

Advising Handbook

Division of Liberal Arts

Academic Year 2024-25



This guide is available online at: <https://risdla.info/advising/>

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1. **Expectations and Responsibilities of Faculty Advisors**

For full-time faculty, advising is an important responsibility. Faculty are assigned as advisors within departments or divisions. Disciplinary expertise is important for offering students avocational guidance. However, advising should also be informed beyond department- or major-specific matters. This helps ensure that students know about requirements and school-wide opportunities.

Advisors are expected to familiarize themselves with all relevant degree and graduation requirements, policies, services and resources that support student success. However, know that it is okay not to know the minute details of every policy or office on campus. In fact, Liberal Arts Advisors are primarily responsible for advising related to the liberal arts curriculum; it is not recommended that Liberal Arts Advisors review students' major programs of study but instead refer them to their Major Advisor. The central aim as an advisor is to guide advisees in their wayfinding so that they get to the right place for what they need. For example, the Career Center is best equipped to provide guidance around professional opportunities, while Counseling and Psychological Services (CAPS) is best equipped to support students' mental health.

Be sure to contact advisees at least twice per semester to review their programs of study. This includes once before each registration period.

To best serve advisees, you are expected to:

- **Get to know your advisees and help them build on their strengths:** Students bring their own perspective and interests that can help shape a meaningful path through the curriculum.
- **Articulate your expectations:** Let your advisees know what you hope to accomplish through advising. Work together to establish common goals.
- **Introduce your advisees to policies, responsibilities, expectations and resources:** RISD has a lot to offer students—and asks a lot from them—at every stage of their education. Make it a regular part of your advising sessions to discuss relevant policies and responsibilities.
- **Help advisees develop a timeline for completing their academic requirements:** This is one of the most important ways you can support students in completing their degree program on time.
- **Encourage students to be open about difficulties:** Work with your advisees to resolve any challenges to their degree progress. As needed, point them to relevant support resources.

According to the Family Educational Rights and Privacy Act (FERPA), faculty members are school officials with legitimate educational interests concerned with advising and therefore have access to student educational records. With this access comes a responsibility to protect students' confidential information. Additionally, all members of the RISD community must adhere to RISD's Notice of Non-Discrimination/Equal Opportunity.

2. **Assignment of Advisors:** What is RISD's academic advising system?

First year:

- **EFS Advisor (Fall - Spring):** Students have an Experimental & Foundation Studies (EFS) Advisor during the entirety of their first year. These advisors are always one of the faculty members that the student has during the Fall Semester. (Fall advisee assignments continue in Wintersession and Spring semester, even though the students are registered into new sections.)
- **Liberal Arts Advisor (Spring):** Students are assigned a Liberal Arts Advisor in the *Spring* semester of their first year.

Sophomore year:

- **Liberal Arts Advisor (Fall - Wintersession):** Students continue to work with a Liberal Arts Advisor in the *Fall and Wintersession* semesters of their sophomore year.
- **Major Advisor:** By mid-to-late March of their first year, every student is assigned an academic advisor within their major department.

Junior year and beyond:

- **Major Advisor:** Students continue to work with their major advisor until degree completion. (This advisor is subject to change each academic year.)

Optional:

- **Concentration Advisor:** Students who elect to [declare a concentration](#) are assigned a concentration advisor.

Special Cases:

- **First-Year Academic Advisors: Jennifer Horwitz (Liberal Arts) and Jonathan Sylvia (EFS):** Students may work with the first-year academic advisors, who provide extra support for students in first-year courses (including around midterm warnings, incompletes, withdrawing from or failing a first-year course), connecting to campus resources, and mentoring for First-Generation and Pell-Eligible students.

- **Brown/RISD Dual Degree Program (BRDD) Students:** BRDD students are assigned a faculty advisor on each campus. At RISD, this is the EFS Advisor and then the Major Advisor. The program also has staff who are dedicated to assisting students in developing their academic plans and working jointly with both institutions on issues of relevance to students' academic and residential experiences.
- **Transfer Students:** Starting AY 2025-26, students will receive a Liberal Arts Advisor for their entire sophomore year (first year on the RISD campus), who is specifically dedicated to transfer students. Students are also paired with a Major Advisor.

During a student's entire time at RISD:

- **Liberal Arts Senior Academic Specialist:** Gail Hughes in the Liberal Arts Division Office will take “walk-in” or virtual advising appointments to help clarify Liberal Arts requirements. Gail also oversees the approval of transfer credits and can help guide students about Liberal Arts courses they wish to take at other institutions.
- **Student Success Project Manager:** Brittany Goodwin in Student Affairs provides extra pathfinding support for students (including processes around academic probation, taking or returning from a leave of absence) and connecting to campus resources.

