

John Carroll University

Advisor's Guide

2015–2016

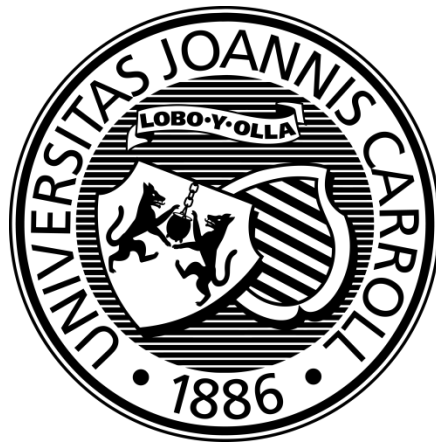


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Academic Advising Mission Statement

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 – Pre-major Advisors

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. *Be responsible* (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. *Reflect* (Discernment)
 - Align one's academic plan with one's interests, goals, talents, and values;
 - Recover from mistakes and change plans as necessary;
3. *Engage* (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 policies 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.
Junior	<ul style="list-style-type: none"> ✓ Discuss with advisor academic progress and plans, as well as 	<ul style="list-style-type: none"> ✓ Plan summer experiences, including coursework,

	<p>internship, research, study abroad, and service opportunities</p> <ul style="list-style-type: none"> ✓ 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 	<p>research, travel, internship, employment, etc.</p> <ul style="list-style-type: none"> ✓ 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
Senior	<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 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 Programs

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Tanesha Lee

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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 (new Core Curriculum)

Undergraduate Bulletin 2015-2017 for students entering fall 2015 and beyond; go.jcu.edu/bolerfaqs

Integrative Core

Business Core

Major

<p>1st Year Foundational</p> <p><input type="checkbox"/> EN 120-121 or EN 125</p> <p><input type="checkbox"/> CO 125</p> <p><input type="checkbox"/> EC 208 (QA and bus core)</p> <p><input type="checkbox"/> Language _____</p> <p><input type="checkbox"/> Language _____ (completed through 201 level)</p> <p>Integrated Classes</p> <p><input type="checkbox"/> Global Community (GC) (Prerequisite: EN classes)</p> <p>_____</p> <p><input type="checkbox"/> Natural World (NW) (2 classes) (Prerequisite: QA and EN classes)</p> <p>_____</p> <p><input type="checkbox"/> Human Experience (HE) (2 classes) (Prerequisite: EN classes)</p> <p>_____</p> <p>_____</p> <p>Major Requirements</p> <p><input type="checkbox"/> Additional Writing (AW) ____MN 202_____</p> <p><input type="checkbox"/> Presentation (PCT)</p> <p>_____</p> <p><input type="checkbox"/> Capstone (C)</p> <p>_____</p> <p>Jesuit Heritage</p> <p><input type="checkbox"/> PL: Knowledge and Reality</p> <p>_____</p> <p><input type="checkbox"/> PL 311 (junior/ senior year)</p> <p><input type="checkbox"/> TRS 101</p> <p><input type="checkbox"/> TRS _____</p> <p><input type="checkbox"/> Social Justice (SJ) _____</p> <p><input type="checkbox"/> Arts (CAPA) _____</p> <p>Total Credit Hours: 40 - 52 <i>please read thoroughly.</i></p> <p>120 credit hours are needed to graduate.</p>	<p><input type="checkbox"/> MT 130</p> <p><input type="checkbox"/> BI 107¹ (1 credit hour)</p> <p><input type="checkbox"/> BI 108¹ (1 credit hour)</p> <p><input type="checkbox"/> BI 109¹ (1 credit hour)</p> <p><input type="checkbox"/> EC 201</p> <p><input type="checkbox"/> EC 202</p> <p><input type="checkbox"/> AC 201</p> <p><input type="checkbox"/> AC 202</p> <p><input type="checkbox"/> EC 207 (1 credit hour, may also substitute MT 122)</p> <p><input type="checkbox"/> BI 200</p> <p><input type="checkbox"/> MN 202</p> <p><input type="checkbox"/> BI 326</p> <p><input type="checkbox"/> FN 312</p> <p><input type="checkbox"/> MK 301</p> <p><input type="checkbox"/> MN 325</p> <p><input type="checkbox"/> MN 461 or MN 463²</p> <p><input type="checkbox"/> MN 499 or EC 499³</p> <p>Professional Development Program (required):</p> <p><input type="checkbox"/> BPD 102</p> <p><input type="checkbox"/> BPD 201 <input type="checkbox"/> BPD 202</p> <p><input type="checkbox"/> BPD 301 <input type="checkbox"/> BPD 302</p> <p><input type="checkbox"/> BPD 401 <input type="checkbox"/> BPD 402</p> <p>Notes:</p> <p>¹Some students will be waived after demonstrated proficiency.</p> <p>² AC takes MN 463 (fall only); all other BSOB majors take MN 461.</p> <p>³EC majors take EC 499A and B; all other BSOB majors take MN 499.</p> <p>Total Credit Hours: 40 - 43</p>	<p>Accountancy (27 credit hours)</p> <p><input type="checkbox"/> AC 303 <input type="checkbox"/> AC 304 <input type="checkbox"/> AC 312</p> <p><input type="checkbox"/> AC 321 <input type="checkbox"/> AC 341 <input type="checkbox"/> AC 431</p> <p><input type="checkbox"/> MN 464 2 AC electives: <input type="checkbox"/> <input type="checkbox"/></p> <p>Business Logistics (21 credit hours)</p> <p><input type="checkbox"/> LG 328 <input type="checkbox"/> LG 361 <input type="checkbox"/> LG 350</p> <p><input type="checkbox"/> LG 440 <input type="checkbox"/> MK 302 or BI 383</p> <p><input type="checkbox"/> MK 402 or BI 371 <input type="checkbox"/> MK 309</p> <p>Economics (21 credit hours)</p> <p><input type="checkbox"/> EC 301 <input type="checkbox"/> EC 302</p> <p>5 EC electives: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Finance (24 credit hours)</p> <p><input type="checkbox"/> EC 301 <input type="checkbox"/> EC 302 or EC 311</p> <p><input type="checkbox"/> FN 316 <input type="checkbox"/> FN 342 <input type="checkbox"/> FN 440</p> <p><input type="checkbox"/> FN 441 <input type="checkbox"/> FN elective <input type="checkbox"/> AC 310</p> <p>Human Resource Mgmt (24 cr. hrs.)</p> <p><input type="checkbox"/> HR 352 <input type="checkbox"/> HR 353 <input type="checkbox"/> HR 370</p> <p><input type="checkbox"/> HR 373 <input type="checkbox"/> HR 376 <input type="checkbox"/> HR 495</p> <p>2 HR electives (incl. PS 459): <input type="checkbox"/> <input type="checkbox"/></p> <p>International Business with Language and Culture⁴ (27 credit hours, not incl. language and culture courses) (Internships Required <input type="checkbox"/> IB 490 <input type="checkbox"/> IB 491)</p> <p><input type="checkbox"/> IB 301 <input type="checkbox"/> IB 302 <input type="checkbox"/> IB 303</p> <p><input type="checkbox"/> IB 495 3 electives: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>⁴ Includes foreign language through 2 semesters at 300 level, 2 country specific culture courses, and study abroad.</p> <p>Management (24 credit hours) (Internship Required <input type="checkbox"/> MN 401)</p> <p><input type="checkbox"/> HR 352 <input type="checkbox"/> BI 383 <input type="checkbox"/> MN 395</p> <p><input type="checkbox"/> MN 413 <input type="checkbox"/> MN 495</p> <p>3 MN electives: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Marketing (24 credit hours) (Internship Required <input type="checkbox"/> MK 401)</p> <p><input type="checkbox"/> MK 302 <input type="checkbox"/> MK 309</p> <p><input type="checkbox"/> MK 402 <input type="checkbox"/> MK 495</p> <p>4 MK electives: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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The following recommendations 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_DispclassChoice?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)	Senior standing	All	senior
or MN 463 (AC and HR majors)	Senior standing	fall only	senior
MN 499 (all majors except for EC)	FN 312, BI 326, MN 325, MK 301	All	senior
or EC 499A (EC majors)	EC major and senior standing	fall only	senior
and EC 499B (EC majors)	EC 499A	spring only	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 co-requisite 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
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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 3 rd 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:	4 th grade to 9 th 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

