

THE
GUIDE
FOR
GUIDES



Undergraduate Advising at RISD

← SIMPLIFIED
+ UPDATED



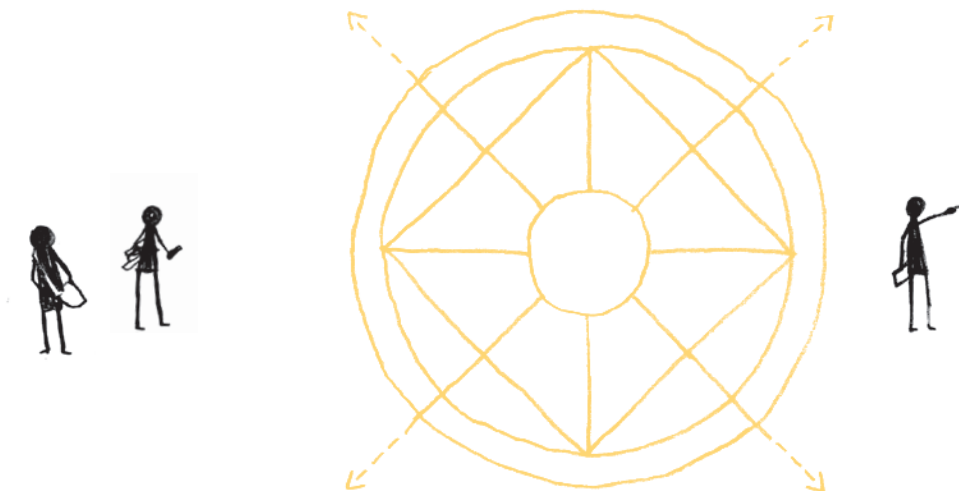
This booklet is intended to support you in educating students about both meeting the requirements of earning a degree at RISD and becoming individuals responsible for crafting their own futures.

Acting as resources and mentors, faculty advisors at RISD play an essential role in students' success.



“Every time the student needs to make a choice (of majors, of tracks within a major, of individual courses), the advisor has a teachable moment, and the excellent advisor seeks to help the student decide, in the context of his or her emerging understanding, the direction and goals as well as the logic of his or her education as a whole.”

—MARC LOWENSTEIN, “IF ADVISING IS TEACHING, WHAT DO ADVISORS TEACH?”

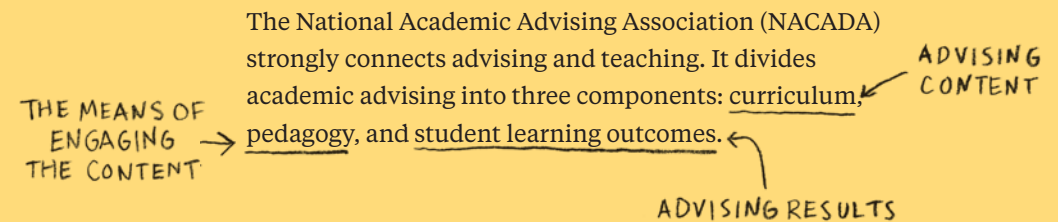


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ad • vise [ad - vahyz]

to give counsel; to guide; to teach

ADVISING AT RISD



Advising at RISD requires knowledge of the institution’s curriculum, which includes academic policies and degree requirements. Broader, developmental advising might include guidance about independent studies, off-campus global learning, internships, and career opportunities. Students may also wish to discuss time-management concerns, immigration requirements, mental or physical health issues, or learning difficulties, which may lead you to refer the student to one of RISD’s support services or resources listed later in this guide.



YEAR 1:
**First-Year
Advisor**

pp 6-7

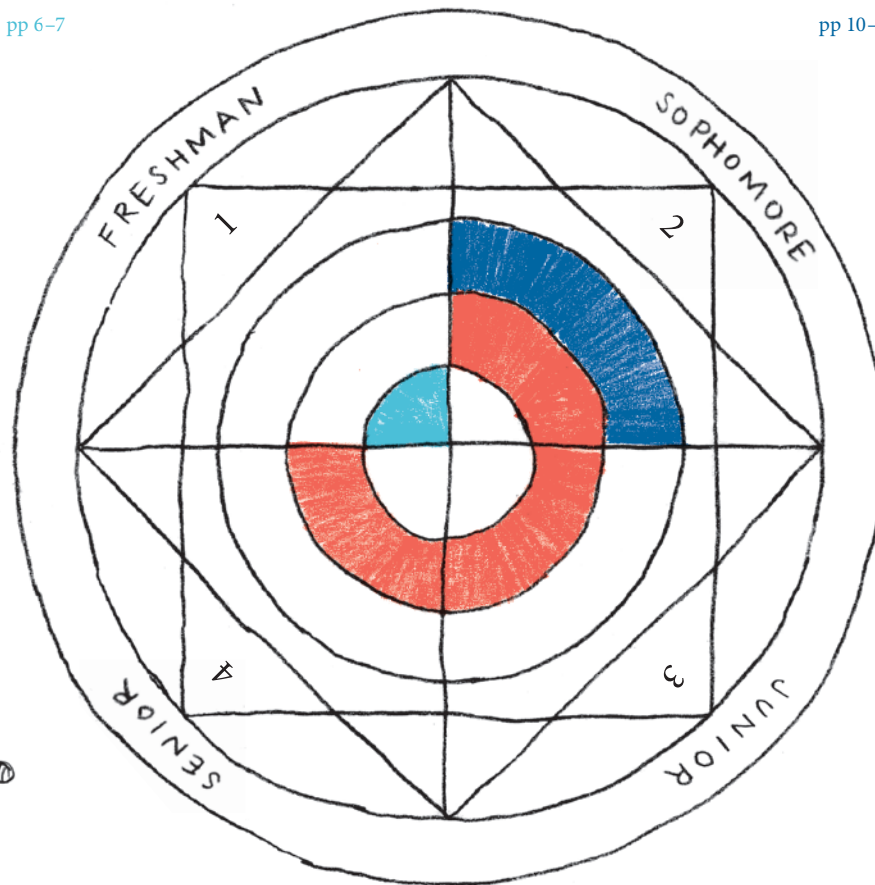


YEAR 2:
**Liberal Arts
Advisor**

pp 10-11



Each student will have
several advisors during
their four years at RISD.



