

John Carroll University
Advisor's Guide
2017–2018

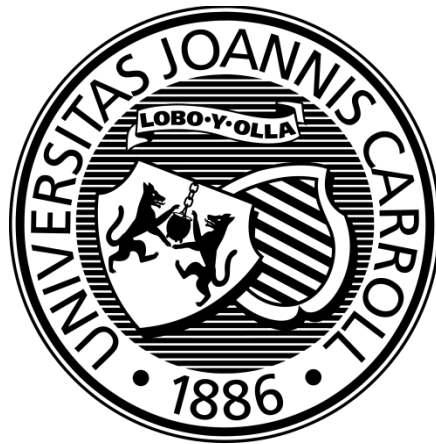


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Academic Advising Mission Statement

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

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 students may not register for courses prior to Orientation. The following recommendations are guidelines for Summer Advisors. Advisors may wish to:

--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 and level of co-curricular commitments (past and present). Consider this an initial "vocational discernment" conversation.

--Discuss academic programs. 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 concentrations in the major, have the student look at the concentrations to see what seems appealing. Look at the upper-division requirements as well as the first-year 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?

--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. 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?

--Discuss extracurricular commitments. What other responsibilities will the student manage in the fall term: Work-study or off-campus employment? Family obligations? Athletic commitments? ROTC? How will these commitments factor into the fall schedule?

--Encourage students to learn BannerWeb functions. Students will be using **BannerWeb** for most of their academic and non-academic matters at the University. Direct students to use BannerWeb for advisor assignment, registration, midterm and final grades, unofficial transcripts, holds, degree evaluation, financial aid, parking, and residence life. BannerWeb 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.

New Student Orientation Format

The two-day New Student Orientation format used in past years will continue. This setup allows NSO students and their families sufficient time between general advising session and registration to review the information they received and discuss their options in detail. Further, this format provides students and families the opportunity to receive information on the functioning of the university and on academic programs twice: during the general advising session in the evening of the first day, and at lunch the following day, in which students and parents may review and ask questions about the programs questions in which they are interested. The NSO two-day format has allowed for better decision making at registration, resulted in fewer post NSO schedule revisions, and received approval from students, families and advisors.

Following are the session details:

- **NSO Day 1:** 4:30-5:30 p.m. Large group meetings led by experienced advisors knowledgeable of general procedures relative to cohort advising in specific areas.
 - One or two advisors per cohort focus (Business, Education, Humanities, Social Sciences, STEM, and General Studies) are needed to facilitate these sessions.
 - Students and their families will meet with faculty advisors from their cohort focus group for a general advising session, followed by dinner (dinner optional).
- **NSO Day 2:** 12:00 to 3:30 p.m. Lunch and registration in Dolan Science Center.
 - 12:00–1:00: NSO faculty advisors meet their advisees/families in Dolan for a group Q & A lunch. Focus: Departmental per individual student interest.
 - 1:30–3:30: Registration runs ~30 minutes per student, 1–4 advisees per advisor.

Contact the Office of Academic Advising New Student Orientation dates

Transfer Student Registration/Orientation

Transfer Student Orientation is facilitated by chairs or experienced department faculty designated by chairs. Readmitted students will now attend the Transfer Student Orientation.

Scheduling transfer and readmitted students can be quite a challenge. Each transfer or readmitted student comes with unique background and scheduling needs. To better accommodate these individual needs, **the structure of transfer student orientation has been completely revised for 2017.**

Registration and orientation activities for transfer students are now separated. Registration for classes will take place on one of three Registration Days scheduled throughout the summer.

Transfer Orientation is mandatory and takes place prior to the start of the fall term.

Contact the Office of Academic Advising for Transfer Student Orientation dates.

Goals/Learning Outcomes:

1. Students will have a demonstration of some key functions in Banner needed to register and understand the degree evaluation;
2. Students will be introduced to core and pathways for degree completion (both transfers and readmits); and
3. Students will be given materials concerning campus resources to be reinforced during orientation or through the academic counseling session.

Logistics for Registration days:

- 9:30–10:00: Welcome to all
- 10:00–11:00: Language test for transfer students
- 10:00–noon: Re-admits receive counseling and complete course registration
- 11:00–noon: Academic overview in classrooms by faculty advisors for transfer students
- Noon–12:30: Lunch with advisors (both readmitted and transfer students)
- 1:00–4:00: Course registration for transfer students

Cohort – Pre-Major Advisors

At summer orientation, all first-year students register for a section of AR 101: Advising, as part of their fall schedule. The sections are organized by divisions, as follows:

- AR 101B: For students who intend to study in the Boler School of Business
- AR 101E: For students who intend to major in Education
- AR 101G: For students who have not yet decided on a major
- AR 101H: For students who intend to major in either the Humanities or the Social Sciences
- AR 101S: For students who intend to major in mathematics or science

In addition, there are advising sections reserved for Arrupe Scholars and Honors students. These sections will be clearly marked on the Class Schedule.

The purpose of the first-year advising program is to engage students in conversations with faculty concerning their plans, aspirations, and challenges, and to support students in their transition from high school to college life. Students will learn about short- and long-term academic planning and be introduced to the tools (like BannerWeb and the degree audit) they need to manage their career at John Carroll.

A sample advising syllabus, included here, can 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: Please check your JCU email every day.

Required Texts: *University Bulletin* 2017–2019; 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: Academic coaching through the Office of Academic Advising; peer tutoring through the Learning Commons and Grasselli Library; Office of Career Services; Counseling Services; Office of Student Accessibility Services (SAS); 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 --Getting off to a good start!			
Week 1: Group Adjustment to College and Campus Resources	--Transition to college living and learning --Preliminary goal-setting and expectations --Campus resources for student success			Add/Drop, Week 1
Week 3: Group Liberal Arts Learning and the Core Curriculum	--The value and power of the liberal arts and integrative curriculum --Co-curricular opportunities, including study abroad, internships, and experiential learning			
Week 5: Group What's Your Plan? Academic Policies and Procedures	--Tools and resources for academic planning and vocational discernment --Banner Web (degree evaluation) --Academic Petition system and <i>University Bulletin</i>			
Weeks 6-8: Individual Academic Plan Review and Spring Course Registration Discussion				Midterm Grades, Week 8
Week 12: Optional Group (per advisor's discretion) End-of-term Wrap-up	--Reflection on first semester at JCU, including review of early goals and expectations --Preparation for final exams and assignments --Spring plans			Full-semester Course Withdrawal Deadline, Week 12

Sample Four-Year Advising Timeline

Class Year	Fall	Spring
First-Year	<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 Registrar’s webpage for information on registration dates, policies, and online Academic Petition link ✓ 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 ✓ Meet with an academic coach in the Advising Office; also 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 discuss and revise (if appropriate) academic plan; also to review Banner degree evaluation ✓ Declare major, if ready and eligible ✓ If still undecided, attend “Meet Your Major” events as advertised in Inside JCU; some held in Fall ✓ Complete BPD 102, for Boler students ✓ Investigate Boler London or JCU Rome study abroad, if interested in these programs
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 ✓ Attend CAS Professional Development Workshops before the start of JR year: cover letters; networking; resume writing ✓ Complete BPD 201, for Boler students 	<ul style="list-style-type: none"> ✓ Declare major in CAS ✓ Declare major in Boler ✓ Plan summer experiences, including coursework, research, travel, internship, employment, etc. ✓ Attend CAS Professional Development Workshops before the start of JR year: cover letters; networking; resume writing ✓ Complete BPD 202, for Boler students
Junior	<ul style="list-style-type: none"> ✓ Discuss with advisor academic progress and plans, as well as internship, research, study abroad, and service opportunities ✓ Explore post-graduation plans and consider collecting relevant documents for graduate school applications, employment, service, etc. ✓ Start professional networking; connect with JCU alumni (www.mentoring.jcu.edu) ✓ Visit Career Services and update resume and Career Connection profile; participate in mock interview 	<ul style="list-style-type: none"> ✓ Review Banner degree evaluation for outstanding requirements ✓ Apply online for graduation in Banner Web (available online April 1) ✓ Plan summer experiences, including coursework, research, travel, internship, employment, etc. ✓ Investigate and/or prepare for graduate/professional school

	<ul style="list-style-type: none"> ✓ Attend a CAS Professional Development career exploration panel ✓ Complete BPD 301, for Boler students 	<p>examinations and applications, if appropriate</p> <ul style="list-style-type: none"> ✓ Attend a CAS Professional Development career exploration panel ✓ Complete BPD 302, for Boler students ✓ Participate 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 ✓ Complete online Graduation Application in Banner Web, if not done so ✓ Contact Registrar's Office with degree evaluation queries ✓ Complete Diploma & Commencement Ceremony Information form to RSVP for May Commencement exercises ✓ Register for remaining required degree requirements—triple check degree evaluation! ✓ Work on graduate school applications, if appropriate ✓ Continue professional networking; connect with JCU alumni (www.mentoring.jcu.edu) ✓ Attend CAS Professional Development workshops: professional impressions; interviewing ✓ Complete BPD 401, for Boler students ✓ Consult with Career Services on post-grad employment and attend job-related events on campus (Meet the Recruiters Night, etc.) ✓ Participate 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 ✓ Continue employment search by investigating companies and making contacts ✓ Participate in Campus Ministry's Becoming evening of reflection retreat

Additional Policies:

Academic Honesty

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

Statement on Discrimination, Sexual Harassment, and Bias

John Carroll University is committed to fostering a learning and working environment based upon open communication, mutual respect, and ethical and moral values consistent with Jesuit and Catholic traditions.

The University seeks to provide an environment that is free of bias, discrimination, and harassment, including sexual harassment. If you have experienced sexual harassment/assault/misconduct based upon gender/sex/sexual orientation, and you share this with a faculty member, the faculty member must notify the Interim Title IX Coordinator, Kendra Svilar, JD, who will discuss options with you. She can be reached at ksvilar@jcu.edu or (216) 397-1559. For more information about your options and resources, please go to <http://sites.jcu.edu/hr/pages/resourcespolicies/title-ix/>. You can also file an on-line report at: <http://go.jcu.edu/titleixreportform>. An option to report anonymously is available.

If you have experienced bias or discrimination based on race, religion, ethnic or national origin, disability, age, military or veteran status, genetic information or any factor protected by law, you are encouraged to report this via the Bias Reporting System at <http://sites.jcu.edu/bias>. For more information about the University's commitment to diversity and inclusion, please see: <http://sites.jcu.edu/diversity>.

Statement of Accommodation

In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical), you may request accommodations from the Office of Student Accessibility Services (SAS). To make a request for accommodations, please contact Director Allison West Kaskey at (216) 397-4967 or visit the SAS 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 SAS at the beginning of each semester. Only those accommodations approved by SAS will be recognized by your instructors. Please contact SAS if you have further questions.

