more semesters due to a significant extenuating circumstance (such as being suspended or withdrawing during the term or dropping courses due to a health and personal circumstance), who cannot complete specific degree requirements by transferring those courses and credits from another institution, may request extra semester permission as necessary for degree completion after consulting with a degree completion dean by submitting a necessary ninth or necessary 10th/11th semester petition in ASK. Permission for a necessary additional semester may be granted if the student needs to complete concentration requirements at Brown, needs a Brown course to complete the second half of the writing requirement when the student has not already earned a total of at least 26 course credits, or when, as a transfer student, they have not yet earned 15 Brown course credits. With an approved necessary extra semester of enrollment, students with demonstrated financial need may be eligible for institutional financial aid during the additional term. (With an optional ninth semester, students do not qualify for institutional financial aid.) As indicated above, a concentration advisor’s statement supporting the student’s petition, explaining what concentration requirements remain, is requested and should be submitted in ASK.



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CONCENTRATION ADVISING DATES AND THE ACADEMIC CALENDAR

The Registrar's Office publishes an academic calendar with critical dates for concentration advisors to know. The online calendar may be updated throughout the year, and a handful of special supplemental dates are also included below for your convenience.

Academic Calendar | registrar.brown.edu/academic-calendar

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 helps enormously. The advent of lifelong alumni email accounts (often, but not always `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 that asks them how (and what) they are doing. A member of your staff could create a simple database or poll colleagues about former students, and keep updated records with this information. 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. They may even share their life experience with current students. Comparative literature, English and geological sciences are examples of departments that distribute alumni newsletters, blogs and forums — all of which are also linked in Focal Point. A LinkedIn alumni group is another method of building a cohort of alumni and staying in contact with them. DUGs often host events with the concentration's alumni about career pathways and graduate school. Both the Center for Career Exploration and the Office of Institutional Research collect alumni outcome data, which can then be used by your department in advising conversations and on their concentration website.



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Special Curricular Opportunities and Degree Options

STUDYING ABROAD

Brown offers undergraduate students the opportunity to study abroad through various 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 a 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 student resource. As a starting point, students can begin reviewing the various program options on the Brown study abroad website or meet with a [study abroad peer advisor](#).

You can sign up for the [Study Abroad Advising newsletter](#) for the latest developments related to studying abroad at Brown. Keep an eye out for invitations to Study Abroad 101 sessions for faculty and staff, designed to help you learn more about the study abroad process and how you can most effectively collaborate with Study Abroad Advising to support students in their pursuit of study abroad.

Once students select a program and apply, they 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 Brown study abroad website.



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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).

To further facilitate concentration progress during study abroad, Brown students can engage in remote coursework, including remotely accessible standard courses and independent studies. Similar to completing independent studies on-campus, independent studies completed abroad allow Brown students studying abroad on a semester- or year-long program to develop a credit-bearing course under the guidance of a Brown faculty sponsor. An independent study completed abroad allows students to capitalize on resources through their study abroad program or in the host country that is not available in Providence and to create a course on a topic that is generally not offered in the Brown curriculum. Because such projects are tied to students’ academic interests, they can help a semester abroad become an integral part of their concentration. The hope is that projects begun during a semester away become the basis for a senior thesis once the student returns to campus. Additionally, students may enroll in a remote course at Brown with professor approval if permitted by their study abroad program. Students interested in remote coursework should work with their study abroad advisor to facilitate the necessary approvals on campus here and abroad to register for the course properly.

Study Abroad | studyabroad.brown.edu



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UNDERGRADUATE CERTIFICATES

Brown undergraduates may elect to pursue an integrated combination of courses and experiential learning — in addition to their concentration — in the form of an undergraduate certificate. Undergraduate certificate programs are five-course pathways developed by one or more academic units and approved by the College Curriculum Council. Together, these experiences contribute to a student’s educational and personal development, deepening their understanding of an area of interest and helping them acquire life skills after Brown. Certificates may complement a student’s concentration or represent an entirely distinct area of interest.

According to the [certificate guidelines](#), a student’s concentration and certificate may not overlap substantially. 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 make intentional decisions, they must have completed or enrolled in at least two courses toward the certificate when they declare it in ASK. Students may only declare one certificate and not a certificate if they are double concentrating.