3. **Key Changes to Academic Program for AY 2025-26**

1. **Credit reduction from 126 to 120.**

For several years, we will have two groups of students on campus:

- **126ers** are those students who still need 126 credits for graduation:
 - students with a matriculation date earlier than 9/1/2024
 - transfer students who started at RISD anytime AY 2024-25 or before
- **120ers** are those students who need 120 credits for graduation:
 - students with a matriculation date of 9/1/2024 or later
 - transfer students who started at RISD in Summer/Fall 2025 or after

2. **Credit caps (for 120ers).**

- **126ers** will not have course caps. However, 126ers may not take more than 16 credits in the fall/spring semester without special permission.
- **120ers** should be advised not to exceed 30 credit hours per year and are capped at 15 credit hours per semester. If circumstances demand it, students may take up to 33 credits per AY. (No student without a program requirement can exceed 33 credit hours per year.)

3. Eight-semester minimum for (nearly) all students.

- Beginning Fall 2025, students will be required to pay the full-time flat rate for both Fall and Spring semesters. This policy, which was in place prior to 2020, means that the current Reduced Credit/Reduced Tuition policy will be discontinued. Exceptions will only be made for students with medical accommodations through Disability Support Services (DSS).
- All course enrollments will count toward the degree until the required number of semesters is reached:
 - BFA - 8 semesters (fall/spring)
 - BARCH - 10 semesters (fall/spring)

4. Wintersession is now optional for (nearly) all students.

- **For 126ers**, it is recommended that they only take 3 credits (though they cannot exceed 6 credits).
- **For 120ers**, the decision to do Wintersession or not must be made in correlation with their plans for the rest of the academic year. If a student opts to take a Wintersession course, they ought to plan to take 12 credit hours in either the fall or spring. They are limited to 3 credits/WS (with the exception of 6-credit travel courses and special studios like “Drawing Marathon”).
 - Exceptions: First-year students and BArch students are required to take WS

5. Changes to HPSS S101: Beginning AY 2025-26, S101 will no longer exist in the first-year. Instead, S301 will be a required class in the third year.

Because of these changes, thoughtful advising is essential.

- Students need to consider the full academic year (if they want to take WS or not)
- Credits need to align with requirements
- Students need to consider concentrations earlier in their career (declaration by the beginning of sophomore year is ideal)

Please note: these changes do not apply to graduate student curriculum. If you get any graduate student questions, send them to their Graduate Program Director.

BFA plan for incoming students

	Fall	Winter	Spring	Year
First Year	15	3	12	30
Sophomore	12–15	0–3	12–15	24–33*
Junior	12–15	0–3	12–15	24–33*
Senior	12–15	0–3	12–15	24–33*
				120

* 30cr should be the goal for each year. 24cr possible only if credits transferred. 33cr under certain circumstances and if needed. 8 semester tuition flat rate.

4. **Liberal Arts Requirements**

First-Year Program in the Liberal Arts

All first-year students must take THAD-H101 and LAS-E101 in the fall (alongside three EFS courses) and THAD-H102 in the spring (alongside three EFS courses).

Exceptions:

First-year students in the Florence program.

Students who fail or withdraw from LAS-E101 in the fall usually take E101 in the spring semester, along with H102.

1st Year	Fall	WS	Spring
All Students	H101, E101	Studio elective	H102
If student does not pass E101	H101, E101	Studio elective	H102, E101 (repeat)

*Note that all first-year students must be registered for five courses in the fall and four courses in the spring unless they have permission from the Dean of Experimental & Foundation Studies to take a reduced course load.

Liberal Arts Graduation Requirements

1) History, Philosophy, and the Social Sciences (HPSS) – 9 credits required

HPSS courses may include anthropology, economics, geography, history, linguistics, philosophy, political science, psychology, religious studies, and sociology.

- HPSS-S301: Advanced Inquiry Seminar (3 credits)*
- HPSS Elective (3 credits)
- HPSS Elective (3 credits)

Please note: Courses designated as LAEL or SCI do not count toward HPSS credit.

2) Literary Arts and Studies (LAS) – 9 credits required

LAS courses include courses about literature, literary movements, literary theory, and creative writing.

- LAS-E101: Introduction to Literature Seminar (3 credits)*
- LAS Elective (3 credits)
- LAS Elective (3 credits)

Please note: Courses designated as LAEL or SCI do not count toward LAS credit.

3) Theory + History of Art + Design (THAD) – 12 credits required

THAD courses include the theory and history of art and design.

