A Guide to First-Year Advising

2015 – 2016

Advising Programs Office
Richard A. and Susan F. Smith
Campus Center, Suite 470
617-496-0218
advising@fas.harvard.edu

ADVISING MATTERS
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ADVISING PROGRAMS OFFICE
INTRODUCTION

Welcome to the Board of Freshman Advisors! We and the Class of 2019 sincerely appreciate your willingness to serve as a member of the Board.

In working with our students, we do well to heed the advice of the late Dean John Marquand, whose work we honor every year with the John Marquand Award for Exceptional Advising and Counseling. In speaking before the BFA in 1983, Marquand said, “especially in the beginning, [students] need to know their academic advisor is someone they can really depend upon…. Later they will understandably and very appropriately want more freedom and independence, but in the beginning they want an adult who is really interested in them.”

Marquand encouraged all advisors to become “active” advisors. And active advising means asking questions. Of course, you’ll ask your students about their academic goals and classes, but don’t be afraid to ask them about their families, high schools, hometowns, summers, and even roommates and extracurricular activities.

As Marquand put it, “The point is that merely in asking them and in talking in this fashion with students, we are indirectly teaching them how to think on their own about these matters…. [This] does not and should not lead to our advisees’ dependency on us. [It] will, on the contrary, help them learn to do so for themselves and help them find the freedom to be really and intelligently independent. That this is the goal should be at all times in the back of our minds.”

It is admittedly a tenuous balance between allowing dependence and encouraging independence. But most students follow a natural developmental trajectory from one to the other in their first year. As students grow, the most important thing we can do for them is to be a good sounding board, dispensing advice when possible, referring them to others when necessary, and encouraging intellectual and personal exploration. In this way, we help our students find a home at Harvard.

The Advising Programs Office is here to support you in all of your advising work. Please feel free to email us at advising@fas.harvard.edu or call us at (617) 496-0218 with any questions, concerns, or suggestions.

We truly appreciate your interest in helping our students find their way at Harvard, and we wish you a wonderful year!

ADVISING PROGRAMS OFFICE

Glenn Brody Magid, Director
Sue Brown, Associate Director
Brooks Lambert-Sluder, Assistant Director
Valerie Lazzari, Program Administrator
Dominick Zarcone, Program Coordinator
EXPECTATIONS FOR ADVISORS & STUDENTS

A constructive and enjoyable advising relationship will depend on many things, but one of them is clear expectations on both sides. Below we outline the expectations for academic advisors. This list is meant to serve as a guide, to help you plan for advising, and to balance advising with your other commitments.

♦ Send an introductory email to your incoming advisees in late summer.
♦ Familiarize yourself with the curriculum.
♦ Meet with your advisees during Opening Days and help them select courses.
♦ Sign your students’ Study Cards (once in the fall term and once in the spring term).
♦ Help students build a balanced schedule inside and outside the classroom.
♦ Be available to respond to queries and concerns from students, whether by email, phone, or in person.
♦ After course selection, check in with students at least twice more during the term. We encourage you to have these check-ins in person. However, if this is not a possibility, Skype, e-mail, or phone can be an alternative.
♦ Keep notes in the advising journal on each meeting with your advisees.
♦ Communicate with other advisors as appropriate. In particular, the Resident Dean of Freshmen (whose contact information is in my.harvard.edu) is a valuable resource for every advisor.
♦ Stay in touch with your advisees in the spring as they explore possible concentrations and help them prepare for Advising Fortnight.
♦ Complete end-of-the-year advisor reports for your students.
♦ Don’t be afraid to ask questions if you encounter a situation that is unfamiliar or of concern. You can always contact the APO at 6-0218, or contact the Freshman Dean’s Office at 5-1574.
♦ During the course of the term, you will receive regular email updates from the APO on current advising issues. Many of these will provide prompts that you can send to your students.

Students share responsibility in the success of the advising relationship. Toward that end, it is essential to remind students that they need to:

♦ Be responsive to their advisor and check in throughout the year.
♦ Be proactive about seeking out advising when they need it.
♦ Be open to new opportunities, including those they have not yet considered.
♦ Prepare for each advising meeting throughout the year, and think ahead about course choices, questions, and issues they hope to discuss with their advisor.
♦ Remember that there will not always be one source for answers and that there may even be multiple answers.

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GETTING TOGETHER WITH YOUR ADVISEES

Opening Days Luncheon Meeting: Thursday, August 27, 12:15-2:15

We encourage advisors to join the BFA lunch in Annenberg on Thursday, August 27. Space may be limited, so you might consider stopping by Annenberg with your advisees to pick up lunches, and then heading back to your office or another location of your choice. Advisors might also opt for a more informal gathering in the Square. Some advisors prefer to take their advisees out as a group, while some prefer to have individual meetings. Some advisors invite the Peer Advising Fellow(s) for their advisees along as well, as a veteran student perspective in the conversation.

Opening Days One-on-One Meetings: Friday, Aug. 28, 11am-4pm; Monday, Aug. 31, 10am-2pm

For your convenience, time has been set aside during Opening Days for individual meetings with advisors on Friday, August 28, from 11am-4pm and on Monday, August 31, from 10am-2pm. Because the Calendar of Opening Days features many programs, these times may work more easily for some students than others. Feel free to suggest alternate times.

Taking your Advisees Out for Coffee, Ice Cream, or a Light Snack

Having coffee, ice cream, or a light snack with your advisees is a great way to welcome them to Harvard, establish a positive advising relationship, and stay in touch.

Dining in Annenberg Hall throughout the Academic Year

If you would like to get together with your advisees throughout the year to share a meal and get a taste of their daily life at Harvard, join them at Annenberg. As a member of the BFA you will get to enjoy the splendor of Annenberg and Memorial Hall, and you will get a wonderful view of first-year life.

As a member of the BFA, you will not be charged to join your advisees for a meal in Annenberg. Simply identify yourself as a freshman advisor to the checker, and he/she will ask you to sign in with your name and HUID.
You will be able to access to information about your advisees, and to write up journaling notes about your advising contacts with them, in my.harvard.edu starting in the second week of August.

Once you log in, you will see a list of your advisees displayed on your Teaching/Advising home page under “My Primary Advisees”. Open an advisee’s profile to view more detailed information about that student, such as personal information, course enrollments, test scores, housing survey, advising questionnaire, advising notes, advising team, and more. A student’s advising team may include the resident Proctor, the Resident Dean of Freshmen, the Peer Advising Fellow, or others.
DEGREE REQUIREMENTS

Students normally enroll in four courses each term, for a total of 32 classes over eight terms, in order to fulfill the degree requirements for a Bachelor's Degree. Each plan of study includes work in the concentration, the Program in General Education, Expository Writing, foreign language, and electives.

A typical program might be:

1. **8 courses** in the General Education program. Approximately one-quarter of a student’s coursework will be in General Education. Students must take one course in each of the eight areas. At least one of these courses must engage substantially with the study of the past.

2. **10-21 courses** in their Concentration. In consultation with academic advisors and faculty, students choose courses to fulfill their Concentration requirements. Approximately one-third to one-half of a student’s coursework will be in a concentration, which students declare near the end of the third term. The average number of requirements for a concentration is 12 for a basic degree; 14 for honors eligibility. Concentrations in SEAS that offer the Bachelor of Science degree require at least 20 courses.

3. **1 course** in Expository Writing. The single course required of all students is Expository Writing 20, which is taken in the first year. Students are able to choose from a variety of topics taught by experts in the craft of writing. (This year, students who place into Expos 20 will have the option of fulfilling the writing requirement by enrolling in 2 semesters of Humanities 10 – both a and b. Both courses must be taken for a letter grade. If students choose to pursue this option, but decide not to take Hum 10b, they will need to take Expos 20 in the spring. Students were apprised of this option over the summer.)

4. **0-2 courses** in a Foreign Language. Students must demonstrate knowledge of one foreign language by the beginning of their third year. Some fulfill the requirement by taking language courses at Harvard, while others have proven their proficiency before entering Harvard by scoring a 700 or higher on a College Board language assessment test, earning a 5 on an Advanced Placement language test, or a 7 on an International Baccalaureate Higher Level exam. Students may also test out of the language requirement in the first week of school by scoring a 600 or higher on a Harvard Placement Test.

5. **6-12 Electives (on average)**. Students may choose to take classes in any field. Many will use their electives to take a freshman seminar; to pursue a secondary field, a foreign language citation, or premedical requirements; or to facilitate a term abroad. However, none of these is required.
PLACEMENT TESTS & PLACEMENT RECOMMENDATIONS

1. All freshmen MUST take two tests:
   ♦ Expository Writing, online
   ♦ Mathematics, online

2. All freshmen SHOULD take tests in:
   ♦ Any foreign language studied in secondary school, even if the student does not now intend to
     pursue the language further.
   ♦ Any subject, such as Chemistry, Biology, or Music, that they may pursue further at Harvard.

   Note that many of the placement exams have moved online and should have been completed by
students during the summer. In addition to the Writing Test and the Mathematics placement exam,
the placement exams in Spanish, French, Italian and German are offered online. All other language
exams as well as the Music placement exam are offered on campus.

When in doubt, students should take the test.

Exams not administered online will be held Thursday, August 27 from 9:00am-12:00pm. A
complete schedule will be posted on the Freshman Dean’s Office website. Foreign language verification
exams for students who wish to use their online placement scores to satisfy the language requirement in
Spanish and French will take place on Thursday, August 27, and students taking them will be notified
via email of the time and location. Students who want to take a verification exam for Italian or German
may request an in-person evaluation from the appropriate department (Dr. Lisa Parkes at
lparkes@fas.harvard.edu for German and Dr. Elvira DiFabio at edifabio@fas.harvard.edu for Italian).

3. Placement results and recommendations will be available to advisors in the Advising Center in
my.harvard.edu on August 12 for exams taken online. Dates will vary for exams taken on
campus. The placement results will show:
   ♦ Recommended course placements for any field in which student took an SAT II, AP, IB or
     Harvard placement test.
   ♦ Whether or not the language requirement has been met. Students who wish to fulfill their language
     requirement on the basis of their score on an online Harvard Placement Exam must take a
     language verification exam when they arrive on campus as outlined above.
   ♦ The term in which the student must take Expository Writing.
   ♦ A list of Harvard courses considered to be equivalent to AP tests. Advanced Standing students
     MAY NOT take an equivalent course if the AP test credit is to be used to qualify for Advanced
     Standing. Students with questions about Advanced Standing should contact Dean Noël Bisson at
     bisson@fas.harvard.edu.

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4. Placement recommendations have proven to be very reliable in the past. Students should be very cautious about enrolling in courses above or below suggested placement.

If questions arise, direct your advisees to departmental advisors. Contact information for departmental advisors is available in the 49 Book and online at concentrations.fas.harvard.edu. Students may attend any of the math, science, engineering, and language placement advising sessions listed in the Calendar of Opening Days.

For more information, see placement-info.fas.harvard.edu.

EXPOSITORY WRITING

1. Expos 20 is the one course required of all Harvard students. (See pg. 5 for information about an alternative option for students this year: Humanities 10a/b.)

Expos 20 is a one-term course designed to prepare students for academic writing at the college level.

Expos is taught in small theme-based seminar-style classes. Throughout the term, students meet frequently with instructors in individual conferences.

2. All first-year students take the Expository Writing Placement Test online in one of two pre-assigned time blocks (between May 29 and June 5 or between June 3 and June 10)

3. Expos Term Assignment and Sectioning:

Students are assigned to either fall or spring term.

Students can request a term change at the Expos office (One Bow Street, 2nd floor) on Saturday, August 29, 10am - 3pm; Monday, August 31, 9:30am - 4pm; and Tuesday, September 1, 11:30am – 2:30pm. Please bear in mind that the Writing Program may not be able to accommodate such requests. Students can find information at writingprogram.fas.harvard.edu.

Once assigned to a term, during the first week of classes students go online to submit sectioning requests. Students can find information at writingprogram.fas.harvard.edu. Online sectioning begins Friday, September 4 at noon, and ends on Sunday, September 6, at 11:59 pm.

Students are notified of section assignments on Monday, September 7. Section change requests for the fall term can be made on Tuesday, September 8, 9:30am - 4pm; Wednesday, September 9, 9:30am - 4pm; and Thursday, September 10, 9:30am – 4pm. Please bear in mind that the Writing Program will not be able to accommodate all requests.

4. Expos 10 versus Expos 20:

On the basis of the Writing Placement Test, some students are recommended for Expos 10, an introductory course which features smaller class size, more individual attention, and more attention to the details of the writing process. Expos 10 is a fall term course and is followed by Expos 20 in the spring term, which means that the student is enrolled in intensive writing classes for the full year.
Expos 10 does NOT fulfill the Expository Writing requirement. Students MUST take Expos 20.

Students are notified by email as they arrive on campus about the possibility of taking Expos 10 and will discuss appropriate placement with Expository Writing faculty in advising sessions held during Opening Days. Please encourage your students to sign up for advising conferences as soon as possible. Students may not section for Expos without meeting with an Expos advisor.

Encourage your students to approach Expos 10 with an open mind; academic writing at the college level is different from what most students experienced in secondary school.

Expos 10 is an elective, not a requirement. Students must ultimately decide whether to take it or not. For further information, please have your students refer to the Writing Program website (writingprogram.fas.harvard.edu).

**FOREIGN LANGUAGE REQUIREMENT**

1. The language requirement must be completed before the beginning of the first term of the junior year.

2. There are a variety of ways to fulfill the language requirement:
   
a) Earn a score of 700 or better on an SAT II foreign language exam.
   
b) Earn a score of 5 on an AP foreign language exam.
   
c) Earn a score of 7 on a Higher Level International Baccalaureate exam in certain languages, e.g. French, Spanish, and German.

   **Note:** Students whose native language is not English and who have completed all of their secondary schooling in their native language may petition the Freshman Dean’s Office to have this work fulfill the language requirement.

   d) Earn a score of at least 600 or better on a Harvard Placement Test and pass the verification exam.

   To meet the language requirement in a language for which a standard placement test is not offered, or a language that is not ordinarily taught at the College, the student should consult with the Freshman Dean’s Office as soon as possible.

   e) Pass with a letter grade one appropriate full year course (or two half courses) in one foreign language.

   **Note:** Intensive language courses, in which a full course is taught in one term, are ordinarily not recommended for first-year students. These courses count as two half courses toward a student’s total course load in a term, which means that students who enroll in them may only enroll in two additional courses. Not all intensive courses fulfill the language requirement. See *Courses of Instruction* for more details on individual intensive language courses.

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Note: Language courses taken away from Harvard, either through study abroad or at other approved institutions, may count toward the language requirement. Students interested in this option should contact the department to discuss possible programs.

3. Encourage your advisees to take placement exams in any foreign language they have studied in secondary school (see Freshman Dean’s Office website for schedule).

Placement exams place students accurately at the appropriate level of language study.

Note that students who have higher placement scores or who have completed three years of language study in secondary school in French, Italian, Portuguese or Spanish will be placed in a second year, or intermediate, course. Starting with an intermediate course does not exempt students from the full year requirement.

Students will have had the opportunity to take French, Spanish, German, and Italian placement exams online over the summer. Placement exams in most other languages are offered during Opening Days, and this year those exams will take place on the same day as your first lunch. If you have advisees who missed the on-campus placement exams and would like to take them, please refer them to their proctor, who will have an unpublished schedule of make-up exams.