Undergraduate Certificates | brown.edu/go/undergraduate-certificates

OPTIONAL NINTH SEMESTER

Permission for an optional extra semester (i.e., a student is not seeking to complete degree requirement(s) which must be taken at Brown and/or does not have a prior, semester-long medical leave) requires a petition to the Committee on Academic Standing. Students may seek an additional optional semester of enrollment (either full- or part-time) to supplement the necessary features of their degree programs, such as completing an honors thesis course, a second concentration, a study abroad experience for a junior transfer student, additional courses not required for the concentration (including courses that satisfy or strengthen prehealth application requirements), etc. Students approved by the committee for an optional ninth semester will not be eligible for Brown institutional financial aid, although they may be eligible for other financial aid. Students planning to submit an optional ninth-semester petition should consult an academic advising dean in the College for additional information and review the petition instructions in ASK. Related questions may be directed to a degree completion dean by emailing graduationplans@brown.edu.



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COMBINED AND CONCURRENT DEGREE OPTIONS

Combined Bachelor of Arts and Bachelor of Science Degrees

While approximately 25% 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 decides 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 in the humanities or social sciences. The combined-degree option allows students to complete both courses concurrently while exploring more courses outside these disciplines via the Open Curriculum. 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 can 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 instances where exceptions are sought must be resolved before the petitioning student's sixth semester ends. The committee will not consider petitions from seniors.

Preliminary approvals are granted to very close students (within two to three courses) to finish at least one of their concentrations before the end of their fifth semester. These students must then seek final approval in their seventh semester. These students will receive final approval to be combined-degree candidates upon successful academic record review. Exceptional students may complete the combined degrees in nine semesters rather than 10. Still, they must meet all requirements and have the approval of the Committee on Academic Standing. For more information, please contact the Associate Dean of the College for Undergraduate Research and Inclusive Science.

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 the completion of their undergraduate degree. Eligible students must apply for this program before completing the baccalaureate degree. A list of participating academic departments and other information is available on the program website.

Fifth-Year Master's Program | fifth-year-masters.brown.edu



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BROWN-RISD CROSS REGISTRATION

As a result of a cooperative arrangement, all Brown students can take specific courses at the renowned Rhode Island School of Design (RISD), adjacent to Brown on College Hill. Up to four RISD credits may count toward a student's graduation requirement at Brown. During the fall and spring semesters and during RISD's winter session, Brown students enroll at RISD under a cross-registration agreement that is part of their Brown tuition. Students may take courses at RISD during the summer session but will pay RISD directly upon registration. Once approved, each three-credit RISD course is regarded as the full equivalent of one Brown credit, while each six-credit RISD course is viewed as the full equivalent of two Brown credits. The course is recorded on the student's Brown transcript upon satisfactory completion with a grade of C or better.

RISD also offers one-credit workshop courses. One workshop does not equate to a full or half credit at Brown. Brown students who wish to cross-register need to complete three one-credit workshops to count as one Brown credit. The three workshops can be taken separately or all in the same semester, and RISD cross-registration approval is necessary so that RISD and Brown can keep a record of the workshops. Once three one-credit workshops are completed, the student will have a workshop placeholder course added to their Brown transcript, equivalent to one Brown credit. The Brown student must have room on their registration for that semester when the three one-credit workshops are completed.

Registration for RISD courses is on a space-available basis and is subject to permission of the RISD instructor and the RISD Registrar. Please be aware that RISD students receive priority enrollment in RISD Wintersession courses. Completion of VISA 100 is recommended and may be required for some courses. Students who wish to register for a RISD course should visit the College's cross-registration page for instructions.

Please note: Cross-registration is distinct from the Brown|RISD Dual Degree Program, in which students earn a degree from each school in five years. It is not possible for students already enrolled at Brown to join the Brown|RISD Dual Degree program.

Brown|RISD Dual Degree Program | risd.brown.edu



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PREREQUISITES, PLACEMENT AND PRE-BROWN EXAMS

Many academic departments have sequential courses and offer one or more 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 provide placement exams and/or accept the results of Advanced Placement (AP) tests, International Baccalaureate (IB), A-Level or other pre-Brown exams, or even another non-Brown college-level study for course placement and/or course prerequisites. Some concentrations also recognize test-based credits as substitutes for concentration requirements. In ASK, students can pull test-based credits from their internal records into their concentration declaration course plan, and you can approve them as a substitute for a concentration requirement.

