A Guide to Sophomore Advising
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Mission

The mission of sophomore advising in Harvard College is to support sophomores as they engage in focused academic exploration and to empower them to make informed and personally meaningful decisions about their academic and broader intellectual goals as undergraduates.

Sophomore advising at Harvard is a collaborative effort on the part of students, Houses, and concentrations. Each sophomore is assigned a House tutor or other affiliate, who serves as the primary academic advisor in the student’s third term, helping him or her navigate advising structures in the concentrations. Faculty members in the concentrations are eager to reach out to sophomores, and Sophomore Advisors help facilitate these connections.

Concentrations assume primary academic advising responsibility for sophomores in the fourth term, while House Sophomore Advisors continue to offer supplemental support through the sophomore advising program. Sophomore advising strives to be holistic and comprehensive, building on the model of the first-year experience as students work toward declaring a concentration at the end of the third term. It encourages academic experimentation that will enable students to make informed decisions about their concentration. While choosing a concentration is the primary focus of third-term sophomore advising, Sophomore Advisors continue working with students throughout the year, supporting them as they transition into concentrations and helping them plan for such opportunities as study abroad, secondary fields, and research.

Advising is a relationship that requires active engagement on the part of both advisors and advisees. While advisors should be both accessible and knowledgeable, students should be proactive in seeking advice, formulating questions, and pursuing answers. When advisors and advisees fulfill their roles responsibly, they chart the wisest course together.
Sophomore Advising: The Very Basics

Shared expectations contribute to strong advising relationships.

Advisors are expected to:

1. **Provide Informed Support**
   Advisors should get to know their advisees’ individualized needs and act as a sounding board for their ideas. Advisors should offer suggestions that fit with the wants and needs of their advisees.

2. **Be Knowledgeable about the Curriculum and Resources**
   Advisors should have a basic knowledge of the College curriculum and the various advising resources that are available to students on campus.

3. **Make Connections**
   Though advisors are not expected to know the answer to every question, it is essential that they refer students elsewhere as appropriate for additional advising.

4. **Be Accessible, Responsive, and Proactive**
   Advisors should let their advisees know how to reach them, should respond quickly to communications from them, and should reach out to them proactively throughout the term.

Advisees are expected to:

1. **Be Responsive**
   Advisees should respond to advisors’ communications in a timely manner and arrange to meet with them in person.

2. **Take Initiative**
   Advisees should proactively seek out the advising resources they need. This may include requesting additional meetings with their advisors, seeking out additional sources of advice on campus, and taking active steps to expand their personal network of formal and informal advisors.

3. **Be Prepared**
   Advisees should come to advising meetings prepared, having considered in advance the questions and issues they would like to discuss with their advisors.

4. **Keep an Open Mind**
   Whatever concrete ideas advisees may have about their prospective curricular paths, they should be open to exploring alternative possibilities in discussion with their advisors.

Meeting with your advisees

In regular meetings throughout the year, advisors engage students in meaningful conversations about their intellectual, social, and personal experiences in the College. Sophomore Advisors should meet with their advisees at least three times per term, in addition to meeting with them during course selection week, and communicate with them regularly via email. Please see the Sophomore Advising Syllabus in the Appendix.

Be sure to record details of these meetings in your advisees’ Advising Journals, which you can access through the Advising Center in *my.harvard.edu*. You will also be expected to write up detailed end-of-term reports on each of your advisees. Please note that the Advising Journal is not an emergency reporting mechanism. If you have serious concerns about an advisee’s well-being, whether for academic or other reasons, contact your Allston Burr Assistant Dean (ABAD) directly to discuss them.

Some of the topics you should expect to cover at your advising meetings are:

- Course selection (with the goal, in fall term, of choosing an appropriate concentration)
- Choosing a concentration
- Your advisees’ academic progress and any difficulties they may have encountered
- Study abroad opportunities
- Fellowship and research opportunities
- Secondary fields and foreign language citations
- General Education requirements
- Extracurricular activities and time management
- Planning for summer
- Long-term goals
Top Ten Tips

1. At your first meeting with each of your advisees, talk about your advisee’s goals for the year and about the mutual expectations of your advising relationship, including your respective preferred methods of communication and expected response times.

2. You are not expected to know the details of all 49 concentrations. You are expected to refer your advisees to concentration advising as appropriate, and to help them learn how to find the information they need to make their own best decisions about their choice of concentration.

3. Make frequent and effective use of the many advising resources on the APO website (apo.fas.harvard.edu).

4. Help your advisees learn to navigate Harvard’s resources on their own, but always be available to provide additional assistance as needed.

5. Every concentration has compiled a list of suggested courses for prospective concentrators. Be sure to refer to these lists when advising students on course selection. You can find these lists on the appropriate concentration pages at concentrations.fas.harvard.edu under “Ways to Explore” or in the online (also available at the Concentrations website) or print version of the 49 Book.

6. Contact information for concentration advisors is listed on the appropriate concentration pages at concentrations.fas.harvard.edu and in the 49 Book. Encourage your advisees to e-mail or call concentration advisors with questions as appropriate.

7. If your advisees are interested in doing study abroad in their junior year, they need to start planning by their third term in the College. The first thing they should do is visit the Office of International Education (oie.fas.harvard.edu).

8. If you have questions or concerns about the well-being of one of your advisees, discuss them with your Allston Burr Assistant Dean (ABAD) and, as appropriate, your Sophomore Advising Coordinator (SAC).

9. The Handbook for Students, available online at handbook.fas.harvard.edu, is an excellent, and well indexed, resource for answering advising questions.

10. The APO staff is happy to assist you. Feel free to contact us individually (staff contact information is available on the APO website) or to e-mail the APO at advising@fas.harvard.edu.
Resources for Sophomore Advisers

Advising Programs Office (APO)
apo.fas.harvard.edu

The APO is charged with coordinating, managing, and facilitating academic advising programs for all undergraduates. We work with students, faculty, the Houses, the Freshmen Dean’s Office, and other Harvard College and FAS offices to strengthen the College’s offerings in the area of pre-concentration and concentration advising.

The APO website has useful information for both students and advisors, including a section specifically for Sophomore Advisors.

To learn more about the APO staff and what we do, go to the APO website and click on “Contact Us.”

Concentrations
concentrations.fas.harvard.edu

Concentrations are eager to connect with students, and to provide them with up-to-date and appropriate information. One of your most important responsibilities is to help your advisees make the most of advising resources and opportunities in the concentrations.

At concentrations.fas.harvard.edu and in the print version of the 49 Book, you will find a listing of all concentrations. Click on specific concentration links to find useful information, including the contact information for the Director of Undergraduate Studies or Head Tutor, a list of suggested courses for interested students, and an overview of concentration requirements.

When referring students to concentration advisors, especially in the case of departments you are not familiar with, it is good practice to help your advisees identify appropriate contacts and to assist them, as necessary, in arranging appointments. As students become more familiar with departmental advising structures, they should have less need of this type of assistance.

House Office

Your House Masters, Allston Burr Assistant Dean (ABAD), Sophomore Advising Coordinator (SAC), House Administrators, and the assistant to the ABAD are excellent sources for information. You should consult with them on a regular basis.

Additional resources for students are listed at the end of this guide.
Degree Requirements

**Course Credits**
Students must earn the equivalent of 32 four-credit courses in order to complete a Bachelor of Arts or a Bachelor of Science degree.

**Grades**
Students must receive a letter grade of C- or higher in 21 four-credit courses in order to graduate. To graduate with honors, students must receive a letter grade of C- or higher in 24 four-credit courses. These requirements can impact the number of SAT/UNS or PASS/FAIL courses a student is able to take.

A grade of SAT in a given tutorial course may count toward the required 21 letter-graded courses, but it does not necessarily do so. For more information, see the Handbook for Students.

By the end of the sophomore year, students should ordinarily have completed 16 four-credit courses, of which 12 were letter-graded with a C- or higher. Ordinarily, sophomores may not take fewer than 3 letter-graded courses in a given term.

Note: While grades in the D range are not considered satisfactory, students do receive degree credit for courses in which they earn such grades. However, they do not receive degree credit for courses in which they receive a failing grade (E, UNSAT, FL, ABS, NCR or EXLD).