- THAD-H101: Theory + History of Art + Design I (3 credits)*

- THAD-H102: Theory + History of Art + Design II (3 credits)*
- THAD Elective (3 credits)
- THAD Elective (3 credits)

Please note: Courses designated as LAEL or SCI do not count toward THAD credit.

***These four required courses are needed to graduate** for all undergraduates, including transfer students.

4) Liberal Arts Electives – 12 credits (for 126ers) OR 9 credits (for 120ers) required:

Liberal Arts elective courses include any course offered through the Liberal Arts Division (courses designated as THAD, LAS, HPSS, SCI, or LAEL).

- Liberal Arts Elective (3 credits)
- Liberal Arts Elective (3 credits)
- Liberal Arts Elective (3 credits)
- Liberal Arts Elective (3 credits) – **For 126ers**

OR

- Liberal Arts Elective (3 credits)
- Liberal Arts Elective (3 credits)
- Liberal Arts Elective (3 credits)
- ~~Liberal Arts Elective (3 credits)~~ – **For 120ers**

Please note: Certain majors have a required “history of” studio course that counts as THAD or LAEL credit. See section on [“History Of” Courses](#) for more information.

Courses in business or engineering are typically not accepted for Liberal Arts credit unless they are taught from a liberal arts perspective (e.g. sociology of business).

Total Liberal Arts credits:

- 42 credits (and 126 credits total for graduation):
 - for students with a matriculation date **earlier than 9/1/2024**
 - for transfer students who started at RISD **anytime AY 2024-25 or before**

- 39 credits (and 120 credits total for graduation):
 - for students with a matriculation date **of 9/1/2024 or later**
 - for transfer students who started at RISD in **Summer/Fall 2025 or after**

Know that Workday will keep track of which set of graduation requirements each student is following (through the [student's "Academic Progress"](#)). Workday also labels the student's profile as 126 or 120 in several places:

- For example, in your advisee's profile → click on "**Academics**" → click "**Academic Progress**" → the "**credits defined**" will be listed as 126 or 120 & next to "**Requirements Effective**" is the matriculation date.

Contact Info:

For questions about liberal arts credits and graduation requirements:

Gail Hughes, Senior Academic Specialist

401-454-6572

ghughes@risd.edu

Liberal Arts Division Office (College Building, room 418)

5. **Concentrations**

While RISD does not offer minors, there are concentrations:

[Four concentrations](#) are housed in and administered through the Liberal Arts Division: Theory & History of Art & Design ([THAD](#)); History, Philosophy & Social Sciences ([HPSS](#)); Literary Arts and Studies ([LAS](#)); and Nature, Culture, & Sustainability Studies ([NCSS](#)). Two studio concentrations are housed in and administered through the Experimental & Foundation Studies Division: [Drawing](#) and Computation, Technology, & Culture ([CTC](#)).

These are substantial programs that require careful planning and advising. General meetings with advisees are good opportunities to explain the possibility of concentrations, but it is mandatory that interested students connect with concentration coordinators. They can contact the relevant concentration advisor by e-mail or come by office hours to discuss their interest in a concentration and to arrange for subsequent advising.

Ideally, students will declare a concentration by the **beginning of their sophomore year** or as soon as possible to benefit from advising around requirements and pre-registration.

Contact info:

THAD Concentration Coordinator: Jung Joon Lee, jlee54@risd.edu

HPSS Concentration Coordinator: Alero Akporiaye, aakporia@risd.edu

LAS Concentration Coordinator: Mairead Byrne, mbyrne@risd.edu

NCSS Concentration Coordinators:

- First-years, sophomores (and grads): Sage Gerson, sgerson@risd.edu
- Juniors, seniors: Markus Berger, mberger@risd.edu

CTC Concentration Coordinator: Minkyong Kim, mkim37@risd.edu

Drawing Concentration Coordinator: Masha Ryskin, mryskin@risd.edu

6. **EFS-LA Hand-off Advising Event**

Beginning Spring 2025, as part of the workload rebalance and related initiatives to further formalize advising at RISD, the EFS and LA Divisions will host an advising “hand-off” meeting where first-year students will meet with both their EFS and LA advisors in person. The Liberal Arts advisor will then follow that student through WS of their sophomore year. The goal of this meeting is to mark the end of the first year and help students transition to their remaining course of study in a way that emphasizes the importance of an intentional integration of liberal arts distribution requirements, informs them of concentration opportunities, and establishes clear protocols for communication with their Liberal Arts advisor.