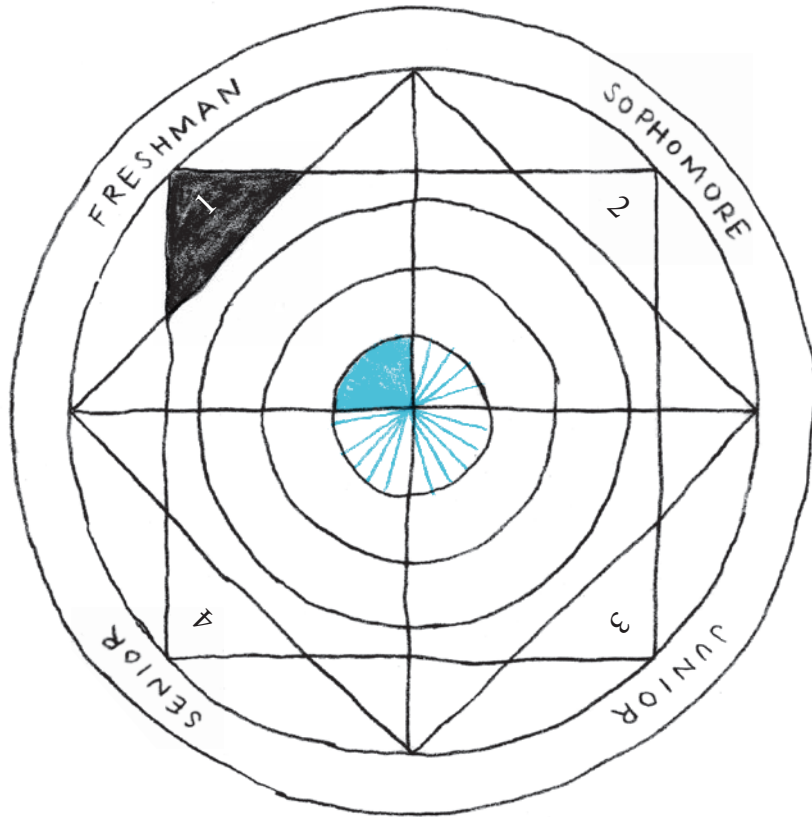
Advisors guide many
students and collaborate
with each other.



YEARS 2-4:
**Major
Advisors**

pp 8-9



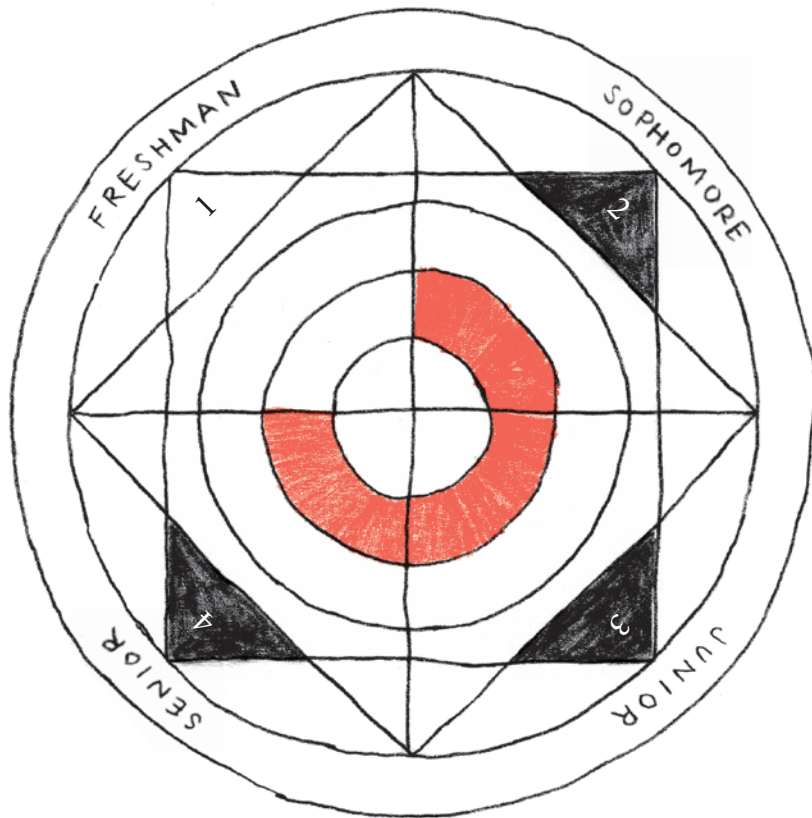


FIRST-YEAR ADVISING

The Office of the Division of Experimental and Foundation Studies (EFS) assigns each first-year student an advisor selected from among their Fall semester EFS faculty. Advising in EFS is tailored to the needs of incoming first-year students.

Advising in the first year focuses on acclimating students to the college environment and to RISD's high academic expectations.

First-Year advisors consult with students on their academic performance as needed and guide students as they register for Wintersession, select a major, research off-campus global learning options, and consider a Liberal Arts concentration. In subsequent years, a First-Year advisor might be asked by a student's Major advisor or Liberal Arts advisor to provide information related to the student's performance in Experimental and Foundation Studies.