ADVISEMENT FORM – Beginning with the Class of 2019
Education Major: Early Childhood Licensure Program

Name _____ E-mail: _____

Phone _____ Cell Phone: _____

INTEGRATIVE CORE CURRICULUM

Foundational Competencies		9-12 credits		
Course		Hours	Grade	Semester/Year
Written Expression	EN 125 (or EN 120/EN 121)	3 or 6		
Oral Expression	CO 125	3		
Quantitative Analysis	ED 101 (recommended)	3		

Language		0-9 credits		
Course		Hours	Grade	Semester/Year
Foreign Language		0-3		
Foreign Language		0-3		
Must complete 201 level or equivalent in language taken in high school; those who place above 201 are exempt from the requirement. Students must complete the 101-102 sequence if beginning a new language.				

Integrated Courses		15 credits		
Course		Hours	Grade	Semester/Year
Engaging the Global Community		3		
Exploring the Natural World (PH 1xx, CH 1xxx linked)		6		
Examining Human Experience		6		
This category must include one science, one social science and one humanities course. EN 125 or EN 120/121 are pre-requisites for all courses.				

Jesuit Heritage		16 credits		
Course		Hours	Grade	Semester/Year
PL (Knowledge and Reality)		3		
PL (Values and Society)		3		
TRS 101		3		
TRS 200 or 300 level course		3		
Issues in Social Justice – ED 350		3		
Creative and Performing Arts		1		

Core Requirements in the Major			
Course		Hours	Grade
Additional Writing Course	ED 253		
Additional Presentation Component			
Capstone Experience	Student Teaching		

Curriculum Content: 13 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
MT 160	Math & Creativity	3		
AR 171/171L	Interdisciplinary Sciences	3		
MT 171	Foundation of Early Childhood Mathematics	4		
ED 356	Children's Literature	3		

Professional Education: 62 Semester Hours Required

Course #	Course Title	Hours	Grade	Semester/Year
ED 100	Introduction to Education	3		
ED 200	The Young Child: Development from Birth to Age 8	3		
ED 201	Assessment, Learning & Individual Differences	3		
ED 224	Educating and Caring for Young Children	3		
ED 225	Assessment of Young Children and their Families	3		
ED 253	School and Society	3		
ED 255	Literacy Across the Curriculum	3		
ED 325	Developmentally Appropriate Curriculum and Methods	3		
ED 331	Integrated Early Childhood Methods I: Mathematics & Science	3		
ED 332	Integrated Early Childhood Methods II: Social Studies	2		
ED 333	Integrated Early Childhood Methods II: Physical Ed. & the Arts	1		
ED 334	Integrated Early Childhood Methods Clinical Practicum	2		
ED 350*	Multicultural Education in a Pluralistic Society	3		
ED 355	Language Study and Phonics	3		
ED 405A	Early Childhood Education Seminar	3		
ED 415	Educational Procedures for the Exceptional Child	3		
ED 444A	Directed Teaching in Early Childhood Settings	9		
ED 456	Reading Assessment and Intervention	3		
ED 457	Methods in Reading Education	3		

*Approved Issues in Social Justice Core requirement.

ACTIONS

	CUM GPA	ED GPA	Core GPA	Applied Date	Accept Date	Conditional Date	Defer	Reject
Admit to Teacher Education								
Admit to Pre-Student Teaching								
Admit to Professional Semester								
Recommend Licensure								

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

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 CO125H, TRS 101H, and “HP” courses (i.e., HP 101, HP 349, etc.).

All other Honors courses are open to all JCU students who have met the prerequisites. 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, engagement, participation and interest on the part of the students.

