

John Carroll University

Advisor's Guide

2015–2016

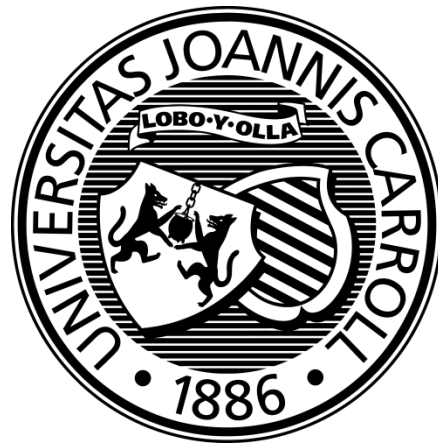


Table of Contents

Academic Advising at JCU

Academic Advising Mission Statement.....	3
Academic Advising Goals.....	3
Academic Student and Faculty Responsibilities.....	3

Advising Structures

New Student Orientation and First-Year Advising Talking Points	4
Premajor Advisors.....	5
Advising Syllabus.....	6
Major Advisors.....	8
Seniors.....	8
Office of Academic Advising and Deans.....	12

Resources

Campus Resources.....	13
Banner Web Advising Reports.....	14
How to Run a Degree Evaluation in Banner.....	15
Methods of Advisee Communication.....	15
Financial Aid Advising.....	16

Advising Specific Student Groups

Pre-Professional Advising (Medicine, Law, Business, Education).....	17
Transfer Students.....	29
Honors.....	32
Students with Disabilities.....	34
Arrupe Scholars.....	36
Leadership Scholars.....	38
Student Athletes.....	39
Veterans.....	41
International Students.....	42

Curriculum Overview and Academic Planning

Current Core Curriculum.....	44
2015 Core Curriculum and Sample Study Plans.....	46

Academic Placement

English Composition.....	65
Mathematics.....	66
Language.....	70
Chemistry.....	73

General Academic Policies and Procedures

AP/IP Credit.....	75
Freshman Privilege.....	78
Waitlisting.....	79

Programs of Study

Majors, Minors, and Concentrations.....	80
Appendix 1 - Student outcome in key JCU courses.....	84

Academic Advising Mission Statement

The primary mission of the Academic Advising Program at John Carroll University is to empower individuals to develop meaningful plans through educational, personal, and vocational discernment.

Goals for Academic Advising

The goals of academic advising, at all levels, are to:

- Promote more a holistic and integrated sense of the relationship between the core or new integrative curriculum and other academic programs;
- Facilitate intentional, integrative, and individualized course selection and major planning; and
- Facilitate reflection on and integration of learning in order to accomplish meaningful academic and vocational outcomes.

Student Responsibilities

Student responsibilities as advisees are to:

- Schedule, prepare for, and keep academic advising appointments;
- Take ownership of decisions affecting academic standing and degree completion;
- Know the College curriculum, degree/program requirements, academic policies and procedures, and Banner Web functions;
- Monitor regularly degree and program progress toward completion;
- Ask questions;
- Follow through with advisor referrals; and
- Make use of campus resources.

Faculty Responsibilities

Faculty responsibilities as advisors are to:

- Be accessible, available, and responsive to advisee communication and requests for consultation;
- Know the University curriculum, degree requirements, academic policies and procedures, and Banner Web functions;
- Facilitate meaningful academic and career discernment, helping advisees reflect on educational decisions, opportunities, and set-backs;
- Guide advisees in the selection of appropriate course schedules and programs of study;
- Monitor advisees' academic progress and contact advisees when alerted about academic difficulties; and
- Be aware of campus support services and resources and make referrals as necessary.

New Student Orientation and First-Year Advising

All full-time first year students participate in New Student Orientation, an event offered multiple times during the summer and immediately before the start of the fall term. During Orientation, new students are able to take required placement tests and receive academic advisement. Summer academic advisors are assigned to incoming students temporarily for the purpose of assisting new students with assembling fall course schedules. First-year and transfer students may not register for courses prior to Orientation. The following recommendations are guidelines for Summer Advisors. Advisors may wish to:

1. Help the student set realistic goals for the semester. Goals might include: exploring one or more possible majors while maintaining a decent GPA (2.5 or higher) and adjusting to college. Think about how realistic these goals are given the student's high school work/performance, board scores (see Appendix 1 -- Student outcomes in key JCU courses for help), and level of co-curricular commitments (past and present). Consider this an initial "vocational discernment" conversation.
2. How familiar is the student with the University's majors, minors, and concentrations? Explain how to use the website to review information about programs of interest. If there are tracks in the major, have the student look at the tracks to see what seems appealing. Look at the upper-division requirements as well as the freshman requirements for different programs. Which of these plays to the strengths the student knows s/he has? Which might be more challenging, or simply an unknown at this point?
3. Help students understand the synergy between the core curriculum and the student's major program of study. Core requirements offer both direct and indirect support for the student's major and provide a series of valuable opportunities to strengthen and develop key skills and competencies. Have students check the pre-requisites for the major/minor they are considering, and notice how those courses may also meet requirements for the integrative curriculum.
4. What other responsibilities will the student be managing in the fall term? Work-study or off-campus employment? Family obligations? Athletic commitments? ROTC? How will these factor into the fall schedule?
5. Each student decides an area of interest for pre-major advising purposes, and possibly selects College Writing (determined by placement), Quantitative Analysis (determined by area of interest), and a Language course (determined by placement). Beyond these credits of foundational work, what makes sense to include in the fall schedule in order to meet the student's goals and keep him/her on track for graduation?

6. Encourage students to learn Banner Web functions, especially how to run a Degree Evaluation. Students will be using **Banner Web** for most of their academic and non-academic matters at the University. Direct students to use Banner Web for advisor assignment, registration, midterm and final grades, unofficial transcripts, holds, degree evaluation, financial aid, parking, and residence life. Banner Web will not be available to transfer students for course changes during the first week of classes. First-semester students will require permission from advisors to drop classes during the first week of classes. This action is normally done on an Academic Program Recommendation form or APR and processed through the **Enrollment Office**, Rodman Hall #205-206.

Cohort – Premajor Advisors TBA

This advising model will be voted on by the Faculty Spring 2015.

The information below is subject to change.

All new students register for AR 101 in order to be assigned an open-major advisor. The student learning outcomes for the Pre-major Advising Program are:

1. **Responsibility:**
2. **Reflection:**
3. **Engagement:**
 - Increase initial contact with faculty mentor;
 - Introduce students to short- and long-term academic planning and process of vocational discernment;
 - Introduce students to academic resources;
 - Prepare students for productive conversations with advisors about spring term and subsequent semesters; and
 - Encourage students to learn and use Banner Web, especially how to run a Degree Evaluation.

Sample advising syllabi, included here, help shape the conversation and indicate key benchmarks.

Academic Advising Syllabus:

Pre-Major Advising Program

John Carroll University

Advisor:

Office:

Phone:

E-mail:

Office Hours:

Methods of Communication: Check your JCU email every day. Preferred methods of contact, scheduling appointments, etc.

Required Texts: *University Bulletin* 2016–2018; Banner Web

Canvas: Visit Banner Web and access Canvas site with JCU user name and password for academic advising information and updates.

Academic Advising Mission Statement: The primary mission of the Academic Advising Program at John Carroll University is to empower individuals to develop meaningful plans through educational, personal, and vocational discernment.

Pre-major Advising Program Overview: Students will consult regularly with their assigned academic advisor for the first four semesters of enrollment, or until they have earned 45 credits and are eligible to declare a major.

Learning Objectives for Pre-major Advising: Through active engagement in pre-major advising, the student will

1. *Responsibility* (Knowledge and Action):
 - Be familiar with the University's integrative curriculum, policies, and campus resources;
 - Know curricular requirements for intended program of study and draft a tentative academic plan leading to major declaration by spring of sophomore year;
 - Know how to run a degree audit and bring an updated audit to advising meetings;
 - Monitor academic progress in courses and towards degree completion;
2. *Reflection* (Discernment)
 - Align one's academic plan with one's interests, goals, talents, and values;
 - Recover from mistakes and change plans as necessary;
3. *Engagement* (External and Social)
 - Build connections with the University community; and
 - Make full use of University resources.

Academic Advising Expectations:

Advisee Responsibilities: Advisee will

- Schedule, prepare for, and keep academic advising appointments;
- Take ownership of decisions affecting academic standing and degree completion;
- Know the College curriculum, degree/program requirements, academic policies and procedures, and Banner Web functions;
- Monitor regularly degree and program progress toward completion;
- Ask questions;
- Follow through with advisor referrals; and
- Make use of campus resources.

Advisor Responsibilities: Advisor will

- Be accessible, available, and responsive to advisee communication and requests for consultation;
- Know the University curriculum, degree requirements, academic policies and procedures, and Banner Web functions;
- Facilitate meaningful academic and vocational discernment conversations, helping advisees reflect on educational decisions, opportunities, and set-backs;
- Guide advisees in the selection of appropriate course schedules and programs of study;
- Monitor advisees' academic progress and contact advisees when alerted about academic difficulties; and
- Be aware of campus support services and resources and make referrals as necessary.

Attendance: Advisees are expected to attend and be prepared for all scheduled advising meetings.

Campus Resources: Take advantage of campus support services: Peer tutoring through the Learning Commons, Grasselli Library; Office of Career Services; Counseling Services; Office of Services for Students with Disabilities (SSD); Center for Student Diversity and Inclusion; and Campus Ministry. Office contact information is available in the online directory, JCU A-Z.

Fall Schedule

Date	Discussion Topics	Readings and Assignments	Due	Registration Dates: Add/Drop, Midterm, Withdrawal
August: Group Lunch and Introductions	--Advising program and faculty/student introductions --Advisor and advisee roles and responsibilities			
Week 1: Group Add/Drop or Course Change Week	--The value and power of the liberal arts and integrative curriculum --Co-curricular opportunities, including study abroad, internships, and experiential learning			
Week 4: Group Adjustments to College	--Emerging challenges and transition to college living and learning --Preliminary goal- setting and expectations			
Week 5: Individual What's Your Plan?	--Tools and resources for academic planning --Benchmarks to inspire greater integration into JCU community			

Sample Four-Year Advising Timeline

Class Year	Fall	Spring
Freshman	<ul style="list-style-type: none"> ✓ Get to know advisor and meet regularly—not just at registration ✓ Learn how to use Banner Web functions, especially how to run and read a Degree Evaluation ✓ Know the curriculum ✓ Visit CAS “Forms, Petitions, and Contact Information” webpage for information on academic polices and online petition links ✓ Investigate service opportunities with CSSA ✓ Register for Pre-Health Professions Program, if interested ✓ Consider attending Student Involvement Fair to get involved in a student group ✓ Contact Education Dept., if interested in studying Education ✓ Consider registering for a Career Education course (CE 101 or CE 111) to explore which career best fits one’s interests and skills ✓ Visit the Writing Center and Learning Commons for academic support ✓ Meet with professors to discuss course progress 	<ul style="list-style-type: none"> ✓ Meet with advisor to review first term at JCU and fall, possibly summer, course registration ✓ Declare major, if ready and eligible ✓ If still undecided, attend “Meet Your Major” events as advertised in Inside JCU ✓ Review Degree Evaluation ✓ Consider registering for a Career Education course (CE 101 or CE 111) to explore which career best fits one’s interests and skills
Sophomore	<ul style="list-style-type: none"> ✓ Discuss with advisor academic progress and plans, as well as internship, research, study abroad, and service opportunities ✓ Investigate study abroad with Global Education ✓ Consider registering for a Career Education course (CE 101 or CE 111) to explore which career best fits one’s interests and skills ✓ Attend Sophomore Career Check-up at Career Services 	<ul style="list-style-type: none"> ✓ Declare major in CAS ✓ Prepare for BSOB admission and major declaration (BSOB admission meeting last week in Jan.) ✓ Plan summer experiences, including coursework, research, travel, internship, employment, etc.

<p>Junior</p>	<ul style="list-style-type: none"> ✓ Discuss with advisor academic progress and plans, as well as internship, research, study abroad, and service opportunities ✓ Consider registering for a Career Education “Into to the World of Work” course (CE 130) ✓ Explore post-graduation plans and consider collecting relevant documents for graduate school applications, employment, service, etc. ✓ Start professional networking; connect with JCU alumni ✓ Visit Career Services and update resume and Career Connection profile; participate in mock interview 	<ul style="list-style-type: none"> ✓ Plan summer experiences, including coursework, research, travel, internship, employment, etc. ✓ Consider registering for a Career Education “Into to the World of Work” course (CE 130) ✓ Investigate and/or prepare for graduate/health school examinations and applications, if appropriate ✓ Review Degree Evaluation for outstanding requirements ✓ Apply online for graduation in Banner Web (available online April 1) ✓ Consider participating in Campus Ministry’s “Becoming” evening of reflection retreat
<p>Senior</p>	<ul style="list-style-type: none"> ✓ Consult with advisor on degree completion and post-grad plans ✓ Apply online for graduation in Banner Web, if not done so ✓ Complete Intent to Graduate form to RSVP for May Commencement exercises (through Commencement Office) ✓ Register for remaining required degree requirements—triple check Degree Evaluation! ✓ Work on graduate school applications, if appropriate ✓ Continue professional networking; connect with JCU alumni ✓ Consult with Career Services on post-grad employment and attend job-related events on campus (Meet the Recruiters Night, etc.) ✓ Consider participating in Campus Ministry’s “Becoming” evening of reflection retreat 	<ul style="list-style-type: none"> ✓ Confirm progress toward completion of degree in consultation with advisor at start of term ✓ Initiate employment search by investigating companies and making contacts ✓ Consider participating in Campus Ministry’s “Becoming” evening of reflection retreat ✓ Hit the Career Services Gong to mark success!

Additional Policies:**Academic Honesty:**

For the full JCU policy on academic honesty, please see the *University Bulletin*, available online and in hard copy.

Statement of Accommodation:

In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

Statement on Mutual Respect, Discrimination and Bias:

John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views conflict it is the obligation of members of the community to respect other perspectives.

The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability. Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated. "Bias" is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person's identity, including (though not limited to) age, gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability. All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>. Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu or (216) 397-4455. For more information about University policies and community standards for appropriate conduct, please refer to the Dean of Students web page at <http://sites.jcu.edu/deanofstudents>. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>

Major Advisors

Typically achieved by the end of sophomore year, students with 45 or more credits and a 2.0 (or higher for some majors) GPA may declare a major in the College of Arts and Sciences by completing a Major Declaration form and taking it to the respective major department for processing and major advisor assignment. *Advising Deans do not need to sign Major or Minor Declaration forms.* The Department will inform a student if he/she is accepted, conditionally accepted (and the terms required for acceptance), or not accepted into a major. Once a student is accepted into a major program, he/she is reassigned by the department chair or program director to a faculty advisor representing the respective major area of study.

Students wishing to apply to the Boler School of Business (BSOB), should complete the “Application to the Boler School of Business,” a form which may be obtained in the BSOB Dean’s office (SB 117). Declared BSOB majors, and students who have applied but have not met BSOB major requirements yet, will be assigned faculty advisors within the Business School.

For College of Arts and Sciences Students:

- The Major, Minor, and Concentration Declaration (and removal) forms are available online on the College of Arts and Sciences Web page> Student Resources> Forms, Petitions, and Contact Information <http://sites.jcu.edu/cas/pages/current-student-resources/undergraduate-students/forms-and-petitions/>
- Seniors who have a concentration or interdisciplinary minor must complete a Minor-Concentration Audit form, have it signed by the appropriate chairperson, and return it to Michelle Walker in the Office of the Registrar (B102). Students with self-designed majors or minors also must provide a signed copy of their contract to the Registrar’s Office.