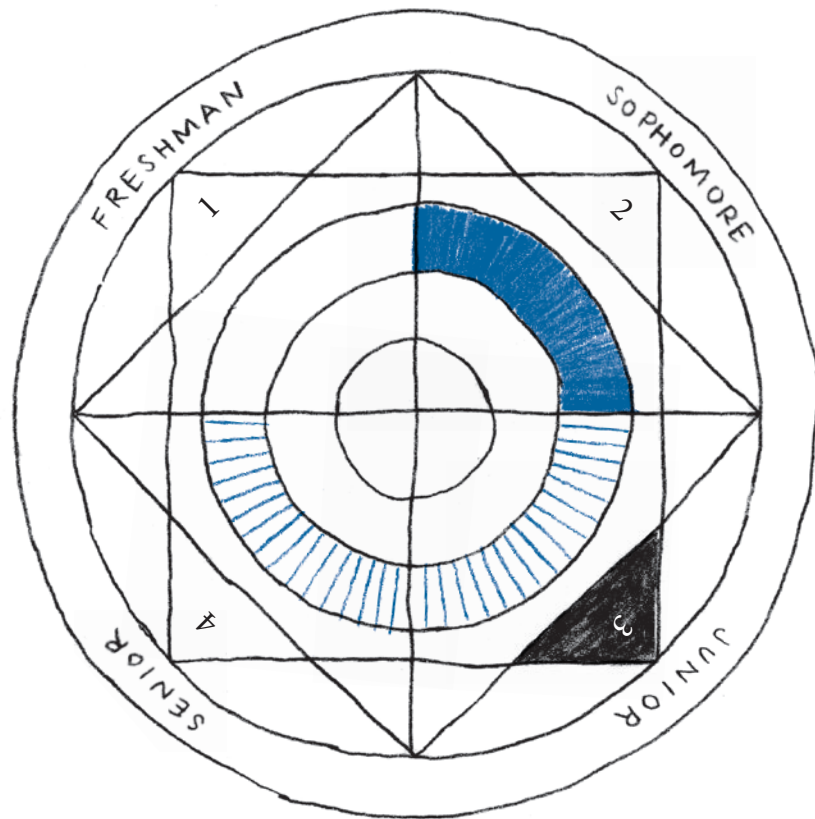


ADVISING IN THE MAJOR

After a student declares a major, he or she will be assigned an advisor from the full-time faculty in the student's chosen department. This advisor may change as the student progresses through the major. Advisor notes may be accessed in Student Planning (link through WebAdvisor) as a student transitions from their First-Year advisor to Major advisor(s).

The Major advisor is an important mentor with whom students discuss academic, career, and personal goals, and a trusted resource for referrals to institutional services and resources.

Advising in the major begins at the start of a student's sophomore year and continues through degree completion. The sophomore and junior years are especially critical for ensuring the student is making steady progress toward meeting graduation requirements. Advising typically focuses on regular review of a student's program evaluation through WebAdvisor or the "Progress" function in the Advising tab in Student Planning (link through WebAdvisor); guiding the timely completion of studio major requirements, electives, non-major studios, and Liberal Arts credits; discussing internship or off-campus global learning opportunities; and generally monitoring the student's well being. Given the critical nature of this role, Major advisors establish a relationship with their advisees as soon as possible.