Please direct students with questions to the Foreign Language Advising session during Opening Days (see 4), individual departments, or course heads.

4. Encourage your advisees to attend the Foreign Languages Fair during Opening Days, Friday, August 29, from 10am-12pm in the tent on the Science Center plaza if they are planning to take a foreign language during their first year.

Faculty and advisors from a variety of language programs will be on hand to talk with first-year students about selecting language courses, to interpret placement scores, and to answer any questions.

5. Language Citations:

Students may earn a language citation by completing four half-courses of language instruction beyond the first-year level and/or half-courses taught primarily in the foreign language. At least two of these half-courses must be at the third-year level or beyond. Students must earn a grade of B- or better in citation courses.

Some courses taken in approved study abroad programs may also count towards a language citation. However, students should consult with the individual departments before their departure.

Students should consult individual departments about appropriate courses and filing a Foreign Language Citations Study Plan.

See the Handbook for Students for more information about specific languages and classes that can fulfill the citation requirements for those languages.
FRESHMAN SEMINARS

1. Freshman Seminars are **small courses devoted to a single topic**, ranging from “The Human Brain” to “Human Rights.” Seminars are taught by faculty from around the University. Students are strongly encouraged to consider them as they provide a chance to:

   - explore new topics;
   - deepen a student’s knowledge of a special area of interest;
   - work closely with faculty;
   - learn more about potential concentrations.

2. Freshman Seminars are ordinarily limited to 12 students and are discussion-based.

3. Seminars are graded SAT/UNSAT, but count as regular half-courses towards Degree requirements.

4. Although a student may apply to many Freshman Seminars, a student may ultimately enroll in only one seminar in a term, though it is possible to take one in each term of the first year if space is available. **Students are urged to apply to all seminars that interest them (ideally at least 3-5 seminars) in order to maximize their chances of acceptance into a seminar of their choice.**

5. **Important Dates to keep in mind:**

   - **Friday, July 31, 9am:** Freshman Seminar applications open.
   - **Wednesday, August 26, 9am:** Applications close.
   - **Friday, August 28, by 3pm:** Freshmen e-mailed assignments.
   - **Monday, August 31, by 9:00am:** Students must notify the Freshman Seminar program online whether they accept or decline admission.

6. If students have not been admitted to the seminars in which they expressed interest, there may still be hope. Not all seminars will be filled to capacity, and they will post a list of seminars that still have open spaces on the Freshman Seminar Program website, [www.freshmanseminars.college.harvard.edu](http://www.freshmanseminars.college.harvard.edu), by 12 noon on August 31.

7. For more information, encourage advisees to check out the Freshman Seminars website at [www.freshmanseminars.harvard.edu](http://www.freshmanseminars.harvard.edu) for course descriptions and FAQs.
GENERAL EDUCATION

Harvard has long required that students take a set of courses outside of their concentration in order to ensure that their undergraduate education encompasses a broad range of topics and approaches. The Class of 2019 is the sixth class to enter under the new Program in General Education, which aligns these requirements with the educational needs of Harvard College students at the dawn of the twenty-first century. Gen Ed seeks explicitly to “connect a student’s liberal education – that is, an education conducted in a spirit of free inquiry, rewarding in its own right – to life beyond college.” In addition, the Program seeks to provide new opportunities for students to learn – and for faculty to teach – in ways that cut across traditional departmental and intra-University lines.

Complementing the rest of the curriculum, this program aims to achieve four goals that link the undergraduate experience to the lives students will lead after Harvard:

♦ to prepare students for civic engagement;
♦ to teach students to understand themselves as products of, and participants in, traditions of art, ideas, and values;
♦ to enable students to respond critically and constructively to change; and
♦ to develop students’ understanding of the ethical dimensions of what they say and do.

Students must complete one letter-graded course in each of the following eight categories in General Education. Additionally, one of these eight courses must engage substantially with the study of the past.

1. Aesthetic and Interpretive Understanding (AI)

   AI courses focus on the development of aesthetic responsiveness and the ability to interpret forms of cultural expression through the study of literary or religious texts, paintings, sculpture, architecture, music, film, dance, decorative arts, etc…. Courses in AI might explore the ability of art to effect positive social change; gender as performance; and ideas of power, westward expansion, and race in American musicals.

2. Culture and Belief (CB)

   CB courses aim to develop an understanding of and appreciation for the ways that social, political, religious, economic, and historical conditions shape the production and reception of ideas and works of art, either within or across cultural boundaries. Courses in CB address such topics as the concept of authorship (its significance for claims about plagiarism or copyright), censorship, conflicting interpretations of religious and other texts, institutional mediation of aesthetic experience (art museums, the music industry, the church), and violence and its representation.

3. Empirical and Mathematical Reasoning (EMR)

   Courses in EMR teach the conceptual and theoretical tools used in reasoning and problem solving, such as statistics, probability, mathematics, logic, and decision theory. Students develop the ability to apply abstract principles and theories to concrete problems. They also learn how to make decisions and draw inferences that involve the evaluation of data and evidence and how to recognize when an issue cannot be settled on the basis of the available evidence. Students might explore issues of health, disease, and systems for delivering health care; or consider politics in terms of rational behavior.

4. Ethical Reasoning (ER)

   Courses in ER teach students to reason in a principled way about moral and political beliefs and practices and to deliberate and assess claims for themselves about ethical issues. Students in these courses may encounter a value system very different from their own that calls attention to their own
ethical assumptions. ER courses promote the students’ personal development and build the capacities for argument and deliberation essential for effective civic agency. Topics might include human rights and globalization, human rights and “security” and medical ethics.

5. Science of Living Systems (SLS)

SLS courses explore a range of topics relating to understanding life -- its origins, the way it adapts to and changes the environment, and the ways in which human interventions can affect its trajectory. These courses provide students with the tools to evaluate scientific claims, consider alternative accounts for empirical findings, and appreciate the ambiguity that often surrounds such findings. Scientific knowledge of the living world will provide material essential to understanding the ethical dimension of many issues and decisions that students will face in the years after college, e.g., the legality of embryonic stem-cell research and the ethics of human cloning.

6. Science of the Physical Universe (SPU)

Courses in SPU explore discoveries, inventions, and concepts in the physical sciences that have led to or underlie issues affecting societies across the globe including reliance on fossil fuels, the exploration of space, the proliferation of nuclear weapons, climate change, and privacy in an age of digital communication. An understanding of key facts and theories about, and concepts pertaining to, the physical universe is essential if students are to be prepared to adapt to change and to function as aware citizens.

7. Societies of the World (SW)

Courses in SW provide students with an international perspective by acquainting them with values, customs, and institutions that differ from their own, and help students to understand how different beliefs, behaviors, and ways of organizing society come into being. These courses may focus primarily on a single society or region, or they may address topics that transcend national boundaries, analyzing the flow and transformation of money, goods, people, resources, information, or ideas between and among different societies. Topics might include immigration policy, ethnic identity and statehood, religion and government, and global markets.

8. United States in the World (US/W)

Courses in US/W examine American social, political, legal, cultural, and economic practices, institutions, and behaviors from contemporary, historical, and analytical perspectives. Students will come to understand this country as a heterogeneous and multifaceted nation situated within an international framework by examining ideas about what it means to be an American, about the persistence and diversity of American values, and about the relations among different groups within the US and between the US and the rest of the world. These courses prepare students for civic agency by providing critical tools to understand such issues as income disparity, health care and the state, affirmative action, immigration, election law, and zoning and urban sprawl.

In general, students should plan to take one General Education course per term. There are, however, no constraints regarding the timing of the requirements as long as all are completed by graduation. First-year students often find General Education courses useful for exploring potential concentrations. That said, these courses tend to be fairly rigorous, so students should consider enrolling in more than one per term with care.

Using the Course Planner tool on My.Harvard.edu students can search for courses that satisfy each of the Gen Ed categories. For the most recently approved courses in Gen Ed, as well as a list of Frequently Asked Questions, please visit www.generateducation.fas.harvard.edu.
For General Education-specific policies about Study Abroad, Advanced Standing, Summer School, etc., please consult the online Handbook for Students.

Key Points for Veteran Advisors:

♦ **Program Structure: No Exemptions**
  There are no concentration-based exemptions under Gen Ed—all students must fulfill all eight areas with letter-graded courses approved for Gen Ed credit.

♦ **Counting Courses for Gen Ed and Concentration or Secondary Field Credit**
  Gen Ed does not prohibit double-counting courses for Gen Ed and concentration credit or for Gen Ed and secondary field credit. However, students should check with the concentration or secondary field to determine whether Gen Ed courses may count for credit in their program.

♦ **Citations and Secondary Fields do not fulfill Gen Ed Requirements:**
  Completion of the Foreign Language Citation or a Secondary Field does not fulfill a requirement for Gen Ed.

♦ **Summer School**
  Harvard Summer School courses may count for Gen Ed if they are identical to courses that receive Gen Ed credit during the academic year. Ordinarily, these courses should be taught by the same Harvard faculty members who teach them during the academic year (or by a member of the same department). Harvard Summer Study Abroad courses are subject to the same rules. Summer School courses approved for Gen Ed credit are listed on the Gen Ed website.

**Life Sciences Advising**

1. **Students who are interested in the life sciences at Harvard may choose between nine concentrations**, which span the range from Biomedical Engineering to the social and cognitive Neurosciences track within Psychology. The nine options within this cluster are:
   ♦ Biomedical Engineering
   ♦ Chemistry
   ♦ Chemical and Physical Biology
   ♦ Human Developmental and Regenerative Biology
   ♦ Human Evolutionary Biology
   ♦ Integrative Biology (formerly Organismic and Evolutionary Biology)
   ♦ Molecular and Cellular Biology
   ♦ Neurobiology
   ♦ Social and Cognitive Neurosciences track within Psychology

The cluster of life sciences concentrations shares a common set of foundation courses and a common advising structure; it also includes research opportunities.

2. **Incoming students interested in the life sciences should have taken the on-line chemistry and biology placement exams in June.** Based on the results of these tests, students will receive a recommendation to enroll in either Life and Physical Sciences A (LPS A) or Life Sciences 1a (LS1a) in the fall.
Both courses cover chemical and biological concepts. LPS A is aimed at students who have had less exposure to science during high school. Students with a solid background (e.g., good high school courses, honors, or AP) will be directed to LS 1a.

3. All life sciences concentrations share a common foundation consisting of:

   ♦ **Life Sciences 1a (LS 1a)** or **Life and Physical Sciences A (LPS A) [Fall]**
   ♦ **Life Sciences 1b (LS 1b) [Spring]**

Both LS 1a/LPS A and LS 1b are required for concentrators in:

   ♦ Biomedical Engineering
   ♦ Chemical and Physical Biology
   ♦ Human Developmental and Regenerative Biology
   ♦ Human Evolutionary Biology
   ♦ Molecular and Cellular Biology
   ♦ Neurobiology
   ♦ Integrative Biology

The Social and Cognitive Neurosciences track in Psychology requires LS 1a, LPS A, or LS 1b. The Chemistry concentration requires two courses in general chemistry, which may be chosen from LS 1a, LPS A, Physical Sciences 1, Physical Sciences 10, and Physical Sciences 11.

4. **LS 1a, LS 1b, and LPS A all count towards fulfilling premedical requirements.** LS 1a and LPS A fulfill the requirement for one term of general chemistry with laboratory. LS 1b fulfills the requirement for one term of biology with laboratory.

5. **LS 1a, LS 1b, and LPS A are designed for potential life sciences concentrators and non-concentrators alike.** Potential life sciences concentrators are encouraged to begin their study of the life sciences in the first year. LS 1a, LS 1b and LPS A all count for General Education credit.

6. **What do freshman advisors need to know about placement and course selection?**

   ♦ Freshman advisors should direct students to the appropriate concentration or to the relevant course head for specific questions about course selection and placement.

**For more information, go to [www.lifesciences.fas.harvard.edu](http://www.lifesciences.fas.harvard.edu).**
1. **Why do freshmen take physical science courses?**

   - To explore physical science or engineering concentrations.
   - To prepare for requirements of life science concentrations or medical school.
   - To satisfy the General Education requirement for Science of the Physical Universe.

2. **What are the physical science concentrations? Who should students contact about these concentrations?**

   Concentrations in the Physical Sciences include:

   - Statistics
   - Physics
   - Mathematics
   - Environmental Science and Public Policy
   - Earth and Planetary Sciences
   - Chemistry and Physics
   - Chemistry
   - Astrophysics

   Contact information can be found in the printed 49 Book and online at concentrations.fas.harvard.edu. More information about the physical sciences can be found at science.fas.harvard.edu/pages/physical-sciences.

3. **What are the science courses typically taken by freshmen interested in the physical sciences?**

   In the **fall**, these students will typically take one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Typical Physical Science Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 16 or Physics 15a</td>
<td>Physics, Chemistry and Physics, Astrophysics, Engineering</td>
</tr>
<tr>
<td>Physics 11a</td>
<td>Engineering, Earth and Planetary Sciences</td>
</tr>
<tr>
<td>Life Sciences 1a</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Life and Physical Sciences A</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

   In the **spring**, these students will typically take one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Typical Physical Science Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 15a or Physics 15b</td>
<td>Physics, Chemistry and Physics, Astrophysics, Engineering</td>
</tr>
<tr>
<td>Physics 11b</td>
<td>Engineering, Earth and Planetary Sciences</td>
</tr>
<tr>
<td>Physical Sciences 1</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Chemistry 20</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>
4. What do freshman advisors need to know about placement and course selection?

- Freshman advisors should direct students to the appropriate concentration or to the relevant course head for specific questions about course selection and placement.

- Most students exploring a physical science concentration will take one science course and one math course each term.

**PREMED REQUIREMENTS**

1. Most medical schools require one year of each of the following:

- General chemistry with lab
- Biology with lab
- Organic chemistry with lab
- Physics with lab
- Mathematics (college math, calculus, or statistics)
- English

2. Premedical course requirements must be taken for a grade and at a U.S. college (study abroad credit will not count). In general, APs cannot be used to meet these requirements. For example, if a student has AP credit in chemistry, she must still take a chemistry course with lab; this can be an advanced class in general or inorganic or physical chemistry. However, most medical schools will accept a 4 or 5 on BC Calculus as meeting one year of math.

3. There is no need for students to rush and overload themselves with science courses freshman year. Many students have the mistaken idea that they should get their premedical course requirements “out of the way” during their first two years in college. In fact, the majority of applicants to medical school in recent years have waited until their senior year rather than their junior year to apply to medical school. This allows students four years to fulfill the premed requirements. Students can also take some or even all of their premedical requirements after they graduate from college.

4. Non-science concentrators who apply to medical school are as successful as science concentrators if they have comparable grades in their science courses.

5. Many students are motivated to pursue a medical career because it is such a clear path; the structure of being premed helps them to define their experience at college. It is part of their identity – and often their parents’. The premed advisors at OCS are available to help students explore their motivation for considering medicine or other health careers and to gain real life experience to test that interest.