A Framework for Engaging Ignatian Reflection at John Carroll University

Definition: Reflection is the thoughtful reconsideration of some subject matter or experience that strives to understand its deeper meaning, discover its relationship to other areas of knowledge and experience, and appreciate its implications for further study or action.

Framework: This framework for engaging reflection in the Ignatian tradition consists of the following elements: **Prepare, Analyze, and Articulate**. As a framework, it is intended to act as common structural model onto which other elements or descriptors may be adapted as needed.

A. Prepare:

- *Identify the experience upon which you will reflect*
- *Set aside time and “space”*
- *Be attentive and open to the possibilities inherent in the experience*

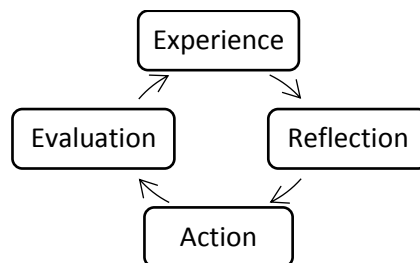
B. Analyze the experience:

- *Look inward*
 - Examine points of agreement or disagreement with past knowledge, assumptions, and beliefs;
 - Ask probing questions like: What is happening within me? What changes have I noticed in myself? Who am I becoming?
- *Look outward*
 - Who or what could help me better understand the experience or discovery of new knowledge?
 - How does this experience/new knowledge change the way I relate to others? To the world?
 - How do I now understand the common good and my responsibility toward it?

C. Articulate the meaning of the experience:

- *Explain what you learned and what it means.*
- *Integrate this experience with your other learning experiences.*
- *Decide how you will respond to the world. What is the next step for you?*

IGNATIAN PEDAGOGICAL PARADIGM
Ignatian reflection done well leads to action.



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 by completing the online Major Declaration form and taking it to the respective major department for processing and major advisor assignment. Boler students and CAS students applying to Boler take their form to their current advisor first. The form and instructions are posted on the Registrar's webpage at **<http://sites.jcu.edu/registrar/undergraduate-application-for-declaration-of-major/>**

Advising Deans do not need to sign Major or Minor Declaration forms. The major department (or Boler Dean's Office) will inform the 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 should consult the *University Bulletin* for additional information on program-specific major declaration requirements.

Students enrolled in the College of Arts and Sciences who wish to apply to transfer to the Boler School must have an overall GPA of 2.0 or higher, and must complete AC 201, EC 201, BI 100 and MT 130 with a minimum grade of C. If any of these courses are transferred into John Carroll from other institutions, then a minimum grade of C must be attained in at least 6 hours of course work in the Boler School of Business.

Applications for transfer to Boler must be received by December 1 for consideration for the following spring enrollment, and May 1 for consideration for the following fall enrollment. Please note that students not formally declared in Boler may not take more than 30 credit hours of Boler courses. Students should also allow a minimum of 6 semesters (this may include summers) to complete the Boler core and a major in the Boler School of Business.

Students with Self-Designed majors or minors must provide a signed copy of their contract to the Registrar's Office.

Advising Seniors

Graduation Application

- Seniors must complete the Graduation Application online via Banner Web when it becomes available (see Graduation Application Schedule below). Students may check Banner Web themselves to confirm successful submission of the application.

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.

- The Graduation Application fee is currently \$200 and subject to change.
- Students who apply after the Graduation Application deadline will also be charged a \$25 late fee.
- The Graduation Application remains on Banner Web until approximately one month prior to graduation.
- A general FYI: The Banner Web Graduation Application can be submitted once. Error messages appear if a student tries to submit 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) 397-4395 for general Graduation Application and degree audit questions
 - The Advising Office or Boler School of Business for general degree completion questions

Commencement Participation and Diploma, Cap, and Gown Orders

Seniors confirm May Commencement participation and place their orders for their diplomas, caps, and gowns through the Commencement Office; visit www.jcu.edu/commencement.

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 seniors should forward degree audit discrepancies, after faculty review, to Caragh Rose in the Registrar’s Office.

Major, Minor, Interdisciplinary Minor and Concentration

- Seniors should confirm that all majors, minors, and concentrations are correctly listed in BannerWeb.
- 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 with instructions are available online on the Office of the Registrar’s webpage > Services and Forms: <http://sites.jcu.edu/registrar/pages/services-and-forms/>
- Students complete the Major Declaration form electronically and take the confirmation email to the respective major department for processing and major advisor assignment. *An Advising Dean does not need to sign Major or Minor Declaration forms.* Boler students take their confirmation email to their current advisor first.
- Boler Students should consult with the Boler School Dean’s Office regarding program entrance requirements.
- Graduating 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 Caragh Rose 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 Comprehensive Exams, obtaining clearances for clinical and teaching placements, etc.

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. Seniors may want to connect with an alumni mentor; visit mentoring.jcu.edu to learn more.

Advising/Professional 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 be strongly encouraged to engage with the Center for Career Services if they have not done so already. Career Advisors are available to meet with students to help them make career decisions regarding what they want to do after graduation. Seniors can attend workshops to learn career-related skills such as resume writing, networking, job search, and interviewing. Career Advisors also can assist seniors with writing personal statements and statements of purpose for graduate/professional school and scholarships/fellowships. Career Services also connects students to jobs and other opportunities through the Career Connection job posting system, Career Fairs, and on-campus interviewing.

Office of Academic Advising and Student Services

The Office of Academic Advising and Student Services provides students 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. The Academic Advising Office will notify professors of student absences due to medical reasons. Students may submit documentation regarding class absences to **academicadvising@jcu.edu** or by fax #216-397-1620. Students who want to withdraw completely or take a leave of absence should contact Enrollment Services, **enrollment@jcu.edu**, Rodman 205/206. Further information, including withdrawal paperwork, is on the Registrar's webpage.

Office of Academic Advising Contacts:

Dr. Maryclaire Moroney
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Brent Gibala-Broxholm
Academic Coach
AD 125e
Bgibalabroxholm17@jcu.edu

Campus Resources

Academic Support and Skills Building

- Academic Coaching, AD125 (to schedule email hsuttles16@jcu.edu or bgibalabroxholm17@jcu.edu)
- Assistant Deans Office: Arts and Sciences AD125, 216-397-4211/4219; Boler School of Business SB 117, 216-397-4391
- Center for Digital Media, Grasselli Library Main Floor, 216-397-4930
- 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
- Student Accessibility Services 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

- Center for Service and Social Action (CSSA), 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 and Wellness Services, 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, Room 207, 216-397-3010
- Office of Residence Life, DJ Lombardo Center, Ground Floor, Room 01, 216-397-4408
- Office of Student Engagement , DJ Lombardo Center, Second Floor, 216-397-4288

BannerWeb Advising Reports

Advisors access their advisees' student information via Banner Web: Go to Inside JCU > BannerWeb 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
 - See the following pages for screen shots and instructions on running a degree evaluation; also <http://webmedia.jcu.edu/advising/files/2016/09/Running-a-Degree-Evaluation-for-students-under-the-Integrative-Core.pdf>)
 - General guidelines for reading 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 to Run a Degree Evaluation

Running a Degree Evaluation for students under the Integrative Core (I-Core) vs. the Distributive Core (D-Core)

From your advisee list, choose the View option under the Degree Evaluation column.

Advisee Listing										Michelle M. Walker Fall 2015 Sep 30, 2015 12:09 pm
John Carroll University Graduates appear in red. Advisees are listed first alphabetically by Advisee Type , then by name.										
Advisee Listing										
Student Name/Priority Registration Time	ID	Advisor Type	Student Information	Holds	Test Scores	Transcript	Degree Evaluation	Transfer Evaluation	Released for Registration	Schedule
Bulsara, Farrokh --	B00275107	Freshmen/Sophomore Advisor	View	View	View	View	View	View	YES	View
May, Brian H. --	B00275106	Freshmen/Sophomore Advisor	View	View	View	View	View	View	YES	View
Email your advisees 										

I-CORE:

When you choose an I-Core student, the program listed will be UNDECLARED and their INTENDED majors/minors/concentrations will be listed below it.

For these students, you will choose **Generate New Evaluation**. This will run an evaluation based on all of their intended majors/minors/concentrations currently coded in Banner.

Degree Evaluation

Michelle M. Walker
Sep 30, 2015 12:16 pm

Information for [Brian H. May](#)



1. At the bottom of the page, click "Generate New Evaluation" **
2. Select the program and under "Select a Term," select the term you entered JCU
3. Click "Generate Request"
4. Select "Detail Requirements" and submit (Printer Friendly, if you plan to print it)

**If you are not officially admitted to your major, you will need to go to "What-if Analysis" and enter your intended major to run a Degree Evaluation. You will be asked to enter both your "Entry Term" (the term you entered JCU) and your "Evaluation Term" (the current semester).

Curriculum Information

Primary Curriculum

Program: Undeclared
Catalog Term: Fall 2015
Level: Undergraduate
Campus:
College: Arts & Sciences
Degree: Unknown/NotRcvd/Undeclared

;

Department: Biology

Department: Communication & Theatre Arts

Minors: Philosophy

[[View Previous Evaluations](#) | [Generate New Evaluation](#) | [What-if Analysis](#)]

Click on the radio button next to the program, select the student's JCU catalog (entry) term and click Generate Request.

Generate New Evaluation

Michelle M. Walker
Sep 30, 2015 12:20 pm

Information for [Brian H. May](#)

To generate a new evaluation, select a program, degree, major, **catalog term**(term you entered John Carroll) and select generate request.

☒ **Program:** Undeclared
Degree: Unknown/NotRcvd/Undeclared
Field of Study: Biology

Catalog Term: Fall 2015 ▼


[Return To Menu](#)

Next, select Detail Requirements and click Submit.

Degree Evaluation Display Options

Michelle M. Walker
Sep 30, 2015 12:30 pm

Information for [Brian H. May](#)


 Please select the desired display.

☒ **Detail Requirements**

[Return To Menu](#)

The degree evaluation will show that 120 credits are required. It will pull the requirements for all of the intended majors/minors/concentrations currently coded in Banner.