As a Liberal Arts advisor, please take this opportunity during the “hand-off” meeting to:

- Discuss the role of the liberal arts at RISD.
- Reiterate big-picture issues: credits capped at 30/year and 15/semester; WS is optional; careful planning for the full academic year is necessary.
- Provide an overview of the liberal arts requirements and what they mean (for example, that LAEL credit applies to any course offered by the Liberal Arts division, including SCI courses).
- Remind them that they will need to take 3-4 LA courses a year to fulfill their graduation requirements. (BArch students are the exception.)
- Remind them about the possibility of [concentrations](#).
 - If students have already declared, remind them to connect with the Concentration Coordinator before registration.
 - For students who do not want to concentrate, learning about some of our major curricular areas can suggest ways of intentionally structuring their liberal arts courses (the [HPSS concentration tracks](#) provide a good model).
- Communicate expectations around registration for fall (Fall 2025 registration begins on **April 28, 2025**).

- If they have any questions and want to follow up with you, how should they get in touch with you? Share email, contact information, office hours.

7. **Suggested Timeline for Contact & Example Email**

Communication with the advisor-advisee relationship is key, especially because we know that most students will not reach out for support or information even when they need it. In addition to the EFS-LA Advising Hand-off Event in the **spring** (for first-year students), be sure to reach out to your sophomore advisees in the **fall**. Check RISD's [Registrar site](#) for a detailed and updated academic calendar, including registration dates.

Suggested Timeline for Contact:

For First-Year Students (Spring semester):

- Meet your advisees at the combined EFS/LA Advising Hand-off Event on **April 16th, 2025** to discuss the role of the Liberal Arts at RISD, provide an explanation of the liberal arts requirements, and cover concentration opportunities.
- Share your email, contact information, office hours; if students have remaining questions about Fall 2025 registration (which begins **April 28, 2025**), encourage them to set up a meeting with you.

For Sophomores (Fall semester):

- Email advisees at the beginning of the Fall semester to remind students who you are, your role as their liberal arts advisor, and your contact information.
- Email advisees several weeks before registration for WS/Spring 2026 courses; encourage them to set up a meeting with you to discuss their registration questions.

Example Email for Advisees:

The following is an example email meant to save you time, but feel free to ignore, adapt, make your own, etc.

Hello,

I am reaching out as your Liberal Arts Advisor. My role is to be available to help you develop an academic plan for how you might best satisfy your

Liberal Arts requirements as well as advise you on what sorts of studies or particular courses might best fit your academic, professional, and personal interests and plans. I'm available to answer questions, and if I don't know the answer, I can direct you to the right person.

As we reach the mid-term and are nearing registration for WS/Spring 2026, it is a good time for us to connect. We can meet to review the Liberal Arts credit requirements and brainstorm which liberal arts courses might work best for you next semester. To meet, please email me with several times that work well for you or drop by my office hours:

[insert office hours and office number]]

I look forward to meeting with you!

8. **Navigating Workday**

How to view your advisees and create an advisee listserv via Workday:

You can [find a roster of your advisees](#) under your "Academic Advising Dashboard." The easiest way to send group emails to your advisees is to export an Excel spreadsheet of your advisees and then copy their emails from there. To do so, follow [these steps](#).

- Tip: If you want students to appear first when you search in Workday, follow [these steps](#) to change your Workday settings.

Key links for helping **you** navigate Workday:

- For an overview of your advisee's profile and how to navigate it, follow [these steps](#).
- For how to review a student's academic progress on Workday, follow [these steps](#).
- How do you find a student's other advisors?:
 - Option 1: Type '**View Support Network for Student**' into the Workday search bar → select the report → then select the student.
 - Option 2: In the student's profile, start by selecting '**Actions**' → then scroll down and choose '**Student Cohort**' → From the 'Student Cohort' options, select '**View Support Network for Student**.'

Key links for helping **students** navigate Workday:

- For students asking how to view their **academic progress**: direct to

[these steps](#).

- For students asking how to view their **registration appointment time**: direct to [these steps](#).
- For students asking how to view **course offerings**: direct to [these steps](#).
- For students asking how to **drop/add courses**: direct to [these steps](#).
- For additional Workday directions/how to's: refer them to [this link](#).