Advising Seniors

Graduation Application

- Seniors should complete the Graduation Application online via Banner Web when it becomes available (see Graduation Application Schedule on next page). Students may check Banner themselves to confirm successful submission.
- CAS students who apply after the Graduation Application deadline must do so in person by contacting Michelle Walker, Sr. Assistant Registrar, Office of the Registrar, B102. A \$25 late fee will be charged. (Boler students?)
- A general FYI: The Banner Web Graduation Application can be submitted once. Error messages occur if student submits more than once, has fewer than 83 overall credits, or has not declared an academic major.
- Questions about the Graduation Application may be directed to
 - IT Help Desk at (216) 397-3005 for Banner Web and technical questions
 - Registrar's Office at (216) 397-1659 for general Graduation Application questions
 - The Academic Advising Office at (216) 397-4211 for degree completion questions
- The Graduation Application fee is currently \$200 and subject to change.

Degree Audit Review

- Chairs and major advisors confirm progress toward successful degree completion.
- The following are required for an undergraduate degree: a minimum of 128 semester credits (will change to 120 credits for the class of 2019); a 2.0 ("C" average) in major, minor, concentration, and business courses (if applicable); and successful completion of departmental comprehensive exam (if applicable).
- Department Chairs and academic advisors of CAS seniors should forward degree audit discrepancies, after faculty review, to Michelle Walker.
- Boler seniors: procedure?

Major, Minor, Interdisciplinary Minor, and Concentration

- Seniors should confirm that all majors, minors, and concentrations are correctly noted in Banner Web.
- CAS seniors who have not declared an academic major must do so in order to apply for graduation. The Major, Minor, and Concentration Declaration (and removal) forms are available online on the College of Arts and Sciences Web page> Student Resources> Forms, Petitions, and Contact Information <http://sites.jcu.edu/cas/pages/current-student-resources/undergraduate-students/forms-and-petitions/>

- CAS seniors complete the Major Declaration form and take it to the respective major department for processing and major advisor assignment. *An Advising Dean does not need to sign Major or Minor Declaration forms.*
- CAS seniors who have a concentration or interdisciplinary minor must complete a Minor-Concentration Audit form, have it signed by the appropriate chairperson, and return it to Michelle Walker in the Office of the Registrar (B102). Students with self-designed majors or minors also must provide a signed copy of their contract to the Registrar's Office.

Senior Courses and Scheduling

- Chairs and/or major advisors inform seniors of special circumstances regarding the availability and scheduling of upper-level courses, if appropriate.
- Chairs and/or major advisors inform seniors of other non-coursework responsibilities, such as obtaining clearances for clinical and teaching placements.

Exit Interviews/Surveys

- Chairs or their designees schedule and administer department exit interviews or surveys, if given.

Alumni Contacts and Networking

- Chairs and/or major advisors may facilitate alumni connections and share notable alumni outcomes with seniors.

Advising Portfolio

- In consultation with chairs and/or major advisors, seniors gather academic and professional work for graduate school or career planning purposes (papers, presentations, media materials, selection of artistic work, personal statements, resume, etc.).

Graduate School Planning

- Seniors may connect with departmental representatives (faculty and peers) on graduate school plans. Topics can include advice on crafting effective personal statements, researching graduate programs and career outcomes, preparing for appropriate graduate school entrance exams, visiting and interviewing programs, soliciting letters of reference, discussing the realities of graduate school work and life, obtaining assistantships and paying for graduate school, etc.
- Graduate school exam preparation may include taking practice tests, reading reference materials, or taking test-prep classes. Information about graduate school exams, including scheduling exams, can be found at www.ets.org, www.gre.org, www.lsatsat.org, or www.aamc.org/students, www.gmat.org

- Other JCU offices provide information and assistance for seniors, including the Pre-Health Professions Program, Office of Graduate Studies, Center for Career Services, and Graduate Business Programs

Career Planning

- Seniors may connect with departmental representatives (faculty and peers) on career planning in major-area fields.
- Seniors should consider visiting Career Services for assistance with career counseling and exploration, resume and cover-letter writing, interviewing skills, professional networking, social media, internship/job searches and applications, etc. Career Services offers an online career development resource, Career Connection (www.jcu.edu/careercenter); CE 131: Introduction to the World of Work course; and a resource library.

Commencement Participation and Diploma, Cap, and Gown Orders

- Seniors confirm Commencement participation and place their orders for their diplomas, caps, and gowns through the Commencement Office; visit www.jcu.edu/commencement to learn more or contact Commencement Coordinator Deanna DePenti at #216-397-4245 or ddepenti@jcu.edu with questions.

Online Graduation Application Schedule

Graduation Date	Application Opens	Application Deadline
January	April 1	September 20
May	April 1	September 20
August	April 1	September 20

***Late fee charged for applications after 9/20.

Office of Academic Advising

The Office of Academic Advising provides student and faculty with academic advising support, open-major advisee assignments and changes, training, and resources. Often in conjunction with Department Chairs/Directors, Advising Deans approve requests for academic policy exceptions and transfer credit. The Deans also process complete withdrawals from the University. The Academic Advising Administrative Assistants will notify professors of student absences due to medical reasons. Advisors should refer students wanting to document class absences to Kathy Gilway, Administration Building 05, #216-397-4219, kgilway@jcu.edu.

Office of Academic Advising Contacts

Dr. Maryclaire Moroney
Associate Dean
#216-397-6674
AD 05B
mmoroney@jcu.edu

Dr. Carlo DeMarchi
Assistant Dean for Freshmen and Sophomores
#216-397-1521
AD 03
cdemarchi@jcu.edu

Dr. Catherine Sherman
Assistant Dean for Juniors and Seniors
#216-397-1620
AD 02
csherman@jcu.edu

Kathy Gilway
Administrative Assistant
#216-397-4219
AD05
kgilway@jcu.edu

Tanesha Lee
Administrative Assistant
#216-397-4211
AD 06
tlee@jcu.edu

Campus Resources

Academic Support & Skills Building

- Assistant Deans Office: Arts and Sciences AD05, 216-397-4211/4219; Boler School of Business SB 117, 216-397-4391
- Center for Digital Media, Grasselli Library Main Floor, 216-397-4234
- Grasselli Library Reference Desk, 216-397-4234
- Language Learning Lab, O'Malley Center 101, 216-397-1686
- Learning Commons in Grasselli Library (schedule at: www.jcu.edu/cas/pages/current-student-resources/undergraduate-students/learning-commons-schedule); Writing Center Satellite in Learning Commons; tutoring in Learning Commons includes BL 155/156, CH 144/146, EC/FN, AC 201
- Services for Students with Disabilities AD07, 216-397-4967
- Tutoring in Accounting BR 44, 216-397-4393; Chemistry Dolan W232, 216-397-4241; Economics/Finance BR 47, 216-397-4508; Math Dolan E 211, 216-397-4351
- Writing Center, O'Malley Center 207, 216-397-4529

Education Enhancement

- CSSA Center for Service and Social Action, AD 32, 216-397-4698
- Center for Global Education, AD B104, 216-397-4320
- Center for Career Services, 2563 South Belvoir Blvd. (first house next to the tennis courts), 216-397-4237: Career counseling; career library research; resume assistance; informational interview info; internship info; job search strategies; grad school info.

Campus Support Resources

- Campus Ministry, DJ Lombardo Student Center, First Floor, 216-397-4717
- Center for Student Diversity and Inclusion, DJ Lombardo Student Center, Suite 202, 216-397-4185
- Counseling Center, 2567 South Belvoir Blvd. (second house next to the tennis courts) 216-397-4283
- Financial Aid, Rodman 205, 216-397-4248
- Health Center, Ground floor of Murphy Hall, 216-397-4349
- Information Technology Services (Help Desk) 216-397-3005

Other Campus Offices

- Dean of Students Office, DJ Lombardo Center, Second Floor, 216-397-3010
- Office of Residence Life, DJ Lombardo Center, Ground Floor, 216-397-4408
- Student Activities Office, DJ Lombardo Center, Second Floor, 216-397-4288

Banner Web Advising Reports

Advisors access their advisees' student information via Banner Web: Go to Inside JCU > Banner Web icon > Enter Secure Area > Enter Banner ID and password > Faculty and Advisors tab > Advisor Menu

Advisors will find the following information under **Advisor Menu**:

- Term Selection
- Student Academic Transcript
- Release Advisee for Registration (Advisor must release advisee in Banner in order to allow advisee to register for courses.)
- View Early Warning Evaluation (Advisor will want to review before Midterm and follow up with students with poor midterm grades.)
- Display Advisee List (The tab lists all advisees alphabetically with detailed student information and records.)
 - Student Information
 - Holds
 - Test Scores
 - Degree Evaluation
 - Transfer Credit Evaluation
 - Release for Registration
 - Schedule
- Advisee Grade Summary
- Degree Evaluation
 - How to Run a Degree Evaluation in Go to Inside JCU > Banner Web icon > Enter Secure Area > Enter Banner ID and password > Faculty and Advisors tab > Advisor Menu
 - How to Read a Degree Evaluation
 - **N** means the requirement is not met. **Y** indicates the requirement is met. Keep in mind that in-progress courses meeting requirements will have a Y. Check term and year to confirm if the course is in progress.
 - NOT Met at the top of a section means the overall requirement is not met. If GPA or Required Credits are not met for that section, the NOT Met will appear even if all sub requirements show "Y."
 - Completed and in-progress credits are totaled under "Used" in "Total Required" hours at the top of the evaluation.

How Students Run a Degree Evaluation in Banner Web
Go to the John Carroll University homepage www.jcu.edu

- Click on Inside JCU (top right of homepage)
- Click on the Banner Web tab
- Click on “Enter Secure Area”
- Enter Banner I.D. and pin number
- Click on “Registration & Academic Services”
- Click on “Student Records”
- Click on “Degree Evaluation” – unaffected by holds
- Select the current term and click “submit”
- At the bottom of page, click “What if Analysis”
- Select an entry term (year started at JCU) – click “continue”
- Select a program – click “continue”
- Select campus if applicable – if not leave as NONE
- Select a major – click “submit”
- Select an evaluation term and click “generate request”

FYI:

- If student is has a double/ triple major he/she will need to run a separate Degree Evaluation “What if Analysis” for each major.
- Student can add 2 minors or 1 concentration through the ADD button located on the select major screen on each Degree Evaluation – What if Analysis.

Methods of Advisee Communication

Advisors can email their advisees through Banner Web: Go to Advisor Menu > Display Advisee List > select email (envelope) icon next to advisee’s name to email a student individually or select email (envelope) icon at the end of the Advisee listing to email all advisees.

Faculty may want to share with advisees their specific preferences regarding scheduling appointments, whether by email, telephone, office door sign-up sheets, or online scheduling tools (Outlook appointments, Doodle, etc.). Also, faculty may request that advisees prepare for advising meetings by bringing a copy of a recent Degree Evaluation, listing of courses student wants to take and back-up selections (not different sections of the same course), etc.

Financial Aid Advising

Advisors are not expected to provide formal financial aid counseling; however, advisors may wish to keep the following general financial aid regulations in mind when assisting advisees with their academic plans.

Registration

- Full-time status (12 credits or more) is required for aid to credit
- Withdrawals after course change week for full-time enrollment will NOT affect aid eligibility for the current term but may have long-term implications; **withdrawn course credits remain in a student's total semester credit count for billing and aid purposes:** A student who is registered for 18 credits at the start of the term, withdraws from a 3-credit course, and adds a 1-credit PE course later in the term, does not end up registering for 16 credits; he/she will incur an overload charge of 19 credits.
- Complete withdrawals require aid to be recalculated based on attendance and may result in return of federal funding

Standards of Academic Progress (SAP) is measured at the end of each term for all students:

GPA

- 1.75 cum GPA for student with less than 54 hours earned (FR/SO)
- 2.0 cum GPA for final half of program course work
- Grades from transfer coursework are not included in calculation of GPA

PACE

- Hours earned divided by hours attempted must equate to greater than 67%
- Frequent withdrawals will cause consequence in the calculation of PACE long term for students as will grades of F or I
- Transfer hours and advanced placement credits improve PACE as they increase hours earned but are not calculated in attempted hours

Timeframe

- Eligibility for FEDERAL aid cannot exceed 150% of the program length or 192 attempted hours for programs requiring 128 credit hours to complete
- Eligibility for state aid is limited to 10 semesters. Only by exception will institutional aid exceed 8 semesters

Consequences

- Warning status allows aid to continue for 1 semester when SAP is not met
- Suspension removes all aid until SAP compliance is regained
- Appeal process allows a student to petition based on extraordinary circumstances and an academic plan for success. **MUST BE COMPLETED PRIOR TO THE LAST DAY OF COURSE CHANGE WEEK**

Tools

Academic Renewability Criteria <http://go.jcu.edu/arc>

Standards of Academic Progress (SAP) <http://go.jcu.edu/sap>

Contact: Office of Financial Aid, Rodman Hall 205/206, #216-397-4248, enrollment@jcu.edu

Advising Specific Student Groups

Pre-Health Professions Program Advising

The Pre-Health Professions Program offers advising, guidance, and support to JCU students interested in careers in the health professions. Specifically, the Program advises students on course selection, career paths in healthcare, and preparing for and applying to medical or professional schools. Students should register with the Program to receive information about events, application updates, scholarships, and other opportunities offered through the Office of Pre-Health.

Pre-Health Professions Staff and Contact Information

Dr. Kathy Lee

Assistant Dean for Health Program Advising

Dolan E238

#216-397-4491

klee@jcu.edu

Tanesha Lee

Department Assistant

Dolan E236

#216-397-1971

tlee@jcu.edu

Dr. George S. Lewandowski

Physician-in-Residence

Dolan E236

glewandowski@jcu.edu

Academic Planning for a Career in the Health Professions

Students looking to pursue a career in medicine need not major in the sciences; however, doing so has advantages since most medical school applicants major in biology/life sciences, chemistry, or psychology (in that order). The basic requirements for successful entry into medical school are:

- 1 year of general biology plus labs
- 1 year of general chemistry plus labs
- 1 year of general physics plus labs
- 1 year of organic chemistry plus labs
- 1 semester of biochemistry (no lab needed)
- Genetics
- Upper-division biology course, at least one course at the 300 or 400 level
- 1 year of college-level mathematics (preferred, one semester of statistics)
- 1 year of college English composition
- Psychology

The pre-requisites for other professional schools and programs vary but can include the following additional courses:

- Human Anatomy and Physiology
- Microbiology plus lab
- Immunology
- Ethics
- Additional Psychology courses
- Sociology
- Statistics
- Exercise Physiology and/or Kinesiology
- Nutrition
- Medical terminology
- Comparative Anatomy

MCAT 2015

Beginning in April of 2015, students wishing to matriculate to medical school will have to take the updated Medical College Admissions Test (MCAT), a 4-part, multiple-choice exam consisting of the following sections:

1. Biological and Biochemical Foundations of Living Systems,
2. Chemical and Physical Foundations of Biological Systems,
3. Psychological, Social, and Biological Foundations of Behavior, and
4. Critical Analysis and Reasoning Skills

Students should have completed, at a minimum, General Chemistry, Organic Chemistry, Biochemistry, Biology, Psychology, and Sociology prior to taking the MCAT. Most students who want to enter medical school after graduation take the MCAT at the end of the junior year.

Course Recommendations for First-Year Students Interested in Pre-Health Professions

Strong students = >600 SAT M; >29 ACT composite

- BL 155 and BL 157 (4 credits)
- CH 141 and CH 143 or CH 151 & CH 153 (5 credits)
- MT 135 (4 credits)

Good students = >500 SAT M; >27 ACT composite

- BL 155 and BL 157 (4 credits)
- CH 141 and CH 143 (5 credits)
- English Composition (3 credits)

Weaker students = <400 SAT M; < 25 ACT composite

- BL 155 and BL 157 or CH 141 and 143 (5 credits)
- Foreign language (3 credits)
- English Composition (3 credits)
- Oral Communication

Pre-Health Opportunities Beyond JCU

JCU has partnerships with several institutions. They include the following:

- Early acceptance with Ohio University Heritage College of Osteopathic Medicine; this program reserves up to 10 seats each year for JCU students; Ohio residents (both high school seniors and current JCU students) who meet admission requirements may apply.
- Early acceptance with the Lake Erie College of Osteopathic Medicine; this program reserves 20 seats each year for JCU students in LECOM's medical, dental, and pharmacy schools; both high school seniors and current JCU students who meet admission requirements may apply.
- Preferred admission to Case Western Reserves Masters of Science in Anesthesia program whereby 4 seats are reserved for JCU students at each program site; Cleveland, Houston, and Washington, D.C. Students may apply for the program as early as their sophomore year.
- Accelerated Bachelor of Science in Nursing with Ursuline College; this program reserves at least two seats per year for designated JCU graduates.
- Articulation with the Bolton School of Nursing at Case Western Reserve University; JCU students spend three years, major in Biology, and then complete the requirements for the Doctor of Nursing Practice degree at Bolton.
- Early assurance into the University of Toledo's Medical School through the MEDStart Program; qualified students apply to the University of Toledo in the fall of their junior year; successful applicants are not required to take the MCAT.