Advising Students Currently Enrolled in the Honors Program:

If you should happen to have HP advisees, please advise them on their course schedules according to the following guidelines.

- 1) All first-year Honors students have been **pre-enrolled in an Honors Advising Cohort** according to discipline. Honors students are expected to schedule around their assigned advising cohort time.
- 2) All incoming Honors students are **required to take HP101**, the Honors Colloquium, in the fall. This course fulfills the foundational competency requirement in composition (EN125).
- 3) All Honors students are **expected to take CO 125H** in their first year. Humanities and Business students are particularly encouraged to enroll in the fall; students in STEM fields may find it easier to schedule in the spring.
- 4) All Honors students must take TRS 101H, but they need not take it in their first year.
- 5) In the new Honors Curriculum for the Class of 2019, Honors students are no longer required to enroll in “H” courses beyond CO 125H and TRS 101H. Honors students should be encouraged to enroll in these as appropriate and desired for the learning opportunities offered, but additional H courses are no longer required by the Program.

Many HP students come in with pending transfer credits. If an advisee is in this situation, we suggest the following:

- 1) **Overschedule.** For example: a student waiting on AP credit in Psychology may wish to register for both PS 101 AND a higher level course that requires PS 101 as a prerequisite. Once final word is received about the AP credit, either the former or the latter may be dropped from the schedule, as appropriate.
- 2) **AP credit may not be used for HP 101.** Even though HP 101 fulfills the EN 125 requirement, HP 101 may not be waived if a student has received AP or other credit for EN 125. For Honors students, EN 125 transfer credit will apply for general graduation credit rather than for EN 125.

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) **The Honors Core:** HP 101, CO 125H, TRS101H
- 2) **The Honors Pathway:** students work with advisors and the Honors Program Director to identify, meet, and reflect on experiences that fulfill the Honors Program goals and support individual students' discernment process.
- 3) **The Honors Capstone:** HP 348, HP 349, and HP 450 or equivalent.
- 4) **Superior Scholarly Achievement:** Maintain a 3.5 GPA or better.

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. Applications are accepted on a rolling basis throughout the spring semester. Entering students are accepted on the basis of high standardized test scores, high GPA and a well-crafted Honors application essay. Current JCU students are accepted on the basis of a high GPA in the first semester, 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. Some Honors Program coursework requirements may be waived for students who enter the HP after their first semester.

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 Honors Program Office, (216) 397-4677, honors@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, Pg. 32

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/doit/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	<p>20 total Credits</p> <p>Students Take the following Courses :</p> <ul style="list-style-type: none"> English Composition AR 150 - 1 Credit AR 150B - 1 Credit AR 250 - 1 Credit AR 350 - 1 Credit AR 450 - 1 Credit <p>Students also take 9 additional credits of “Arrupe-designated” courses based on their academic interests.</p>
Main Features: Co-Curriculum	<ul style="list-style-type: none"> • Food Drive <p>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</p> <ul style="list-style-type: none"> • Service-learning <p>All Arrupe Freshmen do a year of service learning via their AR 150 course. Upperclassmen also take at least one additional service-learning course</p> <ul style="list-style-type: none"> • Advocacy Projects <p>Students create a capstone advocacy project their Junior year.</p>

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.
- According to NCAA regulations, student-athletes immediately lose their eligibility to play if they drop below 12 credit hours at any point during the semester. The Registrar's Office reviews and verifies eligibility weekly during the term. Also, Banner Web does not allow student-athletes to drop classes below 12 credits. Instead, an APR form cosigned by the academic adviser and the coach is necessary to allow the student to go below the 12 credit threshold.
- 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.

THE INTEGRATIVE CORE CURRICULUM AT JOHN CARROLL UNIVERSITY

The Value of an Integrated Curriculum: some observations

According to the Association of American Colleges and Universities (AAC&U), a 21st-century, liberal arts education:

- Prepares students to deal with complexity, diversity, and change
- Provides students broad knowledge of wider world (science, culture, and society)
- Helps students develop a sense of social responsibility
- Helps students develop strong and transferable intellectual and practical skills
 - communication skills (written, oral, use of technology, ability to understand and evaluate information)
 - analytical and problem-solving skills
 - ability to apply knowledge and skills in real-world settings

These goals come from the recognition that college graduates:

- must learn to deal with unscripted problems;
- will participate in an economy fueled by innovation;
- will engage with increasingly diverse communities;
- will need to find solutions to seemingly intractable problems: how do you secure environmental sustainability? How do you maintain human dignity and equity in a world rife with conflict?

To do this our students must learn that:

- negotiating in this world demands an education that explores issues from multiple perspectives and across disciplines;
- they must apply their knowledge to real-world situations, which usually are not confined to one perspective and cannot be solved with one disciplinary approach;
- to be an informed citizen, sensitive to the needs and values of others, they:
 - need a broader, global knowledge
 - need to learn the tools to reflect with a critical and sensitive eye
 - need the ability to liberate their minds from narrow habits and customs to be alert to others and to act with civic and global responsibility.

According to “Connecting College Learning and Career Success,” survey conducted by AAC&U:

Employers prioritize liberal and applied learning for all college students

- “A candidate’s demonstrated capacity to think critically, communicate clearly and solve complex problems is more important than his or her undergraduate major.”
- “All college students should have experiences that teach them how to solve problems with people whose views are different from their own.”
- “all college students should gain intercultural skills and an understanding of societies and countries outside the United States.”

Employers endorse broad learning as essential to long-term career success

- proficiency in skills and knowledge not confined to one field—graduates must be conversant in various disciplines
- written and oral communication, teamwork skills, ethical decision making, critical thinking, and the ability to apply knowledge in real-world settings

Employers are increasingly globally connected and are placing more emphasis on hiring candidates with global knowledge and experience

- A majority want all college students to gain global knowledge and intercultural skills
- Students should “have experiences that teach them how to solve problems with people whose views are different from their own”; students should “gain intercultural skills and an understanding of societies and countries outside the U.S.

So how does our Integrative Core Curriculum help to address these needs?