Office of Career Services Health and Medicine website:
www.ocs.fas.harvard.edu/students/careers/medicine.htm

For more information, contact Oona Ceder, Director of Premedical and Health Career Advising, Office of Career Services, Harvard College: ceder@fas.harvard.edu.
**Math Advising**

Students should take mathematics courses that are challenging but digestible, given the willingness to work hard. In particular, a student should not take a course that requires at the outset a great deal of unfamiliar mathematics. By the same token, a student should not take a course that focuses for the most part on familiar material that the student has already mastered. This said, the Mathematics Department urges all incoming students to take advantage of the science and math placement advising that is available in the Science Center the week before classes begin. Members of the Mathematics Department will be available during this period to consult with students about appropriate placement based on the student’s score on the Harvard Mathematics Placement Test. (See the department website [www.math.harvard.edu/sectioning](http://www.math.harvard.edu/sectioning) for advising hours.)

Most students begin their mathematics education at Harvard with a deeper study of calculus and related topics in courses such as Mathematics Ma and Mb; 1a and 1b; 18; 19a and 19b; 21a and 21b; 23a and 23b; 25a and 25b; and 55a and 55b.

The Harvard Mathematics Placement Test results recommend the appropriate starting level course. This is indicated by either Mathematics Ma, 1a, 1b, or a ‘21 level’ placement, with a recommendation for ‘21 level’ signifying that the appropriate fall semester course should be chosen from the selection consisting of Mathematics 18, 19a, 21a, 21b, 23a, 25a and 55a, as well as Applied Math 21a. Such a recommendation also allows for Math 101.

What follows are brief descriptions of the courses listed in the preceding paragraph.

**Mathematics Ma/b** is a two-term sequence which integrates calculus and precalculus material and prepares students to directly enter Mathematics 1b.

**Mathematics 1a** introduces the basic ideas and techniques of calculus. This course covers material that is found in the typical AB advanced placement course.

**Mathematics 1b** covers applications and techniques of integration, sequences, series and differential equations. This course covers material that is found in the typical BC level advanced placement course plus quite a bit more. In particular, much of the course focuses on sequences, series and differential equations, which are not taught in the standard BC level advanced placement course. These are used in almost all applications of mathematics in the physical, biological and social sciences.

**The 21 Level Courses:**

**Mathematics 18** covers the concepts and techniques of multivariable calculus most useful to those studying the social sciences, particularly economics. Math 18 should not be taken in addition to Math 21a, but Math 21b may be taken before or after Math 18.

**Mathematics 19a and 19b** are courses that are designed for students concentrating in the life sciences, chemistry, and the environmental sciences. (These courses may be recommended over Math 21a and b by the various life science, environmental science, and chemistry concentrations.) Math 19a is taught both fall and spring semester. It can be taken before, after, or instead of Math 21a or Math 21b. Math 19b is taught solely in the spring semester. Math 19b is a replacement for Math 21b and no one should take both. Math 19a focuses on differential equations, related techniques and modeling with applications to the life sciences.
sciences. Math 19b teaches linear algebra, probability and statistics with a focus on life science examples and applications.

Mathematics 21a covers the basics of multivariable calculus.

Mathematics 21b covers the basics of linear algebra with applications to differential equations.

Mathematics 23 is a theoretical version of Mathematics 21 which treats multivariable calculus and linear algebra in a rigorous, proof-oriented way.

Mathematics 25 and 55 are theory courses that should be elected only by those students who have a particular interest in and enjoyment of abstract mathematics, as well as a solid understanding of one-variable calculus. These courses assume a willingness to think rigorously and abstractly about mathematics and to work extremely hard. Both courses study multivariable calculus and linear algebra plus many very deep related topics. Mathematics 25 differs from Mathematics 23 in that the work load in Mathematics 25 is significantly greater than in Mathematics 23, and also covers more material. Note however that any given course that asks for Math 25 as a prerequisite accepts Math 23 as well. Meanwhile, Mathematics 55 differs from Mathematics 25 in that the former assumes an extremely strong proof-oriented mathematics background and requires the consent of the instructor to enroll.

Applied Mathematics 21a and 21b are very much like their Mathematics 21 namesakes. The Mathematics 21a/b series applies a somewhat more sophisticated treatment to any given topic, while the Applied Math 21a/b series focuses more on the application of these concepts.

Math 101 is an introduction to rigorous mathematics, axioms, and proofs, via topics such as set theory, symmetry groups, and low-dimensional topology. It is often taken as a “bridge course” for students who have taken Mathematics 21a and 21b before they take 100-level courses. However, it can also serve as a window into mathematics for students who have had some calculus and would like to see another face of mathematics, regardless of whether or not the plan is to continue in mathematics. It should not be taken by students in Mathematics 23, 25 or 55.

The suitability of Mathematics 55 and higher numbered courses is not addressed by the placement examinations. Students who have had substantial preparation beyond the level of the Advanced Placement examinations are urged to consult the faculty of the Mathematics Department and/or the Director of Undergraduate Studies in Mathematics concerning their initial Harvard mathematics courses. Students should take this matter very seriously. This is especially true for students thinking to take mathematics courses with numbers greater than 101. Note in particular that most of these courses assume some familiarity with proofs. Courses that fulfill this prerequisite include Mathematics 23, 25, 55, 101, 112, 121, and 141. Of these, note that Mathematics 101 may be taken concurrently with Math 1, 18, 19, 20, or 21.

The Mathematics Department does not grant formal degree credit for taking a course that is listed as a prerequisite of one you have already taken without prior approval. The Department's policy is that a student who receives Harvard credit for a calculus course is not normally permitted to then take a more elementary course for credit. A student who has passed Math 21a, for example, will normally not be allowed to take Math 1a or 1b for credit. The Mathematics Department is prepared to make exceptions for sufficient academic reasons; in each case, however, a student must obtain written permission from the Mathematics Head Tutor in advance.
For more information on the appropriate starting mathematics courses see the website www.math.harvard.edu/sectioning. Encourage students to attend “Making Sense of Your Math Placement Score” (August 31, 9-9:35am) and “Should I take Math 18, 19, 21, 23, 25, 55, or AM 21?” (August 31, 9:45-11am) during Opening Days and to make use of the extensive advising hours in the Math department.

More about mathematics courses, the Mathematics concentration and the Mathematics Department can be found using the following links: www.math.harvard.edu and in particular, the page www.math.harvard.edu/undergrad.

ONLINE REGISTRATION

1. Students must register at the start of each term, acknowledging important material and verifying their name and physical return to campus. Students are also required to review and update their directory information. First-year students are expected to complete the online registration process by 11:59 pm on Tuesday, September 1. First-year students registering after the deadline will be charged a late registration fee (see below).

2. Students can access the registration tool on their my.harvard Student Center

   Once students have successfully registered, they will receive an email verifying their registration, and the Status line on the my.harvard.edu online registration tool will read: “You are currently registered.”

3. Late Registration:

   The online registration tool will remain live past the established deadlines above; however, all students who submit their registration late (based on the date and time stamp on the electronic submission) will be charged a fee of $50.00 and may at some point be subject to disciplinary action or placed on a leave of absence.

4. Holds on Registration:

   If a student has outstanding issues or fees, a “hold” may be placed on his or her registration. (Offices that place holds include the International Office, Student Financial Services and Harvard University Health Services).

   If a student’s registration is on hold, they will be informed online when trying to register, and will be prevented from completing the registration process. The text displayed will also include instructions for resolving the issue. In the case of holds placed by UHS, these are generally due to missing vaccinations. Students should contact their Resident Deans of Freshmen to discuss any holds.
**ONLINE COURSE SELECTION & STUDY CARDS**

This year, the university is launching a new Student Information System (SIS) with Advising and Student Centers located in my.harvard.edu. Detailed information about course searching and course enrollment will be provided to advisors as they become available.

**Late Study Cards:**

The electronic course enrollment tool will remain live past the established deadline. All students submitting their study cards past the 5:00 pm deadline will be charged a fee of $40.00 per week and may be subject to disciplinary action for failing to attend to administrative details. Any study card filed after the deadline requires the advisor’s signature as well as the instructor’s signature for all courses listed.

**SECTIONING**

In most departments at Harvard, sections are small, discussion-based groups that meet outside of lecture and are usually taught by graduate student teaching fellows. Sectioning procedures vary depending on the class and the department. Additionally, sections are mandatory for some courses and are optional for others (course syllabi will usually note whether or not sections are mandatory). For courses with required sections, it is important for students to consult with the Instructor or the Head Teaching Fellow about when and how they should section. Instructors and Head Teaching Fellows will outline clearly for students how to section for individual courses during the first week of class, as sections don’t usually meet until the second or third week of the semester.

1. The Office of the Registrar maintains an electronic sectioning application at [www.section.fas.harvard.edu](http://www.section.fas.harvard.edu), which allows students to section for many courses online.

2. For Expository Writing sectioning, please consult the Expository Writing web page: [writingprogram.fas.harvard.edu](http://writingprogram.fas.harvard.edu).

3. To choose a section for most lettered or numbered language courses in **French, Italian, Portuguese, and Spanish**, students should fill out an online sectioning form on the respective course website. Once students have filled out and submitted the form, they will receive notification of the date, time, and location of the first class meeting by email.

4. **For Math classes:** After an introductory meeting during the first week of classes, Math Ma, 1a, 1b, 21a and 21b are taught entirely in sections. The times and locations of these introductory meetings are indicated in the *Courses of Instruction* listing for each course. To section for Math Ma, 1a, 1b, 21a and 21b, students must section by computer during the period starting **Tuesday, September 1**, and **no later than 12:00 pm on Wednesday, September 2**. Note that students can re-section as often as they like during this time, causing their previous entry to be erased. Instructions for sectioning can be found online at [www.math.harvard.edu/sectioning](http://www.math.harvard.edu/sectioning).

5. Courses that do not use on-line sectioning will clearly indicate their own sectioning procedure on their website. Students who have questions regarding the sectioning for a particular course should contact the course head.

**ADVISING PROGRAMS OFFICE**

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EXAMPLES OF TYPICAL FALL ENROLLMENT

Student assigned to Expos in the fall:

1. Expos
2. Foreign language
3. Two of the following three:
   a. Gen Ed course
   b. Freshman Seminar
   c. Course in preparation for potential concentration (sometimes Gen Ed courses and Freshman Seminars play this role)

Student assigned to Expos in the spring:

1. Foreign language
2. Gen Ed course
3. Freshman Seminar
4. Course in preparation for potential concentration (sometimes Gen Ed courses and Freshman Seminars play this role)

If a student has already fulfilled the foreign language requirement, they may use the spaces for a foreign language above as an elective or in order to explore another concentration, take more classes for a concentration they are fairly certain about pursuing, or take another Gen Ed class. Note, however, that a student may enroll in only ONE Freshman Seminar per semester.

STUDY ABROAD FOR HARVARD COURSE CREDIT

1. Helping Your Advisee Plan for Study Abroad

   There is a study abroad program for every student, but in order for a student to find the right program, the student must define his or her goals for doing academic work abroad. The rich resources of the Harvard College curriculum are the best preparation for study abroad.

   Freshmen find that discussing study abroad goals with future concentration advisors early on will help them to learn departmental expectations. With careful advance planning and consultation, students in all fields may study abroad, either in their concentration, or in another discipline.

   Note that freshmen are not allowed to study abroad during term-time, but many are interested in study abroad during the summer after their freshman year as well as their sophomore fall and spring terms.

2. Finding and Funding a Study Abroad Experience

   Study abroad for credit is a thoughtful process that takes planning and consultation with a number of offices at Harvard, including a student’s academic advisors, Resident Dean, and advisors at the Office of...
of International Education (OIE). The earlier the planning starts and learning goals are defined, the easier it will be to integrate study abroad into a concentration and the general requirements for the Harvard degree. Students can begin their freshman year planning for study abroad as well as other international experiences. As an advisor, you have an important role in helping students be aware of the early deadlines for receiving credit and funding at Harvard for study abroad.

Opportunities for freshmen to explore programs include the annual Study Abroad and International Experience Fair in September, the Summer Opportunities Fair in December, and a myriad of information meetings, workshops, and open houses held throughout the year. In addition, there are drop-in hours each day from 2-4pm at the OIE to help students plan their study abroad experience.

**Term-time Study Abroad for Harvard Credit**

Numerous study abroad programs are pre-approved for credit towards a Harvard degree. Pre-approved programs are listed at [www.oie.fas.harvard.edu](http://www.oie.fas.harvard.edu). Students who wish to receive credit for their academic work abroad must apply directly to the study abroad programs they wish to attend. In addition, students must submit an on-line Application for Harvard Credit by the following deadlines:

- **DEADLINE: October 1st** for spring semester credit
- **DEADLINE: March 1st** for fall semester credit

**Financing Term-time Study Abroad**

During the semester, financial aid transfers with the student, provided the student has made a timely application for Harvard credit, and that the student has been approved for an official “study abroad leave” by the College. Study abroad during term-time is an affordable option for all students.

Students who study abroad in term-time program are not billed by Harvard for the cost of the program unless they are participating in one of a small number of Harvard-sponsored programs. See [www.oie.fas.harvard.edu](http://www.oie.fas.harvard.edu) for a list of these programs.

All other students studying abroad during term time will pay the foreign university or the study abroad program directly.

**Summer Study Abroad**

For many undergraduates, study abroad in the summer after freshman year is the first important step they will take internationally while at Harvard. Students may choose from a variety of academic summer programs and receive academic credit. Thanks to generous donors, Harvard is one of the only schools to offer funding for summer study abroad.

**Harvard Summer School Programs**

Each year, there are more than twenty Harvard faculty-led programs abroad sponsored by Harvard Summer School. Program applications are online and **most are due January 29**; these programs do not require a separate application for Harvard credit. However, spaces are limited on Harvard programs, so urge students to apply early if possible to secure a place. They can learn more at the Summer School Study Abroad Fair on December 5.
Non-Harvard Summer Study Abroad Programs

Many other pre-approved summer programs offer study in a wide variety of languages and disciplines. Non-Harvard study abroad programs often admit students on a rolling basis, so students should apply for admission as soon as they have defined their goals. If students want to receive credit for a non-Harvard Summer School study abroad program they must submit an on-line Application for Harvard Credit by the appropriate deadline:

**DEADLINE: February 11** for students applying for funding and credit
**DEADLINE: April 1** for students applying only for credit

Funding for Summer Study Abroad

Summer study abroad is not covered by Harvard financial aid; however, students may apply for summer grants, including the OIE Summer Study Abroad Grants and the David Rockefeller International Experience Grants. See the Funding Sources Database at www.funding.fas.harvard.edu for information about summer grants, application rules and procedures. Please note that funding deadlines and criteria vary widely and can be confusing. Please advise students to attend workshops and drop-in advising at OIE to help them determine which funding sources best meet their interests and financial needs. Deadlines for funding offered through the Office of Career Services are fixed.

**DEADLINE: January 30** for Harvard Summer School funding through OCS
**DEADLINE: February 11** for non-Harvard study abroad programs through OCS

3. Rules Governing Study Abroad for Harvard Credit

Students may earn 4 half courses of transfer credit on semester programs and up to 2 half courses on summer programs. Students may earn a total of 8 half courses in transfer from study abroad. (Note: Harvard Summer School courses are Harvard courses, so they do not count as part of the 8 allowed transfer credits.)

Admission to a study abroad program is the student’s responsibility; the Application for Harvard Credit is a separate application, and must be submitted by the published deadlines of **October 1** (for spring), **March 1** (for fall), **February 11** (for summer study with funding) and **April 1** (for summer with credit only). Only pre-approved programs are acceptable for credit.

The Administrative Board, the Housing Office, the Financial Aid Office, and the Registrar all cooperate in arranging a student’s approved study abroad leave status and the transfer of Harvard credit. Once approved for study abroad, a semester study abroad student is placed on a special “study abroad leave.”