**Number of Terms**
Ordinarily, students may only enroll for 8 terms. This includes term-time study abroad for which students receive degree credit equivalent to 4 four-credit courses per term. This does not include summer school enrollment. For this reason, summer school can be a good option for students who have fallen “behind rate” in their term-time coursework.

Students must be in residence in the College (although they may live off-campus) for at least 4 regular terms and must complete 16 four-credit courses during those terms in order to graduate. This requirement may affect certain transfer students’ eligibility for term-time study abroad.

Unless they have declared Advanced Standing, students are expected to enroll, and to pay, for 8 terms. If a student graduates in fewer than 8 terms on account of having taken more than 4 four-credit courses per term, he or she may be subject to an acceleration fee. Harvard Summer School courses do not count toward acceleration. (For more on Advanced Standing, see “Advanced Standing” under “Term-time Considerations.”)

**Number of Courses Per Term and Rate of Work**
Students ordinarily take 4 four-credit courses per term.

If, at any time, a student’s enrollment falls below the customary 4 four-credit courses per term in residence (or the equivalent rate of enrollment), he or she is considered to have fallen “behind rate.” If one of your advisees is at risk of falling behind rate, be sure to notify your Allston Burr Assistant Dean (ABAD).

Sophomores wishing to take 6 four-credit courses in a given term must obtain approval from their ABAD. Sophomores wishing to take more than 6 four-credit courses in a given term must petition the Administrative Board for permission.

**Foreign Language Requirement**
Students are required to demonstrate knowledge of one foreign language before the start of their junior year.

To determine whether your advisees have completed their foreign language requirement, check to see if the requirement is marked as “Met” on their Student Record, or SREC. If they have not done so, you should consult with your Allston Burr Assistant Dean (ABAD).
Expository Writing Requirement
All students are required to complete Expository Writing 20 by the end of the first year. Some students take an additional preparatory writing course, Expository Writing 10, in their first term before completing Expository Writing 20 in their second term. If a sophomore student’s writing requirement is not marked as “Met” on his or her SREC, the Allston Burr Assistant Dean (ABAD) should be consulted.

Concentration Requirements
Most concentrations require students to complete between 12 and 16 four-credit courses. (In Engineering fields the number can be as high as 21.) Some concentrations have prerequisites. Some have a thesis requirement.

Concentration requirements can be found in the Handbook for Students; a list of courses that departments and programs recommend for prospective concentrators can be found at concentrations.fas.harvard.edu and in the 49 Book. Information on the website is not a substitute for advising conversations that students should be having with faculty and other departmental advisors. Encourage your advisees to meet early and often with concentration advisors, and to make use of office hours, departmental open houses, and other advising events to learn more about the concentrations.

General Education
www.generaleducation.fas.harvard.edu
As part of the Harvard College Curricular Review, the Faculty of Arts and Sciences voted to replace the Core Curriculum with the Program in General Education in order to better align this particular requirement with the educational needs of Harvard College students at the dawn of the twenty-first century.

All students completing the General Education requirements take one letter-graded course in each of eight categories, one of which must engage substantially with the study of the past. These categories include:
  • Aesthetic and Interpretive Understanding
  • Culture and Belief
  • Empirical and Mathematical Reasoning
  • Ethical Reasoning
  • Sciences of Living Systems
  • Science of the Physical Universe
  • Societies of the World
  • United States in the World

For complete information on the General Education requirement, visit the General Education website or contact gened@fas.harvard.edu. Students and advisors are encouraged to contact the Office of General Education with any questions.
FERPA

“The information below is adapted from the Registrar’s website at registrar.fas.harvard.edu. Click on “General Information” and choose FERPA from the drop-down menu.

Access
Under both Harvard policy and the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA), students and former students may inspect and review certain educational records of theirs that are maintained by Harvard College and the Graduate School of Arts and Sciences. They also have the right to exercise limited control over other people’s access to their education records; to seek to correct their education records, through a special hearing if necessary; to report violations of FERPA to the Department of Education; and to be fully informed of their rights under FERPA. Undergraduate students wishing to access records that concern them should contact the FAS Registrar’s Office.

Educational records for undergraduates include routine information such as their permanent and College addresses, admissions records, enrollment records, course reports, the status of completion of their requirements and progress towards the degree, their field of concentration, advising reports and evaluations, records of disciplinary actions, letters of recommendation, and any other official correspondence with them or concerning them.

In appropriate cases, a student’s educational records may be disclosed to a Harvard official who has a legitimate educational interest in such records without that student’s knowledge or consent. “School officials” include faculty, administrators, clerical and professional employees, and agents of the University such as independent contractors doing work on behalf of Harvard College, the Graduate School of Arts and Sciences, or the University. The determination of what constitutes an official’s legitimate educational interest focuses on the question of whether disclosure of the information in question is necessary for the effective functioning of that person’s office, of their position, or of the University.

Parents or legal guardians of undergraduate students are ordinarily informed about important changes in students’ status, such as leaves of absence, probation, and the requirement to withdraw. They are also sent yearly grade reports in July. Parents or legal guardians of freshmen undergraduates are also sent grades after the end of the fall term. Under certain extenuating circumstances, students may ask to be exempted from this practice.

Directory Information for Undergraduates
Harvard College regards the following information as publicly accessible “directory information”: a student’s full name, reported date of birth, dates of College attendance, concentration, class year, digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without a student’s express permission), college residence address and telephone number, college e-mail address, secondary school and home town or city at the time he or she applied for admission, original class at time of matriculation, House affiliation, height and weight (members of athletic teams only), degree candidate status, date of graduation (actual or expected), degree(s) received with field of concentration and level of honors granted (if any), University prizes, fellowships, and similar honors awarded, and, in certain cases, students’ and parents’ or guardians’ home addresses and telephone numbers.

FERPA Block (or “Secure Students”)
Students have the option of requesting that their own information not be designated as “directory information.” In such cases the Registrar’s Office omits all such information from records containing “directory information.” Students on campus must put this request in person to the FAS Registrar’s Office (4th floor, Smith Campus Center), and sign a form. They must do the same if they subsequently wish to have the secure flag removed from their records. Students away from campus, as well as alumni, must send a notarized request to the Registrar’s Office if they wish to have a FERPA block added or removed. In the case of incoming freshmen, students must notify the Dean of Freshmen by mid-August prior to matriculation. It is important that students be aware of the possible consequences of withholding “directory information,” such as missed mailings, messages, and announcements, non-verification of their enrollment or degree status, and non-inclusion in the Harvard Commencement booklet.
In appropriate cases, a student’s education records may be disclosed to Harvard officials who have a legitimate educational interest without that student’s knowledge or consent, even if a FERPA block has been placed on their records (see above).

If one of your advisees is a “secure student”, you may not disclose any information about him or her to anyone outside the College, including disclosing whether or not that student is in attendance at the College.

If you have any questions about a student's secure status or about FERPA in general, please direct them to Sue Brown, Assistant Dean of Harvard College and Associate Director of Advising Programs, at suebrown@fas.harvard.edu.

*Please read the preceding section on FERPA regulations before proceeding to the section below.

Advising Tools

Advising Center in my.harvard.edu
Advisors can access their Advising Center at my.harvard.edu. Log in using your HUID and PIN. You will be able to access your advisees' records for advising purposes.

After you log in, click on the Teaching/Advising link to see your advisees’ names, photos, and contact information. Clicking on the name of an advisee allows you to access a range information pertaining to them. For instance, the Advising Network link pulls up the names of other people in their advising networks, including their House Masters, Allston Burr Assistant Dean (ABAD), Sophomore Advising Coordinator, and Sophomore Advisor. Once your advisees declare their concentration, you will also see their concentration advisor(s).

The Reports and Documents link pulls up a handful of specific advising reports. (These are described below.)

For security reasons, my.harvard.edu automatically logs out after 15 minutes of inactivity. Never leave your computer unattended or visible to others while viewing student records. It is also important to keep in mind that no students are permitted to view my.harvard.edu records of other students.

For technical assistance with my.harvard.edu, please write to ithelp@harvard.edu.

The following advising tools can be accessed through the my.harvard.edu.

Student Record (SREC)
The SREC, or student record provides key information about a student’s academic progress.