Focus on foundational competencies: writing, oral communication, quantitative analysis, technological/information literacy

- curriculum is designed so that students begin working on these skills early on
- skills reinforced in other places in the Core curriculum and in their major work:
- writing and QA in integrated courses; writing and presentation (with use of technology to collect and share information) in major

Focus on integrated learning:

- provides students the opportunity to encounter and think through problems from multiple perspectives and disciplinary approaches:
- EGC, ENW, EHE—each require an interdisciplinary approach to the same issue or set of similar issues;
- This is the type of thinking that addresses the need for students to be prepared to deal with “real-world” problems.

Focus on global knowledge and intercultural skills:

- study of foreign language (or demonstration of competence in foreign language);
- study of cultures in language courses;
- EGC—with emphasis not only on global knowledge, but global responsibility—interdisciplinary courses that ask students to understand the connections between the local and the global (knowing we all have a stake in these issues) and the power relationships that come from these connections.

Focus on cultural competence and social responsibility (with an emphasis on ethics) in the Jesuit Heritage courses:

- foundational work in critical thinking and analysis as well as ethical and religious reasoning in PL and TRS courses;
- focus on issues of inclusion and exclusion in the Issues in Social Justice courses;
- a recognition of artistic creativity and production in CAPA courses.

THE INTEGRATIVE CORE CURRICULUM AT JOHN CARROLL UNIVERSITY

Talking points for the Integrative Core Curriculum

- JCU's new core curriculum is an “integrative” curriculum because it ensures that the skills students develop early in their college careers are reiterated throughout the students' coursework—throughout their core courses and in their majors. It is also “integrative” because it provides opportunities for students to see how knowledge from different disciplines (and thus multiple perspectives) is necessary for solving complex, real-world problems.
- The Core is composed of four main components: Foundational Competencies, Language Study, Integrated Courses, and Jesuit Heritage
- Foundational Competencies: develop skills essential for success in college: written expression, oral expression, quantitative analysis, and technological/information literacy
- These foundational competencies are further developed in other Core courses (thus the integrative nature of the Core): students will have additional focus on writing skills and quantitative analysis skills in the integrated courses; and they will have even more focus on writing in a designated writing course for their major and in additional oral communication training, also in their major coursework.
- Foreign Language: students will have the opportunity to continue with the foreign language they studied in high school (they will be required to achieve a “beginning intermediate” level of proficiency (our 201 course) and they have the option of waiving this core requirement with a placement exam. If students want to begin a new language they will have that opportunity, taking two semesters of that language.
- Integrated Courses: Students will gain multi-disciplinary approaches to issue relevant to the **global community**, the **natural world**, and the **human experience** through courses that are team-taught (or part of a learning community) or courses from different disciplines that are linked. Some of the courses we are developing and will offer in the next year include the following:
 - Engaging the Global Community: a team-taught course on Japanese popular culture; a team-taught course on global debt and poverty; a team-taught course on the religion, art, and politics of the Silk Road; courses in a learning community focusing on issues of globalization from historical, literary, political, and sociological perspectives.
 - Exploring the Natural World: linked courses on the science and cultural representations of environment and climate change; linked courses on forensic study (from the perspective of science and literature—detective fiction); linked courses on the science and philosophy of origins

- Examining Human Experience: linked courses on historical and literary representations of British and Spanish colonization; linked courses on the Beat Generation and the rise of the Sixties; linked courses on food cultures and ethnicities; linked courses on the philosophy and aesthetics of popular culture
- The integrated courses will also ensure that students study a wide variety of academic subjects, from the natural sciences, to the social sciences, to the humanities.
- Jesuit Heritage: Because JCU is dedicated to his Ignatian roots and the rich history of Jesuit education, particularly with an emphasis on discernment and justice, all students will take courses in Philosophy and Theology & Religious Studies. Students will also take a course that focuses on issues of Social Justice and a course in the Fine Arts—also part of the Jesuit educational tradition.
- To complete the Integrative Core Curriculum, students will complete between 40-49 hours, depending on their placement in a foundational writing (written expression) course and a language course.

THE INTEGRATIVE CORE CURRICULUM AT JOHN CARROLL UNIVERSITY

Frequently Asked Questions

What are the courses students take for Foundational Competencies?

Students will take courses in writing, oral expression, and quantitative analysis. Each of these courses will have training in technological and information literacy embedded in them—students will not take a separate course in technological and information literacy.

How are students placed in their foundational writing courses?

Most students will be placed in EN 125, Seminar on Academic Writing, a one-semester course that fulfills the Core foundational writing requirement. Students who need additional training in writing will take two courses in a two-semester sequence: EN 120 and EN 121, Developmental Writing I and II (both courses required for fulfilling the foundational writing requirement. Students will be placed as they have in the past: those students who would have been placed in EN 111/112 and EN 114/116 will take EN 125; those students who would have been placed in EN 103/104 will take EN 120/121.

What foundational oral expression will students take?

Students will take CO 125, Speech Communications. This 3-credit course replaces the 2-credit CO 100.

From what departments can students take Quantitative Analysis courses?

The MT/CS department offers many of our foundational QA courses (currently MT 119, MT 122, MT 228, MT 229); but students can take approved QA courses in other departments as well. For Fall 2015, students can take a QA course in EC, ER and PO; and we have just approved a QA course in ED.

When should student take their courses for Foundational Competencies?

Students should try to take all courses for foundational competencies their first year, particularly writing and oral expression. For some majors, it makes sense for students to take their QA course later (probably sophomore year); but in any case, early is better because these competencies are reiterated elsewhere in the Integrative Core Curriculum and in the majors.

Do they need to take all courses for Foundational Competencies their first semester at JCU?

No, in fact, it may be good to spread these courses out first and second semesters. For students placed in EN 120, they should take this course in the Fall of their first year (EN 121 will then be offered in the Spring). Students might consider EN 125 in the fall and CO 125 in the spring, or vice versa. The foundational writing course (EN 125 or EN 120/121) is a prerequisite for all integrated courses (more on this below), and so for students who will be ready to begin their integrated courses in the Spring, taking EN 125 in the Fall makes sense. Keep in mind that not all first-year students will be able to take EN 125 in the fall because of space limitations (however, we are offering more sections in the Fall than in the Spring in anticipation that many students will want to take this course their first semester).