For more information on study abroad requirements, rules, and resources, see *Getting Started* at oie.fas.harvard.edu/pages/getting-started. More information about traveling abroad can be found on the OIE Resources page at oie.fas.harvard.edu/pages/resources.

4. Advising at the Office of International Education

At 77 Dunster Street students will find information and advisors on term time and summer study abroad programs on the first floor, and fellowships and summer funding opportunities on the second.
Advisors are available to students during drop-in hours from Monday - Friday, 2 - 4 pm or by appointment.

Check the OIE and OCS websites for information on workshops designed to educate students about study abroad and funding options. A resource library with handouts, program materials, and internet resources is available daily from 9 am - 5 pm.

**Office of International Education (OIE)**

77 Dunster St.

(617) 496-2722

oie.fas.harvard.edu

oie@fas.harvard.edu

### CROSS-REGISTRATION AND SUPERVISED READING & RESEARCH

In a change from previous years, the College now allows first-year students to cross-register for courses outside of FAS and to enroll in supervised reading and research courses. Students may do so under the circumstances explained below:

**Cross-Registration:**

1. Students interested in cross-registering must get the permission of their Resident Dean of Freshmen before proceeding with a petition.

2. Students can cross-register for only one course per term.

3. Students cannot cross-register for courses at the Extension School, Radcliffe Seminars, or courses not given by one of the Faculties of Harvard University or MIT. Harvard Business School does not ordinarily permit undergraduates to cross-register in its courses.

4. Cross-registered courses do not appear on the Study Card. For detailed information on the College’s policies and procedures concerning cross-registration, including the on-line application form for students, go to coursecatalog.harvard.edu.

5. Students in the Harvard-NEC Joint Five-Year Bachelor of Arts and Master of Music Program are not required to cross-register during their freshman year. While they take lessons at NEC, that is taken care of through the registrar at NEC.

**Supervised Reading and Research:**

1. First-year students may enroll in one Supervised Reading and Research course within the FAS (91r and 910r-level courses). They may not, however, enroll in an Independent Study.

2. Students must obtain the permission of their Resident Dean before enrolling in a Supervised Reading and Research course.
3. Students can enroll in a Supervised Reading and Research course only if an appropriate member of the Faculty of Arts and Sciences has indicated a willingness to supervise.

Students should approach cross-registration and supervised reading and research with some caution. These courses may be more demanding than students anticipate, and may make it more difficult for students to fulfill first-year requirements and fully explore the curriculum in FAS.

For more information on cross-registration and supervised reading and research, please consult the Handbook for Students.

**LEAVES OF ABSENCE & WITHDRAWALS**

A small number of students will take leaves of absence or be required to withdraw at some point during their first year in the College. Students go on leave for a variety of reasons, some involving unforeseen circumstances, others involving personal issues that may be preventing them from taking full advantage of their College experience. While detailed descriptions of the different types of leaves and withdrawals are available in the Handbook for Students, a brief description of each and some of the necessary procedures are included below.

**Voluntary Leaves of Absence**

Students who wish to take a voluntary leave of absence must petition the Administrative Board through their Resident Dean of Freshmen. Students may petition for a leave of absence up to the first day of Reading Period. After this date, students are expected to complete the term. Freshmen who do not complete the fall term will return the following fall as freshmen. Students who complete the fall term will return to the House they are assigned to during the Freshman Lottery. Freshmen who petition for a leave of absence after April 15 in the spring term ordinarily will not be allowed to register the following fall term.

Once the Administrative Board approves the leave of absence petition, the student’s Resident Dean will send a letter to the student accompanied by information on the steps the student needs to take before leaving and returning to the College. Some students taking a leave of absence may need the permission of the Administrative Board to return. A detailed description of these procedures can be found in the on-line Handbook for Students. Here are some key points:

- Students on financial aid should consult the Financial Aid Office regarding the financial implications their leave of absence will have.
- Student athletes should consult with the Department of Athletics to discuss their eligibility.
- Students must vacate College housing no later than five business days following the Board’s vote to grant the leave. Students on leave may not store items at the College.

Students taking a leave of absence after the Freshman Lottery in the spring must notify the Office of Student Life of their intention not to take up residence in College housing the following term.
**Involuntary Leaves of Absence**

Students may be placed on involuntary leave of absence by the Dean of the College for many reasons, including medical circumstances, alleged criminal behavior, and unfulfilled requirements. Students may ordinarily convert the involuntary leave to a voluntary leave. Much of the procedure for involuntary leaves is identical to a voluntary leave. For a complete description of the process, please see the *Handbook for Students*.

**Withdrawals**

In cases of serious disciplinary or academic problems, students may be required to withdraw from the College for a length of time, typically two terms. In addition to completing the same steps before leaving and returning to the College as students on leave, students who have been required to withdraw must work for six months in a full-time paid position and must get the approval of the Administrative Board to return to the College. Please consult the *Handbook for Students* for details.
WORKING TOWARDS A CONCENTRATION

All undergraduates must fulfill the requirements of one of the recognized fields of concentration, an approved joint concentration, or an approved special concentration. A student’s concentration is his or her commitment to a particular discipline, field, or specialization.

1. Harvard currently offers 49 fields of concentration, some of which have multiple tracks. Each concentration is overseen by a faculty member serving as the Head Tutor or the Director of Undergraduate Studies. Overviews of each concentration and contacts within each concentration are available in the 49 Book and at the Concentrations at Harvard College website at concentrations.fas.harvard.edu.

2. Each concentration has provided recommendations for first-year students interested in exploring that concentration. You will find some gateway courses on each concentration’s page in the 49 Book and on the Concentrations website.

3. In many concentrations, students may pursue either a basic program or a program that makes them eligible for honors in the field. Honors-eligible programs generally differ from basic programs in that they require a senior thesis, classes in related fields, and/or advanced seminar work.

4. Several concentrations may limit enrollment by selecting their concentrators from among applicants. Currently, these are Environmental Science and Public Policy, History and Literature, Literature, Social Studies, Special Concentrations, Visual and Environmental Studies, and Studies of Women, Gender, and Sexuality (Thesis Track). Each “limited concentration” attempts to select those students whose needs and interests will be served best by its program and will admit as many students as its teaching resources allow.

5. Students who are pursuing the Harvard-NEC Joint Five-Year Bachelor of Arts and Master of Music Program will have applied and been accepted to the program by the time they enter Harvard. Freshmen may apply directly to NEC as transfer students for admission into the joint program. If students have any questions, they should contact the Department of Music at musicdept@fas.harvard.edu or 617-495-2791.

6. Students interested in concentrations that have a foreign language component may want to consider taking a foreign language class in their first year.

Choosing a Concentration

Students who enter as freshmen in the fall of 2015 must choose a concentration by submitting a completed Declaration of Concentration near the end of the fall term of their second year. In the event a student takes time off before declaring a concentration, they must declare near the end of their third term.

In preparation for choosing a concentration, every student will be required to have a documented Advising Conversation with a representative from one or more prospective concentrations near the end of the second term of enrollment. These Advising Conversations are not binding.

There are several opportunities for Advising Conversations during the spring-term Advising Fortnight. As the year progresses, we will distribute more information on Advising Fortnight and Advising Conversations. Updates will be posted on the Advising Programs Office website.

ADVISING PROGRAMS OFFICE
SECONDARY FIELDS:

1. **Secondary fields are OPTIONAL.** They are not required or expected of any Harvard College student.

2. **Secondary fields are a trade-off.** Secondary fields provide the opportunity for guided and recognized work in a field outside of the concentration. On the other hand, students who do secondary fields will have fewer electives and may have to give up some advanced coursework or research in their concentration. Students and advisors should discuss WHY the student wants to pursue a secondary field.

3. **Students are allowed only one secondary field.** Students may explore as many as they like, but in the end they may choose only one.

4. **Students may not sign up for a secondary field until they declare a concentration.**

For a list of available secondary fields, see the Handbook for Students at handbook.fas.harvard.edu.

JOINT CONCENTRATIONS:

1. **Joint concentrations are not “double” concentrations.** Ordinarily, joint concentrations require integrative and interdisciplinary work that fuses or synthesizes the two fields in a senior thesis or project. In many cases, choosing a single concentration plus a secondary field may be better than trying to synthesize work in two fields. Not all programs participate in joint concentrations; students should consult the relevant departments for more information.

2. **Students should give themselves time to explore the two fields before committing to a joint concentration** and should be sure to speak to faculty and other advisors in both concentrations before deciding to declare a joint concentration.

For more information on secondary fields or joint concentrations in general, see the Handbook for Students at handbook.fas.harvard.edu.

ADVANCED STANDING

1. Based on AP credits (or, in certain cases, IB scores or other international credentials), Advanced Standing allows a student to graduate early, or enroll in an AB/AM degree program.

2. **Eligibility for Advanced Standing:**

   Students may qualify for Advanced Standing by:

   ♦ Scoring 5 on a minimum of four AP tests. Not all AP tests, however, earn a student Advanced Standing credit.
• Earning the IB diploma with a grade of 7 on at least three Higher Level examinations.
• Passing certain Harvard Placement exams during Freshman Orientation. These exams include: Chinese, Ancient Greek, Modern Hebrew, Japanese, Korean, Russian and Music (Harmony).

AP exams and the above-mentioned Harvard placement exams can be combined toward Advanced Standing credit.

Students who wish to use other internationally recognized exam results for Advanced Standing should consult with Noël Bisson, Associate Dean in the Office of Undergraduate Education (bisson@fas.harvard.edu) or with Anne Marie Sousa, Director of Academic Projects (sousa@fas.harvard.edu) by November 1. They should bring their diplomas, which will then be reviewed by the Committee on International Credentials.

*The College does not grant credit toward a Harvard degree or toward Advanced Standing for courses taken at other universities prior to matriculation.*

3. **Deciding whether to declare Advanced Standing or not:**

Pursuing Advanced Standing may require choosing a field of concentration earlier than the third term. For students who are sure of their interests, this may be appropriate. However, premature specialization reduces a student’s ability to explore the curriculum and potential concentrations.

In an average year, approximately one-third of the first-year class is eligible for Advanced Standing. Typically, however, only about three percent of a class will decide in the end to graduate early.

4. Students seriously considering Advanced Standing should consult with potential concentrations early, particularly those concentrations that offer sophomore tutorials.

5. **When to declare:**

Eligible students make the choice whether to activate Advanced Standing near the end of their fourth term of enrollment, but should discuss their options with advisors, Resident Deans and Head Tutors/DUSs well before that time.

Any questions about Advanced Standing can be directed to Noël Bisson (bisson@fas.harvard.edu) or Anne Marie Sousa (sousa@fas.harvard.edu).

**SUMMER PLANNING**

1. **There is No “Best” Path**

Try to talk to freshmen about what they could be doing over the summer if they talk only about what they should be doing. Some of the things you can suggest are study abroad, travel, research, and community service.

2. **Career Pressure**

Typical Harvard students have three “college” summers. Try to persuade them that they shouldn’t feel that they need to spend every one on career development.

**ADVISING PROGRAMS OFFICE**
Encourage your advisees to develop a **personal wish list** of experiences: removing the pressure of financial and other worldly constraints can prompt creative thinking about life goals.

Freshmen can then spend time validating these goals by exploring their fields of interest. Encourage them to:

- Attend panel discussions offered by departments on campus
- Speak with upperclass students who have made comparable choices or concentrated in similar fields
- Do independent research: read articles or profiles on individuals pursuing related interests

3. **Returning Home**

Students need not go long distances to have a productive summer; sometimes the comforts of home are just what a rising sophomore needs after a hectic first year. Encourage your advisees to consider opportunities for jobs or internships in their local community.

4. **Timing**

Freshmen should be encouraged to think about their summer plans fairly early in the year; the first term is not too early.

Deadlines for applications for summer opportunities vary widely: some deadlines are as early as November 1 and others are not until April or May.

5. **Other Resources**

- Office of Career Services ([www.ocs.fas.harvard.edu](http://www.ocs.fas.harvard.edu))
- Upperclassmen, especially the Peer Advising Fellows
- Proctors
- Faculty
- Student Employment Office ([www.seo.harvard.edu](http://www.seo.harvard.edu))
- Campus administrators
**STUDENT ACTIVITIES**

1. **Encourage freshmen to get involved in extracurricular activities**

   The Student Activities Fair will take place this year on Friday, September 4, from 4-7pm on the Radcliffe Quad and in the Student Organization Center at Hilles (SOCH). More than 400 student organizations on campus will be present to introduce themselves to freshmen. The fair can be an overwhelming experience. Encourage your advisees to write down groups that interest them, rather than to sign up for multiple email lists. If they do sign up for several email lists, they may find themselves inundated by groups.

   You may also want to encourage your freshmen to participate in Get Involved Weekend, taking place **September 5 and 6**. Student organizations will be holding in-depth information sessions, tryouts and auditions, and open office hours during this time. This is a great opportunity for students to find out whether the organizations in which they are interested are a good “fit.” Student organizations will also be collaborating to offer Late Night @ Harvard events each night of the weekend. Students can find a schedule of meetings and events at thehub.college.harvard.edu.

   A list of all recognized student organizations can be found under “Student Activities” on the OSL website at osl.fas.harvard.edu

   Some students may be interested in pursuing term-time employment. The Student Employment Office (seo.harvard.edu) is the best resource for students to search for jobs, both on-campus and off-campus, including Federal Work Study Program jobs.

2. **…but not too involved.**

   Encourage advisees to commit to no more than **two** extracurricular activities during freshman year, and remind your students that a job counts as an activity. If students need assistance figuring out their extracurricular life, the Office of Student Life in University Hall can work with them to help. The Peer Advising Fellows, proctors, and Resident Deans are a good source of advice and information on this as well.

   Taking on leadership roles as a freshman can be quite taxing. Assuming such a role too early may limit the student’s ability to explore. It is usually best for freshmen to wait until later in the year or until the third term before taking on leadership positions.

   You will also want to remind your students that they it is okay to set aside time to simply socialize, “hang out,” and enjoy their time in college. Events such as the Halloween Costume Catwalk and the Freshman Formal are fun, easy ways to take a break from both studies and extra-curricular engagements.

3. **Remind freshmen that Harvard provides an excellent opportunity to try new things.**

   Encourage freshmen to explore new interests that may not have been available to them in high school. Students can always fall back on proven interests.
4. **Encourage them to aim for balance: it is easy for freshmen to get overwhelmed.**

With a typical schedule of only about 20 hours of class a week, a freshman may find it hard to grasp that having fewer class hours than they did in high school does not mean that they necessarily need more extracurricular activities. Once they commit to something, freshmen often feel uncomfortable about dropping activities. Try to assure them that it is okay to do so if they find themselves becoming overwhelmed or are no longer interested in the activity for whatever reason. Above all, freshmen should be encouraged to focus on trying to find out what makes them happy. Gathering activities for “resume building” purposes will almost certainly yield more stress and less satisfaction with extracurricular life than meaningful involvement based on interest and enjoyment for enjoyment’s sake.
THE ADMINISTRATIVE BOARD

1. First established in 1890, the Administrative Board is comprised of members of the College community who have close and direct contact with students, as well as faculty representatives and guests who serve as advisors on student issues and student records. Every Resident Dean serves on the Administrative Board, so that every undergraduate has a representative on the Board.