Pre-Law Advising Program

The University offers students applying to law school advising and support through its Pre-Law Advising Program, directed by Professor of Psychological Science Elizabeth Swenson, Ph.D., J.D. Program services include:

- Advising on courses, law school choices, and decision to apply
- Advice on the content and a critique of personal statements
- Information on LSAT registration materials
- Advice on studying for the LSAT
- Information on joint degree programs and law-school specialties
- A list of JCU graduates who are Cleveland-area attorneys
- A variety of printed materials from different law schools
- Pre-Law Society, a student-led organization that hosts guest speakers and coordinates visits to area law schools

Pre-Law Advising Contact Information

Dr. Elizabeth Swenson
Department of Psychological Science
Dolan E375
#216-397-4434
Swenson@jcu.edu

Advice for Students Interested in Applying to Law School

To help advisees consider if law school is right for them, advisors may wish to encourage their advisees to take these steps:

- Spend a day talking with and observing the work of an attorney. Dr. Swenson can refer you to a JCU alumni lawyer who has volunteered to help current students with their career decisions.
- Enroll in courses that are law-related; while these courses will not give applicants an advantage in the admission process, they will provide students with insights into whether or not studying law would be meaningful and enjoyable. JCU offers such courses in the Political Science, Sociology, Management and Marketing, and Psychological Sciences Departments.
- Enroll in Logic as preparation for the LSAT exam and an accountancy course for law school coursework; enroll in courses that will develop strong reading, writing, and critical-thinking skills.
- Consider a Business, Economics, or Philosophy minor.
- Visit law schools, and while there, attend a class and speak with current students and faculty.
- Consider a law-related internship or cooperative education job.
- Prepare for the LSAT by taking several practice tests and reading relevant test-prep guides; law-school applicants typically take the LSAT June of their junior year.

Business Major Advising

The following recommendations are pertinent to current sophomores and up, and reflect the 2013-2015 Bulletin:

Division I

- The two language courses must be in the same language. Students who wish to continue with the language studied in high school must register at the level of placement.

Division II

The Literature requirement may be satisfied with a literature course taken in any language. It must have “L” designation in Schedule of Classes. Make sure any course taken to fulfill this division is marked as a Div. II course. Nine hours of Div. II are required for all JCU students.

Division III

EC 201 and 202 are required.

Division IV

- MT 130 (or MT 135); MT 167 was previously accepted.
- A lab course is required. (Check Schedule of Classes to make sure course will meet Core science requirement).
- PS 101 is a prerequisite for MN 325.

Division V

- All students must take PL 101 and a 200-level PL. All business majors must take PL 311.
- TRS Elective may be either 200 or 300 level. Must have Division V designation.

Business Core

All Boler students must take either MN 499 or EC 499 A and B as a capstone course. Only EC majors are eligible to take EC 499. A double major may petition to take only one.

Additional Core Requirements

- To meet the International course (R & S) requirements a student may take either one “R” and one “S” course or two “R” courses.
- BSOB students are required take MN 202 as a business core course. MN 202 has the “W” or writing-intensive designation.

Note: Not all “D,” “R,” and “S” courses fulfill divisional requirements.

A course may count as a Division requirement and one of the following letters: D, S, or R. The Literature course may meet Division II and one of the letters D, S, or R. To find a listing of courses by core codes see the Schedule of Classes at

https://web4.jcu.edu:4459/PJCU/szqrterm.P_DispatchClassChoice?term=201510

Business Core Courses (Required for all Business majors)	Prerequisites	Semesters Offered	Recommended Year
BI 107 *(1 credit hour)	None	All	freshman
BI 108 *(1 credit hour)	None	All	freshman
BI 109 *(1 credit hour)	None	All	freshman
MT 130	None	fall and spring	freshman or sophomore
AC 201	Sophomore Standing	All	sophomore
AC 202	AC 201	All	sophomore
EC 207 (1 credit hour)	MT 130 is a pre or co-requisite	All	freshman or sophomore
EC 208	EC 207 or MT 122	All	sophomore
BI 200	BI 108	All	sophomore
MN 202	BI 109, 2 semesters of freshman composition	fall and spring	sophomore
BI 326	EC 208 or MT 122	All	junior
FN 312	AC 201, AC 202, EC 208, EC 201, EC 202	All	junior
MK 301	EC 201, EC 202	All	junior
MN 325	PS 101, EC 208 or MT 122	All	junior
MN 461 (EC, FN, HR, LG, MN, MK) or MN 463 (AC and HR majors)	Senior standing	All	senior
MN 499 (all majors except for EC)	FN 312, BI 326, MN 325, MK 301	All	senior
or EC 499A (EC majors) and EC 499B (EC majors)	EC major and senior standing EC 499A	fall only spring only	senior senior

Major Courses

Only required courses are listed. Most majors have electives for which the prerequisites vary.

Accountancy			
AC 303 ‡	AC 201, AC 201 with a C or better	fall and spring	junior
AC 304 ‡	AC 303 with a C or better	spring and summer only	junior
AC 312	AC 303 with a C or better	fall and spring	junior
AC 321 ‡	AC 303 with a C or better	fall and summer only	junior
AC 341	BI 200, AC 303 with a C or better	fall and spring	junior or senior

AC 431	AC 341, AC 304 with a C or better	spring and summer only	senior
MN 464	MN 463 (offered fall and summer only)	spring only	senior
Business Logistics			
LG 328 ‡	EC 201, EC 202	fall and spring	junior
LG 350 ‡	EC 201, EC 202	fall only	junior
LG 361 ‡	LG 328	spring only	junior
LG 440 ‡	LG 328, BI 200	spring only	senior
MK 302 or BI 383	MK 301, MN 325/BI 326	spring only	junior
MK 402 or BI 371 ‡	MK 301, MN 325, / EC 207 or MT 122	fall only	senior
MK 309	MK 301, MN 325	spring only	junior or senior
Economics			
EC 301 ‡	EC 201, EC 202	fall and spring	junior
EC 302	EC 201, EC 202	fall and spring	junior
Finance			
EC 301 ‡	EC 201, EC 202	fall and spring	junior
EC 302 or EC 311	EC 201, EC 202	fall and spring	junior
FN 316 ‡	FN 312	fall and spring	junior or senior
FN 342 ‡	FN 312 with a C or better	fall and spring	junior or senior
FN 440 ‡	FN 312 with a C or better	fall only	senior
FN 441 ‡	FN 440 and one other FN course	spring only	senior
FN elective ‡	FN 312 with a C or better for most electives	fall and spring	senior
AC 310	AC 202	fall and spring	junior
Human Resources			
HR 352 ‡	Pre or corequisite MN 325 or PS 359	fall and spring	junior
HR 370 ‡	MN 352 or PS 359	spring only	junior
HR 373 ‡	Pre or corequisite HR 352 or PS 359	spring only	junior
HR 376 ‡	HR 352 or PS 359	fall only	junior
HR 401	None	All	senior
PS 459 ‡	MN 325 or PS 359	fall only	junior
HR 495	HR 352 or PS 359 and PS 459	spring only	senior
MN 463	senior standing	fall only	senior

International Business with Language and Cultures			
IB 490	permission of program director	spring only	junior
IB 491	permission of program director	fall and spring	senior
IB 301 ‡ ‡	EC 201, EC 202, SC 101 or SC 245	fall only	junior
IB 302	FN 312	fall only	senior
IB 303	MK 301	spring only	senior
IB 495	IB 301	spring only	senior
Management			
HR 352	Pre or corequisite MN 325	fall and spring	junior
BI 383 ‡	BI 326	fall only	senior
MN 395	MN 325	spring only	junior
MN 401	None	All	junior or senior
Marketing			
MK 302	MK 301	spring only	junior
MK 309	MK 301, BI 200	spring only	junior or senior
MK 401	None	All	junior or senior
MK 402	AC 202, EC 208, MK 301	fall only	senior
MK 495	MK 301 and one other MK course	spring only	senior

Recommended Sequence	
Freshman Year	EC 201, EC 202, MT 130, EC 207, BI 107-109
Sophomore Year	AC 201, AC 202, EC 208, BI 200, MN 202
Junior Year	MN 325, MK 301, FN 312, BI 326, MAJOR COURSES
Senior Year	MN 499 or EC 499A and B, MN 461 (or MN 463/MN 464), MAJOR COURSES

Business Advising Contact Information

Laura Atkins, Assistant Dean
Boler School of Business Dean's Office, SB 117
#216-397-4903
latkins@jcu.edu

Graduate Business Programs
Boler School of Business, BR lower-level
#216-397-1970
gradbusiness@jcu.edu

For CAS students interested in the 5th-Year MBA Program:
Dr. Beth Martin, Professor of Psychological Science
Dolan #E380
#216-397-1530
martin@jcu.edu

Education Advising

The Department of Education and School Psychology recommends that students interested in pursuing an Education major or teaching certification consult with the Department early in their university careers. The following is general information regarding academic planning and teaching licensure.

Freshman Year

Enroll in ED 100

Students must have time in schedule (approximately a 2-3 hours block, during 8:00-3:00 school hours) for field observation. ED 100 is pre-requisite for many ED courses; ED 253 is also a required gateway course for ED courses.

Descriptions of Licenses

Early Childhood Licensure

Degree: Bachelor of Arts Major: Education
License: Pre-K to 3rd grade
Generalist: Can teach all subjects

Reciprocity in most states with an elementary license K-5. Students may have to take individual state's qualifying exam(s). With additional course work, students can add grades 4-5 Generalist Endorsement.

Middle Childhood Licensure

Degree: Bachelor of Arts Major: Education
License: 4th grade to 9th grade
Licensed in 2 content area: Math, Science, Social Studies, Language Arts

Middle Childhood Generalist Endorsement: With additional coursework, the Endorsement permits teaching in additional content areas for grades 4-6; also allows the Middle Child educator to teach all content areas in a self-contained classroom.

Reciprocity with other states applies if requirements are met according to specific state guidelines. The candidate may be required to take individual state's qualifying exams, methods classes, etc. The Middle Child Generalist Endorsement should address these issues.

Adolescent/Young Adult Licensure

Degree: Bachelor of Arts or Bachelor of Science
Major (Typically): Math, History, English, Biology, Chemistry, Physics
License: 7th grade to 12th grade

License: 7th grade to 12th grade
Integrated Mathematics
Integrated Social Studies
Integrated Language Arts
Life Science
Life Science/Chemistry
Chemistry
Physics
Chemistry/Physics
Physics/Chemistry

This license is accepted in most states. Candidate may be required to take individual state's content area exam.

Multi-Age Licensure

Degree: Bachelor of Arts Major: Physical Education
License: Pre-K to grade 12

This license is accepted in most states. Candidate may be required to take individual state's content area exam.

Grade Point Average Requirements

Candidates for a license must have the following minimum GPAs for Student Teaching and Licensure in the areas indicated below:

- 2.7 Overall GPA
- 2.7 Education coursework GPA
- 2.7 Teaching Content Area: Multi-Age; Adolescent & Young Adult;
Middle Child (2 content areas)
- 2.5 GPA in Core for Early Childhood

Note: A grade of C or higher is required in all Education courses. A grade of C- or lower requires repeating the course. The applicant should schedule a meeting with his/her advisor or Teacher Education Program Area Leader to discuss.

A grade of C- or lower in a course in the teaching field or academic major will be reviewed by the Teacher Education Area Leaders and the Department Chair to determine an appropriate course of action, e.g., repeat the course, substitute a course.

Admission to Teacher Education

Students typically apply to the Teacher Education Program during the semester they are enrolled in ED 253, which is usually taken in the sophomore year. Application forms are available online at <http://sites.jcu.edu/education>. Students must apply and be accepted into the Program prior to registration in upper-division Education courses. An applicant must have taken, or be enrolled in, ED 100, ED 200 (for EC), and ED 253 before, or at the time of, application for admission. For students interested in Early Childhood, ED 200 may be taken before being formally admitted to Teacher Education. Those accepted into the AYA or MA licensure program must also be accepted into a department's major, e.g., history.

Advising Contacts

For all general Education program questions, please contact Dr. Barbara Garson Braverman at 216-397-4689 or bgarson@jcu.edu

For specific *Early Childhood* program questions, please contact Dr. Annie Moses at 216-397-4693 or amoses@jcu.edu

For specific *Adolescent/Young Adult and Middle Childhood* program questions, please contact Dr. Tom Kelly at 216-397-4696 or tkelly@jcu.edu

Transfer Students

Academic advising is an integral part of the transfer student's educational experience at John Carroll University. Orientation and pre-major advisors establish the groundwork for this relationship and assist the student in making appropriate decisions regarding their academic planning and transition to their major programs. The following are suggestions to keep in mind when advising new transfers.

- Students may be transferring from a number of institutions before coming to John Carroll. Has the student ordered all transcripts from the previous institution(s)? All transcripts must be sent to the Enrollment Office for evaluation and determination of college credit. Advise students to follow-up on transcripts before the semester begins. Incomplete transcripts may have an effect on the Transfer Credit Evaluation and course registration. Contact the Enrollment Office, Rodman Hall, 205/206, (216) 397-4294 for more information.
- Students and advisors should receive a Transfer Credit Evaluation provided by the Office of the Registrar. ALL transfer work submitted from previous institutions will be recorded on a Transfer Credit Evaluation. Review the courses and codes listed on the Evaluation to determine how credits have been accepted or not accepted at John Carroll University. Address any questions or concerns regarding the Transfer Credit Evaluation with your student and the Office of the Registrar.
- Review the Transfer Policy proposed by the New Core Curriculum Committee and approved by the faculty in spring 2015 for relevance to your transfer student.

Transfer students during transition years to the new Core Curriculum

Students coming in with enough credits to give them sophomore status or above will automatically be placed with their cohort (sophomores, juniors, or seniors) and complete the old Core with their cohort:

- In AY 2015-2016: transfer students who enroll with sophomore-level status (25 credits and above) will be expected to fulfill the requirements of the current Core Curriculum and complete 128 hours overall for graduation. If they choose, they may petition (at matriculation) to complete the requirements of the new, Integrative Core Curriculum.
- In AY 2016-2017: transfer students who enroll with junior-level status (55 credits and above) will be expected to fulfill the requirements of the current Core Curriculum and complete 128 hours overall for graduation. If they choose, they may petition (at matriculation) to complete the requirements of the new, Integrative Core Curriculum.