What are the Core requirements for foreign language study?

Students must complete the 201 level or equivalent if they continue with the same language that they studied in high school, which could entail taking three language courses if beginning at 101. Those who place above (201), as determined by a proctored placement test which is given on campus, are exempt from the Core language requirement. If students choose to start a new language rather than continue with their previously studied language, they must complete a two course sequence (101-102).

How do students get placed in their language courses?

All students are urged to pre-register for the placement test when they sign up for their orientation session. The placement test will be administered during orientation. Students will be tested on the language that they studied in high school. When students register for their classes at the end of the orientation session, their advisors will be informed of the level in which they should be placed. If they place above the 201 level, they will be exempt from the Core language requirement (though, of course, they may continue in that language, and if so, are urged continue in their first semester at JCU; also, students should be aware that there are some majors and minors that do require language above the 201 level Core requirement.) For students who decide to begin a new language at JCU, they should register for a 101 section.

Only one placement test can be taken during orientation. Students who have studied more than one language should take the placement test in the language that they are most likely to study at JCU. But placement tests will also be offered right before the beginning of fall semester, and at pre-announced times during the academic year. Pre-registration will always be required for all placement tests.

What are the types of Integrated Courses?

Students will take one course in Examining the Global Community (3 credits), two linked courses in Exploring the Natural World (6 credits), and two linked courses in Examining Human Experience (credits). All courses are interdisciplinary: EGC courses are either team-taught by two professors or taught by a single professor who is part of a faculty learning community (faculty in the learning community will share with each other their different disciplinary perspectives). The linked courses in ENW and EHE are taught by faculty in different departments and with different disciplinary specialties; the linked courses cover the same general topic or related subject matter and give students opportunities to analyze a similar set of issues and problems from multiple perspectives. Often the linked courses will have a signature assignment, required of both classes, that combines the disciplinary perspectives.

ENW links must include one course from the natural sciences (BL, CH, MT/CS, PH/EP, PS). EHE links must include one course from the humanities (AH, CMLC/CL/IC, CO, EN, HS). EGC courses can be from any discipline.

Do these courses have pre-requisites?

Yes, because the integrated courses build upon skills students learn in their foundational courses. All integrated courses have a writing component, and so the foundational writing (EN 125 or EN 120/121) must be completed before taking an integrated course. The ENW linked pair has a QA component, and so the foundation QA course must be completed before taking the ENW courses.

At what level are these courses?

These courses can be at any level, but in most cases, they will be lower-division courses without prerequisites.

What are the additional requirements for the integrated courses?

In addition to the requirement that all students complete take EGC, ENW, and EHE courses, within the five courses students take, one course must be a natural science course (BL, CH, MT/CS, PH/EP, PS), one course must be a humanities course (AH, CMLC/CL/IC, CO, EN, HS), and one course must be a social science course (EC, PO, SC).

How do students sign up for a linked pair of courses for EHE and ENW?

The linked courses for ENW and EHE are co-requisites; students register for both courses in the linked pair. The linked courses will be indicated on Banner.

Do students have to take both courses at the same time?

Yes, to be truly integrated, the courses need to be taken at the same time.

What if a student has to drop one of the linked courses?

Students may not drop a linked course without permission of the instructors. If they must drop one class, they may continue in the other class, but they will need to complete another set of linked courses in that category.

What types of courses make up the Jesuit Heritage component of the Integrative Core Curriculum?

Students are required to take two courses in Philosophy, two courses in Theology & Religious Studies, one Issues in Social Justice course, and one Creative and Performing Arts course.

What are the requirements for core Philosophy courses?

In the Integrative Core Curriculum, students will no longer take PL 101. Students will take one course from the **Knowledge & Reality** category and one course from the **Values & Society** category. Taking a course from each of these categories ensures that students will experience a broad range of areas, major themes, and problems within philosophy. Knowledge & Reality courses explore fundamental questions of nature, existence, and understanding. The ethics requirement will be met specifically by the Values & Society courses, which explore fundamental questions of humans' relationship to one another and to the world.

Courses in each category are at the 200 and 300 level. Students are not required to take a 200-level course before a 300-level course. Also, students are not required to take a course from one category before the other. These courses no longer have the PL 101 prerequisite.

What are the requirements for core Theology & Religious Studies courses?

Students are required to take TRS 101 and one additional course (at the 200 or 300 level). TRS 101 is a prerequisite for the second TRS course.

What departments offer Issues in Social Justice courses?

Issues in Social Justice courses are not confined to a single department: currently we offer SJ courses in EN, HS, and SC, and we expect to add other courses and departments.

What are students' options for Creative and Performing Arts courses?

Students have a range of opportunities for CAPA courses, from music, to dance, to theatre, to photography, to entrepreneurship. The minimum requirement for a CAPA course is 1 credit, but students may also take a 3-credit course (students will have several options at 1 and 3 credits).

Can students double-dip in their Core courses?

No, students may not double-dip Core courses; that is, no single Core course will count for more than one Core requirement. For example, if students take a TRS courses as one of the linked courses in Examining Human Experience, they still must take the two required TRS courses for the Jesuit Heritage component of the Core.

Can students double-dip in courses for Core and their major/minor?

Yes, Core courses may count for major/minor requirements, but what counts for major/minor will be determined by the respective academic departments and programs.

Can students transfer in Core credits?

Yes, students may transfer in credits for the Integrative Core Curriculum, but the courses transferred in must conform substantially to the requirements, including learning goals, of Core courses offered at JCU.

We have more specific policies in two areas of the curriculum: (1) for **linked courses**: Transfer students who enter with fewer than 25 hours transferred must take both sets of linked courses (Exploring the Natural World and Examining Human Experience) at JCU. (2) for **Jesuit Heritage courses**: Given the centrality-to-mission of this portion of the Core, students can transfer in only 6 credits for Jesuit Heritage courses. No more than 3 credit hours can count toward fulfilling the Philosophy requirement; no more than 3 credits hours can count toward fulfilling the Theology & Religious Studies requirement.