Information for **Brian H. May**

 This is NOT an official evaluation. For info on printing in **Landscape** [Click Here.](#)

Program Evaluation

Program :	Undeclared	Catalog Term :	Fall 2015
Campus :		Evaluation Term :	Fall 2015
College :	Arts & Sciences	Expected Graduation Date :	
Degree :	Unknown/NotRcvd/Undeclared	Request Number :	4
Level :	Undergraduate	Results as of :	Sep 30, 2015
Field of Study :	Biology Communication & Theatre Arts Biology	Minors :	Philosophy
		Concentrations :	

	Met	Credits		Courses
		Required	Used	Required Used
Total Required :	No	120.000	12.000	5
Last Number Institutional Required :	No	30.000	12.000	5
...Out of Last Earned :	No	30.000	12.000	5
Program GPA :	Yes	.00	.00	
Overall GPA :	No	2.00	.00	
Other Course Information				
Transfer :			0.000	0
In Progress :			12.000	5

*** This is NOT an official evaluation. ***

Area : Integrative Core Curriculum - Not Met


Met	Condition	Description	Required Credits	Required Courses	Used Credits	Used Courses
No		Found Comp - Writ & Oral Expr			3.000	1
No	AND	Found Comp - Quant Analysis			0.000	0

If for any reason you need to run a “What-If” analysis for I-Core students, you will choose one of the following programs to evaluate the student under: **Bachelor of Arts, Bachelor of Arts in Classics, Bachelor of Science-Bus Admin, Bachelor of Science, or Bachelor of Science-Economics.**

What-if Analysis

Michelle M. Walker
Sep 30, 2015 12:37 pm

Information for **Brian H. May**

 **Step 2 :** Please select the program you would like to evaluate.

Entry Term: Fall 2015

Program:

Continue

None

None

Accountancy: BSBA

Accountancy: MBA

Accountancy: MS

Art History-BA

Arts and Sciences Undeclared

Bachelor of Arts

Bachelor of Arts in Classics

Bachelor of Science

Bachelor of Science-Bus Admin

Bachelor of Science-Economics

Biology-BS

Biology: MA

Biology: MS

Business - Undeclared

Business Info Sys-Bus Analysis

Business Info Sys-MIS/CS

Business Info Sys-Prod/Ops

Business Info Sys-Sys Analysis

Business Logistics: BSBA

RELEASE: 8.4

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[Student Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#)]

After you choose their degree program, you will select the major(s) you to evaluate the student under.

What-if Analysis

Michelle M. Walker
 Sep 30, 2015 12:38 pm

Information for **Brian H. May**

Step 3 : Select a major.

Entry Term: Fall 2015

Program: Bachelor of Science

Level: Undergraduate

Degree: Bachelor of Science

College: Arts & Sciences

Campus: None

First Major: None

Add More

None

None

Accountancy and Department: Accountancy

Art History and Department: Art History & Humanities

Biology and Department: Biology

Business Logistics and Department: Management, Mktg, Logistics

Cell & Molecular Biology and Department: Biology

Chemistry and Department: Chemistry

Classics and Department: Classical & Modern Languages

Communication & Theatre Arts and Department: Communication & Theatre Arts

Computer Information Systems and Department: Mathematics-Computer Science

Computer Science and Department: Mathematics-Computer Science

East Asian Studies and Department: Interdisciplinary Programs

Economics and Department: Economics and Finance

Education and Department: Education & School Psychology

Engineering Physics and Department: Physics

English and Department: English

Environmental Science and Department: Biology

Exercise Science and Department: Counseling & Exercise Science

Finance and Department: Economics and Finance

French and Department: Classical & Modern Languages

RELEASE: 8.4
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Generate New Evaluation

You can also choose the **Add More** option to add attached major concentrations, minors, and second majors to evaluate. (It will be necessary to click on the **Add More** button multiple times to add minors and second majors). Click **Submit**. ****Note: Concentrations are what were formerly known as ‘tracks’ and the options that appear in the drop-down menu are the concentrations that are attached to the major that was selected. Also note that you may select a secondary major that does not have the same degree program.***

What-if Analysis

Michelle M. Walker
Sep 30, 2015 12:39 pm

Information for [Brian H. May](#)

 **Step 4 :** Select up to three concentrations.

Entry Term: Fall 2015
Program: Bachelor of Science
Level: Undergraduate
Degree: Bachelor of Science
College: Arts & Sciences
Campus:

First Major: Biology
First Department: Biology
Concentration 1:
Concentration 2:


[\[Current Enrollment \]](#) | [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#)]

Choose the evaluation (current) term and click ***Generate Request*** to get the degree evaluation results.

What-if Analysis

Michelle M. Walker
Sep 30, 2015 12:40 pm

Information for [Brian H. May](#)

 **Step 5 :** Select an evaluation term.

Please note, processing may take a few minutes.

Entry Term: Fall 2015
Program: Bachelor of Science
Level: Undergraduate
Degree: Bachelor of Science
College: Arts & Sciences
Campus:

First Major: Biology
First Department: Biology
Concentration 1: Neuroscience

Evaluation Term:

[\[Current Enrollment \]](#) | [Current Enrollment](#) | [View Previous Evaluations](#) | [Generate New Evaluation](#)]

D-CORE:

When you choose a D-Core student the program listed will be one of the following:


Undeclared A&S Intended BSOB, Undeclared A&S Intended Educ., Undeclared A&S Intended Science, Undeclared A&S Liberal Arts, or Undeclared A&S Undecided

For these students, you will run a **What-If Analysis** and select a program of study (i.e. Biology) to view the requirements for their intended major.

Degree Evaluation

Michelle M. Walker
Sep 30, 2015 12:36 pm

Information for [Farrokh Bulsara](#)



1. At the bottom of the page, click "Generate New Evaluation" **
2. Select the program and under "Select a Term," select the term you entered JCU
3. Click "Generate Request"
4. Select "Detail Requirements" and submit (Printer Friendly, if you plan to print it)

**If you are not officially admitted to your major, you will need to go to "What-if Analysis" and enter your intended major to run a Degree Evaluation. You will be asked to enter both your "Entry Term" (the term you entered JCU) and your "Evaluation Term" (the current semester).

Curriculum Information

Primary Curriculum

Program:

Undeclared A&S Intended Scienc

Catalog Term:

Fall 2015

Level:

Undergraduate

Campus:

College:

Arts & Sciences

Degree:

Unknown/NotRcvd/Undeclared

[View Previous Evaluations | Generate New Evaluation | What-if Analysis]

FYI:

- If an **old core** 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.

Advisor Methods of 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.** For example:
 - A student who is registered in 13 credits at the start of the term and withdraws from a 3-credit course doesn't lose financial aid for that semester. Please, note that this may not be true for students receiving aid from the Department of Veteran Affairs.
 - 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 before completing 60% of the term require aid to be recalculated based on attendance and may result in partial return of federal funding. Please, contact Financial Aid for knowing the date of the 60% mark for a specific semester and for more details.
- Partial-term courses that students never attend are not counted for their Full-time status: A student who is registered in 12 credits, one of which for a second 7-week course, and does not attend that part-term course, does not qualify for the full-time status and may have to return the federal funding he/she received.

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

GPA

- 1.75 cum GPA for students who have earned fewer than 64 credits for the Old Core or 60 credits for the New Core (FR/SO).
- 2.0 cum GPA for final half of program course work.
- Grades from transfer coursework are not included in calculation of GPA, with the exception of coursework taken at some partner institution abroad.

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 are included in both the attempted and earned calculation.
- Eligibility for FEDERAL aid cannot exceed 150% of the program length or 192 attempted hours for programs requiring 128 credit hours to complete (180 for programs requiring 120 hours).
- Eligibility for state aid is limited to 10 semesters. Only by exception will institutional aid exceed 8 semesters.

IMPORTANT: While these rules apply to the large majority of students receiving financial support, some student may be recipient of a scholarship with its own specific rules. Thus, it is best practice to ask students to clarify their status with the Office of Student Enrollment and Financial Services.

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 Student Enrollment and Financial Services Rodman Hall 205/206, #216-397-4248, enrollment@jcu.edu

Advising Specific Student Groups

Arrupe Scholars

The mission of the Arrupe Scholars Program is to develop leaders for social action. Towards this end, Arrupe scholars take a series of courses together over their four years at JCU. These courses provide students with the knowledge and skills needed to become effective advocates for positive social change in our world. Courses are taken in sequential order, with the other members of the student's class cohort. The Arrupe curriculum culminates in a capstone project that requires students to develop and implement an advocacy project of their choice.

In total, Arrupe students take seventeen academic credits with the members of their class cohort. During the first and sophomore years, nine of the credits that Arrupe students take together count towards their university Core requirements. The nine credits that students take during their sophomore, junior, and senior years can count towards a minor in Peace, Justice, and Human Rights (should the student be interested in that course plan; a PJHR minor is not required). Other students may wish to petition for these courses to count towards another major or minor at JCU (such as Population and Public Health or Entrepreneurship). This option requires the student to meet the expectations of both academic units. Interested students should plan this course of action in advance of the junior year with their academic advisor and department chair, as well as the Director of the Arrupe Scholars Program.

Students whose schedules face considerable outside restrictions also should consult with the Director of the Arrupe Scholars Program. Individual student needs may be accommodated through an independent study course or through a limited number of course substitutions. These options will not be made available for trivial or avoidable reasons. See the following page for Arrupe Scholars Program required courses.

Contact: Arrupe Scholars Program, arrupe@jcu.edu

Arrupe Scholars Program

Required Courses

Course	Cr	Description	Semester taken	Core	PJHR
AR 150A	1	Social Action Orientation	Fall, First Year		
AR 150B	1	Social Action Seminar	Spring, First Year		
EN 125	3	Written Expression with class cohort	Fall, First Year	X	
CO 125	3	Oral Communication with class cohort	Spring, First Year	X	
Select CORE course rotated annually	3	Introduction to Social Justice Note: Students will be informed of the course number during their first year. This course will be ISJ, TRS, or PL and will count for Core credit.	Fall, Sophomore Year	X	X
PJHR 350	3	Social Justice Research Course	Fall, Junior Year		X
PJHR 450	3	Capstone Advocacy Project	Fall, Senior Year		X
	17	Total Credits (including Core)			

Honors 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. Students have also been **pre-enrolled in HP101 and one other Honors Core requirement**.
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); thus, they should not register for EN125.
3. Although incoming Honors students are not required to take open-Honors courses (those open for any student to enroll – e.g., PS 101H, EC 201H), they should be encouraged to enroll in an open-Honors course if it aligns with their interests. See below for required Honors coursework.

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:** Honors students are required to complete 25 credits of honors-specific curricular requirements. The vast majority of these (22 credits) fulfill Integrative Core requirements. Students must take honors-specific sections of the following courses:
 - From Foundational Competencies: HP 101 and CO 125H
 - From Jesuit Heritage: 2 TRS courses, 2 PL courses, and CAPA, and ISJ
 - Honors-specific: HP290 (2-credits, sophomore or junior year) and HP348 (1-credit, sophomore year)
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 349 and HP 450 or equivalent.
4. **Superior Scholarly Achievement:** Maintain a 3.5 GPA or better.

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.

Enrolling non-Honors students in Honors Courses:

We encourage ALL students to enroll in “H”-designated courses in academic areas where they indicate strong interest and ability. Introductory-level courses within a major as well as some of the integrative core courses (e.g., those with an ENW designation) are open to all students, not just those in the Honors Program.