- In AY 2017-2018: transfer students who enroll with senior-level status (85 credits and above) will be expected to fulfill the requirements of the current Core Curriculum and complete 128 hours overall for graduation. If they choose, they may petition (at matriculation) to complete the requirements of the new, Integrative Core Curriculum.
 - In AY 2018-2019 and after: all transfer students will need to fulfill the requirements of the new, Integrative Core Curriculum. They will be required to complete 120 hours to graduate. Transfer students who do not meet the criteria above will need to fulfill the requirements of the new, Integrative Core.
 - The petitions noted above will be reviewed by the Core director, the Office for Academic Advising (with consultation with the Financial Aid office), and the CAS dean's office. The dean will make the final decision.
- Students will be using Banner Web for most of their academic and non-academic matters at the University. Direct students to use Banner Web for advisor assignment, registration, midterm and final grades, unofficial transcripts, holds, degree evaluation, financial aid, parking, and residence life. Banner Web will not be available to transfers for course changes during the first week of classes. First-semester transfers will require permission from advisors to drop classes during the first week of classes. This action is normally done on an Academic Program Recommendation form or APR and processed through the Enrollment Office, in Rodman Hall, 205/206.
- The **Degree Evaluation** is a useful advising tool to help transfer students understand how their transferred courses meet the core, major, and general requirements of the University. Help students to generate and interpret a degree evaluation. What classes transferred in and what classes are remaining for the core, major, and minor requirements at John Carroll University? Faculty and students may report any discrepancies with the degree evaluation to the Registrar's Office. Instructions on how to generate a degree evaluation on Banner Web are listed on the University's website <http://webmedia.jcu.edu/cas/files/2012/04/How-to-obtain-a-Degree-Evaluation-on-Banner-Web.pdf>.
- Exceptions such as, course substitutions, course repeats, and test outs are processed on an Academic Petition. Help students file an Academic Petition when needed. See the College of Arts and Sciences or Boler School of Business websites in "Forms and Petitions" for the link to the Academic Petition.

- Some new transfers may not be ready for their major program of study or may be missing course prerequisites. Discuss the academic programs requiring prerequisites and prepare the student to navigate through the procedures of course registration.
- All undergraduates are assigned faculty advisors throughout their academic careers at the University. Advisors are central to academic programming as well as the logistics of course registration. Incoming transfers may not be familiar with this support and will need to be encouraged to contact advisors for questions regarding their academics. For questions about orientation and pre-major advisor assignments, contact the Associate Dean for Advising, Administration Building, AD 05, 216-397-4219. Major advisor assignments are managed through the department chairs. To declare a major and obtain a major advisor, transfer students will submit a completed Major Declaration form to the respective major department for processing. Students may have multiple advisors depending on their programs; however, only one primary advisor is able to release for registration. Students should check Banner Web for their current advisor assignments.
- Transfers may have questions about academic policies and procedures of the University. Please refer the student to the Assistant Dean representing the student's class standing. The Office of the Assistant Deans, College Arts and Sciences, 216-397-4211 and the Assistant Dean of the Boler School of Business, 216-397-4391 will answer faculty and student questions regarding University academic policies, procedures, and graduation requirements.

Honors Students

Please note: with the arrival of the new Core curriculum, the Honors Program at JCU will also change. These recommendations apply for students who entered John Carroll during or before fall 2014.

Enrolling a Student in Honors Courses

We encourage ALL students to enroll in “H”-designated courses in academic areas where they indicate strong interest and ability. The only Honors courses limited to Honors Program students are HP101, HP349, and HP450. All other Honors courses are open to all JCU students who have met the prerequisites. Honors courses are limited to 20 students. In general, the Honors sections of regularly scheduled courses do not assume particular prerequisite knowledge of the course topic, but they may presume a certain level of academic ability. These courses, while not necessarily harder than non-Honors courses, expect a high level of engagement, participation and interest on the part of the students.

Advising Students Who Are Already Enrolled in the Honors Program

Most new HP students are assigned to an Honors Program advisor. If you should happen to have an HP advisee, please advise them on their course schedules according to the following guidelines.

- 1) All first-year Honors students are required to take HP101, the Honors Colloquium, in the spring of their first year.
- 2) All Honors students are encouraged to take at least 2 Honors courses per year, so that they have completed the 6 required H courses before senior year.
- 3) As most “H” courses are intro-level core classes, it is very important that Honors students take the “H” versions of these courses wherever they are able to do so. Enrolling in non-Honors sections of core classes may make it more difficult for an Honors student to complete the Honors coursework required for the program.

You may wish to advise your students about the Honors Program requirements that they can expect to encounter over the course of their college career. These are as follows:

- 1) A total of 6 “H”-designated 3-credit courses, not including HP 101;
- 2) At least 2 “H” courses at a 200 level or above;
- 3) An additional competency in one of the following areas: a second major, a minor, an interdisciplinary concentration, a semester abroad, a year of language at an advanced level, or a year of calculus;
- 4) A major research project completed in the senior year, generally in the major;
- 5) Maintain a 3.5 GPA or better.

[Advising Potential Honors Program Applicants, page 30](#)

Advising Potential Honors Program Applicants

If an advisee demonstrates high academic achievement but is not currently enrolled in the HP, that student should be encouraged to consider applying to the Honors Program after completion of one semester at JCU. Applications are accepted on a rolling basis throughout the year. Current JCU students are accepted on the basis of a GPA (students must have a cumulative GPA of a 3.50 or higher to be considered for admission), a writing sample, and a letter of support from a JCU faculty member. More details about selection criteria and application process may be found on the HP website.

IMPORTANT: ALL first-year students who are considering application to the HP should follow the course selection guidelines above as much as possible in order to ensure their success in the program should they be accepted at a later date.

Questions

The best source of information about the Honors Program is the website:

<http://sites.jcu.edu/honors>.

Additional questions may be directed to the following: Honors Program Office, (216) 397-4677, honors@jcu.edu; Dr. Julia Karolle-Berg, Director of the Honors Program, (216) 397-4193, jkarolle@jcu.edu.

Students with Disabilities

The Student with a Disability

John Carroll University is committed to ensuring that students with disabilities have equal access as mandated by federal and state law, specifically the Rehabilitation Act of 1973, including Section 504, and the Americans with Disabilities Act as amended as of 2008 (ADAA). Under these federal laws, qualified persons with a disability are protected from discrimination by the University in the administration of its services, programs, and activities.

A qualified person with a disability is any individual who has a physical or mental impairment that substantially limits one or more major life activities, such as self-care, walking, seeing, hearing, speaking, breathing, or learning. The category of protected persons under these laws also includes anyone who has a record of such impairment or is regarded as having such impairment.

Students with disabilities admitted to John Carroll University must meet the same admissions requirements as other students. Upon acceptance students should self-disclose their disability to the Office of Services for Students with Disabilities. While at John Carroll, reasonable accommodations are provided to students with disabilities to insure an equitable environment while maintaining academic standards. Many students are diagnosed or are identified as having a disability later in their college career, which presents many adjustment challenges.

As faculty, you have an important role in assisting students experiencing academic difficulty. If you recognize a student is experiencing academic challenges you may assist the student by meeting with them in a confidential location to discuss the difficulties that you have observed or by referring the student to additional resources (including, but not limited to the Office of Services for Students with Disabilities).

The Student Experiencing Academic Difficulty

If you have a student/advisee who is experiencing difficulty and you speculate the student may have a disability, invite the student to self-disclose. You might ask, "I've noticed you've had some difficulty in class(es), is there anything that I should be aware of in order to help you be most successful in college?"

If a student then self-discloses that he/she has a disability or may have a disability you should refer the student to SSD. If the student does not disclose he/she has a disability you can provide the student with a list of resources including SSD, Learning Commons, Writing Center, Math Lab, and University Counseling Center. Or you may consult with SSD on what to do. Do not say to a student, "I think you have a disability."

The Student Who Self Disclosed a Disability

If a student self-discloses he/she has a disability you should ask the student if they are registered with the SSD office. If they say “yes” you should ask them for a letter of accommodation (LOA). If they don’t have an LOA you should refer them to the SSD office to complete a LOA request form. You are not required to provide accommodations to the student until you receive a LOA.

Faculty Resources

Burgstahler, S. (2012). Faculty Resources. Retrieved from Dyer, N. A. (2008, September). Inclusive Advising: <http://www.washington.edu/doi/Faculty/Resources/Doit/>

Contact

Allison West Kaskey, Director
Office of Services for Students with Disabilities
AD 07 (Garden Level)
#216.397.4967
awest@jcu.edu
<http://sites.jcu.edu/disabilities/>

Arrupe Scholars

Mission Statement	The Arrupe Scholars Program is a mission-based scholarship and learning opportunity tailored specifically towards creating leaders for social action. Rooted in the wisdom of our 450-year-old Jesuit heritage, this program aims to produce graduates who are both trained in the academic study of inequality and committed to using their knowledge and abilities for the promotion of justice.
Stated Program Goals	<p>1. INTELLECTUAL DEVELOPMENT Students analyze social justice issues from the viewpoint of multiple academic disciplines and ask questions that help them understand the complex social, cultural, political, economic, and moral dimensions of injustice.</p> <p>2. ACTIVE REFLECTION Students will seek to integrate their curricular and co-curricular learning experiences, using them to inform their understanding of social justice issues.</p> <p>3. COMMITMENT TO SOLIDARITY Students will demonstrate a commitment to social action grounded in sustained engagement with people facing injustice.</p> <p>4. ADVOCACY Arrupe Scholars will apply their knowledge and abilities to advocate for positive social change. Through coursework and experiential learning projects, Arrupe Scholars will develop knowledge and skills necessary to be a voice of support for those facing injustice in our world.</p>
Target Audience	<p>The <i>ideal</i> student:</p> <ul style="list-style-type: none"> • has already identified an unmet social need and begun create a structure to address it; • wishes to link their curricular and co-curricular learning experiences in any field of study; • is able to work with diverse groups of people; and • is in any field of study.
Recruitment	New first-year students only
Size of Annual Cohort (Desired/Actual)	<p>Desired Number: 20 students</p> <p>Actual size:</p> <p>Class of 2015: 14</p> <p>Class of 2016: 26</p> <p>Class of 2017: 15</p> <p>Class of 2018: 22</p>
Rates of Graduation and Common Reasons for Attrition	<p>Class of 2014: 100%</p> <p>The vast majority of students graduate from the program. However, individual students' level of commitment often varies greatly.</p>

Main Features: Curriculum	20 total Credits Students Take the following Courses : English Composition AR 150 - 1 Credit AR 150B - 1 Credit AR 250 - 1 Credit AR 350 - 1 Credit AR 450 - 1 Credit Students also take 9 additional credits of “Arrupe-designated” courses based on their academic interests
Main Features: Co-Curriculum	<ul style="list-style-type: none"> • Food Drive All Arrupe students participate in a Thanksgiving food drive, which provides a week’s worth of food to 125+ families in Cleveland’s Hough neighborhood. Fall 2014, students raised over \$9,000 for this initiative • Service-learning All Arrupe Freshmen do a year of service learning via their AR 150 course. Upperclassmen also take at least one additional service-learning course • Advocacy Projects Students create a capstone advocacy project their Junior year.

Please note: All Arrupe Scholars take the following courses:

English Composition: Special section (taken Freshman year)

AR 150: Introduction to the concept of social justice (fall and spring semesters - Freshman year)

AR 250: Research Methods course on social justices topic (fall semester - Sophomore year)

AR 350: Students perform a social justice capstone project (fall semester - Junior year)

AR 450: Course focuses on vocation & pursuing social justice after graduation (fall semester - Senior year)

3 Arrupe-Designated Courses: Students take 9 credits in Arrupe-designated courses prior to graduation. Most students find CORE courses that are also Arrupe designated and fulfill both requirements at once. A list of Arrupe-designated courses is made available before registration each semester.

Contact

Dr. Malia McAndrew
Associate Professor of History
#216-397-6231
jmcandrew@jcu.edu

Leadership Scholars

JCU Leadership Scholars are required to participate in four years of academic and co-curricular activities, while maintaining a 2.0 GPA. The Directors of the Leadership Scholars Program advise students each term on how to meet the necessary program requirements. The Program allows students to study and/or travel abroad, but the scholarship may not apply to all study abroad programs (see Center for Global Education for additional information).

In order to apply for entry in the Fall 2015, students need to

- Be an incoming first-year student;
- Have a minimum high-school GPA of a 2.8;
- Submit typed responses to three essay prompts; and
- Contact Christina Anderson, Asst. Director of Enrollment, at x1621 or cmanderson@jcu.edu with questions about the application process or eligibility.

Leadership Scholars Academic Obligations

- Fall Freshman Year: Register for LP 101 and LP 102 (each one credit) and Introduction to Leadership I and II.
- Spring Freshman Year: Register for the designated section of CO 125, Oral Expression (3 credits), which will incorporate leadership-related topics. Note: Consequently, advisors should not place students in CO 125 in the Fall.
- Fall Junior Year: Register for AR 340, Experiences in Leadership and Society (1 credit).
- Senior Year: Complete a Capstone project, culminating in poster presentation during Celebration of Scholarship (0 Credits).

Scholars also select one pre-approved (by the Directors of the Leader Scholar Program) elective course in which to examine leadership.

Other Obligations

In addition to these academic requirements, Scholars also participate in the tiered Co-curricular Leadership Development activities offered by the Office of Student Affairs.

Contacts: Co-Directors of the Leadership Scholars Program Dr. Jonathan Smith at jsmith@jcu.edu or #216-397-4605 or Dr. Kyle O'Dell at kodell@jcu.edu or #216-397-1983.

Student-Athletes

The John Carroll Athletics Program is governed by the NCAA and competes in Division III. DIII Athletics is student focused and prides itself on academics as a priority. Student-athletes are integrated among non-athletes and are involved in many aspects of campus life, including service and internship experiences.

In DIII, students cannot receive financial aid based on athletic ability, which is a significant component of both DI and DII. Another characteristic of DIII, the amount of time a coach can conduct athletic-related activity sessions is more limited.

John Carroll competes in the Ohio Athletics Conference with the following ten schools:

Baldwin Wallace University	Capital University
Heidelberg University	John Carroll University
Marietta College	University of Mount Union
Muskingum University	Ohio Northern University
Otterbein University	Wilmington College

Our varsity program competes in 23 sports, 12 men and 11 women:

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Cross Country M/W	Basketball M/W	Baseball
Football	Swimming M/W	Golf M/W
Soccer M/W	Track/Indoor M/W	Lacrosse M/W
Volleyball	Wrestling	Softball
		Tennis M/W
		Track/Outdoor M/W

Student athletes are recruited each year based on their ability to succeed academically at JCU and to relate to the school's mission, whether they have the potential to contribute to a team's success. In addition, JCU coaching staff recruits in two of our club sports, hockey (men) and crew (men and women).

Each sport is different in the number of regular season contests. The minimum and maximum numbers of contests are set by the NCAA. The number of student athletes is determined by the sport and coaches, and the size of teams is influenced by facilities, staff, and budget. For the 2013-14 academic year, 531 students competed on varsity teams (headcount). The participation numbers (duplicate count) were 657.

In line with the Jesuit ideal of excellence in all things, Athletics aspires for our programs to be the best in our conference, and our goals include competing for championships within the OAC and NCAA. This requires student-athletes to be dedicated to developing as players and teammates. Our coaches' classrooms are the fields, pool, courts, and track, and the coaching staff takes pride in seeing students develop life skills and grow physically, mentally, and emotionally.

Working with Student-Athletes

- Prior to their sport seasons, student athletes sign a form which gives coaches and the Department of Athletics access to academic information. Coaches make efforts to monitor their grades and performance in order to help them balance priorities. Coaches may solicit feedback from professors and advisors as well.
- Coaches' contact information is available. Please feel free to call or e-mail a coach if a student-athlete is struggling with academic responsibilities. Athletics wants to be partners in student success.
- Student-athletes do not miss classes for practice, but occasionally will have a competition that conflicts with class time. Students are instructed to provide professors information regarding their game schedule in advance. Athletics hopes that faculty will provide consideration for making up any work missed due to competition obligation. The Department also would appreciate being informed if a student-athlete is not following through with his/her academic responsibilities.
- Athletics does not have adequate facilities to accommodate all of our teams during ideal times. We are working to create scheduling blocks to alleviate some of the challenges and conflicts around scheduling practice times.
- Dr. Andy Welki serves as John Carroll's NCAA Faculty Athletics Representative. His role is to help Athletics keep the proper perspective on academics as a priority and to help faculty see the positive side of athletic participation and some of the challenges students athletes have balancing their priorities. Often he provides guidance and support for students who may feel conflicted by expectations on both sides.

Interested in JCU Athletics? Follow our teams and student-athletes on jcusports.com. Schedules, rosters, stories, and broadcasts can be found there.