All requests for transfer credit require submission of an academic petition. Syllabi may be required.

THE INTEGRATIVE CORE CURRICULUM AT JOHN CARROLL UNIVERSITY

The Value of an Integrated Curriculum Quick Points

Needs of a 21st-century, liberal arts education:

- complexity, diversity, and change
- broad knowledge of wider world (science, culture, and society)
- sense of social responsibility
- strong and transferable intellectual and practical skills
 - communication
 - analytical and problem-solving
 - ability to apply knowledge and skills in real-world settings

These goals come from the recognition that graduates:

- must learn to deal with unscripted problems;
- will participate in an economy fueled by innovation;
- will engage with increasingly diverse communities;
- will need to find solutions to seemingly intractable problems.

To do this our students must learn that:

- negotiating in this world demands an education that explores issues from multiple perspectives and across disciplines;
- they must apply their knowledge to real-world situations, not confined to one perspective or solved with one disciplinary approach;
- to be an informed citizen, sensitive to the needs and values of others, they:
 - need a broader, global knowledge
 - need to learn the tools to reflect with a critical and sensitive eye
 - need the ability to liberate their minds from narrow habits and customs to be alert to others and to act with civic and global responsibility.

THE INTEGRATIVE CORE CURRICULUM AT JOHN CARROLL UNIVERSITY

New Core Curriculum Snapshot

FOUNDATIONAL COMPETENCIES (9-12 credits)

Written Expression: one or two courses, depending on placement:

Oral Expression: one course

Quantitative Analysis: one course (3 cr.)

LANGUAGE (0-9 credits, depending on placement)

Students must complete the 200- level or equivalent (language studied in high school) or 101-102 (new language).

INTEGRATED COURSES (15 credits)

Engaging the Global Community (1 course, 3 cr.)

Exploring the Natural World (2 linked courses, 6 cr.)

Examining Human Experience (2 linked courses, 6 cr.)

JESUIT HERITAGE (16 credits)

Philosophy: two courses

Theology & Religious Studies: two courses

Issues in Social Justice: one course (3 cr.)

Creative and Performing Arts: one course (1 or more cr.)

CORE REQUIREMENTS IN THE MAJOR

Additional writing course

Additional presentation component

Capstone experience

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	0-9 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: Early Childhood
- 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

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

3rd year Fall (16 cr):

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

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

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. Elective

3rd year Spring (15 cr):

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

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

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

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

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

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. SC101
4 cr. CH431 General Biochemistry
3 cr. PL course

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 CH261, CH263 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 CH261, CH263 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 CH261, CH263 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

Written Expression (3cr)	Written Expression (3cr)
Oral expression (3 cr)	CO 2xx (3 cr)
CO 2xx (3 cr)	Social Justice (3 cr)
TRS 101 (3 cr)	PL elective (3 cr)
New language (3 cr)	New language (3 cr)

Spring

CO xxx (6 cr)	CO xxx (6 cr)
Minor (3 cr)	Minor (3 cr)
Quantitative Analysis (3 cr)	Human Experience (6 cr)
Global Community (3 cr)	Creative Arts (1cr)

CO xxx (6 cr)	CO xxx (6 cr)
Minor (3 cr)	Minor (3 cr)
Natural World (6 cr)	PL elective (3 cr)
	Career elective/internship (3cr)

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

Sample Study Plan: **ED Early Childhood**

Year 1

Fall	Spring
*ED100 Written Expression (EN 125 or EN 120) TRS 101 Quantitative Analysis (e.g., ED 101) or MT 160 Foreign Language (if needed) or Creative and Performing Arts	*ED 200 Oral Expression (CO 125) Quantitative Analysis or MT 160 Written Expression 2 (EN 121, if needed) (or) PL elective Foreign Language 2 (if needed) (or) Creative and Performing Arts
Credits: 13 - 15	Credits: 12-15

Year 2

Fall	Spring
*ED 253 ENW (6 cr., PH 1xx and CH 1xx offered by Day/Waner) TRS 2xx /3xx or PL elective Examining Human Experience (6 cr.) (or) Engaging in the Global Community (3cr.) (or) Issues in Social Justice (3 cr., ED 350)	*ED 224 (<i>approx. 15 field hours</i>) *ED255 *ED 201 MT 171 (4 cr., Spring only) TRS 2xx / 3xx or PL elective
Credits: 15 - 18	Credits: 16

Year 3

Fall	Spring
*ED 225 (<i>approx. 30 field hours</i>) *ED 355 AR 171/171L Examining Human Experience (6 cr.) (or) Engaging in the Global Community (3cr.) (or) Issues in Social Justice (3 cr., ED 350) ED 432 (optional for 4/5 endorsement)	*ED 325 (<i>approx. 30 field hours</i>) *ED 456 *ED 356 ED 386 PL elective or other remaining Core requirement (if needed) ED 424A and/or 424B (optional for endorsement)
Credits: 15 - 18	Credits: 12 - 18

Year 4

Fall	Spring
*ED 331 *ED 332 (2 cr.) *ED 333 (1 cr.) *ED 334 (2 cr.) *ED 457 ED 415 ED 432 (optional for 4/5 endorsement) <i>Pre-Student Teaching – 1 day /week</i>	*ED 405A *ED444A (9 cr.) ED 424A or 424B (optional for endorsement) <i>Student teaching –5 days/ week</i>
Credits: 14 - 17	Credits: 12 - 15

Note: Students complete at least **120 credit hours** to graduate. An EC major may need to take an elective(s) or 4/5 endorsement courses to reach 120 credit hours.

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

Fall

Spring

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 3 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 AP/IB credit hours, they may apply 3 credits toward English Composition.