Contact Info:

For questions about Workday:
Registrar's Office,
401-454-6151
registrar@risd.edu
20 Washington Place, floor 1

9. **Course Registration:** General Advising Guidelines and Key Registration Policies

1. Check in with the student on how the semester is going for them.
 - This is a good chance to refer advisees to support offices (see ["Student Support Offices and Contacts"](#) section).
2. Make sure the student understands the [liberal arts requirements](#).
 - **Your advisees will need 39 liberal arts credits (and 120 credits total) to graduate.**
 - A good rule of thumb is that students should take 3 liberal arts courses per AY; first-year students entering AY 25-26 will need to take 4 liberal arts courses one year because of the S101 shift.
 - Example schedule beginning AY 2025-26:

First Year	Sophomore	Junior	Senior
3	3	4	3

= 13 liberal arts courses (39 credits)

- Know that 126ers still need 14 liberal arts courses (42 liberal arts credits and 126 credits total) to graduate. Workday will keep track of which set of graduation requirements each student is following (through the [student's "Academic Progress"](#)).

3. [Review the student's progress](#) on their liberal arts requirements.
 - Be sure to note any liberal arts requirements with a status of “In Progress” or “Not Satisfied.” These are areas where the student needs classes.

4. Discuss [course selection](#) and registration for the following semester, especially in helping students match their interests to liberal arts courses. Students are expected to take **12-15 credits each fall and spring semester**.
 - **Policies and concerns to keep in mind about under-enrollment:** Students *must* be enrolled in at least 12 credits to be considered full-time and receive full-time financial aid.
 - For students who wish to take fewer than 12 credits, see the section, [“Reduced Credit and Academic Probation.”](#)
 - **Policies and concerns to keep in mind around over-enrollment:** Students who are **120ers** should be advised not to exceed 30 credit hours per year and are capped at 15 credit hours per semester. If circumstances demand it, students may take up to 33 credits per AY. No student without a program requirement can exceed 33 credit hours per year.
 - [Wintersession](#) is optional after the first year. If a student wants to take a WS course, then they need to plan to take 12 credits in either the fall or the spring. (Exception: BArch students must take WS)
 - Students who are **126ers** will not have course caps. However, 126ers may not take more than 16 credits without special permission. Students must complete the [Registrar's form](#): **“Credit Overload Request.”**
 - **Quality over quantity:** Since the credits caps have been put in place to promote wellness and support the academic quality of the institution, all current students will be required to balance their credits across **eight semesters** of a full courseload.

5. Remind the student about the possibility of liberal arts [concentrations](#).
 - Because of the course cap, students need to be extra thoughtful about completing their concentration requirements; the earlier they declare the concentration, the easier it will be to complete.

Note It: As an advisor, it is good practice to keep a record of any meetings with advisees. Notes should include an outline of your discussion, especially any hurdles, referrals, and agreed-upon next steps. One tool available to you is the notes function on Workday. To use it, go to the student's profile → choose "History" → choose "Note History" → click "Add Student Note"

Contact Info:

For questions about liberal arts credits and graduation requirements:
Gail Hughes, Senior Academic Specialist
401-454-6572
ghughes@risd.edu
Liberal Arts Division Office (College Building, room 418)

10. Wintersession

[Wintersession](#) runs for five weeks from January to February and is **optional** for all students (starting AY 2025-26). The exception is First-Year students and Architecture majors, who are required to take a Wintersession course. The norm moving forward is 3 credits/WS with some exceptions: Global travel courses, Drawing Marathon, etc.

There are several reasons that a student might want to opt into Wintersession:

- to explore learning opportunities different from those available during the regular semester: inter-or-multidisciplinary electives and experimental courses; experiential, place-based learning; skills-building workshops or studios
- to take a travel course
- to take a credit-bearing internship
- to create a lighter course load in their fall or spring semesters

Policies to keep in mind around Wintersession:

- **For 120ers**, the decision to do Wintersession or not must be made in correlation with their plans for the rest of the academic year. If a student opts to take a Wintersession course, they ought to plan to take 12 credit hours in either the fall or spring.

- **For 126ers**, it is recommended that they only take 3 credits (though they cannot exceed 6 credits).

EXAMPLE for incoming students

	Fall	Winter	Spring	Year
First Year	12	3	15	30
Sophomore	15	3	15	33
Junior	12	3	15	30
Senior	15	0	12	27
				120

11. Independent Study Projects (ISPs) & Collaborative Study Projects (CSPs)

Independent Study Projects (ISPs) allow students to complete a student-initiated project for credit in a specific area of interest that is not present in the established curriculum. **Collaborative Study Projects (CSPs)** allow at least 2 students to work collaboratively to complete a student-initiated project of independent study. Each ISP or CSP receives 3 credits. A combined total of 9 credits of ISP/CSP may be undertaken toward a student's degree. ISPs and CSPs are available Fall, Wintersession, and Spring semesters (not over the summer).