2. The Administrative Board exists to adjudicate requests for exceptions to academic policies, to conduct academic review, and to consider breaches of community standards and disciplinary issues.

   ♦ Most of the Administrative Board’s work consists of reviewing routine academic petitions, such as late withdrawals or exam accommodations.
   ♦ Late add/drops and withdrawals or exam accommodations are granted only in extraordinary circumstances beyond a student’s control. If you have questions about this, please consult the student’s Resident Dean.
   ♦ At the end of each term, the Board reviews the records of every student who has received an unsatisfactory (D-range) or failing grade. Students whose record is unsatisfactory are ordinarily placed on academic probation. Typical unsatisfactory records have a single D, a single E, or two D’s. Students who fail to meet minimum requirements are usually required to withdraw for two terms. A record that fails to meet minimum requirements typically has an unsatisfactory (D-range) grade together with a failing grade or more than one failing grade. Note that a fall-term freshman’s record is satisfactory with a single unsatisfactory (D-range) grade (i.e., they are allowed a single D).

3. Resident Deans help students petition the Board in cases of academic exceptions and, in disciplinary cases, help the student represent him/herself before the Board.
   
   ♦ In most cases, students will write a statement to the Board.
   ♦ In serious disciplinary cases, students have the option of appearing before a subcommittee of the Board in person. The student may also ask a personal advisor, someone who has an appointment as an officer in the Faculty of Arts and Sciences (TF, faculty member, coach, academic advisor, etc.) to appear with him or her before the subcommittee.

4. Proceedings of the Administrative Board are strictly confidential.

5. If you or your advisee has questions or concerns about the Administrative Board, please contact the student’s Resident Dean or the Secretary of the Ad Board at adboard@fas.harvard.edu.

Further information is also available at the website of the Administrative Board at www.adboard.fas.harvard.edu.

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**HONOR CODE**

This year, for the first time, Harvard College is initiating an Honor Code. The class of 2019 will be the first class inducted into it. As part of the writing test they took over the summer, rising freshmen were required to submit a brief written reflection on what it “means to you to approach your academic work with integrity? As you read, write, study, and learn at Harvard, what do you think will help you uphold the values of the Honor Code?” These reflections are available, in the Advising Center in my.harvard.edu for you to read. You are encouraged to review them before your first on-on-one meetings with your advisees during Opening Days, and to discuss them at those meetings.

For more information about the Honor Code (its history, planned implementation, etc.) go to honor.fas.harvard.edu/honor-code.

**The Harvard College Honor Code reads:**

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

**HONOR COUNCIL**

This year, for the first time, Harvard College is also launching a new Honor Council. The Council, comprising undergraduate and graduate students, faculty, and staff, will adjudicate a range of student disciplinary cases focusing on issues of academic integrity.

For more information about the Honor Council go to honor.fas.harvard.edu/honor-council.
RESOURCES AT HARVARD

Many classes provide individual help and tutoring. If students have questions or concerns about a class, please refer them to their TF or course head.

Accessible Education Office (AEO)
Holyoke Center, Suite 470
(617) 496-8707
aeo.fas.harvard.edu

The AEO serves as the central campus resource for students with documented physical, learning, and psychiatric disabilities, or with chronic health issues. The AEO can help with academic and residential accommodations, accessibility issues, adaptive technologies or just discussing difficult situations. Conversations are confidential.

Bureau of Study Counsel (BSC, the Bureau)
5 Linden Street
(617) 495-2581
www.bsc.harvard.edu

The Bureau of Study Counsel is a resource center for students’ academic and personal development. Students come to the Bureau to improve their academic skills and strategies (such as reading, note-taking, exam-taking, time management, procrastination, memory, public speaking, etc.) and to talk about broader academic and personal concerns (such as relationships, motivation, adjusting to college, important life events, future direction, etc.).

Bureau services include:
• Counseling regarding academic concerns
• Workshops and support/discussion groups on topics related to college life and studies
• On-line self-help resources on the BSC web site and a library of self-help materials in the BSC reception area (the Cranium Corner)
• The Harvard Course in Reading and Study Strategies, a non-credit mini-course to help students expand their repertoire of reading and study strategies.
• Peer tutoring for undergraduate courses

Bureau of Study Counsel staff also provide consultation to faculty, advisors, and residence hall staff regarding their concerns about a particular student or their work with students.

For more information about the BSC see www.bsc.harvard.edu

The Center for Wellness (CFW)
(617) 495-9629
cw.huhs.harvard.edu

The CFW promotes the lifelong health and wellness of those in the Harvard community. It is open to anyone with a valid Harvard University ID. No appointment is necessary. It offers education and programs around ways to prevent illness, manage chronic problems, make healthy lifestyle choices, and

ADVISING PROGRAMS OFFICE
become well physically and emotionally. Services include massage and acupuncture (by appointment), as well as exercise, meditation and yoga classes.

**Freshman Dean’s Office**
Morton Prince House
6 Prescott Street
(617) 495-1574
fdo.fas.harvard.edu

The Freshman Dean’s Office is responsible for all aspects of the first year at Harvard College as students make the transition from home and high school into a new and diverse community. Harvard is proud of its unique residential system, one which places freshmen in and around the Yard—the historic and geographic center of the College—and which provides them a close network of peers and advisors. All students are served by the Dean of Freshmen Tom Dingman as well as one of the four Resident Deans of Freshmen.

**Harvard Chaplains**
The Memorial Church
Harvard Yard
(617) 495-5529
chaplains@harvard.edu
www.chaplains.harvard.edu

This is the umbrella organization of 38 chaplains representing 26 of the world's religious traditions, united in their commitment to serving Harvard's diverse student communities. The chaplains are available to meet and talk about spiritual concerns and ethical and personal matters.

**Harvard College Financial Aid Office**
86 Brattle Street
(617) 495-1581
www.fao.fas.harvard.edu

All of Harvard's financial aid is awarded on the basis of demonstrated financial need, and roughly 60% of the Class of 2019 receives need-based scholarship assistance. Students can choose to borrow to help meet their expenses, and can find the loan request form on the FAO web site. There are no academic, athletic or merit-based awards. Harvard meets the full need of every student, including international students, for all four years, and students must reapply for assistance on an annual basis. If students encounter financial difficulties or concerns during the year, please direct them to their financial aid officer.

**Harvard College Library**
www.hcl.harvard.edu

**Harvard Libraries**
lib.harvard.edu

While students with a valid Harvard ID have access to all Harvard libraries, undergraduate and graduate students in the Arts and Sciences are most likely to use those in the Harvard College Library (HCL)—Cabot Science, Chemistry/Chemical Biology, Fine Arts, Harvard-Yenching (East Asian),
Houghton (rare books and manuscripts), Lamont, Loeb Music, Math, Physics, Tozzer (anthropology), Widener—where they will find not only a vast array of information but also a staff of librarians who provide one-on-one consultations, tours, classes, and in-person or virtual reference help for work ranging from the simplest project to senior theses. The HCL website (www.hcl.harvard.edu), which is designed specifically as a library tool for undergraduates and teaching fellows, provides access to HOLLIS and other library catalogs, directions, hours, online research assistance, descriptions of study spaces, research guides, and a wealth of other information. Information about the graduate school and departmental libraries as well as access to the catalogs can be found on the Harvard Libraries portal at lib.harvard.edu. Please note that hours and policies among the libraries may differ.

**Harvard University Health Services (HUHS)**

75 Mt. Auburn Street  
(617) 495-5711  
www.huhs.harvard.edu

HUHS is a comprehensive medical facility for students, faculty, staff and retirees. Details about all HUHS services can be found on the HUHS website, but some of the many available services are highlighted here.

**Emergencies**

*Any student experiencing symptoms of a medical emergency (e.g., chest pain, severe shortness of breath) should call 9-1-1 immediately (or 9-911 from a campus phone), or go to the nearest hospital emergency room.*

**Urgent Care Clinic, 24/7, (617) 495-5711**

HUHS clinicians are available to provide advice and treatment of urgent health concerns 24 hours a day, 7 days a week, 365 days a year. Urgent health concerns (physical or emotional) include sudden, serious and unexpected illnesses, injuries, or conditions which require immediate attention.

**Counseling And Mental Health Services**  
http://huhs.harvard.edu/HealthServices/CounselingAndMentalHealthServices.aspx  
HUHS at Smith Campus Center, 75 Mt. Auburn St., 4th Floor  
(617) 495-2042

Counseling and Mental Health Services (CAMHS) provides assessment, treatment, education, and consultation to support the wellbeing and functioning of Harvard students. CAMHS staff members are trained and experienced in dealing with issues specific to university students. We encourage students to schedule an appointment to discuss personal concerns and develop new ways of resolving issues. No concern is too small.

**Services**

Counseling and Mental Health Services offers Harvard students comprehensive outpatient care for a wide variety of mental health concerns, such as anxiety, depression, stress/crisis management, transitional issues, grief, and eating, sexual or relationship concerns.

- Individual counseling
- Group counseling
- Medication management
- Peer counseling
- Urgent care (24 hours a day)
All visits are confidential and mental health records are held separately from the rest of the medical record, except for information on medications and hospitalizations.

**Harvard University Police Department**
www.hupd.harvard.edu
Chief/Director, Francis D. “Bud” Riley
1033 Massachusetts Avenue, Sixth Floor
Police Assistance: (617) 495-1212
Business Line: (617) 495-1215
Criminal Investigation Division: (617) 495-1796

The mission of the Harvard University Police Department is to maintain a safe and secure campus by providing quality policing in partnership with the community. Together, the Department and the community can maintain a safe and secure environment that leaves its members free to pursue the education and scholarship that brings people to Harvard University. HUPD is a full-service police department (comprising a Patrol Division, Criminal Investigation Division, and Dignitary Protection Unit) that includes police officers, detectives, civilian communication dispatchers, and support and administrative personnel. The police officers are sworn special State Police officers with deputy sheriff powers and attend the same police academy as Cambridge Police officers. With the exception of a few crimes, such as homicide, HUPD has primary jurisdiction over all crimes occurring on University property. The Department maintains a good working relationship with Cambridge Police, Boston Police, Massachusetts State Police, and numerous other local and federal law enforcement agencies and, when appropriate, coordinates responses to particular incidents and events.

Some core functions of the Department are: responding to criminal incidents; checking on the well-being of students, faculty, and staff; responding to disturbances; providing escorts; taking reports of lost and stolen property; responding to lockouts; investigating suspicious activity; responding to alarms; and investigating trespassers or unwanted guests. In addition, officers present safety and security information at community meetings, make presentations at student and new employee orientations, teach self-defense classes, register laptops and bicycles, and initiate informal contact with students, faculty, and staff while patrolling on foot, bicycles, and motorcycles, and while eating in the dining halls. HUPD officers are approachable and committed to keeping the Harvard community safe and secure.

For additional information on safety and security and services offered, please read the Harvard University Police Department’s “Playing it Safe” booklet which can be found on www.hupd.harvard.edu.

**Office of Alcohol and Other Drug Services (AODS)**
(617) 496-0133
aods.harvard.edu

AODS functions as a multidimensional resource for students, faculty, staff, and members of the larger University community. It offers a wide range of programs and services that seek to meet the needs of the Harvard community through prevention, education, intervention, policy development, and treatment.

**Office of Career Services (OCS)**
54 Dunster Street
(617) 495-2595
www.ocscfas.harvard.edu
The Office of Career Services (OCS) helps advise, educate and connect students to and about opportunities across a wide array of areas including not-for-profit and for-profit jobs and internships, premedical advising, fellowships and funding, study abroad, and research experiences. In addition, OCS also helps students explore graduate and professional school options. The office conducts drop-in advising Monday through Friday 1-4 pm throughout the academic year and offers educational programming, web and print resources, and one-on-one advising across an extensive range of potential career areas, including:

- education
- government
- law
- entertainment
- the creative arts
- science and technology
- engineering
- the environment
- business
- entrepreneurship
- global public health

As a Faculty of Arts and Sciences office, OCS serves Harvard College, the School of Engineering and Applied Sciences (SEAS), the Graduate School of Arts and Sciences (GSAS) and the Harvard Extension School degree and certificate students and Alumni.

Office of International Education (OIE)
77 Dunster St.
(617) 496-2722
oie.fas.harvard.edu

OIE works with undergraduate students who are planning for a significant academic year, term, or summer international experience. OIE works with students to research and plan for their time abroad, provides support during their international experience, and ensures that their re-entry process goes smoothly. OIE is guided by the academic standards of Harvard’s academic departments, works in close collaboration with the Dean of Undergraduate Education, and collaborates with various academic departments, area centers, and other advising offices on campus.

Office of Sexual Assault Prevention and Response
Holyoke Center 731
(617) 495-9100
(24-hour support and information line)
osapr.harvard.edu

OSAPR provides confidential support, information, and referrals to students affected by sexual assault and other forms of interpersonal violence. OSAPR staff is available to provide information about medical needs, legal options, campus adjudication, counseling services, and other related resources.

OSAPR also supports partners and friends of survivors and works to educate the Harvard community about the impact of sexual assault and prevention strategies.

Writing Center
(617) 495-1655
Ground Floor, Barker Center
12 Quincy Street
writingcenter.fas.harvard.edu
The Writing Center is a place for Harvard undergraduates to get help with any aspect of their writing, from specific assignments to general writing skills. The Writing Center is staffed by trained undergraduate tutors who provide individual conferences at no charge to the student. Students are welcome at any stage of the writing process.