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)	Pre-Med: 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

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

QUANTITATIVE ANALYSIS REQUIREMENT BY AREA OF STUDY

** Please consult with program directors and chairs to confirm, as this list is evolving.

BOLER SCHOOL OF BUSINESS: EC 208 (pre-requisite: EC 207)

EDUCATION: ED 101 (for Early and Middle Childhood licensure)

HUMANITIES: Any approved QA course which meets the student's personal and professional goals. ER 115, MT 119 and MT 122 are all appropriate choices.

SOCIAL SCIENCES:

- Economics: EC 208 (prerequisite: EC 207)
- Political Science: PO 105
- Sociology: MT 122

STEM:

- Biology: MT 228
- Chemistry: CH 261/63 (check with chair)
- Computer Science: MT 122
- Mathematics: MT 122
- Physics: check with chair
- Psychological Science: MT 122

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 0-9 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. If the student elects to take 2 courses in a new language (equivalent of 101-102) then at least one course must be taken at JCU, and one may be taken at a school other than JCU. Also, JCU does not give any credit 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.

If the student is only required to take 1 course (201) of a previously studied language, assuming he or she has taken the placement test and placed at the 201 level, then he or she must produce the syllabus of the course to determine if indeed it does meet the same learning outcomes as the equivalent JCU course.

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. Courses from this list include: Any IC course; Any CL course; EN 281, 282, 285, 286, 299 (when appropriate), 311, 399 (when appropriate). If pursuing for language fulfillment, no other division or special designations apply.

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 (see above for courses).

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

Advanced Placement (AP) courses, administered by the College Board, are college-level classes in six academic areas that students can take while in high school. Those who opt to take the year-end AP Examinations can also potentially receive college credit.

Once students commit to John Carroll and submit their enrollment deposit, they should request that their Advanced Placement test scores be sent directly from the College Board to John Carroll for an official credit evaluation. The tables below show current departmental practice for AP tests.

AP CAPSTONE

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Research	3	3	GE 1XX*
Seminar	3	3	GE 1XX*

** To be considered for more specific designations, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.*

ARTS

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Art History	4	3	AH 101
Music Theory	4	3	FA 1XX or FA elective
Studio Art: 2-D Design*	4	3	AH 110
Studio Art: 3-D Design*	4	3	AH 1xx or AH elective
Studio Art: Drawing*	4	3	AH 240

** Studio Art credits will not count toward the 33 credit hours required to earn a degree in Art History.*

ENGLISH

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
English Language and Composition	4	3	EN 125 ⁺
English Literature and Composition	4	3	EN 125 ⁺

+ Satisfies the Written Expression (foundational competencies) component of the Integrative Core Curriculum.

HISTORY AND SOCIAL SCIENCE

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Comparative Government and Politics	4	3	PO 102
European History	4	6	HS 201-202
Human Geography	4	3	HS 271
Macroeconomics	3	3	EC 202
Microeconomics	3	3	EC 201
Psychology	4	3	PS 101
United States Government and Politics	4	3	PO 101
United States History	4	6	HS 211-212
World History	4	6	HS elective (200 level)

MATH AND COMPUTER SCIENCE

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Calculus AB (or AB subscore on BC exam)	4	4	MT 135
Calculus BC	3	4	MT 135
	4-5	8	MT 135-136
Computer Science A	3	3	CS 228
Statistics	3	3	MT 122 ⁺
	4-5	3	MT 229 ⁺

⁺ Satisfies the Quantitative Analysis (foundational competencies) component of the Integrative Core Curriculum.

SCIENCES

<i>AP Test</i>	<i>Minimum AP Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Biology	3-4	4	BL 112, BL 112L
	5*	8	BL 155-158
Chemistry	4	3	CH elective
	5	6	CH elective
Environmental Science	3	4	BL 109, BL 109L
Physics I: Algebra-Based**	3	4	PH 125, PH 125L
Physics II: Algebra-Based**	3	4	PH 126, PH 126L
Physics B	3	3	PH elective
	4	8	PH 125-126, PH 125L-126L
	5***	8	PH 135-136, PH 135L-136L
Physics C: Electricity and Magnetism	3	4	PH 126, PH 126L
	4	5	PH 136, PH 136L
Physics C: Mechanics	3	4	PH 125, PH 125L
	4	5	PH 135, PH 135L

* Students who earn a 5 on the AP Biology exam may:

Receive 4 credits for BL 156/158, and enroll in BL 155, Principles of Biology I (Honors; 4 credits), and BL 157, Principles of Biology I Lab;

or

Receive 8 credits for BL 155-158, Principles of Biology I and II (lectures and labs).

** Students who have a score of 5 on both the AP Physics **and** Physics II exams, and who have the equivalent of MT 136 (Calculus and Analytic Geometry II), may receive a total of 8 credit hours for PH 135-136 and PH 135L-136L. If students do not have the MT 136 equivalent, they will be awarded credit for PH 125-126 and PH 125L-126L.

*** Students who have a score of 5 on the AP Physics B exam, and who have the equivalent of MT 136 (Calculus and Analytic Geometry II), may receive credit for PH 135-136 and PH 135L-136L. If students do not have the MT 136 equivalent, they will be awarded credit for PH 125-126 and PH 125L-126L.

WORLD LANGUAGES AND CULTURES

AP Test	Minimum AP Score Required for Credit	Semester Hours	JCU Course Equivalent (Course Credit)
Chinese Language and Culture	3	6	CN 201-202 ⁺
French Language and Culture	3	6	FR 201-202 ⁺
German Language and Culture	3	3	GR 102
	4	6	GR 102, GR 201 ⁺
Italian Language and Culture	3	6	IT 201-202 ⁺
Japanese Language and Culture	3	6	JP 201-202 ⁺
Latin	4	6	LT 201, LT 232 ⁺
Spanish Language and Culture	3	6	SP 201-202 ⁺
Spanish Literature and Culture	3	6	SP 201-202 ⁺

⁺ Satisfies the Language component of the Integrative Core Curriculum.

International Baccalaureate (IB) Credit and Other Credit Options

The International Baccalaureate (IB) Diploma Programme prepares high school students for success at the university level. The academically challenging, internationally focused curriculum includes courses in six subject areas. Students taking year-end IB examinations can also potentially receive college credit.