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

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 (minimum 12 credits) at JCU during the required (fall and spring) semesters to stay in-status with their student visa. Exceptions can be sought if there are extenuating academic or medical circumstances. Students must visit the Center for Global Education (CGE) to discuss this as soon as possible if they want to seek this exemption. Students must receive permission from the CGE before dropping below 12 credits or risk being out of status with their student visa. *Note: the 12 credit hour minimum requirement does not apply to students in their last semester. Please contact Center for Global Education for more information.*
- **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 overextend themselves as they are adjusting to North American academic expectations and to immersion in a second language.
- First-year international students are placed and pre-registered for English and math classes. They are also registered for a cultural adjustment class their first semester if they have spent fewer than five years in the US prior to attending JCU.
- New international students may still be waiting to receive credit equivalence for exams they took in their home countries at the time of registration.
- International student visas rules dictate that students take no more than one online course per semester. This rule applies to only the required (fall and spring) semester.
- In many other countries, students do not 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 do not 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 full-time paid internships during breaks and for up to a year after completion of their degree. If they express interest, they should visit the Center for Global Education and the Career Counseling Center for more information on the process. Students must register with the CGE before starting to work any paid off-campus job or risk being out of status with their student visa.
- Degree-seeking international students who want to work a full-time paid position during the fall or spring semester can do so via a class administered by the Career Counseling Center. They must register for this class with the Career Counseling Center and with the Center for Global Education before they begin working or risk being out of status with their student visa.

Contact: Center for Global Education, x4320 or global@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 Director of the Leadership Scholars Program advises 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 2017, 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 Sobh, Asst. Director of Enrollment, at x1621 or csobh@jcu.edu with questions about the application process or eligibility.

Leadership Scholars Academic Obligations

- Fall First Year: Register for LP 101 and LP 102 (each one credit), Introduction to Leadership I and II.
- Spring First Year: Register for one of the designated Honors sections 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 LP 340, Experiences in Leadership and Society (1 credit).
- Spring Senior Year: Register for LP 440, Leadership Scholars Experience (1 credit) to complete a senior project, culminating in poster presentation during Celebration of Scholarship.

Scholars also select one pre-approved (by the Director of the Leader Scholar Program) elective course in which to examine leadership during their sophomore year.

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 Engagement.

Contact: Director of the Leadership Scholar Program Dr. Kyle O'Dell at kodell@jcu.edu or #216-397-1983.

Military Science/Army ROTC

The Army Reserve Officer Training Corps (ROTC) develops leadership abilities of students with the intent of becoming an Officer in the U.S. Army. As Cadets progress through the program, they participate in both classroom instruction and experiential training designed to challenge them mentally, physically, and emotionally. Ultimately, Cadets learn the skills, gain the competencies, and grow the confidence to lead in the Army as a professional Officer. Every commissioned Officer serves in the military, in a variety of chosen areas, for a minimum of four years earning officer pay and benefits. This occurs upon commissioning, which happens when they are eligible to graduate.

The ROTC program consists of two parts: The Basic Course (first two years, typically as a first-year and sophomore) and the Advanced Course (final two years, typically as a junior and senior). The only requirement to commission is to finish the Advanced Course.

The Basic course consists of MS 101 and MS 102 the first year. MS 201 and MS 202 occur sophomore year. If students have prior military service (have attended Basic Training), they are exempt from the Basic Course, although it is recommended they still take it if their schedule allows. Also, if students want to join ROTC later in their academic career, they must attend the ROTC Basic Camp the summer prior to beginning the Advanced Course.

To enter the Advanced Course, Cadets must contract with the US Army. The contract commits them to serve, eventually as an Officer, or possibly enlisted, if they do not finish their degree. Each case is judged differently, so inquire with the Military Science Department for any questions. The Advanced Course consists of MS 301, MS 302, MS 401, and MS 402. Each Cadet must also take a Military History course, or an equivalent as approved by the Department Chair for Military Science.

All Cadets must meet minimum physical fitness requirements, minimum GPA, medical qualifications, and be a student in good standing.

Our Army is a reflection of American society and thus offers merit-based scholarships and incentives for students participating in ROTC. When available, ROTC Cadets may compete for four-, three-, or two-year full-tuition scholarships: The minimum qualifications are:

- Possess a cumulative academic GPA of 2.5 on a 4.0 scale.
- Maintain a semester GPA of at least 2.0 on a 4.0 scale.
- Meet medical and height/weight standards based on age/gender, per Army regulations.
- Be able to pass the Army Physical Fitness Test (APFT).
- Be a citizen of the United States.
- Be at least 17 years of age at the time of enrollment as a scholarship Cadet.
- Be younger than 27 years of age by 30 June of the year in which one joins ROTC (an extension may be granted to prior-service applicants, based on their years of service).
- Be of good moral character and be able to earn a U.S. Government security clearance.
- Exhibit a strong desire to obtain a commission and pursue a military career in the Army.
- Possess potential to become an effective Army Officer.

JCU ROTC Cadets excel in academic and are active members of the University community, engaging in varsity athletics and on-campus organizations. Participation in activities outside of ROTC is highly encouraged. Army ROTC is another facet of the John Carroll University experience. Most of requirements are typically completed by 9:00 a.m., leaving the rest of the day and weekends for academic requirements and personal pursuits. Cadets attend one summer camp after their junior year (29 days) and may volunteer for other summer military training and opportunities.

Contact: Mr. Joe McCluskey, ROTC Recruiting Officer, at #216-397-4286, or jmccluskey@jcu.edu; or the main ROTC Office at #216-397-4421

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 is a higher level of limitations on the amount of time a coach can conduct athletic-related activity.

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, their appreciation of the University's mission, and whether they have demonstrated 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). At JCU, these sports are not governed by the NCAA.

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

In line with the Jesuit ideal of excellence in all things, Athletics aspires to provide a competitive learning environment which facilitates the development of moral character and self-discipline. We strive 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 an NCAA form which gives coaches and the Department of Athletics the ability to access academic information. Coaches make efforts to monitor academic performance in order to help them balance priorities. Coaches provide feedback, to include support and recognition as appropriate. They 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 (9 for Club sports) at any point during the semester. The Registrar's Office reviews and verifies eligibility weekly during the term. In addition, students in probation may not compete in Varsity and Club sports.
- Coaches' contact information is available. Please feel free to call or e-mail a coach if a student-athlete is struggling with academic responsibilities. The goal is for Athletics to work collaboratively with faculty and the Office of Academic Advising towards student success, which may involve integrating students into specific support systems as needed.
- 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 obligations. 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 teams during ideal times. We understand that academics are the priority, and we continue to work to alleviate some of the challenges and minimize 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

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 (ADAAA). 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.

According to the Americans with Disabilities Act as Amended (ADAAA) a person with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment or; is regarded as having such an impairment.

Students with disabilities admitted to John Carroll University must meet the same admissions requirements as other students. Upon acceptance students may choose to self-disclose their disability to the office of Student Accessibility Services. While at John Carroll, reasonable accommodations are provided to students with disabilities to ensure 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 Student Accessibility Services).

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 say, “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 SAS. If the student does not disclose he/she has a disability you can provide the student with a list of resources including SAS, Learning Commons, Writing Center, Math Lab, and University Counseling Center. Or you may consult with SAS on what to do. Do NOT say to a student, “I think you have a disability.”

The Student Who Self Disclosed a Disability

If a student self-discloses he/she has a disability you should ask the student if they are registered with the SAS 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 SAS 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
Student Accessibility Services
AD 07 (Garden Level)
#216.397.4967
<http://sites.jcu.edu/accessibility/sas@jcu.edu>

Students Studying Abroad

- Study Abroad Website: **<http://sites.jcu.edu/global>** lists all of our study abroad and exchange programs, links to course offerings, financial cost estimates, housing options, and other services for each program.
- JCU has partner institutions all over the world, almost anywhere is a possibility.
- Students can study abroad for a semester, full year, or short term.
- JCU offers faculty led programs in the intersession, spring break, and summer.
- Students take courses abroad that must be approved for major/minor/core credit through online Academic Petitions.
- Students may be able to fulfill their Engaging the Global Community (EGC) Core requirement through study abroad and should see the Global Education webpage for further information.
- Most semester-long programs allow students to use their JCU, state, and federal financial aid.
- Numerous external scholarship opportunities exist: cost should not be a barrier to study abroad.
- Many Jesuit programs and partner institutions offer opportunities for service and internships.
- Exchange programs bring international students to JCU as well.
- ISEP (International Student Exchange Programs) offers opportunities at 340+ schools worldwide.
- All students must meet with their academic advisor, the Office of Financial Aid, and the Center for Global Education, as part of the application process.

Application Procedures and Deadlines

- Online application through the Global Education website.
- Most summer and fall programs: deadline March 1
- Most spring programs: deadline October 1
- Boler London Spring Semester at Regent's University: deadline April 1 of preceding academic year
- JCU in Rome, fall semester: deadline April 1
- Some ISEP programs have even earlier deadlines and may fill up quickly
- Please refer interested students to the Center for Global Education for personalized advising: #216-397-4320, or AD Annex room B104.

Study Abroad Programs for Specific Majors

Natural Sciences: Biology, Chemistry, Physics, Mathematics, Exercise Science, and Pre-Health Programs:

- National University of Ireland Galway
- Maynooth University, Ireland
- University of Hull, England
- Australian Catholic University

Social Sciences and Peace, Justice, and Human Rights

- The Beijing Center for Chinese Studies (+ Jesuit)
- Australian Catholic University
- Regent's University London, England

Humanities: English, Languages, History, and Art History

- The Beijing Center for Chinese Studies (+ Jesuit)
- Numerous country-specific, language-specific destinations

Education

- University of Hull, England

Communication and Theatre

- Regent's University London, England
- Università Cattolica del Sacro Cuore, Milan Italy

East Asian Studies

- Sogang University, Seoul, South Korea
- Nanzan University, Japan
- Kansai Gaidai University, Japan
- Sophia University, Japan
- Beijing Center for Chinese Studies (+ Jesuit)

Business Majors: Most are AACSB-accredited, and all teach business courses in English.

- Boler Semester in London, Regent's University London, England
 - Spring, semester-long program; program fee includes airfare, ground transportation, orientation, excursions in U.K. and Europe
- JCU in Rome
 - Fall, semester-long program; professional internships are available
- London Liberal Arts Semester, Regent's University London, England
 - Fall, semester-long program
- Beijing Center for Chinese Studies (+ Jesuit)
- University College Dublin (UCD), Ireland
- Università Cattolica del Sacro Cuore, Milan, Italy
- Griffith University, Australia

Exchange Programs for Business Majors: These AACSB-accredited programs send and receive students and teach business courses in English.