The SREC lists all the courses a student has taken and the grades they have received. A WD notation indicates that the student withdrew from the course thus noted after the seventh Monday of the term and did not receive credit for it. E, FL, NCR, UNS, ABS, and EXLD are failing grades; students do not receive credit for courses in which they receive these grades.

The SREC also lists the courses in which a student is currently enrolled.

Credit received for study out-of-residence appears chronologically on the SREC.

Following the listing of courses, the SREC indicates the total number of credits a student has earned. A quick glance at this number will tell you whether a student is at, ahead of, or behind rate. (See “Rate of Work” under “Degree Requirements.”)

One section of the SREC, dedicated to General Education, informs students of exactly which requirements they have already met.
Finally, the SREC indicates whether a student’s Writing Requirement and Foreign Language Requirement have been met. For third-term sophomores, the Writing Requirement at least should be followed by the notation “MET”. If that notation does not appear on their SREC, the Allston Burr Assistant Dean (ABAD) should be informed.

It is good practice to review your advisees’ SRECs before each meeting. Doing so will refresh your memory about what they have done to date, and will give you a broad impression of both the successes and challenges they have experienced. It will also apprise you of any changes in their course enrollment that you might not otherwise be aware of. (It is important to remind your advisees that they are responsible for ensuring the accuracy of their course enrollment data.)

Be sure to check your advisees’ SRECs to see the grades they received in the most recent term. If one of your advisees received a grade of D+ or lower in the most recent term, then he or she must achieve a satisfactory record in the current term (i.e., receive no grade lower than a C-). Failure to do so will render that student eligible to be required to withdraw from the College for 2 terms. (See “Academic Review.”)

Answers to Sophomore Questionnaire

Nearly all rising sophomores completed the Sophomore Questionnaire (SQ), so you should have questionnaire information for most of your advisees. On the SQ, students noted their concentrations of interest, whether they are currently considering a secondary field, what their post-graduate plans might include, whether they are interested in study abroad, and what sorts of extracurricular activities they are involved in. Many of them also wrote up reflections on their academic experiences freshman year, and on what they hope to get out of their advising relationship with you. After a summer of further reflection, students may be thinking in new directions. Nonetheless, the information on the SQ should serve as a useful starting point for your initial conversations with your advisees.

Documented Advising Conversations

In accordance with the April 2006 faculty legislation that delayed the deadline for students to declare their concentration, all students are now required to have at least one “documented advising conversation” in spring term of their freshman year. Students fulfill this requirement by participating in “Advising Fortnight,” a two week series of events that offered them numerous opportunities to meet with advisors and explore academic departments and programs. Last year, freshmen used the self-reporting tool in the now defunct Advising Network Portal (ANP) to note the concentrations they learned about and the advisors they met with.

These documented conversations, as indicated in the Advising Conversation report, should give you a sense of some of the exploring that your advisees have already done. Bear in mind that students may not have reported all of the advising conversations they had since they were only required to report one. Also bear in mind that students’ interests may have changed over the summer. (Please note that as of August 18, 2015 the Advising Conversations Report has not yet loaded to my.harvard.edu. We are expecting it to load soon.)

Freshman Advisor’s Report

Every freshman has a Freshman Advisor. This advisor is either the Proctor who supervises that student’s residential entryway or a non-resident advisor drawn from the teaching and administrative ranks of the university. At the end of freshman year, most Freshman Advisors write a brief account of their advisees’ first-year experiences, underscoring any information that might be helpful for other advisors to consult. This report can be found in each student’s Advising Journal in my.harvard.edu.

Advising Journal

The Advising Journal is one of the most important advising tools in the College. It is both a means of recording important details of the conversations you have with your advisees, and a means of sharing important information with your advisees’ other advisors—both current and future.

The Advising Journal, which you can access through the my.harvard.edu, is an online tool that allows you to write up notes about your advisees’ interests, about questions they have, about things they have succeeded in accomplishing, and about challenges they may be facing. Because your notes can be read by all of the advisors in a student’s network, it is essential that you document only whatever information would be appropriate for such a potential readership. If
you have concerns about a particularly delicate or sensitive issue, be sure to voice your concerns directly to the Allston Burr Assistant Dean (ABAD). **The Advising Journal is NOT an appropriate tool for reporting urgent concerns about a student’s well-being. Any such concerns must be brought to the attention of your ABAD, in the manner prescribed by your House.** Please note that the Advising Journal is part of a student’s educational record. Under FERPA regulations, students are entitled to access their educational record (by means of a formal request submitted through the Registrar’s Office). Any comments you make in the Advising Journal you should make with the understanding that your advisee might read them some day (although this happens rarely).

The Advising Journal is an important tool for tracking students’ academic progress and for facilitating effective communication between students and their advisors, and between different advisors of the same students. It is a tool that must be used wisely, with the exclusive goal of promoting your advisees’ educational success. If you ever have questions about how certain information should be treated in the Advising Journal, please speak with your Sophomore Advising Coordinator, your Allston Burr Assistant Dean (ABAD), or the Advising Programs Office.

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**Course Selection**

**Course Selection and Concentration Choice**

Course selection in the third term will be especially critical for sophomores, as they will need to choose courses that will help them make (or confirm) a concentration choice.

Some students will be thinking already about fulfilling concentration requirements in the third term. Sophomores should think carefully about which concentration requirements might give them the best feel for whether a concentration is right for them. Many sophomores may be drawn initially to large introductory courses that are listed as specific requirements, but these courses are not always the best way to explore whether or not a student will enjoy sustained, in-depth study in a field. Sometimes a tutorial geared toward sophomores or a small seminar that will enable students to interact closely with each other and with the professor while pursuing focused research is a better choice.

In the fourth term, sophomores should be sure to discuss course selection with a concentration advisor, as these advisors are especially prepared to advise students on various approaches to fulfilling requirements.

**Course Selection and Gen Ed**

The academic exploration needed to make an informed concentration choice should be the academic priority for most sophomores in the third term. Students often find that General Education courses are useful for exploring possible concentrations or adding some variety to their course of study. In general, students should plan to take one General Education course per term. There are, however, no rules regarding the timing of the requirements as long as all are fulfilled by graduation.

**Additional Considerations:**

1. **Finding Balance and Making Connections**
   Students should spend some time considering what combination of courses is likely to prove most satisfying to them. While some students thrive in 4 courses with very similar methodologies and course requirements, other students are happier when they are engaged in different kinds of learning activities. Some students find several reading-intensive courses with final research papers overwhelming, while others find too many problem sets per week daunting. Talking with students about the pace of the term can be helpful. In addition, many students like to balance large lecture courses with smaller seminar classes or tutorials. In his research on the Harvard undergraduate experience, Richard Light found that students were especially engaged by courses that connected to interests they had outside the classroom (see Richard Light, *Making the Most of College*).

2. **Study Abroad**
   Students considering studying abroad in the junior year may want to enroll in appropriate foreign language courses in the fall and/or spring of the sophomore year. A student may reduce his or her General Education requirement by one course for each full term of Harvard credit granted for an approved program of study abroad; however,
there are rules about which areas can be dropped. Please consult the Handbook for Students and the Office of International Education for complete information.

3. Simultaneous Enrollment
Students are sometimes confused about “simultaneous enrollment,” which is the term used when students enroll in courses with overlapping class meeting times. Sophomores should be directed to the Handbook for Students for guidance if they are considering petitioning for simultaneous enrollment. The Faculty has identified strict criteria for simultaneous enrollment, and it is often not possible to meet all of the conditions. Furthermore, there are clear disadvantages to simultaneous enrollment, even when it is permissible, and students should be encouraged to think carefully about why they would like to pursue it and whether they could achieve their goal(s) in another way (for instance, by taking one of the courses in another term). The only exception to this is CS 50. Students may enroll in CS 50 despite overlap. Note that students will need to add CS 50 to their enrolled course list after the course with which it conflicts.

Students who think that simultaneous enrollment is both possible and prudent in their situations should contact their Allston Burr Assistant Dean (ABAD) in order to petition the Administrative Board for permission.

4. Academic Probation
Students on academic probation need to be especially thoughtful in choosing their courses. A second consecutive unsatisfactory term can lead to a requirement to withdraw from the College for two terms. Sophomore advisors should discuss with students on academic probation the circumstances contributing to the unsatisfactory record in the previous term and ways in which they are planning to address those circumstances.