Harvard College Women’s Center
Canaday B, basement level
(617) 495-4292
hcwc.fas.harvard.edu

The mission of the Harvard College Women’s Center is to promote awareness of women’s and gender issues and to support contributions by women that challenge, motivate, and inspire. By centralizing resources and offering original programs, the center empowers students and student organizations to achieve their visions in pursuit of these goals. The Women’s Center is committed to creating a welcoming environment that encourages diversity of perspective, experience, and values. Students interested in being part of the Women’s Center community should email hcwc@fas.harvard.edu to join the mailing list. Stop in any time during business hours (9-5, M-F) to meet student interns and take a tour!
# Directory

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<thead>
<tr>
<th>Office</th>
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<tr>
<td>Accessible Education Office</td>
<td>aeo.fas.harvard.edu</td>
<td>(617) 496-8707</td>
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<td>Advising Programs Office</td>
<td>apo.fas.harvard.edu</td>
<td>(617) 496-0218</td>
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<td>Bureau of Study Counsel</td>
<td><a href="http://www.bsc.harvard.edu">www.bsc.harvard.edu</a></td>
<td>(617) 495-2581</td>
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<td>Freshman Dean's Office</td>
<td><a href="http://www.fdo.fas.harvard.edu">www.fdo.fas.harvard.edu</a></td>
<td>(617) 495-1574</td>
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<td>Dean of Freshmen</td>
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<td>Crimson Yard</td>
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<td>Catheine Shapiro</td>
<td><a href="mailto:crsmon-rd@fas.harvard.edu">crsmon-rd@fas.harvard.edu</a></td>
<td>(617) 495-1577</td>
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<td>Elm Yard</td>
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<td>Jasmine Waddell</td>
<td><a href="mailto:elm-rd@fas.harvard.edu">elm-rd@fas.harvard.edu</a></td>
<td>(617) 495-1577</td>
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<td>Michael Ranen</td>
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<td>(617) 495-1577</td>
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<td>Madeleine Currie</td>
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<td>(617) 495-1577</td>
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<td>Office of the Dean of Harvard College</td>
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<td><a href="mailto:yardops@fas.harvard.edu">yardops@fas.harvard.edu</a></td>
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**Department of the Dean of Harvard College**

- [www.harvard.edu/about/dean-harvard-college](http://www.harvard.edu/about/dean-harvard-college)
- (617) 495-1555

**Office of Student Life**

- [www.osl.fas.harvard.edu](http://www.osl.fas.harvard.edu)
- osl@fas.harvard.edu
- (617) 495-1558

**Registrar's Office**

- [www.registrar.fas.harvard.edu](http://www.registrar.fas.harvard.edu)
- (617) 495-1543

**Yard Operations**

- [www.fas.harvard.edu/yardops](http://www.fas.harvard.edu/yardops)
- yardops@fas.harvard.edu
- (617) 495-1874
# First Month for Freshmen at a Glance

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<th>Date</th>
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<tr>
<td><strong>Tuesday, August 25</strong></td>
<td>Freshman Move-In  &lt;br&gt; Online registration begins (students must register by 11:59 PM Tuesday, September 1) Expos 10 notification to students  &lt;br&gt; Welcome to the Community (7pm and 8pm)  &lt;br&gt; Required entryway meeting: <em>Meet Your Entryway!</em></td>
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<td><strong>Wednesday, August 26</strong></td>
<td>Freshman Seminar applications due (9am)  &lt;br&gt; Conversations with Faculty on Liberal Arts (1:15-2:45pm)  &lt;br&gt; Required entryway meeting: <em>Creating Community</em></td>
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<td><strong>Thursday, August 27</strong></td>
<td>Language placement tests, Music placement test (9am-noon)  &lt;br&gt; Language verification exams (9am-5pm)  &lt;br&gt; <strong>BFA lunch w/advisees @ Annenberg (12:15-2:15)</strong>  &lt;br&gt; Liberal Education: A User’s Guide (2:30pm and 4:15pm)  &lt;br&gt; Required entryway meeting: <em>Academic Essentials</em></td>
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<tr>
<td><strong>Friday, August 28</strong></td>
<td>Pathways into the Divisions (9-9:50am, 10-10:50am)  &lt;br&gt; Freshmen notified of seminar assignments (by 3pm, must accept/decline by Monday, 9am)  &lt;br&gt; <strong>Individual Advising Meetings with Advisees (11am-4pm)</strong>  &lt;br&gt; Engineering and Applied Sciences Fair  &lt;br&gt; (11am-12:30pm) Preparing for Medical School (11:15am-12:15am)  &lt;br&gt; How to Harvard: Tools for Choosing Your Courses (1-1:50pm)  &lt;br&gt; How to Harvard: Strategies for Smart Studying (2-2:50pm)  &lt;br&gt; How to Harvard: Making the Transition to College Writing (3-3:50pm)  &lt;br&gt; How to Harvard: Problem Sets (4-4:50pm)</td>
</tr>
<tr>
<td><strong>Saturday, August 29</strong></td>
<td>Expos term change requests (10am-3pm, 1 Bow Street)</td>
</tr>
<tr>
<td><strong>Monday, August 31</strong></td>
<td>Expos term change requests (9:30am-4pm, 1 Bow Street)  &lt;br&gt; Making Sense of your Math Placement Score (9-9:35am)  &lt;br&gt; Should I Take Math 18, 19, 21, 23, 25, 55 or AM 21? (9:45-11am)  &lt;br&gt; Academic Fairs (1-3pm)  &lt;br&gt; Freshman Seminar open slots posted (12pm)</td>
</tr>
<tr>
<td><strong>Tuesday, September 1</strong></td>
<td>Expos term change requests (11:30am-2:30 pm , 1 Bow Street) [LAST DAY]  &lt;br&gt; Community Conversations (9:30-11am)  &lt;br&gt; <strong>Convocation (Procession at 2:15pm, Convocation at 3:00pm)</strong></td>
</tr>
<tr>
<td><strong>Wednesday, September 2</strong></td>
<td><strong>Classes Begin</strong></td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Thursday, September 3</td>
<td>Peer Advising Fellows Study Break (9-11 pm)</td>
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<tr>
<td>Friday, September 4</td>
<td>Expos online sectioning begins (ends on Saturday, September 5 at 11:59pm)</td>
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<tr>
<td></td>
<td>Student Activities Fair (4-7 pm)</td>
</tr>
<tr>
<td>Monday, September 7</td>
<td>Expos section notification (section change requests: Tuesday, September 8, and Wednesday, September 9, 9:30am-4pm, 1 Bow Street)</td>
</tr>
<tr>
<td>Tuesday, September 8</td>
<td>Expos classes begin</td>
</tr>
<tr>
<td>Thursday, September 10</td>
<td><strong>Freshman Study Card Day</strong> (Study Cards must be filed online in my.harvard by 11:59 pm)</td>
</tr>
<tr>
<td>Monday, September 21</td>
<td><strong>Third Monday: Last day to add or drop a course without a fee</strong></td>
</tr>
<tr>
<td>Monday, October 5</td>
<td><strong>Fifth Monday: Add/Drop deadline</strong></td>
</tr>
</tbody>
</table>
First meetings with Freshman Advisees

To prepare for your advising lunch at Annenberg (Thursday, August 27, 12:15 - 2:15pm):

- Read your advisees’ questionnaires in the my.harvard Advising Center.
- Stop by the Freshman Dean’s Office (FDO) to read their admissions folders (please read the document “Some Notes on Reading Folders” and “Reading the Housing Applications” beforehand). The FDO is located at 6 Prescott Street. The FDO is open for folder-reading on the following days and times.
  - Monday, 8/17 (9 am – 5 pm)
  - Tuesday, 8/18 (9 am - 8 pm)
  - Wednesday, 8/19 (11 am – 5 pm)
  - Thursday, 8/20 - Friday, 8/21 (9 am – 5 pm)
  - Saturday, 8/22 (12 noon - 5 pm)
  - Monday, 8/24 – Friday, 8/28 (9:30 am – 4:30 pm)
- Send an e-mail greeting to your advisees in advance.

Lunch at Annenberg Hall, Thursday, August 27, 12:15 – 2:15pm

Some advisers invite the Peer Advising Fellow(s) associated with their advisees to this lunch. You may find the contact information for the Peer Advising Fellow(s) of your advisees on the my.harvard Advising Center.

Before lunch, designate a spot for your advisees to meet you. Consider meeting in a specific location, such as in front of your advisees’ dorm or at your office, and then walk over to Annenberg together. (Popular locations such as the John Harvard statue or Widener steps could get crowded.) Bagged lunches are provided in Annenberg. The dining hall will be crowded, so many advisers will collect lunches with advisees and then eat in another location, such as the adviser’s office, the Greenhouse Café inside the Science Center, or on the Science Center Plaza.

Consider bringing your copy of the Calendar of Opening Days.

The purpose of this lunch is to allow you to introduce yourself to your advisees, explain your role as an academic adviser, and learn more about your advisees.

Suggested topics to cover:

- Ask your advisees about themselves (e.g., where they’re from, what their families are like, what they enjoyed studying in high school, what their hobbies are, what their hopes/fears about college may be, why they chose Harvard).
- Normalize feelings of anxiety or uncertainty. Consider offering an example from your own first year of college when you felt nervous or out of place. Ask advisees about something that excites them about starting college and something that makes them nervous.
- Ask them about their plans for Opening Days (which academic programs they plan to attend and why), and point them to programs they may not be aware of. Encourage them especially to go to the Pathways sessions (Friday, August 28 from 9 am - 10:50 am) and the Academic Fairs (Monday, August 31, 1 – 3 pm).
- Help them think about which questions/interests they might wish to explore during Opening Days, and how.
- Encourage them to think broadly about their academic choices, not simply to start checking off requirements on some predetermined path.
- Discuss your hopes and expectations for your relationship with them: that they be responsive and check in throughout the year, be proactive about seeking out advising when they need it, and prepare for meetings (think about course choices, questions, other questions or issues to discuss).
- Set expectations for releasing the advising hold on their study card (aka electronically signing the study card).
• Schedule your first one-on-one meetings with your advisees for before the first day of classes (Wednesday, September 2). Time is designated in the Calendar of Opening Days for advising meetings on Friday, August 28, 11am – 4pm and Monday, August 31, 10 am – 2 pm. Because different students will attend different programs during the Calendar of Opening Days, the designated times may work better for some than others.

First One-on-One Conversations with Advisees

• Ask about the Opening Days programming your advisees attended, what they learned, and what questions they have.
• Talk about their placement scores and course recommendations (which students view in the my.harvard Student Center, and advisers view in the my.harvard Advising Center). Encourage them to speak with the relevant departmental advisers as questions about placement and course recommendations arise.
• Make sure they know which term they were assigned to Expository Writing
• Talk generally about the courses they are considering checking out during course selection period (September 2-9), and those they are planning to take for sure. How do their plans align with their present interests and/or their longer term goals? Are they already considering certain concentrations? How do they plan to explore their interests at Harvard?
• Let your advisees know that they should pick up a syllabus for every course they check out, and that there are a variety of factors they might wish to consider (e.g., class size, relative work load, type of work in relation to other planned course work, fit within overall course schedule) in making final decisions about which courses to sign up for, especially electives.
• Remind your advisees that they are responsible for all course material starting with the first day of class.
• Remind them that they are required to enroll in four half-courses in the first term, at least three of which must be letter-graded (the exception is that first-term students may take CS50 Sat/Unsat and a freshman seminar). Students who wish to enroll in a fifth half-course must secure the permission of their Resident Dean. This permission is only granted in cases when the requested exception is for certain performance courses in the Music department. In 2015-16, these courses are Music 10hfr (dance), 12hfr (Harvard-Radcliffe Orchestra), 180r, and 187r.
• Ask them what extracurricular opportunities they are interested in pursuing. Remind them about the Student Activities Fair (Friday, September 4, 4 – 7 pm, on the Radcliffe Quad and Student Organization Center at Hilles). Emphasize balance and the importance of not overcommitting. Many students are best served by approaching the Student Activities Fair with the plan to identify organizations to explore later, rather than signing up on the spot for many activities.
• As students head into Course Selection Week, help prepare them for the process of reviewing their course syllabi, and encourage them to gather the syllabus for each course they are considering. It may be helpful to view a syllabus online together before Course Selection Week.

Ahead of Study Card Deadline (September 10, 11:59 pm)

• Arrange to meet with each of your advisees in advance of Study Card day to discuss their final course selection.
• Encourage your advisees to bring their course syllabi, and review the syllabi with them. Be in touch as appropriate with other members of the advising network. In particular, if a concern arises, communicate with the Resident Dean of Freshmen (RDF), whose contact information is available on the my.harvard Advising Center. This may also be an appropriate time to communicate with the Proctor and Peer Advising Fellow.
• Talk about their first impressions of their classes: are they excited about them? Do they have sound reasons for taking them? Are they keeping up with their assignments?
• Encourage your advisees to meet with their instructors/TFs during office hours and to take advantage of resources offered by each class. Suggest that advisees actually input course office hours into their personal calendars.
• Develop a plan with them for staying in touch and let them know approximately when your next official meeting in fall term will take place.
• Let them know that they should contact you any time with academic concerns.
• If you are unable to sign their study cards electronically the Resident Dean of Freshmen (RDF) may sign on your behalf only if the RDF hears directly from you.
• Electronically sign Study Cards on the my.harvard Advising Center. Your electronic signature releases the advising hold so that students may enroll in courses.
A "section" at Harvard is small-group instruction, either as a part of a larger course or as the primary division of some courses. Many courses have a lecture several times per week, with an additional discussion section. Other courses are taught entirely "in section," with small groups assigned to different instructors and meeting times. Students generally do not "shop" the courses that meet entirely in section; rather, the meeting time and location are provided to students through the online sectioning program for that particular course. The following are guides to common freshman sections.

**Expository Writing**
- Meets entirely in sections. Students select and rank courses based on content. Not first-come, first-served.
- See the Expos registration calendar on the Expos website, and keep the calendar at hand when meeting with students: writingprogram.fas.harvard.edu/pages/registration
- Sectioning runs Friday, 9/4/14 @ noon – Sunday, 9/6/14 @ 11:59pm.
- **Sectioning Website:** https://www.section.fas.harvard.edu/sectioning/
- **Section Assignment Notifications:** Monday, 9/7/14 (evening)
- **Section Change Requests:** Tuesday, 9/8/14 – Thursday, 9/10/14
- **Expos Classes Begin:** Tuesday, 9/8/14

**Math**
- Most freshman-level calculus courses meet entirely in sections.
- Note in *Courses of Instruction:* Math Ma, 1a, 1b, 21a, 21b have a required first meeting at beginning of term; sectioning/course structure outlined at that meeting:
  - Math Ma will meet on Wednesday, September 2, at 8:30am in Science Center D.
  - Math 1a will meet on Wednesday, September 2, at 8:30am in Science Center D.
  - Math 1b will meet on Wednesday, September 2, at 8:30 am in Science Center C.
  - Math 21a will meet on Wednesday, September 2, at 8:30 am in Science Center B.
  - Math 21b will meet on Wednesday, September 2, at 8:30 am in Science Center A.
- Instructions for sectioning can be found at math.harvard.edu/sectioning.
- Sectioning ends Wednesday, September 2 at noon; section assignments will be emailed by 5:00 pm Thursday, September 3; classes begin Friday or Monday.

**Languages**
- Many introductory/intermediate classes meet in sections.
- Romance Language sectioning online: Go to the course website (see *Courses of Instruction*)
  o May begin sectioning when placement scores posted – sectioning deadlines vary;
  o After sectioning, students receive email/go to course website for time/location of first class.
- German A and Ca: No longer need to section for these, just go to the desired class time.
- Other languages: see *Courses of Instruction* online, or go to Languages Advising Fair, Monday, August 31, 1 - 3:30 pm, on Science Center plaza.

**Science Courses**
- Many standard introductory courses in chemistry, biology, and physics have lecture 2-3 times/week PLUS a regular lab/section meeting. Sectioning info provided in class.
- Students should attend the science academic fair on Monday, August 31, 1 - 3:30 pm, Science Center.

**Gen Ed Courses**
Many have 1-3 weekly lectures PLUS a weekly discussion section with Teaching Fellow.

**Lotteries**
Courses may be "lottered" because of size or other resource limits; shop some back-ups.

**Freshman Seminars**
- All info at: http://www.freshmanseminars.college.harvard.edu
- Applications due online Wednesday, August 26 at 9am.
- Students learn of acceptance on Friday, August 28 and must accept/decline by 9 am on Monday, August 31. Should have a few back-up classes in case not accepted. Seminars with remaining openings posted 12 noon on Monday, August 31.

*Special thanks to Kristin Lindemann for this guide*
Basics of the Freshman Curriculum

1. All freshmen take Expository Writing 20. The Writing Program randomly assigns them to one or the other term. Students whom the College identifies as needing additional writing preparation are invited to take Expository Writing 10 in the fall term. Expos 10 does not fulfill the writing requirement and is not mandatory. For information about the writing requirement, go to http://writingprogram.fas.harvard.edu. (Students who place into Expos 20 have the option, this year, of completing 2 semesters of Humanities 10 – a and b – instead. See pg. 5 for additional information.)