Contact:

Laurie Massa, Sr. Director of Athletics, #216-397-1525, lmassa@jcu.edu

Veterans

As non-traditional students who matriculate as JCU transfer students, student veterans should construct their initial course schedules carefully. All will be coming in with general elective credits through military science for their basic training and military education. Some also may have additional credits from advanced military schools or previous colleges/universities.

Unless they are transferring from another four-year institution, this first semester will require significant adjustment to a new academic culture as well as the pace and intensity of JCU classes. Therefore, it is recommended that they gradually ease into academics at JCU.

After consulting with other student veterans who have been through this process, the following recommendations are provided:

- Register for AR120V. This section is only for student veterans and is specifically tailored to assist in the transition from military life to college academics.
- Start with 12-15 credits during this first semester. Student Veterans need to maintain full-time status to secure their housing benefits through the VA, but 18 credit hours is overly ambitious for individuals who have been out of school for 4 or more years.
- Sign up for one introductory class in the intended major, the rest should be Core classes. Similar to traditional students, veterans often change their intended major during their first year.
- Hold off on the language classes until second year so they can be taken Fall semester and Spring semester without a summer break in between.
- Only take a writing-intensive class after English Composition.
- Wait until second semester to take the science lab or math class, unless absolutely necessary for their academic track (ex: biochemistry).
- Because they are all commuter students, avoid classes before 9:00 a.m. Especially with winter weather complications and family obligations, many students need extra time for travel during morning rush hour.
- Spread classes out during the week. Having classes only on Tuesday/Thursday sounds appealing, but ends up being much more difficult than they anticipated.

The Office of Veteran Affairs appreciates advisors' flexibility in scheduling advising sessions, as student veterans are often commuting to campus. The average student veteran is older, has significant off-campus family/personal responsibilities, and can't always accommodate last minute changes to advising meetings.

Finally, because most student veterans are using VA education benefits to cover the cost of tuition, there may come a point where academic advising and financial considerations overlap. For example, if a student is considering withdrawing from a class, s/he will have to weigh the costs and benefits of doing so because it might result in a significant bill from the VA. It might be more practical for the student's situation to stay in the class, even if the GPA suffers.

Contact:

Director of Veteran Affairs Eric Patterson (x4947, epatterson@jcu.edu) or Assistant Director Krysta Kurzynski (x1961, kkurzynski@jcu.edu) with questions or concerns

International Students

Advisors will want to keep the following in mind when consulting with international students:

- **Credit Hours:** International students must remain enrolled full-time at JCU to maintain their student visa (minimum of 12 credit hours) for their visa regulations. Exceptions can be sought if there are extenuating academic or medical circumstances. Students must visit the Center for Global Education to discuss this as soon as possible if they want to seek this exemption.
- **First-Year Students:** Many first-year international students, particularly those from Asia, will want to sign up for heavy class loads their first semester. It is in their best interest to not over extend themselves as they are adjusting to North American academic expectations and to immersion in a second language.
- New international students have a lot of information coming to them as they prepare to come to JCU. Their lack of response to emails may indicate that they are placing higher priority on other tasks over course registration. Their lack of response may also be due to lack of access to Gmail; certain countries block this email interface. It is often useful to send the same email to all the email addresses provided for a student.
- Freshmen international students are placed and pre-registered for English and math classes. They are also registered for a cultural adjustment class their first semester.
- New international students may still be waiting to receive credit equivalence for exams they took in their home countries.
- International student visas rules dictate that students take no more than one online course per semester.
- In many other countries, students don't have a relaxed or informal relationship with professors. They may be used to systems where the students defer to the expertise of the professor and are hesitant to give their own opinions or to disagree with what the professor says. Students usually adapt during their first year, but it might be difficult to get them to directly state their opinions during their first semester.
- New international students may come from academic systems with different grading scales or ways of calculating grades. They may not fully understand how a GPA is calculated. They may also be unfamiliar with terms like "elective."
- International students admitted to JCU tend to be very high-achieving academically. They may feel overwhelmed by the new challenges and become frustrated if they don't achieve the same grades that they had in their home country.

- If an international student changes his or her major, he or she should consult with the Center for Global Education to update their paperwork. This is particularly important if the student switches to a STEM major because students in STEM majors can apply for additional internship time.
- Degree-seeking international student visas allow for internships over the summer and for up to a year after completion of their degree. If they express interest, they should visit the Center for Global Education and Career Counseling Center for more information on the process.
- The Soft Landings Program is working with the Center for Global Education and the Career Counseling Center on the ability of students to have internships during the school year.

Contact:

Megan McBride, Assistant Director of International Services, mmcbride@jcu.edu, #216-397-4212.

Curriculum Overview and Academic Planning: Current and New CORE
2013-2015 University Core Curriculum Overview

DIVISION I BASIC CORE	DIVISION II HUMANITIES
17-18 credits*	9 credits**
First Year Seminar (3 cr)	Art History
English Composition (6-8 cr)	Classical & Mod. Lang. & Cultures
Speech Communication (2 cr)	Communication
Foreign Language (6 cr)	English
	History
DIVISION III SOCIAL SCIENCES	DIVISION IV SCIENCE AND MATHEMATICS
6 credits***	10 credits****
Economics	Biology
Political Science	Chemistry
Sociology and Criminology	Computer Science
	Mathematics
	Physics
	Psychology
DIVISION V PHILOSOPHY AND RELIGIOUS STUDIES	
15 credits	
Philosophy (9 cr)	
Theology and Religious Studies (6 cr)	

Additional Requirements:

- One writing-intensive course beyond English Composition.
- Two international courses (one of which must study one or more societies of Asia, Africa, or Latin America).
- One course which focuses on issues of diversity.

* *English* placement is determined on the basis of individual needs as indicated by test scores submitted at the time of admission. The *Speech Communication* requirement is normally satisfied by completion of CO 100. A competence examination is available through the Department of Communication and Theatre Arts for those who have completed at least one year of high school speech. The *Foreign Language* requirement is satisfied by two courses in the same language at the level of placement.

**Three courses: one literature course, one course in either History (HS) or Art History (AH), and one additional course.

***Two courses from two disciplines.

****Three courses involving a minimum of 10 credits: one in Mathematics (MT); one, with laboratory, in Biology (BL), Chemistry (CH), or Physics (PH); and one additional course.

2015 University Core Curriculum Overview and Sample Major Pages

New CORE Curriculum

Please note: Students may take integrated courses after completing the Foundational course(s) in Written Expression. Students may register for offerings in Exploring the Natural World after completing the Quantitative Analysis course.

Category	Requirement	Credits
Foundational Competencies technological/ information literacy embedded in all three	Written Expression (3-6 cr., depending on placement)	3-6 cr.
	Oral Expression	3 cr.
	Quantitative Analysis	3 cr.
	Total	9-12 cr.
Language	Students who begin a new language take two semesters; students who continue in the language taken in high school must complete the third semester (current 201); those who place above third semester (201) are exempt from the requirement	0-6 cr
Integrated Courses must include one science (BL, CH, MT, PH, PS), one social science (EC, PO, SC), and one humanities (AH, CMLC, CO, EN, HS) All courses will include a writing component.	Engaging the Global Community One interdisciplinary, integrated course, either team-taught or taught in learning communities	3 cr.
	Exploring the Natural World Two linked courses; one must be a natural science; both can be science, but may not be from the same department	6 cr.
	Examining Human Experience Two linked courses; one must be from the humanities; may not be from the same department	6 cr.
	Total	15 cr
Jesuit Heritage	2 PL courses: one KR (Knowledge and Reality) elective, the other VS (Values and Society)	6 cr.
	2 TRS courses: TRS 101 and one elective at any level	6 cr.
	Issues in Social Justice: courses will include issues of diversity, inclusion, etc., from either historical or contemporary perspectives	3 cr.
	Creative and Performing Arts: studio art, creative writing, screenwriting, playwriting, music, photography, theatre performance, dance	1 cr.
	Total	16 cr
	TOTAL CORE	40-49 cr
Requirements in major	Additional writing course (AW)	
	Additional presentation component (not a whole course); use of technology	
	Capstone	

Sample Four-Year Study Plans for Various Majors

What follows are plans which suggest some paths of study possible under the new curriculum. They are not intended to be prescriptive.

Please note that with the exception of Education majors, all of the examples listed below were accomplished with no more than 16 cr. per semester and with most semesters at 15 cr.

- Biology major
- Biology major with Pre-Med coursework
- Cell and Molecular Biology major
- Chemistry major, General track
- Chemistry major, Biochemistry track
- Chemistry major, Comprehensive track
- Communication and Theatre Arts Major with a minor
- Communication and Theatre Arts major, general track with an Entrepreneurship minor and a semester abroad
- Economics with Concentration in Public Administration and Policy Studies
- ED: Adolescent Young Adult Education major with Integrated Social Studies
- ED: Middle Childhood Education with Mathematics and Language Arts concentrations
- English major with foreign language minor and two internships
- Environmental Science major
- Marketing major with additional year of foreign language
- Physics major with a Mathematics minor
- Psychology major (general) with a minor
- Psychology major (Industrial/Organizational) with minor in Business
- Sociology major with concentration in Human Service, Health, Social Justice track with required Internship, minor in Psychology, and semester abroad which includes international internship experience

SAMPLE: 4-SCHEDULE FOR **BIOLOGY** MAJORS (FALL 2015-NEW INTEGRATIVE CORE)

1st year Fall (15 cr):

3 cr. BL155 Principles of Biology 1
1 cr. BL157 Principles of Biology 1 Lab
4 cr. CH141 General Chemistry 1
1 cr. CH143 General Chemistry 1 Lab
3 cr. Written Expression
3 cr. Foreign Language

1st year Spring (15 cr):

3 cr. BL156 Principles of Biology 2
1 cr. BL158 Principles of Biology 2 Lab
4 cr. CH142 General Chemistry 2
1 cr. CH144 General Chemistry 2 Lab
3 cr. Oral Expression
3 cr. Foreign Language

2nd year Fall (15 cr):

3 cr. CH221 Organic Chemistry 1
1 cr. CH223 Organic Chemistry 1 Lab
4 cr. MT135 Calculus and Analytical Geometry
3 cr. BL159 Principles of Biology 3
1 cr. BL160 Principles of Biology 3 Lab
3 cr. TRS101

2nd year Spring (14 cr):

4 cr. BL213 Genetics (or in Fall)
3 cr. CH222 Organic Chemistry 2
1 cr. CH224 Organic Chemistry 2 Lab
3 cr. MT228 Biostatistics (Quantitative Analysis)
3 cr. Elective

3rd year Fall (16 cr):

6 cr. Examining the Human Experience
3 cr. PL course
3 cr. BL elective
4 cr. Elective

3rd year Spring (15 cr):

8 cr. Elective
4 cr. BL elective
3 cr. PL course

4th year Fall (16 cr):

3 cr. BL elective
4 cr. BL elective
6 cr. Exploring the Natural World
3 cr. Issues in Social Justice

4th year Spring (14 cr):

4 cr. BL elective
3 cr. PL course
1 cr. Creative and Performing Arts
3 cr. TRS course
3 cr. Engaging the Global Community

SAMPLE: 4-YEAR SCHEDULE FOR **BIOLOGY MAJORS WITH PRE-MED** (FALL 2015-NEW INTEGRATIVE CORE)

1st year Fall (15 cr):

3 cr. BL155 Principles of Biology 1
1 cr. BL157 Principles of Biology 1 Lab
4 cr. CH141 General Chemistry 1
1 cr. CH143 General Chemistry 1 Lab
3 cr. Written Expression
3 cr. Foreign Language

1st year Spring (15 cr):

3 cr. BL156 Principles of Biology 2
1 cr. BL158 Principles of Biology 2 Lab
4 cr. CH142 General Chemistry 2
1 cr. CH144 General Chemistry 2 Lab
3 cr. Oral Expression
3 cr. Foreign Language

2nd year Fall (15 cr):

3 cr. CH221 Organic Chemistry 1
1 cr. CH223 Organic Chemistry 1 Lab
4 cr. MT135 Calculus and Analytical Geometry
3 cr. BL159 Principles of Biology 3
1 cr. BL160 Principles of Biology 3 Lab
3 cr. TRS101

2nd year Spring (14 cr):

4 cr. BL213 Genetics (or in Fall)
3 cr. CH222 Organic Chemistry 2
1 cr. CH224 Organic Chemistry 2 Lab
3 cr. MT228 Biostatistics (Quantitative Analysis)
3 cr. PS101

3rd year Fall (16 cr):

3 cr. PH125 General Physics 1
1 cr. PH125L General Physics 1 Lab
6 cr. Examining the Human Experience
3 cr. PL
3 cr. BL elective

3rd year Spring (14 cr):

3 cr. PH126 General Physics 2
1 cr. PH126L General Physics 2 Lab
3 cr. SC101
4 cr. CH431 General Biochemistry
3 cr. PL course

4th year Fall (17 cr):

3 cr. BL elective
4 cr. BL elective
6 cr. Exploring the Natural World
3 cr. Issues in Social Justice
1 cr. Elective

4th year Spring (14 cr):

4 cr. BL elective
3 cr. elective
1 cr. Creative and Performing Arts
3 cr. TRS course
3 cr. Engaging the Global Community

SAMPLE: 4-YEAR SCHEDULE FOR CELL AND MOLECULAR BIOLOGY MAJORS (FALL 2015-NEW INTEGRATIVE CORE)

1st year Fall (15 cr):

3 cr. BL155 Principles of Biology 1
1 cr. BL157 Principles of Biology 1 Lab
4 cr. CH141 General Chemistry 1
1 cr. CH143 General Chemistry 1 Lab
3 cr. Written Expression
3 cr. Foreign Language

2nd year Fall (14 cr):

3 cr. CH221 Organic Chemistry 1
1 cr. CH223 Organic Chemistry 1 Lab
4 cr. MT135 Calculus and Analytical Geometry
3 cr. PL
3 cr. TRS101

3rd year Fall (14 cr):

3 cr. PH125 General Physics 1
1 cr. PH125L General Physics 1 Lab
3 cr. CH435 Biochemistry 1
1 cr. CH437 Biochemistry Lab (offered every semester)
6 cr. Examining the Human Experience

4th year Fall (18 cr):

3 cr. CH436 Biochemistry 2
3 cr. BL459 Molecular Cell Biology
6 cr. Exploring the Natural World
3 cr. Issues in Social Justice
3 cr. Elective

1st year Spring (15 cr):

3 cr. BL156 Principles of Biology 2
1 cr. BL158 Principles of Biology 2 Lab
4 cr. CH142 General Chemistry 2
1 cr. CH144 General Chemistry 2 Lab
3 cr. Oral Expression
3 cr. Foreign Language

2nd year Spring (14 cr):

4 cr. BL213 Genetics (or in Fall)
3 cr. CH222 Organic Chemistry 2
1 cr. CH224 Organic Chemistry 2 Lab
3 cr. MT228 Biostatistics (Quantitative Analysis)
3 cr. PS101

3rd year Spring (14 cr):

3 cr. PH126 General Physics 2
1 cr. PH126L General Physics 2 Lab
3 cr. BL465 Molecular Genetics
3 cr. BL470 Molecular Methods Lab
3 cr. SC101
1 cr. Creative and Performing Arts

4th year Spring (15-17 cr):

3 or 4 cr. CMB elective
3 or 4 cr. CMB elective
3 cr. PL course
3 cr. Engaging the Global Community
3 cr. TRS course