Once students commit to John Carroll and submit their enrollment deposit, they should request that a transcript from International Baccalaureate North America (IBNA) be sent directly to John Carroll for an official credit evaluation. The tables below show current departmental practice for IB exams.

For courses not listed below, the student must also provide a syllabus from his or her high school for each course being considered for credit. A copy of the syllabus will be sent to the department chair at JCU for input on what credit may be given before the credit evaluation is sent to the student. Questions may be directed to the Office of Admission at #216-397-4292, #888-335-6800, admission@jcu.edu; or the Center for Global Education, #216-397-4320, global@jcu.edu.

John Carroll accepts Higher Level (HL) course work only, except as noted below.

STUDIES IN LANGUAGE AND LITERATURE

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
English A: Language and Literature	6-7	3	EN 125 ⁺
English A: Literature	6-7	3	EN 125 ⁺

+ Satisfies the Written Expression (foundational competencies) component of the Integrative Core Curriculum.

LANGUAGE ACQUISITION*

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Arabic B	SL 6-7	6	AB 101-102
	HL 5-7	6	AB 201-202 ⁺
Classical Languages	SL 6-7	6	LT 101-102 or
		6	GK 101-102
	HL 5-7	6	LT 201, LT 232 ⁺ or
		3	GK 299 ⁺
French B	SL 6-7	6	FR 101-102
	HL 5-7	6	FR 201-201 ⁺
German B	SL 6-7	3	GR 102
	HL 5-7	6	GR 102, GR 201 ⁺
Italian B	SL 6-7	6	IT 101-102
	HL 5-7	6	IT 201-202 ⁺
Japanese B	SL 6-7	6	JP 101-102
	HL 5-7	6	JP 201-202 ⁺
Mandarin/Chinese B	SL 6-7	6	CN 101-102
	HL 5-7	6	CN 201-202 ⁺
Russian B	SL 6-7	6	RS 101-102
	HL 5-7	6	RS 201-202 ⁺
Spanish B	SL 6-7	6	SP 101-102
	HL 5-7	6	SP 201-202 ⁺

* For language courses not listed, the student must also provide a syllabus from his or her high school for each course being considered for credit.

+ Satisfies the Language component of the Integrative Core Curriculum.

INDIVIDUALS AND SOCIETIES

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Business and Management	5-7	3	GE ELEC
Economics	5	3	EC 201
	6-7	6	EC 201-202
Geography	6-7	3	HS 271
Global Politics	6-7	3	PO 3XX
History	6-7	3	HS 1XX
Information Technology In a Global Society	-	-	NA 000*
Philosophy	6-7	3	PL 101
Psychology	5-7	3	PS 101
Social and Cultural Anthropology	6-7	3	SC 245

* Not currently accepted for credit. To be considered, the student must provide a syllabus from his or her high school for this course, along with a transient petition form.

SCIENCES

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Biology	4-5	4	BL 102, BL 102L
	6-7	8	BL 155-158
Chemistry	5	3	CH 1XX
	6-7	6	CH 1XX
Computer Science	5	3	CS 128
	6-7	6	CS 128, CS 228
Design Technology	6-7	3	EP 1XX
Physics	5	4	PH 1XX, PH 1XXL
	6-7	8	PH 125-126, PH 125L-126L

MATHEMATICS

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Mathematics	5	4	MT 135
	6-7	8	MT 135-136
Further Mathematics	5	3	MT 271
	6	6	MT 271, MT 2XX
	7	8	MT 271, MT 2XX

THE ARTS

<i>IB Course</i>	<i>IB Score Required for Credit</i>	<i>Semester Hours</i>	<i>JCU Course Equivalent (Course Credit)</i>
Dance	5-7	3	FA ELEC ⁺
Film	5-7	3	CO 2XX (does not count toward major)
Music	5-7	3	FA ELEC ⁺
Theatre	5-7	3	CO 2XX ⁺ (may petition for Theatre minor)
Visual Arts	5-7	3	AH 1XX

⁺ Satisfies the Creative and Performing Arts (Jesuit heritage) component of the Integrative Core Curriculum.

Post-Secondary Enrollment Options (PSEO)/College in High School (CIHS)

John Carroll University grants credit for college-level classes that a student completes while in high school. Credit will be accepted from regionally accredited institutions as long as students achieve a grade of “C-“ or better.

Official determination of credit transferability occurs only after the student has committed to John Carroll and submitted his or her enrollment deposit. At that time, students should contact the Registrar’s Office of the college or university at which the classes were taken and request that an official transcript be sent directly to the Office of Admission at John Carroll University. Once the official transcript arrives, the JCU Registrar’s Office will evaluate the courses and will send the student a Transfer Credit Evaluation. This will include the courses taken and John Carroll’s equivalencies for those courses. Quality points and grades are not transferred, only credit hours.

Generally speaking, if a college course taken during high school does not map directly to a course at John Carroll, credits will be accepted as general electives. However, students will not receive credit for courses in orientation, applied arts, athletics, or technical training.

College-Level Examination Program (CLEP)

Adults, 21 or older, who through personal study and effort may have developed the knowledge, understanding, and skills normally associated with certain college-level courses, may be permitted to earn up to 30 semester hours of credit on the basis of high achievement on the General and/or Subject tests administered by the College Entrance Examination Board in its College Level Examination Program (CLEP). The amount of credit granted will depend on the tests taken, the scores achieved, the degree program to be pursued, and the major field. Earned CLEP credit does not convert to letter grades and does not apply toward graduation honors. CLEP exams may not be used to fulfill the last 30 semester hours of credit. Students planning to take CLEP tests should consult the Office of Admission or their academic advisor.

Other Credit Options

On a case-by-case basis, John Carroll University may recognize and accept other types of college credit than those listed (e.g., A-Levels). Once students commit to John Carroll and submit their enrollment deposit, they should present official documentation to the Office of Admission at John Carroll for an official credit evaluation.

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.

Wait-Listing

- Wait-listing 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.