2. Many freshmen seek to fulfill their language requirement in the first year (it must be fulfilled by the beginning of the third year). Students can fulfill this requirement by:
   - Earning a minimum score of 700 on an SAT II Test that includes a reading component;
   - Earning scores on language examinations that would normally count toward advanced standing (e.g., 5 on an AP exam or 7 on an International Baccalaureate Higher Level exam).
   - Earning a passing score on a placement exam administered by certain language departments;
   - Passing with a letter grade one appropriate full course or two half-courses in one language at Harvard, or the equivalent as determined by the appropriate language department (these courses may not include foreign literature courses conducted in English);
   - Passing with a letter grade a language course or courses at the appropriate level taken in Harvard programs abroad, as approved by the appropriate language department. Study completed at other institutions may also fulfill the requirement if approved by the appropriate language department whether through examination or on the basis of achieving a minimum grade;
   - Evidence on the official high school transcript – in the case of students whose high school education was conducted in a language other than English (refer students to their RDF).
   - By completing an exam in the relevant language – in the case of students whose native language is not English and there is no official placement exam (refer the student to Anne Marie Sousa in OUE: sousa@fas.harvard.edu).

3. In the first term, students must take four courses. Allowances to take fewer than four courses are granted only under exceptional circumstances. Students must bring requests for exceptions to their Resident Dean. The only exceptions are Music 10hrf (dance), 12hrf (Harvard-Radcliffe Orchestra), 180r, and 187r as a fifth course, and the study card will require the approval and signature of the student’s Resident Dean in these cases.

4. Explore! Students are required to declare a concentration by mid-November of their sophomore year. The goals of course selection in the freshman year are twofold: to explore curricular interests broadly (through electives) and to explore possible concentrations interests (through a combination of foundational and/or prerequisite coursework and electives). Freshman seminars are also a great option.

5. Before they graduate students must take a course in each of eight categories in the General Education program. (At least one of these courses must deal significantly with the Study of the Past.) Students typically begin fulfilling Gen Ed requirements in the first year. Many Gen Ed courses also serve as foundational or prerequisite courses for concentrations. For more information, go to generaleducation.fas.harvard.edu.

6. Important dates for fall term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, September 2</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Thursday, September 10</td>
<td>Study Card Day*</td>
</tr>
<tr>
<td>Monday, October 5</td>
<td>Last day to add/drop or change course grading status**</td>
</tr>
<tr>
<td>Monday, October 19</td>
<td>Course withdrawal deadline**</td>
</tr>
<tr>
<td>Thursday, December 3</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Thursday, December 10</td>
<td>Last day of reading period</td>
</tr>
<tr>
<td>Monday, December 21</td>
<td>Last day of final exams</td>
</tr>
</tbody>
</table>

*indicates that you need to lift your advisees’ enrollment hold after you meet with them 1:1 during Opening Days so that they can start enrolling in classes. ** indicates that the RDF’s permission is also required (see #3 above)
Journal entries in my.harvard.edu

One of the most important resources to assist you in your academic advising are the meeting notes that you will keep in the Advising Center in my.harvard.edu. These notes will help you keep track of your conversations with your advisees, prepare for meetings with them, and write up your yearly reports. They will also serve as an essential resource for advisors who work with your advisees in future years. Journal entries should

- be made as soon as possible after an advising meeting to ensure the accuracy of the information you record;
- stick to the facts, i.e., avoid making any sorts of judgments in your entries;
- be clear and concise;
- but be sufficiently detailed that future advisors can make effective use of them.

Journal entries in the my.harvard.edu are subject to FERPA laws (for details, go to registrar.fas.harvard.edu → “General Information” → FERPA”). If you have questions or concerns about the appropriateness of noting certain information in your Journal entries, please consult with the Advising Programs Office at advising@fas.harvard.edu.

Examples of appropriate Journal entries:

**Journal Category: Course Selection**
Jane Doe is very happy about being back at Harvard. She is planning on attending 8 classes during “shopping” period. Because she is considering Gov, she will take Societies of the World 15, which also counts as a Gen Ed course, and since she is interested in international politics, she has decided to continue her study of Japanese – she has fulfilled the language requirement.

**Journal Category: Academic Progress**
Joe Doe was very distraught. During the summer, he decided to pursue EC as a concentration. He failed the first EC 10a test much to his surprise. As a result, he does not feel secure in the course. I have encouraged him to seek tutoring and to meet with the course instructor to ask questions. He is intimidated by some of his peers who are excelling in the course. I recommended that he form a study group with them. We also talked about study techniques that may help him get a better grasp of the material.

**Journal Category: Residential Life**
Joe Doe loves his roommates. They have many common interests, such as country music, video games, and surfing. However, he is a little concerned that they may be spending too much time partying. I encouraged him to reach out to his proctor if this starts to interfere with his work.
Notes on Reading Student Folders in the FDO

Students’ Admission Files are located on the third floor of the Freshman Dean’s Office (6 Prescott Street). Please ask 1st floor staff members about checking out your files. Each file typically contains the following: a student’s common application packet; application essays; supplementary materials; letters of recommendation; a secondary school transcript with courses, grades, and test scores; and any email correspondence the student had with the admissions office. Files also contain a more detailed version of a student’s Housing Application (see “Reading the Housing Applications”) and, when available, parent/family letters. The information in student files supplements the information that advisers can access in the my.harvard Advising Center: students’ contact information, family background information, and students’ Advising Questionnaires (on which they indicate their academic interests, write about the most rewarding experiences they have had, and note their possible long-term plans).

The material in these folders is confidential: it is only available to a student, to other persons given permission by that student, and to “officers of the University who have a need to know.” Advisers fall in the last category. Advisers are not permitted to remove student files from the FDO, nor are they permitted to photocopy any part of a student file or housing application, including photographs. You are, however, encouraged to take notes as you read through your advisees’ files. The information you take note of (pertaining to your advisees’ life stories, the academic paths they took en route to Harvard, their academic interests, their past extracurricular involvements, their family histories, including educational histories, etc.) will be indispensable in helping prepare for your first advising conversations. The notes you take are themselves confidential; be sure to keep them in a secure place.

When you have finished reviewing a student’s file, please return it to the third floor to an FDO staff member.

The FDO is open on the following dates and times:

<table>
<thead>
<tr>
<th>Monday, Aug. 17 (9am - 5pm)</th>
<th>Friday, Aug. 21 (9am - 5pm)</th>
<th>Wednesday, Aug. 26 (9:30am - 4:30pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Aug. 18 (9am - 8pm)</td>
<td>Saturday, Aug. 22 (noon - 5pm)</td>
<td>Thursday, Aug. 27 (9:30am - 4:30pm)</td>
</tr>
<tr>
<td>Wednesday, Aug. 19 (11am - 5pm)</td>
<td>Monday, Aug. 24 (9:30am - 4:30pm)</td>
<td>Friday, Aug. 28 (9:30am - 4:30pm)</td>
</tr>
<tr>
<td>Thursday, Aug. 20 (9am - 5pm)</td>
<td>Tuesday, Aug. 25 (9:30am - 4:30pm)</td>
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</table>

THINGS TO TAKE NOTE OF WHEN READING STUDENT FILES

Academic Information
Test scores, grades in high school course work, types of coursework undertaken, whether or not certain course work (e.g., AP course work) was an option for your advisee, class rank data, as well as a student’s own descriptions of his/her academic experiences, will give you a strong impression of that student’s relative academic strengths and readiness to undertake certain types of course work at Harvard.

Academic and Extracurricular Interests
Though students’ extracurricular commitments often change in college, it is useful to form an impression of who they were as high school students: how invested they were in certain activities, how successfully they balanced their time, what made them tick.

Personal Information
Students’ essays and letters of recommendation are a treasure trove of information. Besides offering insight into their personalities, their hopes and dreams, their life paths, etc., these materials often provide information on their family backgrounds, including their parents’ marital status, level of education, and professions; whether they have siblings, what their financial status is, etc. Another important item in student files is the “family letter” – addressed to the FDO – in which parents (typically) provide their own personal thoughts about their sons and daughters. These letters often record frank impressions of the challenges particular students are likely to face in the transition to College.
Reading the Housing Applications

As you can see on the sample application below, most of the information on the housing application is self-explanatory. Most, but not all. The applications that you use to house students have more information, as described here. Other College officials will only have access to some of the information, as noted, through the my.harvard Advising Center.

Section 1: Across the top you see the student’s name, followed by his or her preferred name (if given). Next to that you will see AEO with or without a strikethrough. A strikethrough indicates that the student has not requested accommodations through the AEO. Then you see the HUID (blacked out here), the Yard, and the class year. Once the student has been assigned a room, the two blanks on the right side will be populated with the student’s room and Proctor. Advising Center version: only the name, Yard, and year.

Section 2: In this section you will see information labeled “Adm Data”. This information comes from the Admissions Office. The coding is as follows (from left to right):

- **Academic**
- **Extracurricular**
- **Athletic**

**Academic**: This number ranges from 1-4. The 1s are the stellar academic admits.

**Extracurricular**: This number generally ranges from 1-4 as well. Occasionally you will see a 6 which suggests that there were extenuating circumstances that prevented the student from participating in extracurricular activities. A 1 is someone who was “super busy”.

**Athletic**: Again, this number usually ranges from 1-4, with the same note about a 6. A student with a 1 is a recruited athlete. Students below 1 may plan to play a varsity sport, but they are not part of the team’s official recruited list. This is especially common with crew.

To the right are SAT scores. If they’re missing, the student probably took the ACTs.
Section 2 is absent on the Advising Center version.

Section 3: This information also comes from Admissions. Note that occasionally the home town will be a U.S. city, but the “state” will be a foreign country. Sometimes this happens when an international student goes to a high school in the states. Other times it’s simply unexplainable. Beside the student’s high school, you will see PU, PA, or PR, for Public, Parochial, or Private, respectively.

Section 4: Here you will see the student’s height (given by student) and age (from Admissions), and official gender marker. Underneath you will see the ethnicity field, which comes from Admissions. Students do not have to indicate ethnicity, so this might be blank. Students are able to indicate multiple ethnicities, so you might see several listed.

(F) Foreign citizen  B African American  PI Pacific Islander  H Hispanic
A Asian  NA Native American  W Caucasian

Under that you’ll find an indication of the student’s financial aid level (from the Financial Aid Office): None, Low, Medium, High, and Very High. The student’s phone number and current and College emails are below that. Advising Center information: Age and @college email. The height, ethnicity, gender marker, and financial aid level are NOT included in the Advising Center version of the application, and the financial aid information should not be shared (even with the student).

Section 5: This indicates the student’s preference for the size of the suite. “None” means the student wants a single. Two figures mean that the student wants 1-3 suitemates, and 5 figures indicate that the student wants 4-5 suitemates. If a student has requested key access for religious reasons, you will see a key symbol next to the figure icons.

Section 6: In this section you’ll see the student’s preferences for how social they want their suite to be and how messy they are likely to be. The social ranking does not necessarily indicate the sociability of the student but rather the preferred environment for the suite. Students have a chance to express their preference for both weekday and weekend settings.

Section 7: The blank space is used by Resident Deans of Freshmen to make notes on their copies of the Housing Questionnaire. The versions included in the Admissions file will probably not have any notes in this space.

Section 8: The clock icons here indicate the “get up” and “go to bed” times for the student. Most of these times will change in college.

Section 9: Students are asked to identify their top four and bottom two music genres. The icon indicates whether the student generally listens to music with or without headphones.

Section 10: In this section, students are asked to list their top three potential extracurricular activities (from a finite group) and then to provide some additional detail. The activities are: Business, Drama and Performing Arts, Ethnic Groups, Intercollegiate Sports, Intramural/Recreational Sports, Music, Outdoor Activities, Religious Activities, Research, Social Service, Student Government/Debate, and Student Publications. Students who indicate “Intercollegiate Sports” and whose admissions athletic ranking is 1 are varsity (recruited) athletes.

Section 11: In this section students identify their top four hobbies. These are occasionally amusing.

Section 12: This information comes from the student’s advising questionnaire and indicates the student’s top three concentrations they would like to explore.

Section 13: Here students indicate whether they smoke (left icon) and whether they are okay with a suitemate who smokes (right icon). New this year is an icon indicating whether students are allergic to pets; a silhouette of a dog with a line through it indicates the student has an allergy to at least some pets. Section 13 is absent on the Advising Center version.

Section 14: This section contains the student’s parent information as provided by the Admissions Office. From left to right, you see occupation (sometimes this gets cut off); whether they went to college (Non-College; Other College; Harvard College) and graduate school (Non-College; Other Graduate School; Harvard Graduate School); their “status”, i.e., A, D, or U, for Alive, Deceased, or Unknown; and finally the class year of any siblings at Harvard (this flags siblings who went to Harvard recently and is not always accurate). Section 14 is absent on the Advising Center version.
Integrated First-Year Advising Syllabus 2015-16

The goal of this calendar is to highlight important advising moments, to provide prompts for advising conversations throughout the year, and to consolidate in one document the roles different members of the first-year advising network (Freshman Advisors, Proctor, and Peer Advising Fellow) are likely to play.

*Please note: once monthly throughout the year the APO will host a lunchtime conversation for BFA focusing on issues of concern to first-year students keyed to the academic calendar. (The APO will provide lunch.) Information about this lunch series will be posted to the APO website; in the electronic version of this syllabus; and will go out to BFA by email.

FALL TERM

August 12 – 24

The Advising Connection

BFA:

1) BFA Orientation on Wednesday, August 12 and Monday, August 17 (the same session repeats); 10 am – 4 pm for new BFA, 1 pm – 4 pm for returning BFA, with a reception 4 – 5 pm.

2) Please read your advisees’ questionnaires in the my.harvard Advising Center

3) Please read your advisees’ admissions folders at the FDO (6 Prescott Street). The FDO is open for folder-reading on the following days and times.
   - Monday, 8/17 (9 am – 5 pm)
   - Tuesday, 8/18 (9 am – 8 pm)
   - Wednesday, 8/19 (11 am – 5 pm)
   - Thursday, 8/21 - Friday, 8/22 (9 am – 5 pm)
   - Saturday, 8/22 (12 noon - 5 pm)
   - Monday, 8/24 – Friday, 8/28 (9:30 am – 4:30 pm)

4) Please send an e-mail greeting to your advisees, including a note that the application deadline for Freshman Seminars is 9 am on Wednesday, August 26.

August 25

First-Year Move-In Day

PAFs: Assist freshmen in unloading their cars to expedite the move-in process. PAFs will attend the introductory entryway meeting with entryway proctor. PAFs and Proctors should talk ahead of time to coordinate logistics and location for the meeting, and to plan icebreakers and introductory activities.

August 25 – Sept. 1

Calendar of Opening Days

August 26

Freshman Seminar Application Deadline (9 am)

Students will find out whether they were accepted to seminars on Friday, August 28, and students accepted into a seminar must accept or decline their spot by 9 am on Monday, August 31. Beginning at noon on Monday, August 31 seminars with openings will be posted on the http://freshmanseminars.college.harvard.edu page.

August 27

Lunch with Advisors and Advisees, Annenberg Hall, 12:15noon - 2:15pm
**BFA:** Invite your advisees to have lunch with you in Annenberg. This is a chance to introduce yourself to your advisees and get to know them, and set the preliminary expectations for the advising relationship. Consider inviting the Peer Advising Fellow (PAF) along for this group lunch. A knowledgeable undergraduate may help answer questions and may keep the conversation flowing in a large group. The contact information for the PAF(s) is available on the my.harvard Advising Center.