- Sogang University, South Korea (+ Jesuit)
- Zagreb School of Economics and Management, Croatia
- NEOMA Business School, Rouen, France
- WHU-Otto Beisheim School of Management, Vallendar, Germany
- Comillas Pontifical University, Madrid, Spain (+ Jesuit)
- Universidad del Pacifico, Lima, Peru (+ Jesuit)
- University of Hull, England

International Student Exchange Programs (ISEP): AACSB-accredited

- Brock University, Canada
- University of Bradford, England
- University of Oulu, Finland
- Chinese University of Hong Kong, Hong Kong
- Ewha Womens University, Korea
- Korea University, Korea
- Yonsei University, Korea
- Tilburg University, Netherlands
- Massey University, New Zealand
- University of Zürich, Switzerland
- American University of Sharjah, United Arab Emirates

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 prior to registration 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. In several instances, a course syllabus is required for proper transfer of credits. Please be sure that the student is aware of this need and encourage them to secure a copy of the required syllabus as soon as possible. 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 senior status will automatically be placed with their cohort and complete the old Core with their cohort:

- 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 (old) distributive 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 Office of Student Enrollment), and the CAS Dean's Office. The dean will make the final decision.

- There is a certain degree of flexibility in interpreting these thresholds. Thus, students, who are a few credits shy of current threshold, but for whom remaining in the old University Core Curriculum may be advantageous, are encouraged to petition.
- New for Fall 2017: A 45+ credit-hour abbreviated Core curriculums (see below):

Core Curriculum Snapshot for Transfer Students 45+ Credits

Foundational Competencies

The following courses must be taken at JCU or transferred in to meet core and program prerequisites:

- EN 125, Seminar on Academic Writing, or its equivalent.
- Some programs of study require foundational coursework in oral communication, foreign language, or quantitative analysis. The prerequisites for these programs will not be waived.

Integrated Courses (9 credits)

- Linked Courses: two courses, any two disciplines (6 cr.)
- Engaging the Global Community [EGC]: one course (3 cr.)

Jesuit Heritage (6 credits)

Any two courses from this section:

- Philosophy:
 - Knowledge & Reality [PLKR] (3 cr.)
 - Values & Society [PLVS] (3 cr.)
- Theology & Religious Studies:
 - One lower division Core course, TRS 1xx or TRS 2xx (3 cr.)
 - One TRS 3xx Core course (3 cr.)
- Issues in Social Justice [ISJ]: one course (3 cr.)
- Creative and Performing Arts [CAPA]: one course (1 or more cr.)

Core Requirements in the Major

- Additional writing course [AW]
- Additional presentation component [OP]
- Capstone experience
- Students will be using BannerWeb for most of their academic and non-academic matters at the University. Direct students to use BannerWeb for advisor assignment, registration, midterm and final grades, unofficial transcripts, holds, degree evaluation, financial aid, parking, and residence life. BannerWeb 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. Please be sure to inform the student of this practice.
- 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 courses

transferred in and what 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 BannerWeb are listed on the University's website

<http://webmedia.jcu.edu/advising/files/2016/09/Running-a-Degree-Evaluation-for-students-under-the-Integrative-Core.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 Registrar's webpage>Services and Forms for the online Academic Petitions. Faculty and students may check the status of petitions by contacting the Registrar's Office at **petitions@jcu.edu**.
- 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. Again, transcripts need to be submitted for coursework completed at other institutions.
- 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 Assistant Provost for Advising, Administration Building, AD 125, 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 BannerWeb 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.

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:

- 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. Please, note that full-time status requirement applies also to the Freshman Privilege. If, as a result of applying the Freshman Privilege, a Student Veteran falls under 12 credits in a past semester, he/she may jeopardize the benefits he/she receives through the VA. Please, ask the student to consult with VA in this regard.
- 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 concentration (ex: biochemistry).
- Because Student Veterans 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 students anticipated.

The University 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: Staff coordinating Veteran Benefits, Enrollment Office, #216-397-3074 or Dr. Maryclaire Moroney, mmoroney@jcu.edu or #216-397-6674.

Business and Pre-Professional Program Advising

Business Major Advising

Business Advising Contact Information

Mrs. Laura Atkins, Assistant Dean
Boler School of Business Dean's Office, #117
#216-397-4391
latkins@jcu.edu

Mrs. Laurie Schneck, Academic Advisor
Boler School of Business, #51
#216-397-4391
lschneck@jcu.edu

Kris Tibbs, Assistant Dean for Graduate Business Programs
Boler School of Business, #105
#216-397-1970
ktibbs@jcu.edu
gradbusiness@jcu.edu

Note: The worksheet below provides a curricular overview of Boler School of Business majors under the 2017-2019 *University Bulletin*, or for students matriculating between fall 2017 and summer 2019. Students matriculating prior to fall 2017, including those completing distributive (old) Core requirements, should visit the Boler webpage <http://sites.jcu.edu/boler/pages/resources/undergraduates/schedule-your-classes/> for further information, including different academic planning worksheets.

Undergraduate Bulletin 2017-2019 for students entering between fall 2017 and summer 2019

Integrative Core	Boler Core	Boler Majors
<p>Foundational Competencies</p> <p><input type="checkbox"/> EN 120-121 or EN 125</p> <p><input type="checkbox"/> CO 125</p> <p><input type="checkbox"/> Quant Analysis (QA) <u>EC 210</u></p> <p>Language (could be 0-9 credits hours)</p> <p><input type="checkbox"/> Language _____</p> <p><input type="checkbox"/> Language _____</p> <p><input type="checkbox"/> Language _____</p> <p>•Students must complete the 201 level in the language they continue from <u>high school</u>. Students must complete a two-course sequence (101-102) if they begin a <u>new</u> language at JCU. Students who place above level (201) are exempt.</p> <p>Distribution Courses</p> <p><input type="checkbox"/> Humanities (HUM)</p> <p><input type="checkbox"/> Social Science (SOC) <u>EC 201</u></p> <p><input type="checkbox"/> Natural Science (SCI) <u>MT 130 or 135</u></p> <p>Integrated Courses</p> <p><input type="checkbox"/> Global Community (EGC) Study abroad may satisfy</p> <p><input type="checkbox"/> Linked pair _____ & _____</p> <p>Jesuit Heritage</p> <p><input type="checkbox"/> Knowledge & Reality (PLKR)</p> <p><input type="checkbox"/> Values & Society (PLVS) <u>PL 311</u></p> <p><input type="checkbox"/> TRS 100 or 200 level</p> <p><input type="checkbox"/> TRS 300 level</p> <p><input type="checkbox"/> Issues/Social Justice (ISJ)</p> <p><input type="checkbox"/> Arts (CAPA)</p> <p>Total Credit Hours: 41-58</p> <p>Core in the Major (included in the Boler Core)</p> <p><input type="checkbox"/> Writing (AW) <u>EN 251</u></p> <p><input type="checkbox"/> Presentation (OP) <u>EN 251</u></p> <p><input type="checkbox"/> Capstone (C) <u>MHR 499/EC 499</u></p>	<p><input type="checkbox"/> BI 100 (1 credit hour)</p> <p><input type="checkbox"/> EC 201¹</p> <p><input type="checkbox"/> EC 202</p> <p><input type="checkbox"/> EC 210¹</p> <p><input type="checkbox"/> AC 201</p> <p><input type="checkbox"/> AC 202</p> <p><input type="checkbox"/> BI 200</p> <p><input type="checkbox"/> EN 251¹</p> <p><input type="checkbox"/> SCM 301</p> <p><input type="checkbox"/> FN 312</p> <p><input type="checkbox"/> MK 301</p> <p><input type="checkbox"/> MHR 352</p> <p><input type="checkbox"/> MHR 461 or MHR 463²</p> <p><input type="checkbox"/> MHR 499 or EC 499³</p> <p>Notes:</p> <p>¹ These courses also fulfill I-Core requirements.</p> <p>² AC takes MHR 463 (fall only); all other Boler majors take MHR 461.</p> <p>³ EC majors take EC 499A and B; all other BSOB majors take MHR 499.</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>Cohort Advising:</p> <p><input type="checkbox"/> AR 101B</p> <p> <input type="checkbox"/> 120 credit hours are needed to graduate</p>	<p>Accountancy (27 credit hours)</p> <p><input type="checkbox"/> AC 303 <input type="checkbox"/> AC 304 <input type="checkbox"/> 305 <input type="checkbox"/> AC 312</p> <p><input type="checkbox"/> AC 321 <input type="checkbox"/> AC 341 <input type="checkbox"/> AC 431</p> <p>2 AC electives: <input type="checkbox"/> <input type="checkbox"/></p> <p>Economics (21 credit hours) (Internship Required <input type="checkbox"/> BPD 490)</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>International Business with Language and Culture⁴ (21 credit hours, not incl. language) (Internship Required <input type="checkbox"/> BPD 490)</p> <p><input type="checkbox"/> IB 301 <input type="checkbox"/> IB 495 <input type="checkbox"/> MK 361</p> <p><input type="checkbox"/> FN 439 or EC 342</p> <p>3 electives <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>⁴ Includes foreign language through 302 and study abroad.</p> <p>Management and Human Resources (24 credit hours) (Internship Required <input type="checkbox"/> BPD 490)</p> <p><input type="checkbox"/> MHR 325 <input type="checkbox"/> MHR 376</p> <p><input type="checkbox"/> MHR 395 <input type="checkbox"/> MHR 453</p> <p><input type="checkbox"/> MHR 470 <input type="checkbox"/> MHR 473</p> <p><input type="checkbox"/> MHR 483 <input type="checkbox"/> MHR 495</p> <p>Marketing (27 credit hours) (Internship Required <input type="checkbox"/> BPD 490)</p> <p><input type="checkbox"/> PS 101 <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 electives: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Supply Chain Management (21 credit hours)</p> <p><input type="checkbox"/> MK 309 or BI 341</p> <p><input type="checkbox"/> MK 302 or MHR 483</p> <p><input type="checkbox"/> MK 402 or BI 371</p> <p>4 courses from:</p> <p><input type="checkbox"/> SCM 328 <input type="checkbox"/> SCM 350 <input type="checkbox"/> SCM 361 <input type="checkbox"/> SCM 405 <input type="checkbox"/> SCM 440</p>

Pre-Health Professions Program

The Pre-Health Professions Program offers advising, guidance, and support to JCU students interested in careers in the health professions, including, but not limited to medicine, dentistry, optometry, physical therapy, pharmacy, and anesthetist. Specifically, the Program provides students information on curriculum options, career paths in healthcare, early acceptance programs, and preparing for, applying to, and interviewing at medical or professional schools.

Students should register with the Pre-Health Professions Program to receive information about events, research opportunities, application updates, scholarships, and other extracurricular opportunities offered through the Office of Pre-Health.