A student who was overcommitted to extracurricular activities should scale back on those activities for a time. A student who has particular difficulty with one area of academic inquiry should consider waiting to pursue that area again until he or she has been relieved from probation. Students on probation should think about utilizing various academic resources such as office hours, study networks, review sessions, the Writing Center, peer tutoring, and the Bureau of Study Counsel. Students whose academic difficulties were caused or exacerbated by mental health issues should be encouraged to avail themselves of the appropriate mental health resources.

Students on probation ordinarily should not take more than 4 four-credit courses.

Students on academic probation should be advised to consult with their Allston Burr Assistant Dean (ABAD) on a regular basis. Sophomore advisors should review the study cards of students on academic probation with extra care.

Study Cards

A student will officially enroll in classes by submitting an online study card. Students do this by adding courses to their study cards, requesting instructor permissions as necessary, and submitting courses for enrollment via tools at my.harvard.edu. A student may not submit courses for enrollment until their advisor has acknowledged that they have had their advising conversation. This acknowledgement lifts the “Advising Hold”, allowing the student to submit courses for enrollment.

Third-term sophomores who have not yet declared a concentration must meet with their Sophomore Advisors to have their holds lifted.

When the advisor acknowledges that they have had the advising conversation, a snapshot of the student’s study card is captured. After the Advising Hold is lifted, a student may begin enrolling in classes. A student may enroll in all four courses at once, or one by one.

Students who do not submit their study card by 11:59 PM on Study Card Day (September 10) will be charged a fine for each week until the card is filed. Not turning in a study card makes a student eligible for disciplinary action.
As courses are added, students will see their list of enrolled courses displayed on the my.harvard Student Home page under “My Classes”. Students should be sure to check my.harvard to see whether they have received permission of instructors because they still have to enroll in the course after receiving permission.

Students are responsible for the courses listed on their course reports.

BEFORE acknowledging THE STUDY CARD, ASK IF YOUR ADVISEE:

- has met with any concentration advisors.
- is taking any necessary pre-requisites.
- is enrolling in more than or fewer than four courses and if so, why.
- has met the Expos and Foreign Language requirements.
- is on academic probation and therefore in need of additional guidance and support.
- is pre-med, and if so, has met with a pre-med advisor.

### Plans of Study

A student declares a concentration by filing a Plan of Study with the Registrar’s Office.

Students use an online tool to complete the Plan of Study. This tool and tutorials for it are still being developed but will be available soon in my.harvard.edu. The Plan of Study lays out the courses the student intends to take in order to fulfill the requirements of his or her concentration. It is a document that requires a lot of reflection. Sophomore Advisors should encourage advisees to begin working on their Plans of Study well in advance of the deadline, in order to give themselves plenty of time to consult with concentration advisors and to think about different possible paths toward completion of the degree. While students may ultimately fulfill their concentration requirements with courses other than the ones listed on their Plans on Study, putting serious thought into the Plan can help clarify students’ concentration choice or raise important questions students should consider before committing themselves to a particular academic path.

Students also indicate on their Plans of Study how they intend to fulfill their General Education requirement. They are not obliged to take the courses that they select, but they must demonstrate that they can fulfill the eight categories in addition to completing their concentration requirements.

Students who file their Plans of Study late may be subject to disciplinary action as well as to late fees.
The Sophomore Advisor’s Plan of Study Checklist

Things to check before signing the Plan of Study:

Does the total number of credits add up to 128 credits? Ordinarily, students need 32 four-credit courses to graduate. Some exceptions: transfer students; students accepting advanced placement.

- Ordinarily, students take 4 four-credit courses per term. A student who has taken 5 one term can take 3 in a subsequent term.
- A student who has withdrawn (WD) from a course or failed a course (E, UNS, FL, NCR, EXLD) does not get credit for the course and must make up that credit.
- Harvard Summer School courses usually count for credit.

Has the student indicated how s/he has met the Foreign Language Requirement?

Has the student passed Expos 20?

Does the Plan of Study indicate how the General Education requirements will be met?

- Has the student indicated 1 course in each of the 8 Gen Ed Categories s/he plans to take, including at least 1 that engages substantially with the study of the past? (Students who plan to complete their degree in fewer than 8 terms and students who study abroad may be required to complete fewer Gen Ed courses.)
- The Program in General Education does not impose any limits on the number of courses that students may use to satisfy both Gen Ed and another requirement.

Does the Plan list at least 1 letter-graded course offered by FAS faculty each term?

- Has the Plan been approved by both a concentration advisor AND the student?

Things to check for joint concentrators:

Has the Plan been approved by a concentration advisor from each concentration? Are the primary and secondary concentrations listed in the appropriate order?

Joint Concentrations

Some students find that a joint concentration may better accommodate their interests and decide to combine two fields, each of which must be an undergraduate concentration offered in its own right. This option is meant to be a joint venture by the student that integrates the two fields into a coherent plan of study. Joint concentrators must write theses that integrate their two fields and that satisfy the requirements of both concentrations. Students who wish to pursue a joint concentration must file a Plan of Study with the Registrar designating the two fields with approval by both concentrations, one serving as the primary concentration.

Students should keep in mind the following information when choosing whether or not to declare a joint concentration:
1. Participation by departments and programs varies. Though many departments offer joint concentrations, there are some that have restrictions or very specific requirements. This information is found in the Handbook for Students at handbook.fas.harvard.edu.

2. Concentration advisors from both departments or programs must approve the Plan of Study. The student must demonstrate a coherent plan that merits approval from both concentrations.

3. Joint concentrations culminate in an interdisciplinary thesis. Though the thesis is written while enrolled in the thesis tutorial of one concentration only, students must satisfy the thesis requirements of both departments and integrate their writing and research satisfactorily.

Encourage students considering joint concentrations to think about whether this rigorous interdisciplinary approach would be the best method to satisfy their interests, or whether a secondary field would be a better option. If a student’s interests are very different and difficult to integrate into one coherent plan, pursuing a secondary field in one of the two concentrations may be a more appropriate course of action.

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**Term-time Considerations**

**Advanced Standing**

Advanced Standing allows a student to graduate in fewer than 8 terms or to enroll in an AB/AM degree program. It is based on AP credits or, in certain cases, IB scores or other international credentials.

Students qualify for Advanced Standing by:

a) scoring 5 on a minimum of 4 AP tests. Not all AP tests, however, earn a student Advanced Standing credit. For more details, please consult Advanced Standing at Harvard College or the Handbook for Students.

b) earning the IB diploma with a grade of 7 on at least 3 Higher Level examinations.

c) 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.

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

Eligible students make the choice whether to activate Advanced Standing near the end of their fourth term of enrollment, but they should discuss their options with Sophomore Advisors, Allston Burr Assistant Deans (ABAD), and Directors of Undergraduate Studies or Head Tutors beforehand.

The question of whether to pursue Advanced Standing is one that students should consider carefully. For students who are sure of their interests, Advanced Standing may be appropriate. However, Advanced Standing does significantly reduce a student’s ability to explore the curriculum. Students hoping to earn a fourth-year AM should plan on applying to the Graduate School of Arts and Sciences (GSAS) during their junior year. Admission is by no means automatic, and students should take into account the time it will take to complete this process when planning their academic and extracurricular commitments that term.

In an average year, approximately one-third of the first-year class is eligible for Advanced Standing, but usually only about 3% of a class decides to graduate early. A slightly higher percentage enrolls in fourth-year AM programs.
For more information, please see Advanced Standing at Harvard College or the Handbook for Students. You can address questions about Advanced Standing Anne Marie Sousa, Director of Academic Projects (sousa@fas.harvard.edu).

Cross-Registration

Sophomores can petition to enroll for credit in courses taught by Harvard faculties other than FAS and by the MIT faculty. Harvard Business School ordinarily does not accept cross-registration from undergraduates.

Students who wish to enroll in courses offered by Harvard’s professional schools or MIT may start the online petition process on the website my.harvard.edu. In addition to submitting an online petition, students are also required to send a statement of interest by email to their Allston Burr Assistant Dean (ABAD). The statement should explain why the student wants to cross-register, how the course fits into his or her curricular plans, and why no other courses within the Faculty of Arts and Sciences will meet those needs.