Advisees interested in an ISP or CSP must:

- Have a GPA of 3.0 or above
- Request the guidance of an appropriate faculty member(s) in planning and pursuit of the project
- Prepare a thorough proposal outlining the purpose and scope of the project
 - [Check out](#) the "Independent Study Liberal Arts Checklist and Samples"
- Submit the application according to the instructions and deadlines provided by Registrar, which can be found under [Registrar's forms](#): "**Independent Study Project and Collaborative Study Project**"

12. “History of” Courses

Many majors require at least one “History of” course, which counts as liberal arts credit. When helping your advisees understand their progression on liberal arts credits, it can be useful to know that they will get either LAEL or THAD credit for the “History of” course. Know that Workday keeps track of this (through the [student’s “Academic Progress”](#)). If students have additional questions about this, direct them to Gail Hughes.

Contact Info:

Gail Hughes, Senior Academic Specialist
401-454-6572
ghughes@risd.edu
Liberal Arts Division Office (College Building, room 418)

13. Brown University Cross-Registration

Who can take courses at Brown?

RISD degree candidates, both undergraduate and graduate, may take classes at Brown; however, registration at Brown is only possible for first-year students if they are RISD/Brown Dual Degree students. There are no limits on the number of Brown courses that upper-level RISD students can take during fall and spring semesters. (Students have to pay for Brown courses taken over the summer.)

Students interested in taking a Brown course need to register for a placeholder course on Workday during registration (BROWN 8800), and then complete an electronic form (“**Prior Approval for Brown University Credit**”) once available, as well as subsequent steps to register with Brown. The complete instructions are listed [here](#).

If students have questions about what kind of liberal arts credit they might receive for Brown courses, direct them to Gail Hughes. Other questions about the registration process for Brown courses can be directed to the Registrar.

Contact info:

Gail Hughes, Senior Academic Specialist
401-454-6572
ghughes@risd.edu
Liberal Arts Division Office (College Building, room 418)

Registrar’s Office,

401-454-6151
registrar@risd.edu
20 Washington Place, floor 1

14. **Transfer Credit**

After matriculation, students are allowed to take courses outside of RISD and can [transfer up to four courses](#) (12 credits total). Brown courses taken during the academic year are exempt from this limit. Courses can be taken in languages other than English and can be online, but they must be taken at a nonprofit, accredited college or university. Taking courses for transfer credit is most common if students are behind in credits and decide to take classes over the summer. Note that the required liberal arts courses (E101, H101, H102, S301) cannot be taken elsewhere.

The student must receive approval **before** taking any courses intended for transfer credit by completing the appropriate Registrar's [form](#): **“Transfer Credit Prior Approval for Liberal Arts Credit”** (OR **“Transfer Credit Prior Approval for Major/Non Major Credit”**). The student should consult with Gail Hughes, if they have any questions about what kind of liberal arts courses might be approved or not.

Contact info:

Gail Hughes, Senior Academic Specialist
401-454-6572
ghughes@risd.edu
Liberal Arts Division Office (College Building, room 418)

Registrar's Office,
401-454-6151
registrar@risd.edu
20 Washington Place, floor 1

15. **Reduced Credit and Academic Probation**

In order to remain in good academic standing, all upper-level RISD students are [expected](#) to complete 12 or more credits during the fall and spring semesters. First-year students are expected to complete 15 credits in the fall and 12 credits in the spring.

Students earning less than 12 credits are normally placed on [academic probation](#); after the student's second consecutive or third non-consecutive

time on probation, students may be academically withdrawn from RISD. First-year students can be asked to leave after one semester of falling below 12 credits or failing one or more studio courses.

Students may be eligible for reduced courseloads if they have:

- Medical reasons that are registered through DSS
- Academic reasons that are approved through the Academic Standing Committee

A student who meets this criteria should request permission for a reduced courseload via the [“Exception to Academic Policy”](#) form. First-year students are also required to meet with the Dean of EFS. Brittany Goodwin is available to help upper-level students navigate reduced credit and academic probation processes, as well as taking and returning from leaves of absences.

An additional word of caution: reduced credit may impact the student’s time to degree completion, as well as negatively affect financial aid packages and visa status. Students should consult with RISD’s Student Financial Services Office. In addition, international students *must* meet with the Office of International Student and Scholar Affairs (ISSA) before petitioning for reduced credit or falling below 12 credits.