Sample Study Plan: Chemistry Major following the General Track

	Fall		Spring
1 st yr.	15 cr.		15 cr.
5 cr.	CH141, CH143*	5 cr.	CH142, CH144
4 cr.	MT135	4 cr.	MT136
3 cr.	Written Expression Requirement	3 cr.	Oral Expression requirement
3 cr.	TRS 101	3 cr.	Philosophy Requirement
2 nd yr.	15 cr.		15 cr.
4 cr.	CH221, CH223	4 cr.	CH222, CH224
4 cr.	PH125, PH125L	4 cr.	CH261, CH263
3 cr.	Language Requirement	4 cr.	PH126, PH126L
1 cr.	Creative Arts requirement	3 cr.	Language Requirement
3 cr.	Global Community Requirement		
3 rd yr.	15 cr.		16 cr.
5 cr.	CH361, CH367	1 cr.	CH399A
3 cr.	Philosophy Requirement	0 cr.	CH478A
3 cr.	Career Goal elective	3 cr.	Religion Requirement
3 cr.	Social Justice Requirement	6 cr.	Human Experience Requirement
1 cr.	CH399A	6 cr.	Career Goal Courses
4 th yr.	15 cr.		15 cr.
5 cr.	CH441, CH443	3 cr.	CH Elective
3 cr.	Career Goal Course	12 cr.	Career Goal Courses
1 cr.	CH399A		
6 cr.	Exploring the Natural World		

*Assumes that CH141 & CH143 meet the Quantitative Analysis requirements

Sample Study Plan: Chemistry Major following the Biochemistry Track

	Fall		Spring
1 st yr.	16 cr.		16 cr.
5 cr.	CH141, CH143*	5 cr.	CH142, CH144
4 cr.	MT135	4 cr.	MT136
3 cr.	Written Expression Requirement	3 cr.	Written Expression Requirement
4 cr.	BL155,157	4 cr.	BL155,157
2 nd yr.	15 cr.		15 cr.
4 cr.	CH221, CH223	4 cr.	CH222, CH224
3 cr.	BL213**	4 cr.	CH261, CH263
4 cr.	PH125, PH125L	4 cr.	PH126, PH126L
1 cr.	Creative Arts requirement	3 cr.	Career Goal Course
3 cr.	Oral Expression Requirement		
3 rd yr.	15 cr.		16 cr.
5 cr.	CH361, CH367	3 cr.	CH Elective
4 cr.	CH435, CH437	3 cr.	Philosophy Requirement
3 cr.	CH or BL Elective	3 cr.	Language Requirement
0 cr.	CH478A	3 cr.	Religion Requirement
3 cr.	Language Requirement	0 cr.	CH478B
		3 cr.	Global Community Requirement
4 th yr.	15 cr.		15 cr.
3 cr.	CH436	3 cr.	Social Justice Requirement
6 cr.	Exploring Natural World	6 cr.	Human Experience Requirement
3 cr.	Philosophy Requirement	6 cr.	Career Goal Courses
3 cr.	Religion Requirement		

*Assumes that CH141 & CH143 meet the Quantitative Analysis requirements

**BL213 is NOT required, but is often taken and is required for students planning to take the Medical College Aptitude Test (MCAT)

Sample Study Plan: Chemistry Major following the Comprehensive Track

	Fall		Spring
1 st yr.	15 cr.		15 cr.
5 cr.	CH141, CH143*	5 cr.	CH142, CH144
4 cr.	MT135	4 cr.	MT136
3 cr.	Written Expression Requirement	3 cr.	Written Expression Requirement
3 cr.	Oral Expression Requirement	3 cr.	Social Justice Requirement
2 nd yr.	15 cr.		16 cr.
4 cr.	CH221, CH223	4 cr.	CH222, CH224
3 cr.	MT233	4 cr.	CH261, CH263
5 cr.	PH135, PH135L	5 cr.	PH136, PH136L
3 cr.	Language Requirement	3 cr.	Language Requirement
3 rd yr.	15 cr.		16 cr.
5 cr.	CH365, CH367	4 cr.	CH366, CH368
1 cr.	CH399A	1 cr.	CH399A
0 cr.	CH478A	4 cr.	CH431
3 cr.	PH246	0 cr.	CH478B
6 cr.	Exploring the Natural World	3 cr.	EP217
		1 cr.	Creative Arts requirement
		3 cr.	Philosophy Requirement
4 th yr.	15 cr..		16 cr.
5 cr.	CH441, CH443	4 cr.	CH481, CH482
3 cr.	CH Elective	6 cr.	Human Experience Requirement
1 cr.	CH399A	3 cr.	Religion Requirement
3 cr.	Philosophy Requirement	3 cr.	Global Community Requirement
3 cr.	Religion Requirement		

*Assumes that CH141 & CH143 meet the Quantitative Analysis requirements

Sample study plan: **Communication and Theatre Arts Major** and a minor, assuming 6 hours of composition and 6 hours of a language

Fall	Spring
Written Expression (3cr) Oral expression (3 cr) CO 2xx (3 cr) TRS 101 (3 cr) New language (3 cr)	Written Expression (3cr) CO 2xx (3 cr) Social Justice (3 cr) PL elective (3 cr) New language (3 cr)
CO xxx (6 cr) Minor (3 cr) Quantitative Analysis (3 cr) Global Community (3cr)	CO xxx (6 cr) Minor (3cr) Human Experience (6 cr) Creative Arts (1cr)
CO xxx (6 cr) Minor (3 cr) Natural World (6 cr)	CO xxx (6 cr) Minor (3cr) PL elective (3 cr) Career elective/internship (3 cr)
CO 498 capstone (3cr) CO xxx (3 cr) Minor (3cr) TRS elective (3 cr) Electives (experiential learning, Practicum, PE, Career Center, etc.) (3 cr)	CO xxx (3cr) Minor (3cr) Electives (9 cr)

Sample study plan: Communication and Theatre Arts Major with a minor and a semester of study abroad:

Fall	Spring
Written Expression (3cr) Oral Expression (3cr) TRS 101 (3cr) CO xxx (3 cr) New language (3cr)	Oral Expression (3 cr) PL elective (3 cr) CO xxx (3 cr) Social justice (3 cr) New language (3cr)
CO xxx (6 cr) Quantitative analysis (3 cr) Minor (3 cr) Global community (3 cr)	CO xxx (6 cr) Minor (3 cr) Human experience (6 cr) Creative arts (1 cr)
CO xxx (6 cr) Natural world (6 cr) Minor (3 cr)	Study Abroad with international internship and 6 credits of CO (15 cr)
CO capstone (3 cr) CO xxx (3 cr.) Minor (3 cr.) TRS elective (3 cr) Elective (3 cr)	CO xxx (3 cr) Minor (6 cr) PL elective (3 cr) Elective (3 cr)

Sample study plan: B.S. in **Economics** with Concentration in Public Administration and Policy Studies

Fall	Spring
Written Expression (3cr) EC 201 (3 cr.) MT 130 or 135 (3/4 cr) New language (3 cr) TRS 101 (3 cr)	Oral Expression (3 cr.) EC 202 (3 cr.) PO 101 (3 cr) New language (3cr) BI 107/8/9 (3 cr.) EC 207 (1 cr.)
AC 201 (3 cr.) EC 208/QA (3 cr) BI 200 (3 cr) Global Community (3 cr) Social justice (3 cr)	AC 202 (3 cr) MN 202 (3cr) AW MK 325 (3 cr) Linked Human Experience (6 cr) Creative Arts (1cr)
FN 312 (3 cr) EC 301 (3 cr) PO 204 (3 cr.) Linked Natural World (6cr)	EC 312 (3 cr) EC 302 (3 cr.) PO 302 (3 cr) Concentration elective PO (3 cr) PL elective (3 cr)
EC 498 (0 cr) EC 331 or 332 (3 cr) BI 326 (3 cr) MN 461 (3 cr.) PO 312 (3 cr) TRS elective (3 cr)	EC 499 (3 cr) capstone EC 3/400 elective (3 cr.) PO 390 (3 cr) PL xxx (3 cr.) Elective (3 cr.)

Sample Study Plan: ED. Adolescent Young Adult Education with Integrated Social Studies
(HS major)

Fall

Spring

ED 100 (3cr) Written Expression (3cr) TRS 101 (3cr) HS 211 (3cr) Language (3cr)	Quantitative Analysis (3cr) Communication (3cr) PL 101 (3cr) HS 212 (3cr) Language (3cr) PS 101 (3cr)
ED 253 (3cr) Engaging the Global Community* (3cr) TRS (3cr) HS 201 (3cr) HS 261 (3cr) PO 101 (3cr)	ED 201 (3cr) ED 255 (3cr) HS 202 (3cr) Non-Western History (1) (3cr) SC 101 (3cr) EC 101 (3cr)
Natural World linked (6cr) PL (3cr) PS 262 (3cr) Non-Western History (2) (3cr) History Elective (3cr)	ED 337 (3cr) ED 386 (3cr) Human Experience linked** (6cr) Creative and Performing Arts (1cr) HS 271 (3cr)
ED 427 (3cr) ED 350 (3cr) Issues in Social Justice (3cr) HS 490 (3cr) HS Elective (3cr)	ED 405 (3cr) ED 444 (9cr)

Assumptions:

*Could meet the 1 course Global History requirement

**Could meet one of the three upper division HS requirements

Sample Study Plan: ED. Middle Childhood Education with Mathematics and Language Arts Concentrations (teaching fields)

Fall	Spring
Written Expression (3 cr.) ED 100 (3 cr.) TRS 101 (3 cr) Language 101 (3cr) MT 135 (4 cr)	Oral Expression (3 cr.) PL xxx (3cr) EN 277 (3 cr) Language 102 (3 cr) MT 221/QA (3 cr) Creative Arts (1 cr)
ED 253 (3 cr.) MT 160 or 200 (3 cr) Human Experience linked **** (6cr) MT 241 (3 cr) Social Justice (3 cr)	ED 255 (3 cr) ED 201 (3 cr) MT 162 (3 cr) EN or CO elective (3 cr) Global Community (3 cr) TRS elective (3 cr)
ED 330 (3cr) ED 355 (3cr) ED 386 (3 cr) PS 262 (3cr) MT 251 (3cr) EN or CO elective (3 cr)	ED 456 (3cr) MT 118 or CS 144 (3 cr) EN/CO elective (3 cr)AW Natural World linked (6cr)
ED 424 (4cr) ED 457 (3cr) ED 356 (3cr) PL or TRS elective (3 cr)	ED 405 (3cr) ED 444 (9cr) ED 350 (or summer) (3cr)

Assumptions:

*Quantitative Literacy course will also serve as a requirement for the math concentration

**Communication core requirement will also serve as a requirement for the language arts concentration

****Linked Human Experience could include an EN course that would serve as the advanced literature requirement for the language arts concentration

Sample Study Plan: **English** major with foreign language minor plus two internships

Fall	Spring
Written Expression (3 cr.) Language 201 (3 cr) EN 214 (3cr) PL xxx (3cr) Elective (3cr)	Oral Expression (3 cr.) Language 202 (3cr) EN 277 (3cr) TRS 101 (3cr) Quantitative Analysis (3cr) Creative Arts (1cr)
EN electives (6 cr) Language 301 (3cr) PL (3cr) Global community (3 cr)	EN electives (6 cr.) Language 302 (3cr) Linked Natural World (6cr)
EN electives (6cr) Language minor (3cr) Linked Human Experience (6 cr.)	EN electives (6 cr) Language minor (3 cr) TRS elective (3 cr) Social justice (3 cr.)
EN electives (6 cr) Internship (3 cr.) PL elective (3 cr.) Elective (3 cr)	EN capstone/AW (3 cr.) Internship (3 cr.) Electives (9 cr.)

Sample 4-year schedule for **Environmental Science** majors (Fall 2015-New Integrative Core)

1st year Fall (15 cr):

3 cr. BL155 Principles of Biology 1
1 cr. BL157 Principles of Biology 1 Lab
4 cr. PH115 Environmental Earth Science
1 cr. PH115L Environmental Earth Science Lab
3 cr. Written Expression
3 cr. Foreign Language

2nd year Fall (16 cr):

4 cr. CH141 General Chemistry 1
1 cr. CH143 General Chemistry 1 Lab
4 cr. MT135 Calculus and Analytical Geometry

3 cr. BL159 Principles of Biology 3
1 cr. BL160 Principles of Biology 3 Lab
3 cr. elective

3rd year Fall (16 cr):

6 cr. Examining the Human Experience
3 cr. PLcourse
4 cr. BL417/L Geographic Information Systems
3 cr. TRS course

4th year Fall (14 cr):

4 cr. BL 444/444L Advanced Ecology
4 cr. ES course
3 cr. elective
3 cr. Issues in Social Justice
1 cr. Creative and Performing Arts

1st year Spring (16 cr):

3 cr. BL156 Principles of Biology 2
1 cr. BL158 Principles of Biology 2 Lab
3 cr. PH206 Earth Science Systems
3 cr. Oral Expression
3 cr. Foreign Language
3 cr. elective

2nd year Spring (14 cr):

4 cr. CH142 General Chemistry 2
1 cr. CH144 General Chemistry 2 Lab
3 cr. MT228 Biostatistics (Quantitative
Analysis)
3 cr. BL222 General Ecology
3 cr. TRS101

3rd year Spring (15 cr):

3 cr. BL331 Global Climate Change
3 cr. ES elective
3 cr. PL course
6 cr. Exploring the Natural World

4th year Spring (14 cr):

4 cr. ES course
3 cr. PO/SC elective for ES majors
3 cr. Engaging the Global Community
3 cr. elective

Sample Study Plan: **Marketing** major with an additional year of foreign language

Fall

Spring

Written Expression (3cr) CN 101 (3cr) MT 130 (3cr) EC 201 (3cr) BI 107/8/9 (3cr)	Oral expression (3cr) CN 102 (3cr) EC 202 (3cr) EC 207 (1 cr) TRS 101 (3 cr) Social justice (3cr)
AC 201 (3cr) CN 201 (3cr) BI 200 (3cr) EC 208/QA (3 cr) PL elective (3 cr)	AC 202 (3cr) CN 202 (3cr) MK 301 (3 cr) MN 202 (3cr writing-intensive) Global Community (3 cr)
BI 326 (3cr) MN 325 (3cr) MK 302 (3 cr) Linked Human Experience (6cr)	MK 309 (3 cr) MK electives (6 cr) Natural world (6 cr) Creative Arts (1cr)
MK 402 (3 cr) MK electives (6 cr) FN 312 (3cr) TRS elective (3 cr)	MK 401 (0 cr) MK 495 (3 cr) MN 499 (3cr) PL elective (3 cr) Electives (6 cr)

Sample Study Plan: **Physics** major with a Mathematics minor

Fall

Spring

Written Expression (3cr) MT 135 (4cr) PH 135-135L (5cr) QA (3cr)	Oral expression (3 cr) MT 136 (4cr) PH 136-136L (5cr) PL elective (3cr)
---	--

MT 233(4cr) CH 141-143 (5cr) PH 246 (3cr) Language (3cr) Fine Arts (1cr)	PH 247 (1cr) EP 217 (3cr) EP 260-260L (4cr) Language (3cr) MT (3cr)
--	---

SUMMER RESEARCH

PH 315-315L (4cr) PL (3cr) PH 347 (2cr) Linked Science (6cr)	EP 451-451L (4cr) PH 325 (3cr) TRS 101 (3cr) Global (3cr) MT (3cr)
---	--

SUMMER RESEARCH

PH 407 (2cr) PH 365-365L (4cr) MT (3cr) Linked Human Experience (6cr)	PH 445-445L (4cr) PH 485 (3cr) MT (3cr) Social Justice (3cr) TRS (3cr)
--	--

Sample Study Plan: **Psychology** major (general) with minor

Written Expression (3cr) Oral Expression (3cr) PS 101 (3cr) New language (3cr) TRS 101 (3cr)	Written Expression (3cr) Examining Human Experience linked (6cr) PS 2xx (3cr) New Language (3cr)
PS 2xx (3cr) TRS 2xx (3cr) PL elective(3cr) MT 122 (QA) (3cr) Global Community (3cr)	PS electives (6 cr) Social Justice (3 cr) PL elective (3 cr) MT 223 (3cr)
Natural World linked (PS & ?) (6cr) PS 301/301L (4cr) PS Group B (3cr) Minor (3 cr) Creative Arts (1cr)	PS electives (6 cr) Minor (6 cr) Elective (3cr)
PS elective (6 cr) Minor (3cr) Minor (3cr) Elective (3cr)	PS capstone (3cr) Minor (3cr) Minor (3cr) Elective (3cr)

Sample Study Plan: **Psychology** major (Industrial/Organizational) with minor in Business