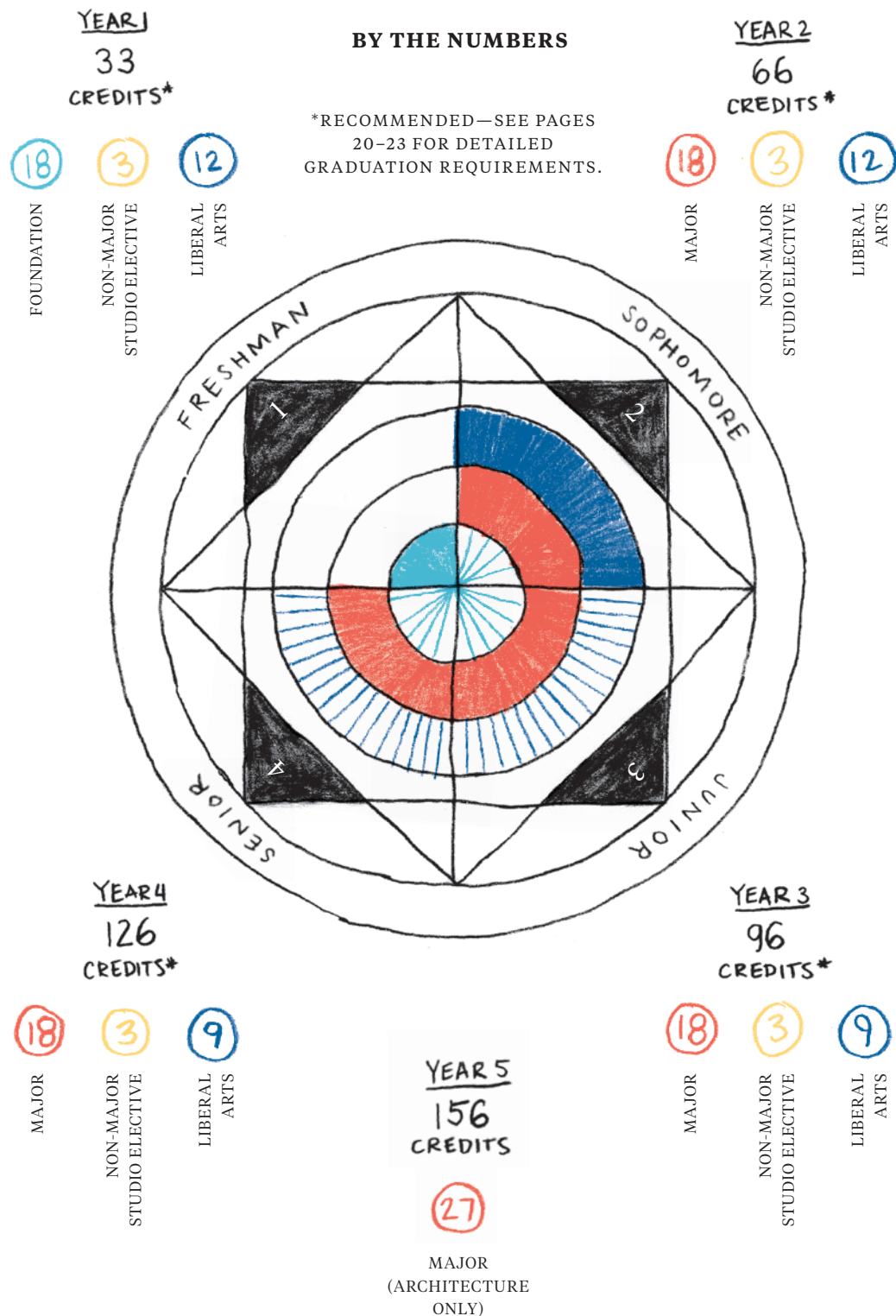


ADVISING IN THE LIBERAL ARTS

The Liberal Arts (LA) advising program begins in the sophomore year to provide students with strategic support for meeting requirements in History of Art and Visual Culture (HAVC), History, Philosophy, and the Social Sciences (HPSS), and Literary Arts and Studies (LAS) in a timely and meaningful way. The Bachelor of Fine Arts (BFA) degree requires students to take 42 credits (14 courses) in Liberal Arts, distributed across the LA departments according to set guidelines.

The sophomore year, when undergraduate students first enter the majors, is a critical point for planning complementary elective study in Liberal Arts over the next three years.

Ideally, students start the sophomore year with four courses already completed; in order to graduate, students take three or four Liberal Arts courses each year to complete the balance of their requirements. Unfortunately, some students do not take this number of Liberal Arts courses, or they take courses that do not meet the distribution requirements, and fall behind. These students need careful guidance in understanding the Liberal Arts distribution and in planning their schedules. Paired with specific departments, Liberal Arts advisors often have strong knowledge of and connection to a given studio major. LA advisors support students in matching their interests to particular LA courses.



Advising meetings typically take place face-to-face, so that the advisor and student share an engaged, productive relationship.

The most effective advising is proactive. All advisors should establish an atmosphere of open dialogue, trust, familiarity, and genuine concern with advisees right at the start of their advising period.

The next few pages outline key events for advisors and advisees—highlighting important times to come together and map out the future for your advisees throughout the academic year.

INITIAL ADVISEES MEETING

Your department may sponsor an Advisor-Advisee meeting to kick off the new academic year. Within the first two weeks of the semester, hold a group advisory meeting for all of your advisees. Group meetings can help upper-level students develop mentoring relationships with new students entering the department. Balance information and conversation.

Suggested topics:



- Provide your information and obtain theirs.
- Explain your role as advisor.
- Explain roles of the Department Head and Department Coordinator.
- Explain how to read the Program Evaluation in WebAdvisor or “My Progress” in Student Planning.
- Review degree requirements, including courses in the Liberal Arts departments.
- Review the services of the offices of Counseling and Psychological Services and Disability Support Services as well as the Fleet Library, Writing Center, RISD Global, Office of Intercultural Student Engagement, Office of International Student Services, and other campus resources, and describe your role in referring to those services.

INDIVIDUAL, ONE-ON-ONE MEETINGS

Individual meetings happen as often as a student and advisor feel necessary, from once to several times each semester, depending on the student’s needs. Such meetings are often spent getting to know individual students and their learning goals, helping them understand the curriculum structure, answering questions regarding RISD’s resources, discussing mid-term warnings, and reviewing the student’s Program Evaluation in WebAdvisor or “Progress” in Student Planning to ensure adequate progress toward graduation.



MID-TERM CHECK-INS

Mid-term check-ins can take place individually or in group meetings. Topics might include upcoming registration deadlines, mid-term warnings, interest in off-campus global learning, and guidelines for Independent or Collaborative Study Proposals. Group meetings give students an opportunity to speak informally with you and their peers about their chosen major, life at RISD, or RISD events.



FIND ADVISEES

1. Log in to Student Planning (link through WebAdvisor), using your usual RISD user ID and password.
2. Click on the **Advising** tab and your list of advisees should appear.

REVIEW STUDENT'S PROGRESS TOWARD GRADUATION

1. Log in to Student Planning, using your usual RISD user ID and password.
2. Click on the **Advising** tab, select a student, then click on the **Progress** tab.
3. Check to make sure the student has planned the appropriate courses to fulfill the degree requirements.
4. Click on the **Notes** tab to send the student any comments or questions you have about their progress.

NOW PLAN A MEETING



NOTE: STUDENT PLANNING TUTORIAL VIDEOS ARE AVAILABLE ON THE REGISTRAR'S WEBSITE: risd.edu/registrar

**EARLY SEPTEMBER
INITIAL ADVISEES
MEETING**

Academic advising for
new transfer students
and graduate students

Hold a group meeting
for advisees (see suggested
topics)

Consider holding a
department-wide Advisor-
Advisee Meet & Greet*



FUNDS ARE AVAILABLE TO BUY
SNACKS FOR GROUP ADVISEE MEETINGS
CHECK WITH TRACIE IN ACADEMIC
AFFAIRS: tcostant@risd.edu.

OCTOBER



Consult with advisees
receiving mid-term
warnings

Check in with advisees
to review Wintersession
selections



**JANUARY
MID-TERM
CHECK-INS**

Check in with advisees
with incomplete grades
from the previous
semester

Review course plans
for Juniors and Seniors
to ensure they are on
track with their degree
requirements



**LATE APRIL-
EARLY MAY**

Hold individual or group
meetings with advisees
about registration for fall
semester, proposals for
summer internships, and
planning for Wintersession
travel courses

MARCH

Freshmen Major
selection period



MID SEPTEMBER

Check in with Juniors and
Seniors during the Add/
Drop period to ensure they
are on track with their degree
requirements

Check in with advisees with
incomplete grades from the
previous Spring/Summer
semester

Encourage students to begin
researching off-campus
global learning options for
the following semester



**EARLY-MID NOVEMBER
MID-TERM
CHECK-INS**

Hold individual or group
meetings with advisees
to discuss registering for
spring semester and other
suggested topics*

*INVITE THE DEPARTMENTAL
LIBERAL ARTS ADVISOR(S) TO
YOUR GROUP MEETING

FEBRUARY

Check in with Sophomores,
Juniors and Seniors
during the Add/Drop
period to ensure they are
on track with their degree
requirements

First-Year Advisors consult
with advisees about major
selection

Encourage students to begin
researching off-campus
global learning options for
the following semester



**APRIL
MID-TERM
CHECK-INS**

Consult with advisees
receiving mid-term
warnings



The Division-Based Advising Coordinator supports faculty advisors' efforts to coordinate advising events, answers advising-related questions, and generally serves as an advising resource to faculty in each division.