Contact Info:

Brittany Goodwin, Student Success Project Manager
401-454-6204
bgoodwin@risd.edu
Carr House, floor 3

Student Financial Services
make an apt using [this link](#)
20 Washington Place, Floor 1
401-454-6661
sfs@risd.edu

Office of International Student and Scholar Affairs
Carr House, room 303
401-277-4957
issa@risd.edu

16. Midterm Warnings, Withdrawals, & Incompletes

Midterm Warnings

If students are not performing satisfactorily in class, faculty should submit midterm warnings (“U” for unsatisfactory), so that the students know where they stand in the course and may improve their performance. Midterm warnings are usually due right after the midterm. Advisors can review if any of their advisees have Unsatisfactory warnings in a liberal arts course and make appropriate referrals during their meeting. (See [“Student Support Offices and Contacts”](#) section.) You can check advisees’ midterm warnings via Workday:

1. Go to “Academic Advising” Dashboard
2. Click on “My Advisees’ Interim (Midterm) Grades
3. After you choose the date of the semester, you will see a chart of your advisees. Scroll all the way to the right to see any midterm grades.

Withdrawal with a “W” Grade

The deadline for students to withdraw with a W grade rather than an F is usually the end of October for the Fall Semester and mid-April for the Spring semester. A withdrawal can be especially helpful if the student is on track to fail the course (for example, if they’ve already missed a number of classes) and can redistribute their efforts and energy into trying to pass their remaining courses.

Incompletes

Students may be given an incomplete instead of a final grade for a course if the faculty has determined that the incomplete is warranted. (For example, if the student has had a sudden change in circumstances.) Some students do not realize that an incomplete is an option, and it may be worth incorporating into an advising conversation if appropriate. The faculty can set the deadline by which the missing work needs to be submitted. Unless an earlier deadline is specified by the faculty, the standard deadline for incompletes from the Fall semester is early February and is mid-October for the Spring semester.

There is additional academic support for students in their first year, and academic advisors follow up with first-year students who receive midterm warnings, withdraw from a first-year course, or receive an incomplete to offer additional support and connect with campus resources.

Jen Horwitz, First-Year Liberal Arts Academic Advisor
jhorwitz@risd.edu
College Building, room 420

Jonathan Sylvia, EFS Academic Studio Advisor
jsylvia@risd.edu
Carr House, room 13

For specific deadlines for midterm warnings, withdrawals, and incompletes,

check out the [Registrar's academic calendar](#).

17. **Select Student Support Offices & Contacts (Alphabetical Order)**: For an overview of student support services, you can always refer advisees to the [Student Hub website](#).

Academic Support (First Year): If you are working with a first-year student who you think could benefit from extra academic support, especially if you're unsure which office might be useful for them or that multiple ones might be, please contact the first-year academic advisors, Jen Horwitz (liberal arts) and Jonathan Sylvia (studio). They also help to run the first-generation to college pre-orientation program (FGC POP) and are people to contact with any academic concerns about a student who is first in their family to attend college.

Contact info:

Jen Horwitz, First-Year Liberal Arts Academic Advisor
Make appt: <https://jhorwitz.youcanbook.me>
jhorwitz@risd.edu
College Building, room 420

Jonathan Sylvia, EFS Academic Studio Advisor
jsylvia@risd.edu
Carr House, room 13

The Center for Arts & Language (A&L): The [Center for Arts & Language](#) supports student development and efficacy in academic literacies including written, spoken, and visual communication; multilingual (English-language) learning; and student publications. A&L offers both in-person and virtual free peer tutoring appointments. Trained graduate and undergraduate tutors who are strong writers, readers, and listeners consult on everything from outlining to grammar to clarity of argument to style. Weekly appointments with the same tutor can be arranged for students with significant needs or interests.

Contact info:

Make appt via Penji:
<https://web.penjiapp.com/schools/risd/communities/al>
401-454-6486
artsandlangauge@risd.edu
Fleet Library, 2nd floor

RISD Career Center: [The Career Center](#) is here to talk with students about

their goals, aspirations, and next steps in their career; to help students develop strategies to search for jobs, internships and other opportunities; and to refine career and application materials.

Contact info:

Make appt via ArtWorks: <https://careercenter.risd.edu/meet-us#dropins>

401-454-6614

risdcareers@risd.edu

20 Washington Place, 1st floor

Counseling and Psychological Services (CAPS): [CAPS](#) offers individual counseling, medication management, and case management services to support students in their wellness and educational journeys. Students access counseling for a wide variety of academic and non-academic reasons. In addition to one-on-one counseling, CAPS provides various kinds of consultative support including membership in the [Campus Assessment Response Evaluation \(CARE\)](#) Network, which responds to students in distress. If you are concerned about a student, you can file a CARE referral, which will be sent to an interdisciplinary support team who will follow up directly with the student. Students can also use this form for themselves or for a student they feel needs help.