Pre-Health Professions Staff and Contact Information

Dr. Kathy Lee

Assistant Dean for Health Programs

Dolan E238

(216) 397-4491

klee@jcu.edu

Dr. George S. Lewandowski

Physician-in-Residence

Dolan E236

(216) 397-1575

glewandowski@jcu.edu

General advice for students interested in a healthcare career:

- Health professions programs want civic-minded students who are engaged in their community, demonstrate care and compassion for others, and are able to communicate effectively with people from diverse backgrounds, cultures, lifestyles, and socioeconomic circumstances. Volunteer work and community service experiences are vital components to any healthcare program application.
- All students interested in applying to a healthcare program need to accumulate clinical observation hours with providers who are working in the field in which they are interested. This will give the student further insight into whether or not this is the right field for them.
- Students interested in applying to medical school, dental school, or anesthetist programs should participate in HPAC (Health Professions Advisory Committee) the spring semester before submitting applications to professional programs, typically in the junior year. This interview preparation program will provide feedback to each student and generate a committee letter of recommendation to help support his/her professional school application.

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 prerequisite courses are also contained within a major in Biology or Chemistry. Most pre-health 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
- 1 semester of Psychology

The prerequisites 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 or an anesthesiologist assistant program 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

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

Students interested in other health professions programs will need to prepare for their respective standardized exams as follows: Dental Admissions Test (DAT), Veterinary College Admission

Test (VCAT), Optometry Admission Test (OAT), Pharmacy College Admission Test (PCAT), or the Graduate Record Examinations (GRE).

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

Students with 600-500 SAT M; 29-27 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)

Students with 500-400 SAT M; 27-25 ACT composite

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

Students with <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
- Note: Students who do not take General Chemistry as a freshman will have to take a summer course in either Organic Chemistry or Biochemistry if they wish to apply to medical school at the end of their junior year.

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 Reserve's 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

The University offers students applying to law school advising and support through its Pre-Law Advising Program, directed by Associate Professor of Political Science Elizabeth Stiles, Ph.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
- Information on JCU's 3+3 dual admission program with Case Western Reserve Law School
- 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 Stiles

Department of Political Sciences

Administration Building - B Wing-B33+

#216- 397-4671

estiles@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. Stiles 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.

Distributive and Integrative Core Curriculum

Distributive (Old) Curriculum Overview

Until Fall 2015, all incoming students matriculated according to the University Core Curriculum (Old or Distributive Core). Beginning in Fall 2015, incoming students have been matriculated according to the Integrative Core Curriculum (New Core). Presently, the only students who are following the Old Core are students who matriculated before Fall 2015 or students who entered JCU with a large number of credits that made matriculating in the Old Core more convenient (see the section about Transfer Students for more details).

2013-2015 Distributive 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 & Theatre
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 or CO(MM) 125. 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.

Integrative (New) Core Curriculum Overview

FOUNDATIONAL COMPETENCIES (9-12 credits)

- Written Expression: one or two courses, depending on placement, EN 125 or EN 120/121 (3-6 cr.)
- Oral Expression: one course, COMM 125 (3 cr.)
- Quantitative Analysis: one course (3 cr.)

LANGUAGE (0-9 credits, depending on placement)

Students must complete the 201 level or equivalent in the language they continue from high school; those who place above this level (201) are exempt from the requirement. Students must complete a two-course sequence (101-102) if they begin a new language at JCU.

DISTRIBUTION COURSES (9 credits)

- Humanities Experience [HUM]: one course (3 cr.)
- Social Science Experience [SOC]: one course (3 cr.)
- Natural Science Experience [SCI]: one course (3 cr.)

INTEGRATED COURSES (9 credits)

- Linked Courses: two courses, any two disciplines (6 cr.)
- Engaging the Global Community [EGC]: one course (3 cr.)

JESUIT HERITAGE (16 credits)

- Philosophy: two courses (one from each of the following categories)
 - Knowledge & Reality [PLKR] (3 cr.) AND
 - Values & Society [PLVS] (3 cr.)
- Theology & Religious Studies: two courses
 - One lower division Core course, TRS 1xx or TRS 2xx (3 cr.) AND
 - One TRS 3xx Core course (3 cr.)
- Issues in Social Justice [ISJ]: one course (3 cr.)
- Creative and Performing Arts [CAPA]: one course (1 or more cr.)

Total credits for Core: 43-55

CORE REQUIREMENTS IN THE MAJOR

- Additional writing course [AW]
- Additional presentation component [OP]
- Capstone experience

The Value of an Integrated Curriculum

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:
- The linked courses and Engaging the Global Community (EGC) courses 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 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.

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 five main components: Foundational Competencies, Language Study, Distribution Courses, Integrated Courses, and Jesuit Heritage
- **Foundational Competencies:** These courses 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 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. **Students should know that these courses are prerequisites for other core components.** Note that foundational written expression (EN 125 or EN 120-21) is a prerequisite for all integrated courses (linked courses and EGC). Students must receive a C- or higher in ENG 125 or EN 121 to fulfill the Core requirement for foundational written expression. Students must pass the foundational QA course to fulfill the Core requirement.
- **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.
- **Distribution Courses:** To ensure that our students receive a broad introduction to academic inquiry, we require them to take one course each in the Humanities, the Social Sciences, and the Natural Sciences.
- **Integrated Courses:** Students will gain multi-disciplinary approaches to real-world issues 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 offer include the following:
 - Engaging the Global Community (one team-taught course or a course that is part of a multi-disciplinary learning community): Introduction to World Art; The Silk Road: Art and Religion; Indian Colonialism and Postcolonial Literature; Peace Building after Empire; World Civilization; Global Capitalism in America; Imperialism and Decolonization; Global Debt and Justice; Health Care and Social Justice in Latin

America; Berlin: From Reich to Republic; Contested Seas: Exploitation and Resistance in the Caribbean Basin; African Politics, International Film

- Linked Courses (two linked courses that address a wide variety of interdisciplinary topics): Forensic Chemistry/Detective Fiction; Science of Origins/Philosophy of Origins; Child Development/History of Childhood in America; Science of Emotion/Melancholy in Literature; Climate Change in North America/American Environmental Literature; Plato's Republic/Virtue and Political Order; Political Islam/Islam & Islamism; Japanese Society/Crisis in Modern Japanese History; Irish Literature & Film/The Self in Conflict: Northern Ireland; Aesthetics & Ethics in Contemporary Art/Ethics and Moral Imagination; Women in the Contemporary World/Masculinity in the Contemporary World; Comparative Race & Ethnic Relations/International Theatre
- **Jesuit Heritage:** Because JCU is dedicated to its 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 43-55 hours, depending on their placement in a foundational writing (written expression) course and a language course.

Integrative Core Curriculum 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 COMM 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 (including MT 119, MT 122, MT 221, MT 228, MT 229); but students can take approved QA courses in other departments as well. Most semesters we offer foundational QA courses in Chemistry (CH 261/263), Economics (EC 208 or EC 210, which will replace EC 208), Entrepreneurship (ER 115), Education (ED 101), Political Science (PO 105 and PO 203), Sports Studies (SPS 122). We have recently added a new QA course: DATA 100, Introduction to Data Science.

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 (sophomore year); but in any case, early is better because these competencies are reiterated elsewhere in the Integrative Core Curriculum and in the majors.

Should students take all Foundational Competencies courses 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 COMM 125 in the spring, or vice versa. The foundational writing course (EN 125 or EN 120/121) is a prerequisite for all integrated courses (EGC and linked courses), 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.

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 changes to Integrated Courses component of the Integrative Core Curriculum?

In May 2017, the JCU faculty approved revised requirements for the integrated courses. Previously students were required to complete EGC (one course), ENW (two linked courses), EHE (two linked courses, and with these courses also fulfill distribution requirements (a humanities course, a social science course, and a natural science course). The revised requirements have separated the integrated courses and the distribution requirements. The new requirements are as follows:

Integrated Courses:

Each student must take one set of two linked courses (6 cr.) and one EGC course (3 cr.). The linked courses no longer have content requirements (as did ENW and EHE); there are no disciplinary restrictions for the combination of linked courses, other than the two courses must come from different academic departments. The EGC course remains the same.

The linked courses and the EGC course will continue to have a writing component, and so foundational writing (EN 125 or EN 120/121) will continue as a pre-requisite. With the elimination of the ENW category, QA is no longer a required component in the linked courses, and so foundational QA will not be a pre-requisite for the linked courses.

Distribution Courses:

Each student must take three distribution courses: a course in the humanities, a course in the social sciences, and a course in the natural sciences (each 3 cr.). Keeping true to our liberal arts

tradition, these courses ensure that each student is introduced to a broad range of academic inquiry.

What are the distribution courses? At least initially, the courses identified for each category will come from the departments noted in the original (new) Core document for distribution within the Integrated Courses: “Integrated Courses must include one science (BL, CH, MT/CS, PH/EP, PS), one social science (EC, PO, SC), and one humanities (AH, CMLC/IC/CL, CO, EN, HS).” These categories are also similar to divisions II, III, and IV of the old, Distributive Core.

For the Fall 2017 and Spring 2018 semesters, department chairs will be asked to present a preliminary list of courses in their departments identified as distribution courses, and these courses will have provisional approval. They will be noted on the Banner schedule as HUM, SOC, and SCI. During the 2017-2018 academic year, the Core committee will work with departments and divisions to go through a formal process of approving distribution courses.

While the faculty has had some discussion (and may continue discussion) of “double-dipping” among integrated courses and distribution courses, the current policy states that no double-dipping is allowed. In other words, a course taken for EGC or the links will not simultaneously count for distribution. In many cases, the distribution courses will be introductions to disciplines (though not required), and thus the students will benefit from a focus on disciplinary knowledge before (or at least apart from) the focus on interdisciplinary knowledge (in the integrated courses).

It is likely that most of our students will take care of at least one of their distribution requirements by fulfilling major/minor requirements.

How does this new policy for Integrated Courses and Distribution courses affect our current students who have already been completing their Core requirements?

We will make the revised integrated courses component retroactive so that all new Core students, including our current new Core students (mostly rising sophomores and juniors) will be governed by the new model.

However, students will get credit for all the work they have done under the original design of the integrated courses: they were taking these courses with those requirements in mind. For example, if a current student took an ENW link that paired a BL course and an EN course, that student would get credit for the “Linked Courses” requirement, as well as the SCI and HUM distribution requirements. Because the policy under which the student took the courses stated that the distribution is built into the linked courses, we will honor that policy in the transition—we will not require the students to take a separate humanities or natural science course.

The Core Director, the Registrar, and the Advising office will work to make the transition as smooth as possible for students and advisors. The guiding principle will be that no student who came in under the Integrative Core will be “penalized” (forced to take additional credit hours) by this proposed revision to the Integrative Core. If it appears that in the transition a current new Core student would need more credits than in the old model (this will be rare), the student and advisor will work with the Core director to determine the best plan forward. Graduation audits

will be adjusted, so that faculty and students can simply run an audit to determine what requirements they have left.

What follows is a guide for advising our current new Core students who have already been taking their integrated courses.