Fall

Spring

Written Expression (3cr) Oral Expression (3cr) PS 101 (3cr) New language (3cr) EC 201 (3cr)	Written Expression (3cr) TRS 101 (3cr) PS 241 (3cr) New Language (3cr) EC 202 (3cr)
PS elective (3cr) AC 201 (3cr) MT 122/QA (3 cr) Social Justice (3 cr) Global Community (3cr)	PS elective (6 cr) AC 202 (3cr) MT 223 (3cr) BI 107/8/9 (3 cr) Creative arts (1cr)
PS 301/301L (4 cr) MK 301 (3 cr) PL elective (3 cr) Natural World linked (PS & ?) (6cr)	PS electives (6 cr) MN 325 (3 cr) Human Experience linked (6 cr)
PS electives (6 credits) Boler electives (6 cr) PL elective (3 cr)	PS capstone (3 cr) PS elective (3 cr) Boler elective (3 cr) TRS elective (3 cr) Elective (3 cr)

Sample Study Plan: **Sociology** major with concentration in Human Service, Health, Social Justice track with required Internship, minor in Psychology, and semester abroad which includes international internship experience

Fall	Spring
SC 101 (3cr) Issues in Social Justice (3cr) Written Expression (3cr) Language (3cr) PL 101 (3cr)	SC 111 (3cr) Global Community (3cr) TRS 101 (3cr) Language (3cr) PS 101 (3cr)
SC 2xx (3cr) Natural World linked (6cr) Oral Expression (3cr) PS 261 (3cr)	MT 122 (QA) (3cr) PL 2xx/3xx (3cr) Human Experience (SC and Humanities) (6cr) PS 200-level elective (3cr)
Semester abroad (15 cr.) Global internship (SC credit) electives	SC 400 (3cr) MT 223 (3cr) SC "W" intensive (3cr) PS 326 (3cr) SC 300/400 elective (3cr)
SC 460 & L (4cr) SC 490 (3cr) SC 385 (4cr) PS 386 (3cr) Creative and Performing Arts (1cr)	SC 475 Capstone: Internship/seminar (4cr) PS 301 &L (4cr) PS 455 (3cr) TRS 2xx/3xx (3cr) Experiential College or PE (1cr)

Academic Placement

English Composition

Students must complete one to two courses in English Composition under the new Core curriculum's "Written Expression" requirement. In these foundational writing course(s), students will gain knowledge of the expectations of college writing, including the discovery and revision components of the writing process and other principles of coherent and persuasive writing. English Composition courses focus on the development of fundamental writing skills not tied to any particular disciplines.

Writing placement determines whether a student takes one or two courses in Composition. Students can test out of English Composition and receive 6 credit hours with 1) a score of 4 or 5 on the AP English Language and Composition Test or the AP English Literature and Composition Test or with 2) a score of 6 or 7 on the English Language and Composition IB Test. If students earn 6 AP credit hours, they may apply 3 credits toward English Composition. The remaining 3 credits may be counted toward General Education credit.

Students who place into ENG 120/121 (Developmental Writing I and II) will take two 3-credit courses. Students who place into EN 125 (Seminar in Academic Writing) will take one 3-credit course; however, students who earn a grade below C- will be required to take a second 3-credit course. Also note the following:

- For students under the old Core who were advised to take EN 114/116: If an EN 114 student has not yet taken EN 116 after the new Core is up and running, the student should consult with the Director of First-Year Writing, who will request to see some of the student's sample writing. The Director will determine if he/she should still take EN 125 or if the 3-hour requirement may be waived.
- For students under the old Core who were advised to take EN 103/104 but for whatever reason have yet to take those courses after the new Core takes effect, they should enroll in EN 120 and EN 121.

Contact:

Dr. Thomas Pace
Associate Professor of English
Director of First-Year Writing
#216-397-1736
tpace@jcu.edu

Mathematics

Under the previous University CORE curriculum, every JCU student is required to complete one Division IV Mathematics (MT) course. Math courses that satisfy the Core requirement are indicated by an “IV” in the Div/Req column in the Schedule of Classes.

Some majors have particular math course requirements. Regardless of their major, students should consult with their advisors and the *Undergraduate Bulletin* before registering for any mathematics course. For those students taking Calculus, the sequence MT 133-MT 134 can be used to replace a requirement of MT 135.

Students majoring in programs that do not require a specific math course may choose MT 118 (Applied Mathematics), MT 122 (Elementary Statistics), MT 135 (Calculus), MT 160 (Mathematics and Creativity), MT 162 (Mathematics from Nonwestern Cultures), and MT 130 (Applied Calculus).

See the following guidelines for freshman/sophomore year math placements within respective academic majors:

If you plan to do this	You must take these math courses	When you should take your first math class
Major in Biology, Cell and Molecular Biology, or Environmental Science	MT 135 (Calculus) and MT 228 (Biostatistics)	PreMed: First semester, Freshman year; others: By first semester sophomore year
Major in Business (Accountancy, Business Information Systems, Business Logistics, Economics, Finance, Management, Marketing)	MT 130 (Applied Calculus) or MT 135 (Calculus). <i>Students who have a strong background in mathematics, or who plan to attend graduate programs in Economics or Finance, are strongly encouraged to take Calculus.</i>	Freshman year
Minor in Business	MT 122 (Elementary Statistics I)	Freshman or Sophomore year
Major in Chemistry or Biochemistry; Minor in Chemistry	MT 135 (Calculus) and additional courses. See the Department of Chemistry undergraduate programs pages for more information.	First semester, Freshman year
Major or minor in Computer Science or Computer Information Systems	MT 118 (Applied Mathematics) or MT 135 (Calculus)	Freshman year
Major in Early Childhood Education	MT 160 (Mathematics and Creativity) or MT 200 (Explorations in Mathematics); and MT 171/171L (Foundations of Early Childhood Mathematics)	Freshman or sophomore year
Major in Mathematics or Teaching Mathematics; Minor in Mathematics; Minor in Statistics	MT 135 (Calculus) and/or MT 200 (Explorations in Mathematics). See the Department of Mathematics and Computer Science undergraduate programs pages for more information.	First semester, Freshman year
Major in Middle Childhood Education with Mathematics Curriculum Content	MT 160 (Mathematics and Creativity) or MT 200 (Explorations in Mathematics); MT 135 (Calculus), and additional courses. See the Department of Mathematics and Computer Science undergraduate programs pages for more information.	First semester, Freshman year
Major in Physics, Engineering Physics, or Interdisciplinary Physics Minor in Physics and Engineering Physics	MT 135 (Calculus) and additional courses. See the Department of Physics degree programs page for more information.	First semester, Freshman year
Major or minor in Psychology	MT 122, MT 223 (Elementary Statistics and intermediate Statistics)	Freshman or Sophomore year
Major in Sociology	MT 122 (Elementary Statistics I)	Freshman or Sophomore year

**Mathematics Requirements by Major
Summer 2013**

Introductory Math Course	Required for These Majors	Required for These Minors
MT 118 or MT 122 or MT 135 or MT 130	Computer Science Computer Information Systems	
MT 122	Education (Middle Childhood Math)* Psychology* Sociology	Business Psychology*
MT 135 or MT135H or MT 133-134	Biology* Chemistry* Education (Middle Childhood Math)* Engineering Physics* Mathematics* Physics* Teaching Mathematics*	Chemistry* Mathematics* Physics* Statistics*
MT 160	Education (Early Childhood)* Education (Middle Childhood)* (AYA License in Math – should take MT135-6 first semester.)	
MT 130 or MT135	Accountancy Business Logistics Economics Finance Management Marketing	
MT 200H	Mathematics*	Mathematics*

*These majors and minors have additional mathematics requirements not listed here. See the *Undergraduate Bulletin* for details.

Notes:

1. All students are required to take a minimum of one Mathematics course in the core curriculum. Students majoring in fields not listed above may satisfy this requirement with any MT course marked (IV) in the schedule of classes.
2. MT 133-134 may substitute for MT 135, both for core and for major requirements.
3. The majors and minors in Computer Science and Computer Information Systems require any one of the following mathematics courses: MT 118, MT 122, MT 135, MT 130.
4. Early Childhood and Middle Childhood Education majors should take MT 160 during their first year.
5. Middle Childhood Education majors pursuing a mathematics concentration should also take MT 135 during their first year.
6. Students who plan on majoring in Business may take MT 130 or MT135 in either the fall or spring semester, determined in consultation with an academic advisor. Business students who desire a stronger mathematics experience, especially those planning Economics or Finance majors, should take MT 135 instead of MT 130.

The Calculus Placement Process Summer 2014

The first thing to determine when advising a student about a mathematics class is whether a specific course is required for the student's intended major. If there is no specific course required, then any 100-level core class may be chosen, depending on the student's interests. In cases where there is not a specific math requirement, or if the student is undecided about a major, a good strategy is to recommend a mathematics course that will keep the student's options open for a minor or for a possible change of major.

Mathematics placement levels should be used primarily to determine the proper level of calculus placement, once you have determined that calculus is an appropriate math course for the student. In some cases, the advisor's judgment and the student's thoughts on his/her background may indicate a different level of calculus placement. Consult with a member of the mathematics faculty

<p>Level B: The student may take any 100-level non-calculus course that has no prerequisites. If the student's major program requires calculus, the student should normally take MT 133-134. However, if the student has taken a calculus course in high school, then MT 135 is the correct placement.</p>

<p>Level M: The student may take any non-calculus course that has no prerequisites including MT 200H. If the student's major program requires calculus, the student should take MT 135.</p>
--

<p>Level H: The student is highly qualified and can be expected to do well in MT 135H.</p>

- | |
|---|
| <ul style="list-style-type: none">• If the student's major program requires calculus, then MT 135H should be strongly recommended to the student. However, if the student objects to taking an honors course, then he/she may take MT 135, but not MT 133.
• If the student's major program requires some non-calculus mathematics course, then he/she should take that other course. For students whose major programs require no specific math course, MT 135H or MT 200H may be an excellent choice as a core mathematics course. |
|---|

Notes:

- The Mathematics Department determines B/M/H placements by reviewing students' high school cum GPA, high school math course history and GPA, and SAT/ACT scores.

- The B/M/H placement applies only to those students whose program requires MT 135. MTH 135 involves trigonometric functions and other topics that are unrelated to MT 130 or MT 122, so the Department provides MT H133-134 as a slower version of MT 135 to help students develop "pre-calc" skills.

- BSOB students should not enroll in MT 133; MT 130 is a better option.
- The Mathematics Department does not recommend community college calculus courses as preparation for MT 130 or MT 122.
- Prospective majors in CH, MT, PH or EP who have taken the Calculus AP exam (AB version) may register for either MT 135 (or MT 135H) and MT 136. After AP scores have been reported, the Academic Advising Office will adjust the student's schedule. Those who have taken the BC version may register for MT135, 136 and/or 233 as appropriate. (See an advisor from the Math Dept. to discuss the particular case.)

Language

Under the old Core curriculum ending Spring 2015, students are required to take 2 semesters of foreign language at the level of placement or begin a new language.

Under the new CORE curriculum commencing Fall 2015, students are required to complete 0-6 credit hours of language study, depending on Language placement. Students who begin a new language take two semesters; normally this is 101 and 102; those who continue in the language taken in high school must complete the third semester (current 201), but those students who have had previous exposure may enroll at 101, 102, or 201, as determined by a placement test and possibly further discussion with an academic advisor. Those who place above the third semester (above 201) are exempt from the requirement.

Note: Beginning Summer 2015, the placement tests for all languages taught at JCU, and including the placement test for exemption from the Language requirement, will be administered on-campus only in a proctored environment. Pre-registration will be required. The placement tests will be given during summer orientations for new students, who pre-register as part of their orientation package. For those unable to take placement tests during orientations, they will also be given during the school year, and the dates and times will be announced on a regular basis.

Advanced Placement/ International Baccalaureate Credit

For Advanced Placement and International Baccalaureate credit, see the 2013-15 Undergraduate Bulletin or AP/IB pages in this Guide.

The 2015-17 Undergraduate Bulletin may not be available in print until mid-summer 2015 from the Provost's office. However, it is likely that the same standards for AP/IB will apply.

For AP, student must have taken the AP test, and not just high school AP courses. For Chinese, French, German, Italian, Japanese, and Spanish, a score of 3 or higher gives the student 6 JCU academic credits and credit for Language 201 and 202 and completion of the Language requirement. Most students who score this well, however, go on and take advanced courses at the 300 level, by choice and by interest. Also, students must submit official AP test scores directly to the JCU Registrar. If the student scores below 3, then the placement test results will determine placement and enrollment.

Latin AP is different; students still must score 3, but they only get 3 credits and LT 232 under the old/current core. Thus one additional LT course is required to complete the language requirement in the old core. In the new core Fall 2015, an AP score of 3 will probably still give 3 credits, but it alone will be sufficient for the language requirement.

The AP is not offered in other languages, only the ones noted above.

Students with International Baccalaureate credit should see the 2013-15 Undergrad Bulletin; FR GR SP = IB score SL 6-7 gives the student credit for 101 and 102 and the language requirement for old core; HL 5-6-7 gives student credit for 201-202 and also the language requirement for the old core. It is likely that only HL 5-6-7 will be accepted for language requirement in new core commencing Fall 2015.

Transfer Credit

Transfer students may transfer 1, 2, or more courses in any language from an accredited college or university, assuming they earned a grade of C- or better in those courses. Once students are admitted as regular JCU students, however, Language course regulations apply.

Transient Credit

A JCU student who takes courses at another school is considered a transient student at that other school and he or she must petition before enrolling in courses at that other school to ensure that the credit will transfer back to JCU. Students under the old core may only take one of the two semesters of the foreign language requirement at a school other than JCU. The other semester must be taken here at JCU. Also, JCU does not give any credit at all for on-line/hybrid language courses taken at a school other than JCU. Thus, petitions for language transient credit for a current JCU student must be based on traditional classroom-style courses.

Language Placement Assessment, including HS Background

Students under the old core: every student who has had previous exposure to FR, GR, IT, LT, or SP **MUST** take the placement test, and enroll at the level of placement or start a new language. For languages for which a placement test is not currently available, consultation with a professor of that language is advisable. If students think they are placed too high or too low, the chairperson of the Language Department can switch them during the first week of classes.

But all students still must initially enroll at the level of placement. Students who self enroll outside of placement will be removed from the course. Academic advisors may not give permission for enrollment outside of placement. Only the chairperson of the Language Department may give permission for changes in enrollment.

Even if the student does not intend to continue with a previously studied FR GR IT LT or SP, the student still must take the placement test. All too often a student tries a new language, then discovers that he or she does not really like it, and then attempts to enroll in 101 of a previously studied languages where 101 may not be the correct enrollment level, and as if the placement test has not been taken.

How Is Placement Evaluated in Languages We Don't Teach at JCU?

We teach 11 languages so it would be rare to have a language we do not teach here. However, if a student, and in particular a transfer student, gets transfer credit from the JCU Registrar for 2 semesters of a language not offered at JCU, but from another accredited college/university, then such a student could petition to have 2 semesters of this college-level language study for the JCU language requirement.

However, please note: we do not give JCU academic credits to students from ethnic backgrounds who possibly speak a different language in the home but who graduated from an American high school. We do not accept credit from nor do we give waivers from the language requirement for students who have attended what is often referred to as a weekend ethnic school. These programs are undertaken through the high school level and we do not consider them the equivalent of college-level courses.

Foreign Students

Students who graduated high school in another country and in which English was not the language of instruction are exempt from the foreign language requirement (but they do not receive the academic credits). Students who have immigrated to the USA but who graduated from an American high school are considered American and are not exempt from the language requirement, even if they speak a language other than English in the home.

Students with Disabilities

Students with documented disabilities must consult with the personnel in the SSD office. Such students may petition for exemption from the Language requirement. Such students still must take 2 semesters of any IC – International Cultures course, any CL – Classics course, or certain English courses of foreign literature translated into English. CL and IC courses are all taught in English or English translation. A complete list of courses is available from the SSD office or the Classical and Modern Languages and Cultures Department.