CHECK WITH YOUR DIVISION-BASED ADVISING COORDINATOR, WHO MAY BE ORGANIZING ADDITIONAL EVENTS TO BRING ADVISORS AND STUDENTS TOGETHER

FREQUENTLY ASKED QUESTIONS

This collection of FAQs is meant to orient faculty advisors to common questions and issues that will call for their knowledgeable counsel and to provide a reminder of key points for communicating to advisees. Unfortunately, these questions sometimes come up after the fact, when a student has made decisions without adequate consultation or knowledge of policy and is facing academic complications. The key to heading off problems is informed, consistent, and open communication early on in the student's degree program, with continual check-ins and reminders.

MOST ACADEMIC AND REGISTRATION POLICIES ARE DESCRIBED IN THE FIRST SECTION OF THE COURSE ANNOUNCEMENT

WHAT ARE MY ADVISEES' RIGHTS?

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.

STATEMENT: *Rhode Island School of Design does not discriminate on the basis of race, color, religion, age, sex, sexual orientation, gender identity or expression, disability, national origin, veteran status, or any other characteristic protected by law in admission to, participation in, or administration of its educational programs and activities; in employment; or in its other programs and activities.*

HOW MANY CREDITS ARE REQUIRED FOR
RISD’S UNDERGRADUATE DEGREE?

126

TOTAL CREDITS REQUIRED

INDIVIDUAL PATHS VARY YEAR
BY YEAR, BUT THE DISTRIBUTION
REQUIREMENTS HOLD

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5**
18 Foundation	18				
54 Major Program		18	18	18	27
12 Non-Major Studio Electives	3	3	3	3	
42 Liberal Arts	12	12	9	9	
12 HAVC	H101* H102*				
9 LAS	E101*				
9 HPSS	S101*				
12 ELECTIVES					

*REQUIRED

**ARCHITECTURE ONLY

HOW MANY TRANSFER CREDITS ARE ALLOWED,
AND WHAT RESTRICTIONS APPLY?

While pursuing a RISD degree, students may take some courses at other schools. A student may transfer a maximum of 12 credits from other accredited institutions after RISD matriculation. Approval is required **BEFORE** taking any courses intended for transfer credit. Eligibility is determined by the student’s Department Head (for major courses and non-major studio electives) or the Dean of Liberal Arts (liberal arts courses)—before transfer credit can be considered pre-approved.

Note that there are different forms for seeking pre-approval of Liberal Arts or studio transfer credits. The LA-related forms are available at the Liberal Arts Division Office. The form for transfer of Major/Non-Major studio credit is available on the Registrar’s website.

In order for pre-approved transfer credit to count toward the degree, the student must have earned a grade of C or better in the course. Successfully completed transfer credits are indicated by a “T” in the Program Evaluation on WebAdvisor or “Progress” in Student Planning. Also note that waivers are not given for Liberal Arts courses H101*, H102*, S101* or E101* for first-year students.

← HISTORY OF ART +
VISUAL CULTURE

← LITERARY ARTS + STUDIES

← HISTORY, PHILOSOPHY +
THE SOCIAL SCIENCES

The following schedule is recommended
for Liberal Arts distribution requirements:

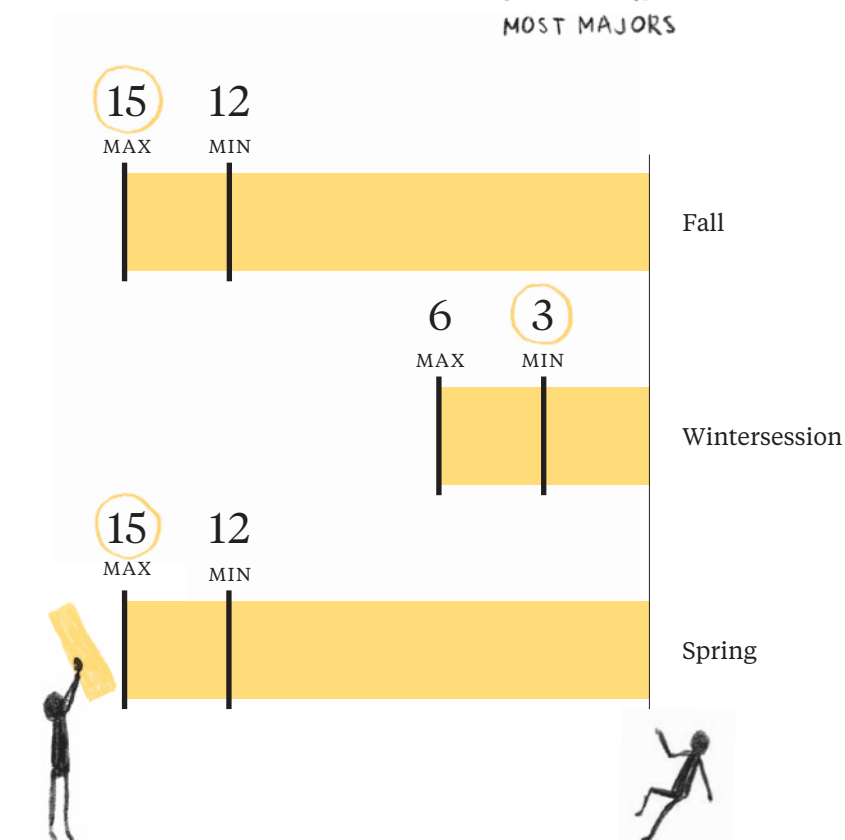
YEARS 1 & 2:
4 Liberal Arts courses per year
(8 total by Fall of junior year)

YEARS 3 & 4:
3 Liberal Arts courses per year
(14 total upon graduation)

WHAT ARE THE MINIMUM AND MAXIMUM ENROLLMENT REQUIREMENTS?