**Proctors:** You may choose to have your first group advising meeting at this time. Check with any students in the entryway who may not be meeting their advisor for lunch (due to scheduling conflicts or otherwise) and consider inviting them to join your group meeting.

**Aug. 28 – Sept. 1**

**First Individual Advising Conversations**
(8/28: 11 am – 4 pm, 8/31 11 am – 2 pm, or another time by appointment)

Goals for BFA: To help your advisees think about how to best integrate the academic advising information they have encountered/will encounter during Opening Days programming into their planning for course selection. To help them prepare a preliminary list of courses to check out during course selection period.

**PAFs:** Start scheduling individual meetings with your advisees. Think about this as a great chance to build on your entryway meetings to get to know your students personally, and what their expectations of, hopes for, and anxieties about starting at Harvard may be. By the weekend, your conversations with your advisees will likely take a turn to class selection and shopping period. Use these meetings as a time to find out what interests your students want to pursue in the first terms, and discuss opportunities for exploration in the first year. Make sure your advisees grasp shopping etiquette! Think back to your first year and things you had questions about in the first few weeks. Remember that your advisees aren’t used to Harvard jargon, so be sure to explain lexicon, abbreviations, and acronyms we might take for granted.

Remind advisees of the important of balance in course choice and in academic + extracurricular life. Set goals with advisees that they will get to know faculty this semester.

Consider sending a reminder (email or text, for instance) the evening before your meetings. Review the Advising Questionnaire on the my.harvard Advising Center ahead of time.

**General tips for first PAF meetings with advisees**

Explain your role - you are not meant to be a friend, but rather, a peer advisor. Your paraprofessional role means your relationship will be different than the one your advisees have with schoolmates back home or roommates at Harvard.

Second, start getting to know your advisees. Ask questions about their interests and passions. What drew them to Harvard? How are they settling in? Have they talked with their family?

Third, provide a space for your advisees to ask questions. Think back to your own first year and try to recall what you didn’t yet know. Prompt questions and share your experiences if it seems appropriate.

Fourth, express your own vulnerability. Every person has a story of a time they felt inadequate or anxious. Tell your story! Remember that advisees are likely to view you as a role model, so make clear that even wise PAFs experience ups and downs. Be a real person.

Fifth, take notes. If it feels uncomfortable writing things down while you talk, space your meetings at least five minutes apart so you can jot down notes. Your advisees will notice if you remember the name of their dog back home or the class they said they were excited about taking. These notes can be the basis of your Advising Journal entry as well.

**August 31**

**Freshman Seminars with Openings Posted**
Beginning at noon, those seminars with open spots will be posted on the Freshman Seminar Program website. Many seminars operate on a first-come, first-served basis, so encourage advisees to look at the list.

September 2  
**First Day of Classes**

The first day of classes will follow a Monday schedule, even though it falls on a Wednesday, because of the Labor Day holiday during Course Selection Week.

September 2 – 9  
**Planning for Study Card Day: Fall Term Course Selection**

**Goals for BFA:** To help advisees finalize their course selection for fall term and to lift their course registration via your electronically signing the online study card.

How has shopping gone so far? How did their initial ideas for courses match the reality of the first course meetings? How are they prioritizing balance as they consider a set of four courses?

**PAFs:** Begin discussion of course choices and remember not to be prescriptive. Help your advisees identify new areas to explore and passions to pursue. Identify resources that might help them; for instance, make sure they are connecting with their freshman advisor. Point them to concentrations if they are wondering how to try out a new field. Ask questions about their experiences so far. How has shopping been? How is their tentative schedule balancing out? Have they connected with departmental advisors as necessary?

**BFA:** Make sure you have communicated with all of your advisees. If you are having trouble reaching any of your advisees, contact their proctor, Resident Dean, and/or PAF.

September 3  
**Course Selection Study Break in Annenberg Hall, 9 – 11 pm**

**PAFs:** PAF attendance is required at this annual ice cream study break in Annenberg. Tables will be arranged by concentration, with a lot of space for “Undecided.” This is an opportunity for students to talk with PAFs after two days of shopping classes. Let your advisees know where you are sitting in case they are nervous about finding a friendly face.

**Proctors:** Consider making a meeting time for your entryway before the study break, so you can all walk over to Annenberg together.

September 5  
**Student Activities Fair (Radcliffe Quad and the Student Organization Center at Hilles)**

**PAFs:** Be sure to suggest ways to make the most of the fair. Talk with your advisees ahead of time about good strategies to make the most of the fair without being overwhelmed. Suggest that they consider keeping their own list of organizations rather than signing up for dozens of email lists. Students can email the organizations later when they want to join the email list. Encourage them to be realistic about how many activities they can ordinarily handle. Most students are better off starting with one or two extracurricular activities.

September 7-9  
**PAFs:** Be sure advisees feel comfortable with course selection, and understand the course selection interface online.

**BFA:** If you haven’t already, be prepared to lift the hold on course registration for your advisees via your electronic signature on the study card (in the my.harvard Advising Center). Set aside office hours for your advisees to stop by, or set up individual meetings to discuss course selection.

September 10  
**Online Study Card Deadline (11:59 pm)**
Meeting with Advisees

BFA: Check on your advisees’ academic progress, and on how well they are transitioning to Harvard. Topics to consider discussing include:

- Are they keeping up with their coursework? Excited about their classes?
- Managing their time well? (If you think they may need to make changes to their study list, be aware of the Oct. 5 Add/Drop deadline)
- If they’re having difficulties, are they taking advantage of in-class assistance (office hours, tutoring)?
- Are they getting involved in extracurriculars? Too involved?
- Are they participating in dorm life?
- As their first assessments are being returned, how are they handling that feedback? For some advisees it may be a real blow not to be acing quizzes or getting A’s on every paper.

If you have any concerns at all, communicate with the Resident Dean of Freshmen and/or proctor, whose contact information you can find on the my.harvard Advising Center. Remember that as a member of the BFA, you are welcome to join your advisees in dining at Annenberg Hall at no charge. Simply inform the checker at the front desk that you are an advisor, and you will be asked to sign a logbook.

PAFs: Check on your advisees’ progress and on how well they are transitioning to Harvard. Important date coming up: 10/5 is add/drop deadline, so if they are considering a schedule change, make sure they are in contact with their advisor.

October 5

Add/Drop Deadline and deadline to change course from letter-graded to Pass/Fail or Pass/Fail to letter-graded.

October 19

Course Withdrawal Deadline

PAFs: Check in with your advisees, and remind them of various resources at the BSC (e.g., peer tutoring, The Reading Course, Study @ 5 Linden). Make sure they are balancing their academics and extracurriculars. Ask how it’s going getting to know faculty. Have they gone to office hours yet? Encourage them to set a goal of going to office hours for each of their faculty between now and the next time you meet. Office hours are a good way to get to know faculty, and this is a good time to start thinking about faculty members to invite to Fall Faculty Dinner.

October 23 - 24

Freshman Parents’ Weekend

Proctors: Consider holding a community entryway event for the students whose parents are not coming for Freshman Parents’ Weekend. This could be something like a dinner/brunch in Annenberg, a game night, or a movie night.

PAFs: Be aware that not all of your advisees will have family visiting this weekend. If an advisee is already feeling homesick this can be especially hard for them. If you know that an advisee’s parents are not coming, suggest that you get a meal or invite them to study with you.

November 2 - 11

Meeting with Advisees

Goals for BFA: Check on your advisees’ academic progress:

- How are their midterms going?
- How are their plans for final papers/projects going?

To help them look ahead for second semester courses:

- Are their interests moving in new directions?
- Do they have prerequisites they need to fulfill?
• How does the coursework they took this term bear on their planning for next term?
• How have their classes compared to their expectations?

To help them consider possible Wintersession opportunities (students are not required to return to campus during Wintersession):
• Are there programs that would give them opportunities to explore a new interest?
• What would they give up by returning for Wintersession?
• Do any of the programs they are considering have an application or registration deadline?

PAFs: Discuss what your advisees enjoyed or found challenging about this semester, and how that might influence their course planning for next term. Are they getting to know faculty and what can they do to better those relationships?

November 25 - 29  Thanksgiving Recess
Nov. 30 – Dec. 9  Meeting with Advisees

BFA: Use this period to provide support and guidance to your advisees as they prepare to take their first set of final exams. Give them tips on how to manage time and study.

• Are they aware of course resources to prepare for final exams and projects, such as review sessions, practice tests, and extra office hours?
• How will they structure reading period? How will they work best with a large block of unscheduled time?
• Encourage advisees to lay out a schedule for reading/exam period with review sessions, exams, paper deadlines and extra office hours.

To begin planning for the summer:

• What would they like to be doing over the summer?
• Do they imagine they would like to take the summer to recharge? To explore a new field? To travel?
• Are they aware that many Harvard deadlines arrive quickly after winter break? Are they aware of the numerous resources on campus, including the Office of Career Services? OCS hosts several events around this time to help first-year students plan for the summer. Now is not too early to begin planning for summer opportunities, especially those which require letters of recommendation to apply.

December 3  Last Day of Classes
December 4 - 10  Reading Period

PAFs: Check in with your advisees and consider sending out a guide to “smart studying.” If you plan to drop-off notes or snacks during reading or exam period, coordinate with your co-PAFs so everyone is on the same page. Remind your advisees of resources at the BSC (Using Reading Period Wisely, Preparing for Final Exams, Study @ 5 Linden, etc.). Encourage them to reach out to their faculty and TFs, and remind them to take advantage of review sessions, practice exams, and extra office hours. Send your advisees an email about wintersession dates and options. Remember to model the same good habits you are advising!

Proctors: Make sure your advisees are practicing healthy study habits, and check-in with those you aren’t seeing around the dorm, or seem particularly stressed. Take the reins on organizing a study break so your PAFs can spend some extra time studying.

December 11 - 21  Final Exam Period
SPRING TERM

January 15 - 24  Wintersession (Optional)

PAFs: Remind advisees that they can use winter break to consider summer plans, and winter and summer breaks should be a time to re-energize before the next term. This is a good time to check-in with your advisees, and to get them thinking about courses again after the break.

January 25 - 29  Planning for Study Card Day: Spring Term Course Selection

BFA: Use this first week to discuss your advisees’ spring term course plans, and prepare a preliminary list of courses to check out and clubs to try. You can use this time to reflect on fall term – what went well, what didn’t, what they learned, what they wish they had learned, etc. In preparing for this meeting, please review your journal notes from the meetings you held in the fall.

Final grades from the fall term will be available in early January, and grades are likely to come up during conversations looking back on the first term and ahead to the spring. By now your advisees should, with your assistance, be at least beginning to hone their thinking about potential concentrations, and making purposeful decisions about their course selection. What fields did they explore in the fall? Which concentrations do they want to test out this term?

PAFs: Check-in with your advisees after the break. Be aware that it can be hard to adjust back to college life after being home for so long, especially for first-years. This change, and the seemingly never-ending winter, can highlight homesickness. Discuss what courses they are considering, and what goals they have for the second semester. What went well last semester, and how can they build upon that this semester? What do they hope to improve or change?

January 25  Classes Begin

BFA: Make sure you have discussed course selection with your advisees. Sign their study card electronically.

January 29  Online Study Card Deadline

February 8 - 12  Meeting with Advisees

PAFs: Check in on your advisees’ progress. Discuss their summer plans, pointing them to campus resources (OCS, Research, Office of International Education, etc.) as appropriate, while also emphasizing that going home and relaxing is good, too. Ask them if they know about summer abroad opportunities, summer funding, on-campus summer housing, etc. Now is a good moment for advisees to reconnect with instructors from the fall term.

February 22  Add/Drop Deadline and deadline to change course from letter-graded to Pass/Fail or Pass/Fail to letter-graded

PAFs: Check-in with your advisees on how their courses are going. Remind them of the resources available at the BSC (including peer tutoring). Remind them to take advantage of office hours. Make sure as the Add/Drop deadline approaches that advisees are in close communication with their advisor.

BFA: Some advisees may be considering dropping a fifth class. Midterms will be nearing full swing.

March 7  Course Withdrawal Deadline
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 10</td>
<td>Housing Day (Tentative)</td>
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<tr>
<td>March 12 - 20</td>
<td>Spring Recess</td>
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<tr>
<td>March 21 - 25</td>
<td><strong>Meeting with Advisees</strong></td>
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<td><em>BFA:</em> Help your advisees take best advantage of Advising Fortnight programming and advising opportunities. Have a focused discussion with them about their concentration selection plans. Discuss concentration selection plans.</td>
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<td><em>PAFs:</em> Make sure your advisees know about the Advising Fortnight events, how to approach department representatives at the events, and what questions they could ask them. Remind advisees of their ‘Advising Conversation’ requirement and talk with them about how they plan to fulfill it.</td>
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<td>March 28 - April 8</td>
<td><strong>Advising Fortnight (Tentative)</strong></td>
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<td><em>Proctors/PAFs:</em> In the Advising Center on my.harvard, check that an ‘Advising Conversation’ has been filled out. Send reminder to advisees who have not documented a conversation yet. Consider holding a concentration themed study break, in which sophomores (perhaps last year’s entryway) are invited to discuss their concentration / concentration selection process with this year’s entryway.</td>
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<td>Remind advisees of Spring Faculty Dinner, and encourage them to start thinking about who they would like to invite.</td>
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<td>Late April</td>
<td><strong>Deadline for First-Year Students to Report Official ‘Advising Conversations’ on my.harvard.</strong></td>
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<td>April 18 - May 13</td>
<td><strong>Meeting with Advisees</strong></td>
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<td><em>BFA:</em> Assist your advisees in preparing for their final exams and final papers/projects. Discuss their tentative plans for fall term course selection, especially in light of new information from Advising Fortnight. Discuss their plans for the summer. Reflect on the year to date. For example, what went well and what was challenging; what are they looking forward to about sophomore year.</td>
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<td>Now that advisees have been through one reading and exam period, they may feel more prepared. Encourage them to input review sessions, exam dates, paper deadlines and extra office hours into their personal calendar.</td>
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<td><em>PAFs:</em> Reflect on this past year with your advisees. Did they achieve goals that they had set at the beginning of the year? What went well and what didn’t? Discuss the transition to sophomore year, and how their advising network will change.</td>
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<td>April 27</td>
<td><strong>Last Day of Classes</strong></td>
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<td>April 28 – May 4</td>
<td><strong>Reading Period</strong></td>
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<td><em>PAFs:</em> Make sure your advisees are staying organized and maintaining healthy lifestyle habits. Remind them of resources on campus at the BSC, and send out an email with reading period study tips. Encourage advisees to make a calendar with their exams, paper dates, review sessions, and office hours on it.</td>
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<td><em>Proctors:</em> PAFs might be busier than normal with reading period, so try and schedule it so that you are organizing the study break this week. Consider having a final good-bye party as the study break, and a chance to spend some time outside.</td>
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<tr>
<td>May 5 - 14</td>
<td><strong>Final Exam Period</strong></td>
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</table>
PAFs: If you plan to drop-off treats to your advisees outside of study break, be sure to communicate with your co-PAFs so you are all on the same page. Remind your advisees that packing and moving-out always takes longer than expected, so they shouldn’t leave it until the last minute! Seniors, considering giving your advisees your non-Harvard email address to continue to stay in touch.

May 15

**First-Year Move-Out Day**

May 31

**Advisor End of Year Reports Due on Advising Journal**

Be sure to finish filling out any last advising journal entries before this time.