Contact info:

Call to make appt: 401 454-6637

Student can review providers and their specialities [here](#)

counseling@risd.edu

72 Pine St, 2nd floor

To submit CARE referral: <http://carenetworkreferral.risd.edu>

Disability Support Services (DSS): [Disability Support Services](#) works with students with documented disabilities, which are defined as substantially limiting one or more major life activities, both short- and long-term. Students with documented disabilities must register with Disability Support Services in order to receive accommodations. Students are strongly encouraged to discuss their accommodation with instructors but they are not required to disclose the nature of their disability. Students needing DSS services should be advised to notify the office as early as possible. Students will need to meet with DSS staff every fall, at the minimum, to reassess accommodations and receive an updated accommodations letter for the new academic year.

Time Management Support: DSS also offers one-on-one time management coaching for any RISD student seeking to improve their

organizational, time management, and overall executive functioning skills.

Contact info:

Make appt via Penji:

<https://web.penjiapp.com/schools/risd/communities/disability-support-services>

401-709-8465

disabilitysupportservices@risd.edu

Carr House, Second Floor, room 210

Equity & Compliance: One of your advisees may come to you seeking assistance with a situation in which sexual harassment, bias, or discrimination may be involved. At RISD, sexual misconduct is defined as unwanted behavior (physical contact, verbal comments or suggestions) that unreasonably interferes with the student's academic performance and/or creates a hostile or intimidating work or academic environment. If a student mentions sexual harassment, bias, or discrimination, you should not assume responsibility for intervention in the situation, but may direct the student to the [Office of Equity & Compliance](#).

Contact info:

Refer students to these reporting options:

<https://equitycompliance.risd.edu/reporting-options/>

401-454-6666

equitycompliance@risd.edu

20 Washington Place, third floor

RISD Global: [RISD Global](#) works to create and support a variety of immersive travel, learning, and exchange opportunities for RISD students beyond campus. This includes Wintersession travel courses and Global summer studies. There are also (internal and external) scholarships available to help students finance their studies abroad.

Contact info:

Make appt via this link: <https://risdglobal.youcanbook.me/>

401-454-6725

global@risd.edu

20 Washington Place, room 321

Intercultural Student Engagement (ISE): [Intercultural Student Engagement](#) offers mentoring and programming to support students from underrepresented identities and backgrounds including, but not limited to, those who are: first generation, international, LGBTQIA+, religious or spiritual, students who are socio-economically disadvantaged, students with disabilities, BIPOC students, and students not traditionally of college-age.

Contact info:
ise.risd.edu
Ewing Multicultural Center
41 Waterman St

International Student and Scholar Affairs (ISSA): [International Student and Scholar Affairs](#) supports and advocates for RISD's international community by providing advice and guidance to students. Key areas that the office helps students navigate include: F and J immigration compliance, cultural and language adjustment and transition, and navigating US systems (Social Security, IRS/taxes, Division of Motor Vehicles, etc).

Contact info:
401-277-4957
issa@risd.edu
Carr House, room 303

Liberal Arts Requirements Advising: If students have immediate questions about liberal arts requirements, transfer credits, or taking non-RISD courses, please direct them to Gail Hughes. In addition, she is a good first point of contact for students with questions about the liberal arts without an assigned Liberal Arts Advisor. Gail offers “walk-in” advising in the Division Office (College Building 418) Mondays thru Wednesdays 8:00 am – 3:00 pm. Appointments can also be scheduled virtually.

Contact Info:
Gail Hughes, Senior Academic Specialist
401-454-6572
ghughes@risd.edu
Liberal Arts Division Office (College Building, room 418)

Student Financial Services (SFS): [Student Financial Services](#) works with students to help them seek, obtain, and make the best use of available resources to help finance the costs of attending RISD. This includes financial aid, scholarships, federal and state grants, need-based loans, and work study opportunities.

Contact Info:
To make appt:
https://my.risd.edu/default/students/_/sfs_queues_appointments
401-454-6661
sfs@risd.edu
20 Washington Place, Floor 1

Student Success Project Manager: If you are working with a student who could use extra pathfinding support, especially if you're unsure which office might be useful for them or that multiple ones might be, please contact Brittany Goodwin. Key areas that Brittany helps students to navigate include: processes around academic probation, leave of absences, reinstatements from leaves, connecting to campus resources.

Contact info:

Brittany Goodwin, Student Success Project Manager

make appt via Penji:

<https://web.penjiapp.com/schools/risd/communities/student-success>

401-454-6204

bgoodwin@risd.edu

Carr House, floor 3