Non-traditional Students

Students who are identified as non-traditional may petition to substitute one or even two courses for language courses. Normally, such students use the same substitution list as the SSD students.

ASL

With respect for the Americans with Disabilities Act, the Language Department and JCU will accept 2 semesters of ASL as the equivalent of the foreign language requirement, assuming they were taught at an accredited college or university. Since we do not teach ASL at JCU, both semesters may be taken at the other institution. However, the courses must be taught standard classroom style. On-line/hybrid foreign language courses and on-line/hybrid ASL courses are not accepted for transfer credit from another school other than JCU.

General Chemistry Placement Guidelines

It is very important for any student interested in studying Chemistry that he/she take **General Chemistry** (CH 141 & CH143 or CH151 & CH153) and at least one other science or Calculus (MT133 or MT135) course during their first semester at John Carroll."

If the student is interesting is studying Biochemistry (perhaps with an interest in the health professions) *in addition to* **General Chemistry** and Calculus, they should take General Biology (BL155/157) during their first semester.

If the student is interesting is studying just Chemistry (perhaps with an interest in graduate school, industry, or engineering) *in addition to* **General Chemistry** and Calculus, they should take Physics (either PH125 and PH125L or PH135 and PH135L) during their first semester.

If the student is not comfortable with the idea of taking three "science" courses during their first semester (or their math placement was not into MT135 or MT135H) they should take **General Chemistry** with:

- General Biology, if they are interested in the health professions or are considering a major Chemistry following the Biochemistry track, or a major in the Biology department.
- Physics, if they are considering a major in the Physics department
- Calculus, if they are considering a Chemistry major following the Comprehensive or General tracks, or a major in the Mathematics department

There are two **General Chemistry** options for science students:

- Traditional year-long CH 141-144 sequence
(This sequence must be started in the Fall or Summer Session II)
- Honors one-semester sequence CH 151H/153
(These courses can only be taken in the Fall).

Most incoming science students will take CH 141/143 their first semester. The typical student who has been successful in CH 151/153 had the following indicators at the time of Freshman Orientation:

- Math SAT above 600 and/or math ACT above 27
- High school chemistry GPA above 3.5
- Two years of high school Chemistry, including one year of AP (or equivalent)

The Chemistry Department will have pre-screened most students, placing a letter in their folder indicating the suggestion to consider CH151/153 if they have met these indicators. Please discuss with these students the possibility of CH 151H/153 instead of CH 141/143. Four distinct advantages for students in CH 151H/153 are:

- Small class size(<20) vs (~45 for CH141)
- The same group of students in both lecture and lab
- The General Chemistry requirement is satisfied by only one semester of CH courses (5 credits for CH 151H/153) rather than the regular two semesters (10 credits for CH 141-144)
- These students can take Analytical Chemistry in the spring of freshman year, rather than the sophomore year while taking organic chemistry.

If you have any questions or want some advice on a particular student, please don't hesitate to call the Chemistry Chair or discuss with a Chemistry Faculty member (at least one Chemistry Department member should be at each of the summer orientation sessions).

General Academic Policies

Advanced Placement and International Baccalaureate Credit

Advanced Placement (AP) Credit

AP Test	Min. Score Required for Credit	Semester Hours	JCU Course Credit	JCU (old) Core
Art History	4	3	AH 101	Div. II
Biology	5	8	BL 155-158	Div. IV
Biology	3 or 4	4	BL 112, 112L	Div. IV
Biology/ Environmental Science	3, 4, 5	4	BL 109, 109L	Div. IV
Chemistry	5	6	CH 1XX (elective)	N/A
Chemistry	4	3	CH 1XX (elective)	N/A
Computer Science AB	3	3	CS 228	N/A
Computer Science A	3	3	CS 228	N/A
Economics Micro	3	3	EC 201	Div. III
Economics Macro	3	3	EC 202	Div. III
English Lang. & Comp.	4	6	EN 111-112*	Div. I
English Lit. & Comp.	4	6	EN 111-112*	Div. I
French	3	6	FR 201-202	Div. I
German	3	6	GR 201-202	Div. I
Government & Politics U.S.	4	3	PO 101	Div. III
Government & Politics Comp.	4	3	PO 102	Div. III
History, European	4	6	HS 201-202	Div. II
History, U.S.	4	6	HS 211-212	Div. II
History, World	4	6	HS 2XX (elective)	N/A
Latin	3	3	LT 232	Div. II
Mathematics AB (or AB subscore on BC exam)	4 or 5	4	MT 135	Div. IV
	3	4	MT 135	
Mathematics BC	4 or 5	8	MT 135 & 136	Div. IV

			PH 125-126 &	
Physics B*	4	8	PH125L-126L	Div. IV
Physics B	3	3	PH 1XX (elective)	N/A
Physics C-Mech.	4	4	PH 215 & PH 215L	Div. IV
Physics C-Mech.	3	4	PH 125 & PH 125L	Div. IV
Physics E&M	4	4	PH 216 & PH 216L	Div. IV
Physics E&M	3	4	PH 126 & PH 126L	Div. IV
Psychology	4	3	PS 101	Div. IV
Spanish	3	6	SP 201-202	Div. I
Statistics	3	3	MT 122	Div. IV

Applicants who have a score of 5 for Physics B and who have the equivalent of MT 136 will receive credit for PH 215-216 and PH 215L-216L.

N/A = Not applicable for divisional core credit.

*See English Composition Placement section in this Guide for updated AP/IB policy.

Student FAQ

Q: Will my AP scores be sent automatically to John Carroll University?

A: No. You will need to designate John Carroll University as your college choice on the ETS application. JCU's school code is: 001342. Visit the College Board's AP Central web site at www.collegeboard.com for more information about requesting and submitting AP results.

Q: Will AP credit satisfy my liberal arts core requirements at JCU?

A: The JCU core curriculum includes various division requirements and special designations (Diversity; Asian, African, or Latin American Society; Western-International Society; Literature; and Writing Intensive). AP will satisfy the divisional requirements for the liberal arts core and not special designations.

Q: How do I know if JCU received my AP scores?

A: JCU normally receives AP results in mid-July. JCU's Office of Admissions will send you an evaluation of AP credit. If you are attending an orientation session in June or early July, let your faculty advisor at orientation know that you have taken one or more AP exams and may be eligible for AP credit. Your faculty advisor will adjust your fall class schedule accordingly.

Q: What happens if my AP results or transfer credits arrive after I attend an orientation session?

A: The Academic Advising Office or your faculty advisor at orientation will adjust your class schedule as necessary. You are encouraged to access your up-to-date transcripts as often as you wish on Banner Web.

Advanced placement credit will be given to students who have taken college-level courses in secondary school and have completed the appropriate College Board Advanced Placement Examination. JCU awards up to 8 semester hours of credit for scoring 3 or better in exams. Reference the table below of JCU's AP course credit equivalencies for specific score requirements.

International Baccalaureate (IB) Credit

John Carroll University recognizes IB achievement by awarding advanced-standing credit that may be counted towards the number of courses required for graduation and may be used to help fulfill core requirements. JCU awards up to 8 semester hours of transfer credit for marks of 5 or better in Higher Level exams. The reference table below include JCU's IB course credit equivalencies for specific mark requirements. Questions may be directed to the Office of Admission, #216-397-4294, #888-335-6800, admission@jcu.edu; the Center for Global Education, #216-397-4320, global@jcu.edu.

IB Course Credit Equivalencies

IB Class	IB Score Required for Credit	Semester Hours	JCU Course Credit	JCU Core
Biology	4,5	4	BL 102/102L	Div. IV
Biology	6,7	8	BL 155-158	Div. IV
Chemistry	5	3	CH 1XX (elective)	N/A
Chemistry	6,7	6	CH 1XX (elective)	N/A
Computer Science	5	3	CS 128	Div. IV
Computer Science	6,7	6	CS 128 & 228	Div. IV (CS128 only)
Economics Micro	5	3	EC 201	Div. III
Economics Macro	6,7	6	EC 201-202	Div. III
English Lang. & Comp.	6,7	6	EN 111-112*	Div. I
French (Standard Level)	6,7	6	FR 101-102	Div. I
French (Higher Level)	5,6,7	6	FR 201-202	Div. I
German (Standard Level)	6,7	6	GR 101-102	Div. I
German (Higher Level)	5,6,7	6	GR 201-202	Div. I
History	6,7	3	HS 1XX	Div. II
Mathematics	5	4	MT 135	Div. IV
Mathematics	6,7	8	MT 135-136	Div. IV
Physics	5	4	PH 1XX/ 1XXL (elective)	Div. IV
Physics	6,7	8	PH 125/L & PH 126/L	Div. IV
Philosophy	6,7	3	PL 101	Div. V
Psychology	5,6,7	3	PS 101	Div. IV
Sociology	6,7	3	SC 245	Div. III
Spanish (Standard Level)	6,7	6	SP 101-102	Div. I
Spanish (Higher Level)	5,6,7	6	SP 201-202	Div. I

*See English Composition Placement section in this Guide for updated AP/IB policy.

Freshman Privilege

Freshman Privilege is intended to help students recover from major-direction choices that turned out not to match their real interests or talents. As a result, such students may have done poorly (D, F) in courses required by those intended programs. Yet, they very often can be successful in a new and different major program.

Note: Petition for Freshman Privilege under these provisions must be approved by the Assistant Dean of the College of Arts and Sciences. The student must petition for Freshman Privilege before they earn 40 credit hours.

To improve their chances of success, these students may petition the Dean using the online Academic Petition for the privilege of having such courses excluded from their calculation of their overall Quality Point Average. If granted, this exclusion is made on the assumption that the student will no longer pursue a major program in the same area. Thus, for example, the student would normally change from pursuing a major in science to one in liberal arts or business, or from attempting a major in business to one in science or liberal arts. The student's previous coursework is then re-evaluated, omitting the pertinent deficiency grade or grades and credit (if the course was passed) from inclusion in the QPA. Note, however, that repeating the course or courses for which privilege was granted will nullify the privilege, and restore the deficiency grade or grades in the student's QPA. Privileged courses remain listed on the student's permanent record (transcript) with the designation FP.

In general, the following courses may not be privileged:

- 1) Those required for the completion of all undergraduate degrees, e.g., First Year Seminar, CO 100, English Composition, courses in one of the languages, PL and TRS CORE curricular courses.
- 2) Those not required for the completion of any undergraduate degree, e.g., AR, CE, FA, MS, PE. Other courses normally taken for CORE also may not be privileged.

Waitlisting

- Waitlisting a course does not guarantee enrollment in the course.
- Students waitlist courses on a first-come, first-served basis. Waitlist instructions can be found at <http://sites.jcu.edu/registrar/>
- Students may not waitlist multiple sections of the same course.
- Students may not waitlist a section if they are registered for another section of the same course.
- Students will have 24 hours to register for a course once they have been notified via email that a seat is available. If they do not register within the 24 hour time limit, they will be dropped from the waitlist. This action will advance the next waitlisted student, and the process will begin again.
- The Registrar's Office will control when the 24 hours begins by running the waitlist process at a specific time every morning Monday-Thursday with the exception of holidays or University closings.
- Waitlists will enforce the same registration restrictions when it comes to prerequisite or co-requisite courses as regular enrollment. The student must have the needed prerequisite or co-requisite courses to waitlist. Another waitlisted course will not count as a prerequisite or co-requisite.
- Fees are not assessed for waitlisted class sections. Fees are assessed only if you register for a class section.
- The waitlist process will be shut down the first Friday after classes start and all waitlists will be cleared.
- Students should remove themselves from waitlisted courses if they are no longer interested in registering.
- Department chairs and deans reserve the right to allow students into waitlisted courses without the student being on the waitlist or if other students currently reside on the course's waitlist.
- The Registrar's Office will work with department chairs and deans to manage enrollment in courses by adjusting both registered and waitlisted seat counts until the optimal configuration is reached.

Programs of Study: Academic Majors, Minors, and Concentrations
College of Arts and Sciences and the Boler School of Business

Academic Majors, College of Arts and Sciences

Bachelor of Arts and Bachelor of Arts in Classics

Art History

Classics: Classical Languages

Classics: Classical Studies

Communication & Theatre Arts

Communication & Theatre Arts: Integrated Marketing

Communication & Theatre Arts: Journalism

Communication & Theatre Arts: Persuasive & Relational Communication

Communication & Theatre Arts: Theatre

Communication & Theatre Arts: Visual Media

Computer Information Systems

East Asian Studies

Economics

Education: Adolescent/Young Adult

Education: Early Childhood

Education: Middle Childhood

Education: Multi-age

English

English: Literature

English: Creative Writing

English: Professional Writing

Exercise Science

History

Humanities

International Business with Language & Culture (with the Boler School of Business)

Mathematics Teaching

Modern Languages: French

Modern Languages: Spanish

Peace, Justice, & Human Rights

Philosophy

Philosophy: Critical Social Philosophy

Philosophy: Health, Ethics, and Science

Philosophy: History of Philosophy

Philosophy: Philosophy, Law, & Politics

Physical Education

Political Science

Political Science: Law & Society

Political Science: Global & Foreign Area Studies

Political Science: Methods & Spatial Analysis

Self Designed Major

Sociology & Criminology

Academic Majors, College of Arts and Sciences cont.

Sociology & Criminology: Criminology
Sociology & Criminology: Cultural Diversity
Sociology & Criminology: Human Service, Health, & Social Justice
Sports Studies
Theology & Religious Studies
Women's & Gender Studies
World Literature

Academic Majors, College of Arts and Sciences

Bachelor of Science

Biology
Cell & Molecular Biology
Chemistry: Biochemistry
Chemistry: Comprehensive Chemistry
Chemistry: General
Computer Information Systems
Computer Science
Economics
Environmental Science
Engineering Physics
Mathematics
Psychological Science
Psychological Science: Child & Family Studies
Psychological Science: Eating Disorders
Psychological Science: Forensic Psychology
Psychological Science: Industrial/Organizational Psychology
Psychological Science: Mental Health
Psychological Science: Psychology & Sports Sciences
Self-Designed Major

Academic Minors and Concentrations, College of Arts and Sciences

Africana Studies
Aging Studies
Art History
Biology
Catholic Studies
Chemistry
Classical Studies
Communication & Theatre Arts
Computer Information Systems
Computer Science
Creative Writing
East Asian Studies
Economics

Academic Minors and Concentrations, College of Arts and Sciences cont.

Engineering Physics
English
Entrepreneurship
Environmental Studies
Foreign Affairs
Forensic Behavioral Science
French
German
Greek
History
Humanities
International Economics & Modern Languages (with the Boler School of Business)
International Studies
Italian Studies
Latin
Latin American & Latino Studies
Leadership Development
Mathematics
Mathematics & Economics (with the Boler School of Business)
Modern European Studies
Neuroscience
Peace, Justice, & Human Rights
Perspectives on Sex & Gender
Philosophy
Physical Education & Exercise Science
Physics
Political Communication
Political Science
Population & Public Health
Probability & Statistics
Professional Healthcare Preparation
Psychological Science
Public Administration & Policy Studies
Sociology & Criminology
Spanish
Theology & Religious Studies
United States Politics
Women's & Gender Studies

Academic Majors, Boler School of Business

Bachelor of Science in Business Administration

Accountancy

Business Logistics

Finance

Human Resources Management

International Business with Language and Culture
Management

Marketing

Bachelor of Science in Economics

Economics

Academic Minors and Concentrations, Boler School of Business

Business

Entrepreneurship

Economics

International Economics/Modern Languages

International Studies

Mathematics/Economics

Public Administration/Policy Studies

APPENDIX

Student outcomes in key JCU courses as a function of ACT/SAT scores

Reported below are the average grades and the percentage of students with passing grades or grades of C or above in several key JCU courses during the period Fall 2009-Spring 2014. These data are presented as a function of the ACT and SAT Math scores. Typically, the SAT is taken later than the ACT, which could make it a better predictor. On the other hand, the number of student with SAT scores is smaller, making the relative statistics less reliable.