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

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 an institutionally 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 in ASK to an academic dean, who vets the institution and coursework transferability as unassigned credits. Students seeking equivalency to Brown courses can have their request reviewed by a departmental faculty representative known as the transfer credit (“subject”) liaison. Academic deans are available to guide students through the transfer credit guidelines and procedures.

Please note that most students are only eligible for transfer credit if they have a credit recovery need (i.e., behind the expected target term to reach 30 course credits). Students can still achieve their academic goals in other ways. Concentration advisors can clear students of concentration requirements without needing transfer credit through the process outlined below. Alternatively, students can request a placement notation for outside coursework for select foundational courses. Placement notations are reviewed and approved by the respective departmental faculty. These notations do not advance a student’s course credit count as they do not carry any course credit.

Transfer Credit Guidelines | go.brown.edu/transferecredit



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Process for Approving Non-Brown Work for Concentration Substitutions

The concentration declaration in ASK 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. As a concentration advisor, you (or the Director of Undergraduate Studies in some departments) have authority over which non-Brown courses may count toward the concentration based on the criteria set by your concentration. 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](#)). This means you can approve a non-Brown course for concentration credit even if that work is neither eligible for University transfer credit nor for assignment to course equivalency and, therefore, cannot be recorded on the student's Brown transcript. A course worth three semester credit hours (i.e., less than one Brown credit) taken elsewhere that did not result in transfer credit is just one example. Suppose a student initially created a manual entry for a non-Brown course that later results in the transfer or study abroad course credit on their transcript. In that case, 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 planning to apply for credits from other institutions toward their concentration requirements to obtain your approval in advance. It is wise for them to perhaps also consult with the staff responsible for approving study away (academic deans of the College), study abroad (study abroad advising staff) and/or transfer credits (transfercredit@brown.edu).

Approvals of substitutions should be recorded in the student's concentration declaration in ASK. This provides a helpful 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 conditional preapproval whenever possible. While retroactive approval has the advantage of providing you with complete information about the course and the student's performance, it poses the disadvantage that the student may complete coursework that may not be recognized and/or transcribed by your concentration, another academic department or the College.

We encourage concentration advisors to avoid treating prerequisites as concentration requirements whenever possible. Likewise, it is best not to expect students to seek or obtain transfer credits for prerequisite or introductory courses, especially for work completed before matriculation to Brown. This is also true when students have already completed a higher-level course.

Concentration advisors may approve substituting concentration requirements in the concentration declaration outlined above. After academic advising, deans in the College determine whether the individual student and the coursework are eligible for transfer credit. Faculty subject liaisons in each department can determine specific course equivalency for transfer credits or course placement notations.



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UNDERGRADUATE TEACHING ASSISTANT OPPORTUNITIES

Many Brown students teach in some capacity at Brown, primarily as undergraduate teaching assistants, or UTAs. Teaching requires listening and recognizing student understanding, communicating complex ideas, making immediate decisions and modeling expert-like thinking. Typically, UTA positions are suited for sophomore to senior students, but some instructors welcome first-year student UTAs. If your advisee finds a particular course or instructor exciting, suggest they investigate whether or not they could apply to become a UTA for that course. If an adviser hesitates to use 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. Advisees interested in becoming a UTA are encouraged to read the [Guidelines for UTAs](#).



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Advising/Campus Resources

COLLEGE AND OTHER UNIVERSITY CONTACTS

College deans and staff members are here to answer questions and offer academic guidance. You can email college@brown.edu or curriculum@brown.edu anytime or call 401-863-9800 during business hours and your inquiry will be directed to the appropriate colleagues. To find a program-specific contact, visit the College staff directory. A short list of colleagues available for consultation with concentration advisors include the following:

Name	Role	Email
Dawn King	Deputy Dean of the College for Curriculum and Co-Curriculum	dawn_king@brown.edu
Gilda Mossadegh	Deputy Dean of the College for Advising	gilda_mossadegh@brown.edu
Mauricio Cobian	Associate Dean for Curricular Integration	mauricio_cobian@brown.edu
Lindsey LeClair	Curricular and Co-Curricular Program Coordinator	curriculum@brown.edu
Peggy Chang	Associate Dean for Curricular Engagement; Director, Curricular Resource Center	peggy_chang@brown.edu
Malik Blue	Senior Associate Dean for Study Abroad	malik_blue@brown.edu

The College | college@brown.edu | 401-863-9800

ACADEMIC COACHING, ENGAGEMENT AND SUPPORT

Academic Coaching, Engagement and Support (AcCESs) is a collaborative academic support program for undergraduates. Professional and peer academic coaches work with students to help them set and achieve their goals. Academic coaches in various settings foster the holistic development of academic skills that support students' educational journeys and personal well-being.