In order to cross-register, a student’s immediately previous academic record ordinarily must be satisfactory. Exceptions must be approved by the Allston Burr Assistant Dean or the Freshman Dean’s Office.

Under special conditions it may be possible for a student to earn degree credit for courses taken at another local institution provided that those courses contribute to a compelling academic plan tied to his or her concentration.

Cross-registration can be somewhat complicated. For one thing, all Harvard College deadlines apply, regardless of the calendar of the school in which the course is offered. Detailed policies about grading also apply. Students who are considering cross-registration should familiarize themselves with the relevant policies laid out in the Handbook for Students.

Add/Drop

****Note: The information is still in the process of being finalized. Please check the support section of my.harvard.edu for more information. The online version of this guide will be updated as changes come in.***

After the study card deadline (11:59pm, September 10), students can add or drop courses at will until the Second Monday. On that Monday, a one-time Advising Hold will be placed on their record. This will require them to meet with their academic advisor before they can add or drop a course. They advisor will need to lift their hold in my.harvard.edu before they can complete their intended action. This one-time hold will be in effect till the 5th Monday of the term (the Add/Drop deadline). To reiterate, the Advising Hold is a one-time hold only. Once an advisor lifts the hold, an advisee will be able to add/drop courses at will in the days/weeks leading up to the Add/Drop deadline.

Before a student has declared a concentration, Adding/Dropping requires the approval of the Sophomore Advisor. After the student has declared a concentration, students are strongly encouraged to have an advising conversation with their concentration advisor, but there will be no hold in place.

Adding a course or changing the grading status to Pass/Fail requires the approval of the instructor and can only be done with a paper form available from the Registrar’s Office.

Students should check their course enrollment report on my.harvard.edu after completing an Add/Drop, to be sure the appropriate change has been made. Students are responsible for all courses listed on their course reports.

Add/drop is free until the Third Monday. After that, there is a $10 fee.

Withdrawing from a Course

After the fifth Monday of the term but before the seventh Monday of the term, students may withdraw without credit from a course. NOTE: It is not clear at this time whether a new hold will be placed on a student’s enrollment after the
A student who withdraws from a course receives a notation of WD for the course on the transcript. The WD indicates that the student took a substantial portion of the course but did not complete it. It is not a failing grade, and it is not calculated in the student’s grade point average. There is a $10 fee for filing a withdrawal petition.

Students considering withdrawing from a course should consult their Allston Burr Assistant Dean (ABAD).

Changing Concentrations

Students can change concentrations online at my.harvard.edu. The process for doing so has yet to be specified. We will let you know as soon as information is available.

Students considering changing concentrations should be sure to confirm that they can complete both their new concentration requirements and their General Education requirements in the number of terms they have remaining. If they have any doubts, they should consult their Allston Burr Assistant Dean (ABAD).

Final Exams

The Registrar’s Office has extensive information about final exams on its website. To access the information, go to www.registrar.fas.harvard.edu and click on “Courses & Exams” and then on “Exam Policy.”

The following are some important things to keep in mind when advising sophomores:

1. If a student has two final exams scheduled for the same time, the Registrar’s Office is aware of this conflict and will automatically resolve it by scheduling a separate time for the student to take one of the exams (this is referred to as an out of sequence exam). The details of the out of sequence exam will be sent to the student in advance of the exam. Inquires can be directed to exams@fas.harvard.edu.

2. If a student needs exam accommodations because of a disability, the student should petition the Accessible Education Office, which will make a determination about appropriate accommodations and then coordinate them. More information is available at aeo.fas.harvard.edu. Inquires can be directed to aeo@fas.harvard.edu.

3. Students who have a religious conflict with a final exam must complete the Religious Out of Sequence Exam Form so the Registrar’s Office can reschedule the exam and notify the course instructor well in advance. The form is due 30 days prior to the start of the Examination Period. This form can be accessed at www.registrar.fas.harvard.edu (click on “Courses & Exams” and then on “Exam Policy”).

4. If a student misses an exam because of illness, a student ordinarily will be granted a make-up examination by the Administrative Board as long as the illness is documented by UHS within 24 hours prior to the start of the exam.

5. If a student becomes ill during an exam, the student should notify the course staff. A student who is present for any part of an examination is never entitled to a makeup exam. An ill student will be sent to HUHS, where the student will be kept incommunicado until able to resume the examination. Upon resumption of the examination, the student will be allowed only the balance of time remaining.

6. If a student is hoping to take an exam out of sequence or in absentia, the student should consult his or her Allston Burr Assistant Dean (ABAD) as soon as possible. Note that these exam accommodations must be approved by the Administrative Board, which does so only in exceptional cases.

7. Only the Administrative Board, in conjunction with the Registrar’s Office, has the authority to grant a make-up exam.

8. Make-up exams are administered by the Registrar’s Office in the following term, usually during the third week of classes.
9. If a student accidentally misses a final exam, the student should consult his or her ABAD as soon as possible.

10. Students who miss a final exam and are not granted a make-up exam by the Administrative Board receive an ABS in the course, which is a failing grade.

**Extensions of Time on Written Work**

Instructors can grant students extensions of time on written work up until the end of the final exam period. Such extensions are at the discretion of the instructor. However, no extension of time beyond the last day of exam period can be granted without formal Administrative Board approval. If a student needs an extension of time past the last day of final exams, the student must consult with his or her Allston Burr Assistant Dean (ABAD) about petitioning the Administrative Board. The grade of Incomplete cannot be given to an undergraduate. Sometimes there is confusion on the part of instructors about this faculty rule, and students and advisors should keep in mind that Incompletes are not an option for undergraduates.

**Other Opportunities for Students**

**Secondary Fields**

If they wish to do pursue more focused elective study, undergraduates can do a secondary field in addition to their concentration. Secondary fields offer students the opportunity for guided and recognized work in a field outside their concentration. Information about secondary fields can be found both in the undergraduate Student Handbook (handbook.fas.harvard.edu) as well as the Concentrations website (concentrations.fas.harvard.edu). Students will be able to declare a secondary field at my.harvard. Advisors should keep in mind the following when talking with sophomores about secondary fields:

1. Secondary fields are optional.

2. Students must declare a concentration before they declare a secondary field.

3. Students may declare only one secondary field.

4. Only one course used to fulfill a secondary field requirement may also be used to fulfill another requirement.

5. Secondary fields are a trade-off. While they enable students to pursue guided work in one field, they also reduce the number of electives a student may take. In addition, students may need to pass up opportunities for advanced coursework or research in their concentration in order to fulfill the requirements for a secondary field. Advisors and students should discuss the pros and cons of a secondary field on an individual basis.

6. Secondary fields are different from joint concentrations. Ordinarily, joint concentrations require integrative and interdisciplinary work that synthesizes the two fields in a senior thesis project. Secondary fields allow students to pursue work in two separate fields.

**Foreign Language Citation**

A Foreign Language Citation recognizes a student's advanced training in a foreign language. Citations are noted on the transcript at the time degrees are voted and are indicated in the commencement program.
A student who wishes to pursue a Foreign Language Citation should consult with the Head Tutor or Director of Undergraduate Studies in the relevant department, in order to receive appropriate advising.

In order to receive a citation, a student must file with the Registrar a Foreign Language Citation Study Plan that has been approved by the Head Tutor or Director of Undergraduate Studies in the relevant department. The deadline for filing this plan is the deadline for the student's degree application in his or her final term at the College. However, students are encouraged to file their plans as soon as they decide to pursue the citation.

Unlike the Core Curriculum, completion of the Foreign Language Citation does not fulfill a requirement for General Education. However, individual courses with a General Education designation may count for both the language citation and satisfy a Gen Ed requirement.

Detailed information about Foreign Language Citations can be found in the Handbook for Students.

Study Abroad

oie.fas.harvard.edu

Students interested in studying abroad should visit the Office of International Education (OIE) in the fall of their sophomore year. The earliest program applications for junior year study abroad are due in January of the sophomore year. (A very few students study abroad in the sophomore spring.) Students thinking about studying abroad may want to enroll in appropriate foreign language courses in the fall and/or spring of the sophomore year.