REQUIRED CREDITS PER SEMESTER:

15 (FALL) / 3 (WINTERSESSION) /
15 (SPRING) IS THE RECOMMENDED
COURSE CREDIT LOAD FOR
MOST MAJORS



CAUTION: Students wishing to take more than 15 credits in either Fall or Spring must get approval from their advisor and/or Department Head. Consult the Department Coordinator for more information.

CAUTION: Students who do not attempt the minimum 12 credits in Fall and Spring and 3 credits in Wintersession will be placed on academic probation and may jeopardize their scholarships or financial aid. International Students will be in violation of their immigration status and may need to leave the U.S.

CAN A STUDENT TAKE A REDUCED LOAD IF HE/SHE HAS A SPECIAL CIRCUMSTANCE?

Taking less than 12 credits in Fall or Spring or less than 3 credits in Wintersession requires advanced approval by the Academic Standing Committee. Address queries to the Registrar (registrar@risd.edu).

Students may be eligible for reduced course loads if they:

- are registered with Disability Support Services
- have a documented medical condition
- have legitimate academic reasons determined by the Academic Standing Committee

Students meeting the criteria for reduced course loads must:

- complete an Exception to Academic Policy Form (available from the Registrar's Office)
- obtain any required approvals and signatures **PRIOR TO** the beginning of the relevant semester
- confirm that attending RISD on a reduced credit load will not adversely affect their financial aid or scholarships
- seek advice from the Office of International Student Services if they are attending RISD on a visa **PRIOR TO** dropping below full-time.

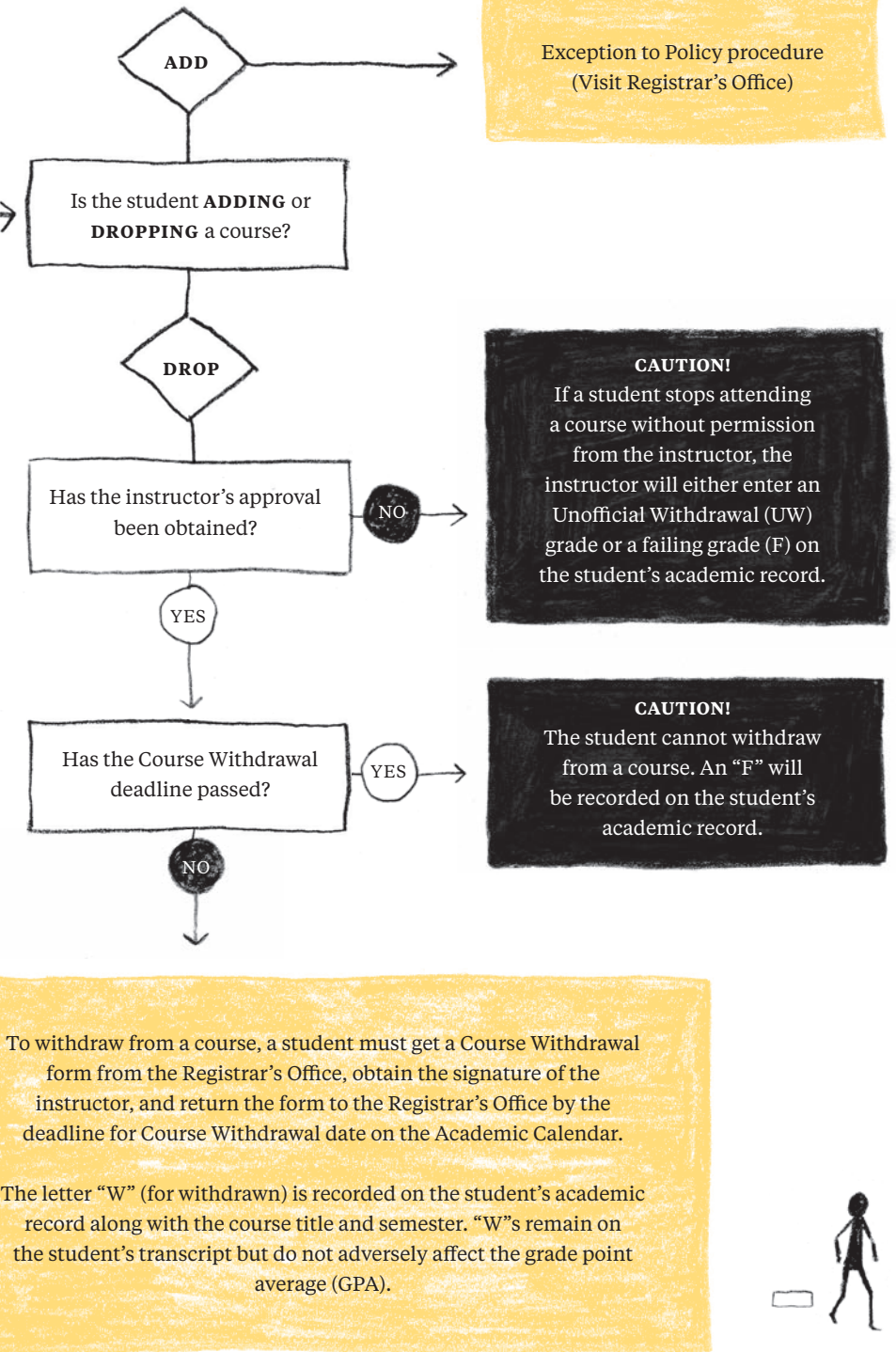
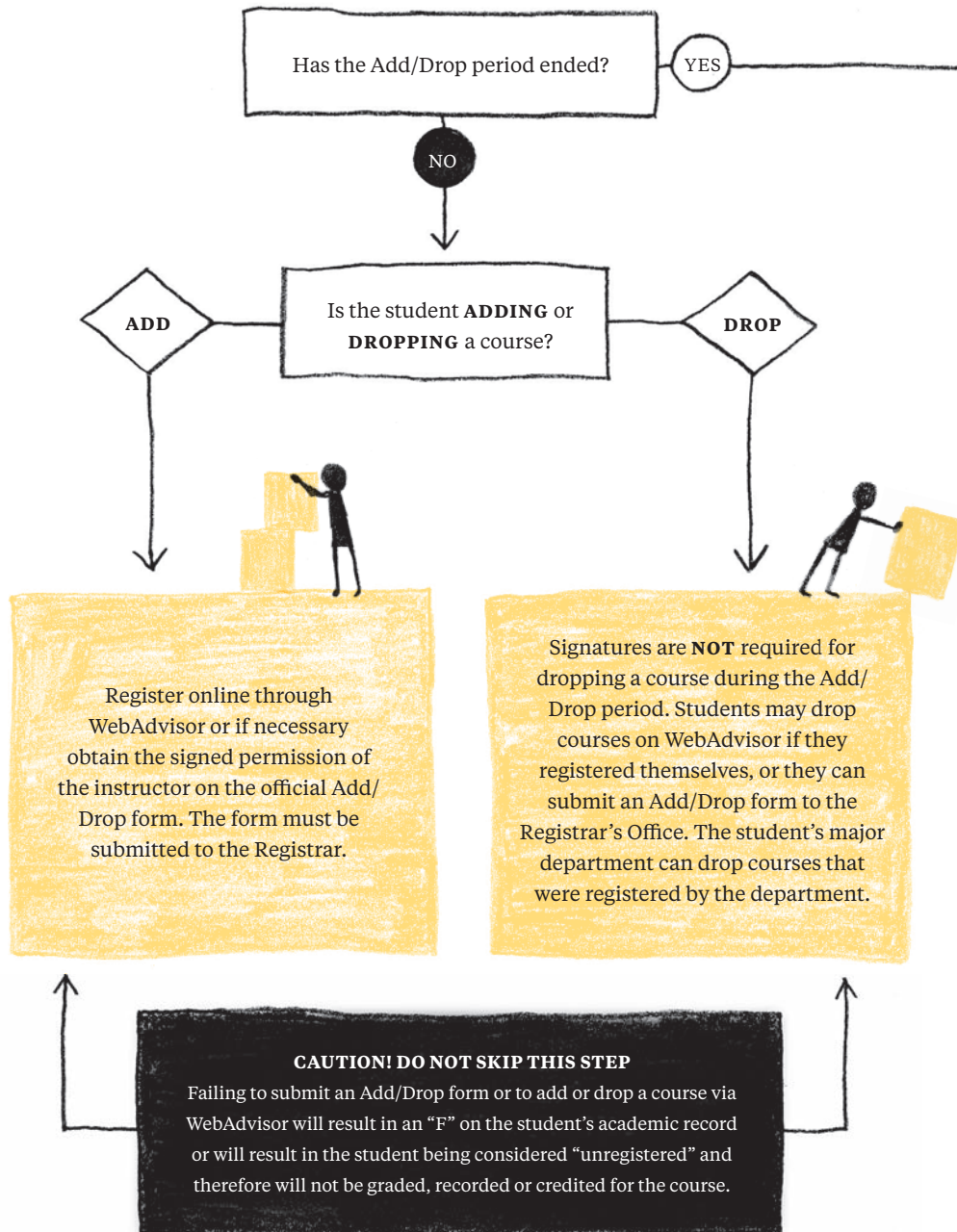
DOES TUITION CHANGE FOR A STUDENT ON A REDUCED COURSE LOAD?