For students who have finished only one integrated course(s):

Taken:	EGC only	Will Receive:	EGC, HUM or SOC
	EGC+SOC		EGC, SOC
	EHE only		LINK, HUM
	EHE+SOC		LINK, HUM, SOC
	ENW only (CH/PH, CH/ER, and EP/ER pairs)		LINK, SCI
	ENW only (all others)		LINK, SCI, HUM

NOTE: No ENWs have been offered with a social science component. No EGC team-taught courses have crossed divisions

For students who have completed two integrated courses:

Taken:	EGC + EHE	Will Receive:	EGC, HUM or SOC, LINK
	EGC + ENW		EGC, HUM, LINK, SCI
	EHE + ENW		LINK, HUM, SCI
	EGC+SOC + EHE		EGC, SOC, LINK, HUM
	EGC+SOC + ENW		EGC, SOC, LINK, SCI, HUM
	EHE+SOC + ENW		LINK, HUM, SOC, SCI

For students who have completed all three:

Taken:	EGC + EHE + ENW	Will Receive:	EGC, HUM, LINK, SCI
	EGC+SOC + EHE + ENW		EGC, SOC, LINK, HUM, SCI

To look at it another way:

Currently Have:	Needed in Current Core:	Need in Model 2:
EGC	ENW, EHE+SOC (12 cr.)	LINK, SOC, SCI (12)
EGC+SOC	ENW, EHE (12)	LINK, HUM, SCI (12)
EHE	EGC+SOC, ENW (9)	EGC, SOC, SCI (9)
EHE+SOC	EGC, ENW (9)	EGC, SCI (6)
ENW	EGC, EHE + SOC (9)	EGC, SOC (6)
EGC + EHE	<u>ENW+SOC (6)</u>	SCI, SOC (6)
EGC + ENW	EHE+SOC (6)	SOC (3)
EHE + ENW	EGC+SOC (3)	EGC, SOC (6)
EGC+SOC + EHE	ENW (6)	SCI (3)
EGC+SOC + ENW	EHE (6)	nothing
EHE+SOC + ENW	EGC (3)	EGC (3)
EGC + EHE + ENW	<u>waiver of SOC</u>	SOC (3)
EGC+SOC + EHE + ENW	nothing	nothing

How do students sign up for a pair of Linked Courses?

The linked courses 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 in the same semester.

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

- **Dropping a linked course** (Add/drop week): If a student drops one linked course, she/he must drop the other, as the courses are co-requisites. The student should select another set of linked courses to take (or two other courses to fill in the schedule).
- **Withdrawal of a linked course:** If a student withdraws from one linked course, she/he may continue in the other course but will need to complete another set of linked courses to fulfill the Core requirement.
- **Failure of a linked course:** If a student fails a linked course, she/he can retake the same set of linked courses or take another set of linked courses to fulfill the Core requirement.

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 (PLKR)** category and one course from the **Values & Society (PLVS)** 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. **Note that the course number indicates the type of course not the level of difficulty:** 200-level courses study philosophical questions in a historical context; 300-level courses study specific philosophical areas. Therefore, 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?

With the proposed revisions to TRS Core requirements having been approved by faculty vote (May 2017), students are still required to take two TRS courses for the Jesuit Heritage component of the Core; however, they are no longer required to take TRS 101. Instead, students are required to take one lower division TRS Core course (1xx or 2xx) and one 300-level TRS Core course. As of now, a 200-level course will be the mostly likely option for the lower division course.

With this change, there no longer will be a TRS 101 pre-requisite for the 200- and 300-level courses. Moreover, the lower-division course is not a pre-requisite for the 300-level course. Students may take their two TRS courses in any order. **Like Philosophy courses, the TRS**

course number indicates the *type* of course, not the level of difficulty: the 200-level courses involve broad surveys of a topic while the 300-level courses have more specific and limited foci.

Both the lower-division and 300-level courses are open to new students; however, the department recommends that only students who place in EN 125 take these courses their first semester at JCU because all TRS courses have a substantial writing requirement.

Regarding the transition to the new TRS/Jesuit Heritage policy and our current students:

- A student who has completed TRS 101 and a 2xx or 3xx TRS Core course has fulfilled the Jesuit Heritage TRS requirement. Nothing further need be done.
- A student who has passed TRS 101 but has not taken the second TRS/Jesuit Heritage course must take either a 2xx or 3xx TRS Core course to complete the TRS/Jesuit Heritage requirement.
- A student who has not yet taken TRS 101 must take one lower-division TRS Core course (1xx or 2xx) and one 3xx TRS Core course to complete the TRS/Jesuit Heritage requirement. These two courses can be taken in either order, depending upon the student's needs and topical interests.

This change has no effect on students following the old, Distributive Core.

Regarding the future of TRS 101 and FITW:

TRS 101 eventually will be discontinued. However, in the near future, sections of TRS 101 will be offered as part of FITW, and old Core students still needing to complete TRS 101 (or re-take the course) will have the opportunity to do so—some sections will be offered.

What departments offer Issues in Social Justice courses?

Issues in Social Justice courses are not confined to a single department: currently the following departments and programs offer ISJ courses: CL, CO, ED, EN, ER, HS, IC, PJHR, PO, PS, SC, TRS, WGS, LSP.

Our current slate of ISJ courses are also offered at various levels. Some, such as PS 100 and PO 103 are certainly appropriate for first-year students. Many of the 200-level courses do not have pre-requisites and also are appropriate for first-year students. Because the Core curriculum is designed so that students take Core courses throughout their years at JCU, some students may opt to take an upper-division ISJ course, which may also be an elective for their major or minor.

Several ISJ courses also have service learning components.

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

Students have a range of opportunities for CAPA courses, including music, dance, creative writing, theatre, photography, and 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).

What are the additional Core requirements in the major?

All new Core students are required to complete these requirements in the major:

- a course in the major (or a course offered by another department that is related to the discipline of the major) that focuses on writing in that profession (AW);
- an additional oral presentation, either in a majors course or at an appropriate venue outside of a course, such as Celebration of Scholarship, a department colloquia, an undergraduate conference, etc. (OP);
- and a capstone in the major.

Each department will determine how their students will complete these requirements, and the departments will request approval from the Core committee.

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, 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.

The faculty also recently approved a new transfer credit policy (May 2017), which affects the Core curriculum. The policy is as follows:

Students who bring in 0-44 credits are responsible for all core requirements not already met through transferred coursework.

Students who bring in 45+ credits must transfer in or take the following courses at John Carroll to meet core or program prerequisites:

- (1) EN 125, Seminar on Academic Writing, or its equivalent.
- (2) Some programs of study require foundational coursework in oral communication, foreign language, or quantitative analysis. The prerequisites for these programs will not be waived.

In addition, students who bring in 45+ credits must complete the following core requirements at John Carroll:

- (1) One linked pair of courses from the Integrative component of the core curriculum.
- (2) One Engaging the Global Community course from the Integrative component of the core curriculum.
- (3) Two courses (6 credits) from the Jesuit Heritage component of the core curriculum.

We also have a transfer policy specifically for the **Jesuit Heritage** component of the Core curriculum:

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 online Academic Petition. Syllabi may be required. Visit the Registrar's webpage>Services and Forms for the online Academic Petition. Faculty and students may check the status of petitions by contacting the Registrar's Office at **petitions@jcu.edu**.

Academic Placement

General Chemistry

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 concentration, 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 concentrations, 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).

English Composition

Students must complete one or two courses in English Composition to fulfill 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.

Students can fulfill the Written Expression requirement and earn 3 credit hours by receiving 1) a score of 4 or 5 on the AP English Language and Composition Test or on 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.

Writing placement determines whether a student will need to take one or two courses to fulfill the Written Expression requirement. Students who place into EN 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 instituted, 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, 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

Language

For those still under the old outgoing (distributive) 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 integrative 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, never before studied language take two semesters; normally this is 101 and 102.
- There is no need to take a placement test in a new, never before studied language.
- Students must, however, still take a placement test in any and all languages previously studied, beginning in 9th grade or the equivalent of their high school level studies.
- Languages for which placement tests are available and are taught at JCU are the following: Chinese, French, German, Italian, Latin, Russian, or Spanish.
- Those who have studied Ancient Greek, Japanese, or Slovak will be evaluated by a professor from that language.
- Placement tests in languages not taught at JCU are not available.
- Those students who have had previous exposure in high school and who wish to continue with that same language must enroll at 101, 102, or 201, as determined by the placement test.
- Those who continue with the language taken in high school must complete through the third semester (currently 201).
- Those who place above the third semester (above 201) may waive the language requirement, but are invited to register for upper division courses for majors and minors. (Note that some JCU majors/programs require language proficiency beyond the 201 new integrative Core level.)
- Students are welcome to discuss their placement with a Dean in the Office of Academic Advising, or with their own academic advisor; however, any deviations from the above must be approved by the Chairperson of the Language Department (CMLC dept.)

Placement tests for all languages taught at JCU, including the waiver from the language requirement, will be administered on-campus only, and in a proctored environment. Pre-registration is required. The placement tests will be given during summer orientations for new students, and who pre-register as part of their orientation package. For those unable to take placement tests during orientations, placement tests will also be given during the school year, and the dates and times will be announced on a regular basis, or students may consult the Director of the Language Learning Center for additional information.

Advanced Placement & International Baccalaureate Credit

AP Scores (Advanced Placement):

To receive AP credit, a student must have taken the AP exam, not just the high school AP course(s). Students must also request that their electronic scores be sent from the College Board directly to the JCU Registrar's Office for processing and to apply to the student's academic records.

- For Chinese, French, Italian, Japanese, and Spanish, an AP score of 3 or higher gives the student 6 JCU academic credits, credit for 201 and 202, and this includes completion of the Core Language requirement.
- For German, a score of 3 gives 3 credits for GR 102, and students may be required to complete GR 201, depending on the results of their placement test. A score of 4 in German gives 6 credits for GR 102 and 201, as well as completion of the language requirement.
- For Latin, a score of 3 gives 3 credits for LT 1xx, either LT 101 or LT 102, because students may still be required to complete LT 102 and/or LT 201 depending on the results of their placement test. Also for Latin, a score of 4 or 5 gives the student 6 academic credits for LT 201 and 232, as well as completion of the language requirement.

* The above AP scores apply to the new integrative Core; consult the *2013-15 Undergraduate Bulletin* for students on the old outgoing distributive Core. See also the most current *Undergraduate Bulletin* if confirmation of AP scores under the new integrative Core is desired.

** The AP exams are not offered for languages other than the ones noted above. If the student scores below 3 on his or her AP language exam, the placement test results will determine placement and enrollment.