Students considering studying abroad should meet with a concentration advisor to discuss how the student’s study abroad experience will fit into his or her plan of study in the concentration.

Students who wish to study abroad must file two applications. They must apply to the study abroad program itself, and they must apply to the OIE to receive Harvard College Credit for the courses they will take abroad. The OIE serves as the Registrar for study abroad credits.

The OIE can put a student interested in studying abroad in touch with other Harvard undergraduates who have pursued programs of interest to the student. In addition, the Houses have study abroad peer mentors with whom students can consult.

The OIE produces a Guide to Study Abroad and a “Study Abroad Checklist” for students. They are both available on the OIE website.

Research, Internships & Fellowships

Sophomore Advisors should be sure to discuss research, internship, and fellowship opportunities with their advisees. There is a wealth of opportunities available to sophomores, and with a little encouragement they might take advantage of these opportunities sooner rather than later in their Harvard careers. Below is a sampling of some of the major programs open to sophomores, followed by a list of resources for finding others. Sophomores should also take advantage of the information and guidance offered by House fellowships tutors as well as pre-professional tutors. The Office of Career Services (ocs.fas.harvard.edu) and the Office of Undergraduate Research and Fellowships (uraf.harvard.edu) are great resources for students looking for opportunities outside the classroom. Unless otherwise noted, you can learn more about the opportunities below by visiting the Office of Undergraduate Research and Fellowships website. Click on “Research” and choose “URAF-Administered Programs” from the drop-down menu.

Harvard College Behavioral Laboratory in the Social Sciences (BLISS)

BLISS is a 10-week program for students working with Harvard Faculty on designated research projects in relevant academic departments and research centers in the Faculty of Arts and Sciences, as well as program directors and principal investigators in the Harvard Medical School, and the School of Public Health.

Participation in the program will include participation in a BLISS-designated social science research project, housing in one of the Harvard College residences, partial board, free shuttle service for those working with faculty in the
Longwood Medical Area, and evening programming that includes distinguished speakers and a variety of workshops on such topics as fundamentals in research training and data collection and preparing for academic research presentations.

To participate in the program, a student must apply and be selected to work on one of the BLISS-designated research projects (to be announced in January) affiliated with Harvard Faculty in one of the University’s academic departments or affiliated research units.

Program for Research in Markets and Organizations (PRIMO)
The Program for Research in Markets and Organizations, or PRIMO, is a 10-week program for undergraduates who wish to work closely with Harvard Business School faculty on research projects on topics ranging from business strategy to social media, and from innovation management to private equity. Offered in partnership with and modeled on the Program on Research in Science and Engineering (PRISE), PRIMO seeks to create a diverse group of Fellows including but not limited to women and underrepresented minorities who are inspired by and are committed to pursuing excellence in business research.

PRIMO participation is open to any continuing student (rising sophomore, junior, or senior) who is in good standing in Harvard College.

Harvard College Program for Research in Science and Engineering (PRISE)
PRISE is a 10-week summer program that enables students to do research with faculty members and researchers in the areas of life science, physical science, applied science, mathematics, and engineering.

Students participating in the program receive housing in one of the Harvard College residences, partial board, and shuttle service to the Longwood Medical Area. They also take part in a rich intellectual community supported by evening programming that includes scholarly talks and workshops.

To participate in PRISE, a student must have a research position with a member of the Harvard faculty in one of the University’s academic departments, affiliated research facilities, or hospitals. Students who do not yet have such a position are encouraged to apply to PRISE at the same time they apply for positions. Students should see the PRISE website for details.

Summer Humanities and Arts Research Program (SHARP)
The Summer Humanities and Arts Research Program (SHARP) is a 10-week immersive summer program that aims to build community and stimulate creativity among a small cohort of Harvard undergraduate researchers in the humanities and arts. SHARP fellows work on research projects with Harvard-affiliated faculty and researchers, and library and museum administrators. Fellows live together in one of the Harvard College houses and participate in rich evening programming which includes both social and academic activities. To participate in SHARP, students must apply and be selected to work on one of the pre-designated SHARP research projects.

Harvard College Research Program (HCRP)
The Harvard College Research Program supports individual student research activities and creative endeavors performed under faculty guidance. Undergraduates do not need to demonstrate financial need to apply for an HCRP grant. While many students apply for HCRP grants to support senior thesis research, the program strongly supports scholarly exploration in the freshman and sophomore years as well.

Herchel Smith Harvard Summer Undergraduate Research Program
This program provides fellowships for freshmen and sophomores who wish to pursue research in computer science, mathematics, the natural sciences, and the physical and engineering sciences at recognized research centers. The research center can be domestic or located abroad. The research projects are self-designed and are substantial enough to take at least 10 weeks. They can be undertaken either during the summer or during a leave of absence. More information about this program can be found on the OCS website.

Mellon Mays Undergraduate Fellowship Program (MMUF)
The MMUF encourages students with a demonstrated commitment to racial diversity to pursue academic careers.
Students apply in their sophomore year. Fellowships provide funding for academic projects in the junior and senior years and the summers in between. A mentoring program is another important component of the MMUFP. In addition, there is a partial loan-forgiveness feature for graduate study loans.

**Weissman International Internship Program**

ocs.fas.harvard.edu/weissman-international-internship-program-grant

The Weissman International Internship Program (administered through the Office of Career Services) funds full-time international internships for sophomores and juniors in both the for-profit and non-profit sectors. Students usually pursue summer internships that last between 8 and 12 weeks, but longer internships may be considered. Students can propose independently designed internships, or they can work with Weissman Program staff to develop an internship proposal.

**Where to Look for Additional Opportunities:**

For grants administered through the Office of Career Services, visit the OCS website. For International Travel, Research, or Study, as well as for Research Opportunities in the Sciences, the Database of Funding and Opportunities for Undergraduates (FOUnd) (found.fas.harvard.edu) contains lists and descriptions of all Harvard grants for which sophomores are eligible. Users can sort grants by several criteria such as class affiliation, type of study or work, and subject area. The Office of Undergraduate Research and Fellowships (uraf.harvard.edu) provides information about how to look for research opportunities within and outside of Harvard. It also lists different research opportunities and funding sources for science and non-science related research.

For students interested in pursuing a domestic public service opportunity, the Office of Career Services is in partnership with the following organizations:

- Center for Public Interest Careers (cpic.fas.harvard.edu): A list of national summer internships identified by the Center for Public Interest Careers.
- Presidential Public Service Fellowships Program (service.harvard.edu/presidential-fellowships): Fellowships for undergraduate students participating in work, projects, or programs that serve the common good.

**Leaves of Absence**

Many Harvard undergraduates benefit from a leave of absence, and this is an option sophomores should feel comfortable discussing with their Sophomore Advisors. Any student seriously considering a leave of absence also should consult with his or her Allston Burr Assistant Dean.

**Academic Review & the Administrative Board**

At the end of each term, the Administrative Board reviews the academic records of all students who had unsatisfactory records for the term.

An unsatisfactory record for a second-term freshman or for a sophomore is a record that includes one or more grades at or below the level of D+.

The usual response of the Administrative Board to the first unsatisfactory record is to place the student on academic probation. The usual response to the second consecutive unsatisfactory record is to require the student to withdraw from the College for two terms.

Unsatisfactory records also may fail to meet minimum requirements. To meet minimum requirements, a student must have at least two satisfactory grades, one of which must be a letter grade in an FAS course taken for degree credit or in a course taken by cross-registration and counted toward concentration or UTEP requirements. In addition, the
student may have at most one failing grade, which may not be accompanied by another unsatisfactory grade. A student who fails to meet minimum requirements ordinarily will be required to withdraw from the College for two terms.

Any questions about unsatisfactory records, academic review, or the Administrative Board should be directed to the Allston Burr Assistant Dean.
Appendix: Resources for Students

Academic Resources

Accessible Education Office (AEO)

aeo.fas.harvard.edu

The AEO supports Harvard undergraduates with documented physical, psychological and learning disabilities and other health issues who may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure maximum access to education, housing, and recreation. The AEO can be reached by e-mailing aeo@fas.harvard.edu or by calling (617) 496-8707.