Students are typically charged the full-time tuition fee even when authorized to attend on reduced load. Exceptions to this requirement may be made in the case of medical or disability-related reductions. For further information, contact the Student Accounts office.



HOW SHOULD A STUDENT ADD OR DROP A COURSE?

NOTE: First-Year students must consult with the Dean of Experimental and Foundation Studies. All other students may follow these guidelines.



MAY A STUDENT PURSUE A DOUBLE MAJOR / SECONDARY MAJOR?

A double major represents the completion of work in two areas for one degree. As double majoring is not an official policy at RISD, evaluation and approval of student requests to pursue a double major are handled on a case-by-case basis. A student interested in a double major must meet with both department heads to gain written permission to formally declare both majors based on a feasible plan. One major will be designated “primary” and the other “secondary.” Students generally pursue both majors simultaneously rather than sequentially; hence the intention to double major must be declared by the middle of the junior year. A student declaring a double major should expect to remain at RISD for an extra year. Both majors must be completed before the degree can be earned unless the student formally “undeclares” their double major. A student may withdraw their double major declaration by notice to advisors and heads of the departments concerned, as well as the Registrar’s Office.

HOW DO STUDENTS EARN ACADEMIC CREDIT OUTSIDE OF COURSES?

INDEPENDENT STUDY PROJECTS (ISPs) allow students to complete a supervised project for credit in a specific area of interest to supplement the established curriculum. **COLLABORATIVE STUDY PROJECTS (CSPs)** allow two students to work collaboratively to complete a supervised 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. They may not be taken during the summer.

Students interested in an ISP or CSP must:

- have a GPA of 3.00 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
- complete an application*
- submit the completed application according to the instructions on the form before the end of the Add/Drop period of the Fall, Wintersession, or Spring semester

* AVAILABLE FROM THE REGISTRAR'S
WEBSITE: risd.edu/registrar

WHAT OTHER OPTIONS DOES A STUDENT HAVE FOR INTERDISCIPLINARY STUDY?