The **Division of Athletics and Recreation** offers peer academic coaching for varsity athletic teams. Athletics academic coaches are assigned to specific teams and work with the student-athlete development office and the coaching staff to assist them in the overall academic success of their student-athletes.

Peer academic coaches at the Curricular Resource Center are trained and dedicated upper-level students (juniors, seniors and graduate students). Assigned, one-on-one coaching is available on a first-come, first-served basis to students from various cohorts, and weekly drop-in/open hours (167 Angell St.) and “power hour” workshops are open to all undergraduates.



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The College’s **international advising team** offers one-on-one coaching appointments with professional staff at 313 Page-Robinson Hall and virtually. All self-identified undergraduate international students are welcome to sign up for coaching appointments.

One-on-one coaching sessions and “power hour” workshops enable students to:

- Develop individualized study strategies, test-taking skills and plans for assignments
- Enhance broader academic skills, including managing and prioritizing their time, understanding their preferred learning styles and more
- Discuss and explore self care and wellness strategies to help them stay healthy while studying at Brown
- Discuss academic choices such as grade options, courses and concentration selection and developing relationships with a team of advisors and mentors
- Reflect on their academic goals, personal aspirations and values relating to their academic experience at Brown
- Find the appropriate resources at Brown to enhance their academics and well-being
- Stay motivated and focused on their academic and personal goals

Curricular Resource Center | crc.brown.edu



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TEACHING AND LEARNING SERVICES (SHERIDAN CENTER)

The Sheridan Center for Teaching and Learning offers a wide array of teaching and learning services, including digital instruction, curriculum support, guidance for English language learners, appointments at the Writing Center and tutoring for specific language or STEM courses.

Sheridan Center | sheridan.brown.edu/services
401-863-1219 | sheridan_center@brown.edu

STUDENT HEALTH AND WELL-BEING

If you have concerns about a student's health or well-being, please contact Student Support Services on the fifth floor of Page-Robinson Hall or Counseling and Psychological Services (CAPS) at 450 Brook St., with its peer departments in the health and wellness center.

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

Counseling and Psychological Services | brown.edu/caps
401-863-3476 | counseling@health.brown.edu

STUDENT SAFETY AND CONDUCT

In the case of an emergency involving a student, contact Public Safety at 401-863-4111.

A full list of student support services and emergency contacts are available on key pages of the Campus Life website. We recommend you bookmark these pages for quick reference.

Seek Support | campus-life.brown.edu/seek-support
Emergency Contacts | go.brown.edu/emergency-contacts
Help a Student | student-support.brown.edu/help-student/faculty-staff

CAMPUS EMERGENCY ACTION PLAN

Brown's campus emergency action plan outlines procedures for building evacuation, reporting emergencies, locating emergency evacuation locations, shelter in place procedures and other important guidance. All faculty are encouraged to review the plan, particularly the instructions regarding shelter-in-place situations. Brown's core crisis team continuously reviews the University's emergency plans and preparedness to meet crises.

Campus Emergency Action Plan |
publicsafety.brown.edu/emergency-action-plan



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ADDITIONAL CAMPUS LIFE RESOURCES

Chaplains and Religious Life	chaplains.brown.edu	863-2344
Brown Center for Students of Color	brown.edu/bcsc	863-2120
Global Brown Center for International Students	gbc.brown.edu	863-6397
LGBTQ Center	lgbtq.brown.edu	863-3062
Office of Military-Affiliated Students	omas.brown.edu	863-7682
Sarah Doyle Center for Women and Gender	sarahdoyle.brown.edu	863-2189
Undocumented, First-Generation College and Low-Income Student Center	ufli.brown.edu	
Student Health Services	healthservices.brown.edu	863-3953
BWell Health Promotion	bwell.brown.edu	863-2794
Counseling and Psychological Services	caps.brown.edu	863-3476
Recovery and Substance-Free Initiatives	go.brown.edu/donovan-program	863-2536
Administrator on Call	go.brown.edu/administrator-on-call	863-3322



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