Bureau of Study Counsel

bsc.harvard.edu

The Bureau of Study Counsel is both a learning resource center and a academic counseling center. Students can meet with Bureau counselors to discuss a wide range of academic and personal concerns bearing on their academic lives. The Bureau also offers a range of group workshops, such as “Insanely Busy,” “Time Management,” “Speaking Up in Class,” “What Are You Doing With Your Life,” and “Perfectionism: A Double Edged Sword.” In addition, the BSC coordinates an extensive peer tutoring program. The biographies and special interests of Bureau counselors can be found on their website, and students can request meetings with specific counselors.

Human Subject Research Office

cuhs.harvard.edu

University regulations and federal rules require advance review and approval of most human subject research. Any living person from or about whom information is collected for a scholarly study is deemed a “research subject.” The term is not limited only to those subjects involved in clinical or laboratory studies. Students contemplating a research project involving humans as subjects, whether or not the work is externally funded and regardless of the area of academic discipline, should ascertain whether the project requires review. Forms, meeting schedule, and reference material are available at http://cuhs.harvard.edu/.

Students who are planning international research should determine whether the host country requires review and approval of research. The Office of International Programs or Committee staff can help identify local requirements.

Office of International Education

oip.fas.harvard.edu

The OIE offers information on term-time and summer study abroad opportunities. Their office is located at 77 Dunster St. and they can be reached at (617) 496-2722.

Program in General Education

generaleducation.fas.harvard.edu

The Program in General Education works with all of the course offered for General Education credit. We would be happy to speak with any student or advisor who has questions about completing the requirements.

Peer Tutoring

bsc.harvard.edu

Peer tutoring, offered through the Bureau of Study Counsel, enables students to help other students with their coursework. Most tutoring is individual, but occasionally a tutor will work with a group of students. Bureau tutors are ordinarily Harvard College undergraduates who have received a B+ or better at Harvard in the subjects they tutor. All tutors participate in an orientation at the Bureau and have access to Bureau counselors for consultation as needed. Tutoring costs $14 an hour, but financial aid is available. It is up to the student-tutor pair to decide where, when, and for how long they meet. They can set a weekly time or schedule on a per-session basis. The most frequently requested courses include Math 1a and 1b, Economics 10, and Life Sciences 1a and 1b.
Writing Center
writingcenter.fas.harvard.edu

Students should be encouraged to think of learning to write as a lifelong process and to understand that all writers benefit from feedback. The Writing Center is a place where undergraduates can go for input and guidance from trained tutors. Students can meet with Writing Center tutors at any stage of the writing process—they do not need to have a complete draft. Conferences are available by appointment, and the Center is also open for drop-in hours during some evenings. The Center is located in Room 019 on the lower level of the Barker Center at 12 Quincy Street. Students can make an appointment using the online scheduler by going to the Writing Center website. They can also call (617) 495-1655, and they can e-mail questions to wrcntn@fas.harvard.edu. The Writing Center also offers a series of hand-out tutorials on such topics as “Developing a Thesis,” “Beginning the Academic Essay,” “Essay Structure,” and “How to Write a Comparative Analysis.” These hand-outs are available at the Center and online.

Harvard Guide to Using Sources
usingsources.fas.harvard.edu

Even the most well-intentioned student can misuse sources inadvertently, plagiarize, or collaborate inappropriately. Sophomores are particularly vulnerable to these kinds of errors. Sophomores should be encouraged by their advisors to consider reviewing the Harvard Guide to Using Sources as part of their development as scholars. Sophomores also should be reminded that they are responsible for the academic integrity of the work they submit and for knowing the rules for collaboration in each of their courses. Charges of misuse of sources, plagiarism, or inappropriate collaboration are heard by the Administrative Board and can result in a student being required to withdraw from the College for two terms.

Health And Wellness Resources

University Health Services
huhs.harvard.edu

The Harvard University Health Services (HUHS), located in the Smith Campus Center at 75 Mt. Auburn Street, is a comprehensive health care facility. It offers primary care, mental health care, and a wide array of specialty services. HUHS holds normal business hours, and After Hours Urgent Care is open during non-business hours so that students always have access to care. Harvard students (who paid the Student Health Fee) can receive care at Harvard University Health Services.

After Hours Urgent Care
huhs.harvard.edu/services/urgent-care

5th Floor, rd A. and Susan F. Smith Campus Center
75 Mt. Auburn Street
(617) 495-5711

Harvard University Health Services operates during normal business hours. Outside of those hours, the Urgent Care Clinic is always open. It is located on the 5th floor of the Smith Campus Center at 75 Mt. Auburn Street. The after-hours entrance is at the base of the parking ramp running under Smith Campus Center between Dunster and Holyoke on the Mt. Auburn Street side of the building. If possible, students should call ahead, (617) 495- 5711, to determine whether they need to come in, or whether a nurse or doctor can give them advice by phone.

Counseling and Mental Health Services (CAMS)
huhs.harvard.edu/services/counseling-and-mental-health

4th Floor, Richard A. and Susan F. Smith Campus Center
(617) 495-2042

Counseling and Mental Health Services offers a variety of professional counseling and psychological services. CAMS clinicians are well-trained and experienced in dealing with the particular issues facing undergraduates, and they are adept at crisis intervention.

Students receive comprehensive outpatient care for a variety of concerns, including anxiety, depression, stress, crisis management, transitional issues, grief, and eating, sexual, or relationship concerns. Based on a students' needs,
clinicians offer:

- Individual counseling
- Group counseling
- Cognitive-behavioral therapy
- Medication evaluation and management
- Evaluation for full or partial hospitalizations

Students who are new patients in the CAMHS department can request a 20 minute phone consultation by calling (617) 495-2042 or by logging in to the Patient Portal accessible on the HUHS website. This phone consultation is scheduled as soon as possible, and no later than 48 hours after the request. At the scheduled appointment time, the Access Coordinator will call the student for the 20 minute phone consultation to discuss the student’s needs, and find the right service and support for the student.

Occasionally, it can be helpful for an advisor to make the call for a student or to walk the student over to the Smith Campus Center, where the CAMS is located. If you have concerns about the mental health of an advisee, you should notify the student’s Allston Burr Assistant Dean (ABAD) immediately.

**Bureau of Study Counsel**

bsc.harvard.edu
5 Linden Street
(617) 495-2581

The services of the Bureau of Study Counsel (BSC) include academic counseling, workshops and discussions, peer tutoring, the Harvard Course in Reading and Study Strategies, and self-help materials in the BSC’s Cranium Corner and on the website. BSC services are designed to support students in their efforts to learn and grow and engage in the educational opportunities available to them at Harvard. BSC services are grounded in a “whole person” educational/developmental model which recognizes the interrelationships among the intellectual, social, and personal aspects of academic life and learning.

**Office of Alcohol and Other Drugs Services**
aods.harvard.edu
5 Linden Street
(617) 496-0133

The Office of Alcohol & Other Drugs Services (AODS) seeks to help students with issues related to alcohol and drug use through education, intervention, policy development, and treatment. AODS seeks to promote low-risk choices among students in an effort to reduce negative consequences associated with heavy, episodic drinking. AODS has useful information for students available online. Advisors should feel free to call this office for guidance on communicating with a student about alcohol or drug-related issues or for advice about how best to help a student get needed assistance.

**Office of Sexual Assault Prevention and Response**
osapr.harvard.edu
Richard A. and Susan F. Smith Campus Center 731
(617) 495-9100 (24-hour support and information line)

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.
Sophomore Advising Syllabus 2015-16

The objective of sophomore advising is to assist students in immersing themselves more fully in the intellectual life of the university, in taking advantage of the range of academic opportunities at their disposal, and in choosing their concentration. Because holistic advising goes beyond the strictly academic, sophomore advisors build advising relationships with their advisees to support them in all aspects of their College experience. As such, sophomore advisors help students transition to residential life in their Houses in addition to supporting their academic well-being broadly construed.

In regular meetings throughout the year, advisors engage students in meaningful conversations about their intellectual, social, and personal experiences in the College. Sophomore Advisors should meet with their advisees at least three times per term, in addition to meeting with them during course selection week, and communicate with them regularly via email.