The **INTERDISCIPLINARY STUDY OPTION (ISO)** permits students to augment their major with credits earned outside their department. Between 3 and 12 ISO credits may be counted for major credit. Students interested in the ISO must:

- be in their junior year
- have a GPA of 3.50 or higher
- meet with heads of the relevant departments to obtain permission and discuss a plan
- submit a proposal stating the reasons his/her major studies will be enhanced by study in another discipline
- complete an application*

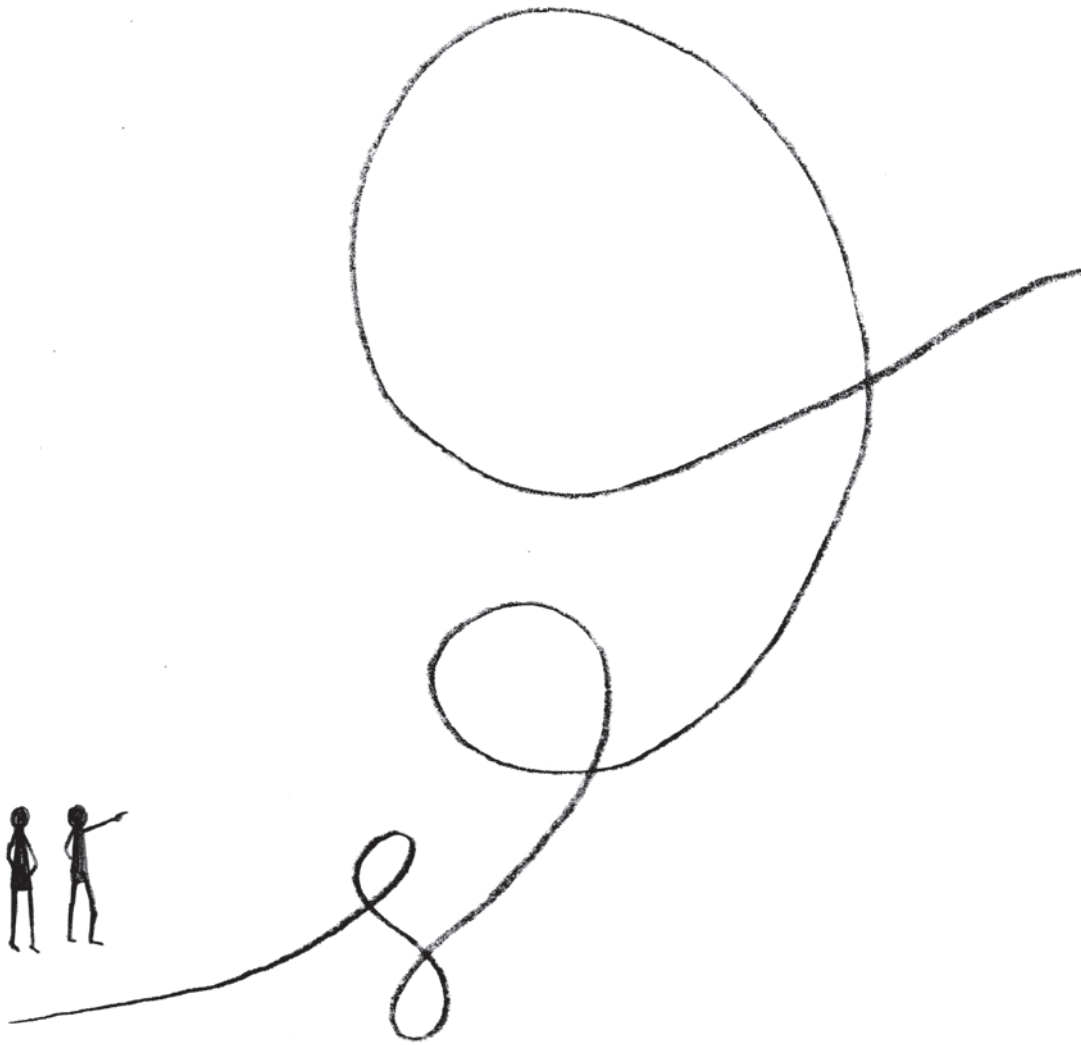
3-credit **INTERNSHIPS** are permitted in the Fall, Wintersession, and Spring semesters, and over the summer. Students interested in an internship:

- may take their first internship in the summer after sophomore year
- may seek their own internship opportunities or consult with the RISD Career Center and department listings or a department internship coordinator for opportunities
- may take a maximum of 6 internship credits toward their degree
- must complete an application at the Artworks website: risdcareers.com/jobs/students--alumni---artworks
- must complete the registration process before the internship begins or no later than one week into the internship
- International students on the F1 Student Visa must obtain work authorization from the Office of International Student Services to participate in any off-campus internships in the United States.



HOW DOES A STUDENT TAKE A COURSE AT BROWN?

Through a long-standing agreement between the two institutions, **RISD DEGREE CANDIDATES MAY ENROLL IN COURSES AT BROWN UNIVERSITY AND VICE VERSA**. In order to enroll and for credit to be granted for a course taken at Brown, the course must be approved using the cross-registration form by the student’s department head or the Dean of Liberal Arts and meet the student’s degree requirements.



Each of your advisees will take a unique path, with turns and changes along the way. With your guidance and support, they'll successfully complete their journey to graduation.



FOR MORE INFORMATION

RISD REGISTRAR:

risd.edu/registrar

ADVISING:

info.risd.edu/academic-advising

POLICIES:

risd.edu/Policies/Academic

WRITING SUPPORT:

RISD Writing Center, *risdwritingcenter.com*

OFFICE OF INTERNATIONAL STUDENT SERVICES:

ise.risd.edu/oiss

OFF-CAMPUS GLOBAL LEARNING:

RISD Global, *gpp.risd.edu*

COUNSELING:

Counseling and Psychological Services, x6637

DISABILITIES:

Brittany Boyne, Coordinator of Disability Support Services, x8460

CONCERNS REGARDING SEXUAL MISCONDUCT:

Sarah Caggiano, Title IX Coordinator, x6689, scaggian@risd.edu

RISD OFFICE LIST:

risd.edu/about/Offices/directory-of-RISD-offices

ASK YOUR DIVISION-BASED ADVISING COORDINATOR

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DID WE FORGET
ANYTHING?

We want to hear your advising strategies. Direct thoughts, questions, and suggestions to your Division-Based Advising Coordinator or to Tracie Costantino, Dean of Faculty (tcostant@risd.edu).