FALL TERM

August 18–29 The Advising Connection

1) Read your advisees’ questionnaires at my.harvard.edu.
2) Read all available journal entries for your advisees at my.harvard.edu.
3) E-mail each of your advisees individually to introduce yourself.
4) Connect with your ABAD and SAC to discuss your advisees.

August 29 Upperclass students move in.

August 29–Sept. 10 First Advising Conversations

Goals: To meet with each of your advisees one-on-one before Study Card Day on two separate occasions (each approximately 30 minutes) for the purpose of discussing their freshman year and summer experiences, as well as their course and concentration plans. During Shopping Week, advisors lift holds on study cards to confirm that advising conversations about courses have taken place.

September 2 Classes begins.

- Classes will follow a Monday schedule on Wednesday, September 2nd.
- Classes will follow the normal schedule beginning Thursday, September 3rd.
- Wednesday, September 9th will be the first meeting of classes that meet only on Wednesday.

September 10 Study Card Day

Students must submit enrollments for their minimum course load (typically four courses) on my.harvard.edu by 5pm.

September 14 Second Monday

Beginning on the Second Monday, pre-concentrators must have an advising conversation with their advisor in order to add/drop. Advisors will then lift a hold just as with the Study Card.

Remember to complete journal entries at my.harvard.edu after each meeting.
Meetings with Advisees

Sept. 14–Sept. 21

Goals: To get a sense of whether your advisees are making good academic progress and whether they are successfully transitioning to life in the House.

- Encourage your advisees to talk about their academic and personal lives. Ask about their intellectual interests, their routines, their study habits, and about things that surprised them last year. Sometimes it helps to ask your advisees about their friends’ experiences to get them to open up.
- Outside of class time, how many hours a week are they genuinely studying? (Note that students are expected to spend 3 hours outside of class for every hour of in-class instruction.)
- Make sure they know about the various tutoring resources on campus and in the House.
- Encourage them to talk to their TFs and professors, and to take advantage of office hours.
- What sorts of extracurricular activities are they involved in and why? Did this change at all from last year?
- How much time are they devoting to these activities? Proper time management is an essential skill. It is important to alert your advisees to the impact that the choices they make can have, especially at the end of the term.
- Are your advisees living a balanced life?
- Do they feel like they are part of the Harvard community?
- Always leave room to discuss any questions or concerns they might have.

September 21

Third Monday: Last day to add/drop without a fee

Sept. 21–Oct. 5

Meetings with advisees who may be struggling academically

- Should your advisee consider dropping a class?
- What might be the implications of doing so (e.g., for long-term academic planning)? Does it make sense to try to add a course?
- If dropping the course will put your advisee off track, how will your advisee get back on track?
- Will your advisee need to attend summer school at Harvard or abroad?
- What other steps might the student take in order to complete the course satisfactorily?

October TBD

SAC Meeting, Small Conference Room, 4th Floor Smith Campus Center

October 5

Fifth Monday: Last day to add/drop; last day to change grading status

October 5–19

Meetings with advisees who may be struggling academically

- At this point, should your advisee consider withdrawing from a course?
- What might be the implications of doing so?
- If withdrawing will put your advisee off track, how will your advisee get back on track?
- Will your advisee need to attend summer school at Harvard or abroad?
- What other steps might the student take in order to complete the course satisfactorily?

October 19

Seventh Monday: Last day to withdraw from a course

A grade of "WD" will be permanently notated on the transcript. Students are responsible for all courses in which they are enrolled after this date.

November TBD

SAC Meeting, Small Conference Room, 4th Floor Smith Campus Center

Remember to complete journal entries at my.harvard.edu after each meeting.
Oct. 19–Nov. 12  **Meetings with Advisees**

Goals: To support your advisees as they consider their concentration choice.

- Discuss your advisees’ evolving interests.
- What have they most enjoyed about their fall term courses?
- Have their courses helped them decide which concentration they wish to declare?
- Talk with your advisees about how their interests may align with certain course offerings in the spring term and beyond.
- Help them prepare for submitting their Plan of Study.

November 12  **Declaration of Concentration. Plan of Study due.**

November 25–29  Thanksgiving Recess

Nov. 30–Dec. 10  **Meetings with Advisees**

Goals: To prompt your advisee to begin to think about summer plans; to assist your advisees in preparing for their final exams.

- Remind your advisees to learn deadlines for any summer programs and funding they may be interested in and to think over winter break about what they need to do to apply (e.g., letters of recommendation, applications, etc.). Connect them with the Fellowships Tutor in the House.
- Remind your advisees about key tutoring and advising resources as appropriate.
- Help them think about ways of maximizing Reading Period.
- Remind them to maintain a healthy lifestyle on their path to the finish line (to eat well, get enough sleep, exercise, take breaks, etc.).

December 3  Last Day of Classes

December TBD  **SAC Meeting**, Small Conference Room, 4th Floor Smith Campus Center

December 4-10  Reading Period

December 11–21  Final Exam Period

**SPRING TERM**

January 15  Advisor Mid-Year Journaling Reports **DUE!**

January 15–24  Wintersession

January TBD  **SAC Mid-Year Orientation**

January 25  Classes begin.

January 25–29  **Meetings with Advisees to Discuss Course Selection**

Goals: To meet informally with your advisees one-on-one before Study Card Day, to look back on the fall term (what went well, what did not go well, what they learned, what they wish they had learned, etc.) and to check in with them about their summer plans. In preparation for these meetings, be sure to review your journal notes from last term. By now your working relationship with your advisees should be well established.

Remember to complete journal entries at my.harvard.edu after each meeting.
Advising Programs Office

- Pay particular attention to the lessons your advisees took from their fall term experience.
- If they faced challenges how did they overcome them?
- If they are still facing challenges, what can you do to help them?
- Have your advisees started thinking about their summer plans? If so, what can you do to help them achieve their goals?
- What classes are they going to select for the spring? Do their plans fit with their long-term goals?
- If your advisees are applying for jobs, internships, summer research, or any other summer opportunities, do they plan on asking for letters of recommendation?
- If so, what else do they need to prepare?

January 29

Study Card Deadline

Jan. 29–Mar. 7

Meetings with Advisees

Goals: To discuss your advisees’ academic plans and progress to this point and to check in with them about their summer plans.

- Are they happy with their choice of concentration?
- Are they connecting with faculty and other advisors in their concentration?
- How has their academic experience changed since they declared their concentration? Does their concentration offer them the academic community they were hoping for? Are they getting the advising support they need in the concentration?
- Continue to encourage them to talk to their TFs and professors, and to take advantage of office hours.
- What sorts of extracurricular activities are they involved in this term? Has that changed from last term? Why?
- Ask your advisees whether their life feels balanced? If not, what steps can be taken to correct that?

If advisees are struggling academically

- Should your advisee consider dropping or withdrawing from a class?
- What might be the implications of doing so?
- If dropping or withdrawing from the course will put your advisee off track, how will your advisee get back on track?
- What steps might the student take in order to complete the course satisfactorily?

February TBD

SAC Meeting, Small Conference Room, 4th Floor Smith Campus Center

February 8

Third Monday: Last day to add/drop without a fee

February 22

Fifth Monday: Last day to add/drop; last day to change grading status

March TBD

SAC Meeting, Small Conference Room, 4th Floor Smith Campus Center

March 7

Withdraw Deadline

March 10

Housing Day (tentative)

March 12–20

Spring Recess

April TBD

SAC Meeting, Small Conference Room, 4th Floor Smith Campus Center

Remember to complete journal entries at my.harvard.edu after each meeting.
April 1–May 1  **Meetings with Advisees**

Goals: To reflect on your advisees’ sophomore year, to check in about their summer plans.

- What was the most meaningful experience they had this year?
- If they had to do it all over again, would they have done anything differently?
- Have they developed any new interests over the course of the year? How might they nurture those interests?
- Are they excited about their summer plans?
- Did they make good use of advising resources this year? How might they make better use of them next year?

April 27  Classes End

April 28–May 4  Reading Period

May TBD  **SAC Meeting**, Small Conference Room, 4th Floor Smith Campus Center

May 5–14  Final Exam Period

May 15  Sophomores move out by noon

June 15  Advisor End-of-Year Journaling Reports **DUE!**

Remember to complete journal entries at [my.harvard.edu](http://my.harvard.edu) after each meeting.