IB scores (International Baccalaureate):

- SL 6-7 gives 6 credits total and completion of 101 and 102 in Classical Languages (Ancient Greek or Latin), French, Italian, Japanese, Mandarin Chinese, Russian, or Spanish. One additional course of 201 to be taken at JCU may be required as determined by the placement test in that language.
- SL 6-7 gives 3 credits for German 102 only. One additional course of 201 to be taken at JCU may be required, as determined by the placement test in German.
- HL 5-7 gives 6 credits total for 201-202 in, French, Italian, Japanese, Mandarin Chinese, Russian, or Spanish; 6 credits total for LT 201 and 232; these all include completion of the language requirement.

- HL 6-7 in German gives 6 credits of GR 102 and 201 and completion of the language requirement.
- HL 5-7 gives 3 credits for GK 299 and completion of the language requirement.

* Students with International Baccalaureate credit and under the old outgoing distributive Core should consult the *2013-15 Undergraduate Bulletin*.

** Students with International Baccalaureate credit and under the new integrative Core should consult the most current *Undergraduate Bulletin* if confirmation of IB scores under the new integrative Core is desired.

Note: Arabic language is no longer offered at JCU as of fall 2017. Students who wish to enroll in Arabic may cross-register at a neighboring institution that does offer Arabic, with no additional tuition fees, but must arrange their own transportation.

Transfer Credit

Transfer students:

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, and that the language department chairperson has approved those courses as JCU equivalents. Once students are admitted as regular JCU students and begin their coursework, however, all JCU language course regulations such as those pertaining to the placement test apply.

Petitions for 101-102 level language courses for current or newly admitted JCU students:

Current or newly admitted JCU students should submit On-line Academic Petitions for pre-approval before taking courses at other schools. If a student wishes to take 2 courses in a new and never before studied 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. This is to ensure that the learning goals of the CMLC [language] department are met.

Also, JCU does not give any credit for online/hybrid language courses taken at a school other than JCU. Thus, petitions for language credit for a current or newly admitted JCU student but taken at another educational institution must be based on traditional classroom-style courses.

Petitions for 201 level language courses:

If a current JCU student wishes to transfer a course taken at another educational institution and is only required to take 1 course (201) of a previously studied language, (assuming he or she has taken the JCU placement test and placed at the 201 level), then he or she must attach the syllabus of the equivalent 201 course from the other school as part of the on-line petition. This is to determine if indeed this course does meet the same learning outcomes as the equivalent JCU 201 language course.

Again, JCU does not give any credit for online/hybrid language courses taken at a school other than JCU. Thus, petitions for language credit for a current or newly admitted JCU student but taken at another educational institution must be based on traditional classroom-style courses.

Language Placement Assessment, including HS Background

Students under the old outgoing distributive Core, and also students under the new integrative Core:

Every student who has had previous exposure to Chinese, French, German, Italian, Latin, Russian, or Spanish **MUST** take the placement test in any and all of those languages when previously studied. Students must then enroll at the level of placement, or start a new language. For languages for which a placement test is not currently available (Ancient Greek, Japanese, Slovak), consultation with a JCU professor of that language is advisable. If students think they are placed too high or too low, the chairperson and only the chairperson of the Language Department (CMLC dept.) can switch them. This should occur during the first week of classes; otherwise the switch will be considered an “Add-Drop” and will cause severe enrollment and financial aid difficulties.

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 (CMLC) may give permission for changes in enrollment.

Even if the student does not intend to continue with a previously studied language (if it is a language taught at JCU that offers a placement test – Chinese, French, German, Italian, Latin, Russian, or Spanish), the student still must take the placement test in any and all of those previously studied languages. All too often a student tries a new language, discovers that he or she does not really wish to continue with that language after all, and then attempts to self-enroll in a previously studied language, but without having taken the placement test to determine his or her appropriate level.

How Is Placement Evaluated in Languages We Do Not Teach at JCU?

Current or newly admitted JCU students:

We teach 10 languages so it would be rare to inquire about a language that we do not teach here. However, a current or newly admitted JCU student may petition to take 2 semesters of a language from another accredited college/university but not offered at JCU to be accepted as completion of the JCU language requirement. Again, the course may not be on-line or on-line hybrid, only traditional classroom style.

Sign Language (ASL, American Sign Language)

In deference to the ADA (= American with Disabilities Act), JCU will accept 2 courses of ASL (= American Sign Language) in lieu of a modern or classical language in order to meet the Core language requirement. Since JCU does not currently teach ASL, these courses must be taken at another school but which must be an accredited college or university. Students should petition and receive approval for this substitution before enrolling in any courses. Again, the courses may not be on-line or on-line hybrid, only traditional classroom style.

Transfer students:

Students who transfer to JCU will have all their courses including language courses evaluated as part of their entire transfer credit package. But in general, any 2 language courses for which the student already received credit from another accredited college/university and whether or not the language is also offered at JCU will be accepted as completion of the JCU language requirement if the student earned the grade of C or above.

Students Who Speak a Language Other than English in the Home

Note: We do not give JCU academic credits to students from ethnic backgrounds who may speak a language other than English in the home but who graduated from an American high school. Nor do we accept credit from, nor do we give waivers from, the Core 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.

Language Substitutions for:

1.) Non-Traditional Students and/or

2.) Students with Documented Language Disabilities

(both outgoing distributive Core and new integrative Core)

Non-traditional students and/or students with language disabilities may fulfill the foreign language requirement by taking 6 hours of coursework (normally 2 courses) given in English, but only from the following:

- Any IC (International Cultures) courses
- Any CL (Classical Studies) courses
- EN 281 Masterpieces of Western Literature I (only when appropriate, i.e., literature of a non-English speaking culture, by petition, and with the approval of the CMLC dept. chairperson)
- EN 282 Masterpieces of Western Literature II (only when appropriate, i.e., literature of a non-English speaking culture, by petition, and with the approval of the CMLC dept. chairperson)
- EN 285 Indian Literature
- EN 286 African Literature
- EN 299 Special Topics in Literature (only when appropriate, i.e., literature of a non-English speaking culture, by petition, and with the approval of the CMLC dept. chairperson)
- EN 399 Special Study in British, American, or World Literature (only when appropriate, i.e., only “World” literature of a non-English speaking culture, by petition, and with the approval of the CMLC dept. chairperson)

Notes on Language Substitutions:

1. Any other course(s) must go through the petition process and be approved by the CMLC department chairperson. The guiding principle is that 100% of the course curriculum cover the literature or culture of a non-English speaking community. This is commensurate with meeting the cultural and intercultural learning goals of the CMLC department (see current *Undergraduate Bulletin*), as well as JCU’s Academic Learning Outcome #5, to graduate students who will “*act competently in a global and diverse world.*”
2. Registration with SSD (Services for Students with Disabilities, a.k.a. Student Accessibility Services, does not automatically grant language substitution permission; the student must have the recommendation of the SSD director that his or her disability is related to foreign language learning. The student must go through the petition process to request the

substitution.

3. The two courses which are substituted for the foreign language requirement are to be applied only toward the language requirement, and may not be applied toward any other Core designation, even if the substituted course(s) carry/carries other Core designations (no “double dipping”).

Mathematics

In the Integrative Core, JCU students must take a Quantitative Analysis course, if at all possible, during the first two years. Several departments offer approved QA courses. Among the Mathematics courses, the following courses have been approved for the QA requirement: MT 122/DATA 122 (Elementary Statistics, no prerequisites, especially appropriate for students in social sciences), MT 228/DATA 228 Biostatistics (no prerequisites, appropriate for students planning Biology majors or pre-Health Professions), MT 229/DATA 229 (Probability and Statistics, appropriate for Math majors or minors), MT 221 (Combinatorics, Probability and Statistics in Middle School Mathematics, appropriate for students planning Middle Childhood teaching), MT 119 (Quantitative Analysis) and DATA 100 (Introduction to Data Science).

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 MT 135 for students with weaker backgrounds.

Students looking for a Mathematics elective with no prerequisites may choose MT 122/DATA 122 (Elementary Statistics), MT 135 (Calculus), MT 162 (Mathematics from Nonwestern Cultures), MT 130 (Applied Calculus, most often taken by students planning to major in Business), MT 119 (Quantitative Analysis), MT 142 (Introduction to Discrete Mathematics), and DATA 100.

See the following guidelines for first-year/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/DATA 228 (Biostatistics)	Pre-Med: First semester, first 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 MT 135 Calculus.</i>	First year
Minor in Business	MT 122 /DATA 122(Elementary Statistics I)	First 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, first year
Major or minor in Computer Science or Computer Information Systems	MT 142 (Introduction to Discrete Mathematics)	First or sophomore year
Major in Early Childhood Education	MT 175 (Foundations of Elementary Mathematics) and MT 176 (Topics in Early Childhood Mathematics)	First or sophomore year

Major in Mathematics or Teaching Mathematics ; Minor in Mathematics	Calculus, starting with MT 135 (Calculus) unless AP credit. See the Department of Mathematics and Computer Science undergraduate programs pages for more information.	First semester, first year
Major in Middle Childhood Education with Mathematics Curriculum Content	MT 175 (Foundations of Elementary Mathematics) or MT 135 (Calculus)	First semester, first year
Major in Physics, Engineering Physics , or Interdisciplinary Physics Minor in Physics and Engineering Physics	Calculus, starting with MT 135 (Calculus) unless AP credit, and additional courses. See the Department of Physics degree programs page for more information.	First semester, first year
Major or minor in Psychology	MT 122/DATA 122, MT 223/DATA 260 (Elementary Statistics and intermediate Statistics)	First or sophomore year
Major in Sociology	MT 122/DATA 122 (Elementary Statistics I)	First or sophomore year

Mathematics Requirements by Major Summer 2013

Introductory Math Course	Required for These Majors	Required for These Minors
MT 142	Computer Science Computer Science with Healthcare Technology	CS and CS-HCT
MT 122/DATA 122	Psychology* Sociology	Business Psychology*
MT 135 or MT135H or MT 133-134	Biology* Chemistry* Education (Middle Childhood Math)* Engineering Physics* Mathematics* Teaching Mathematics * (AYA License) Physics*	Chemistry* Mathematics* Physics*
MT 175	Education (Early Childhood)* Education (Middle Childhood, Math content)*	
MT 130 or MT135	Accountancy Business Logistics Economics Finance Management Marketing	

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

Notes:

1. MT 133-134 may substitute for MT 135, for students with weaker mathematics backgrounds.
2. Early Childhood Education majors should take MT 175 during their first or second year.
3. Middle Childhood Education majors pursuing a mathematics concentration should take MT 135 and MT 175 by the fall of their second year.
4. 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 have had a calculus course or 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 2017

For students whose intended program of study includes MT 135 Calculus, the placement levels below should be used to determine the appropriate course. In some cases, the advisor's judgment and the student's thoughts on his/her background may indicate a different level of calculus placement. Consult with a member of the mathematics faculty

<p>Level B: The student may take any 100-level non-calculus course that has no prerequisites. If the student's major program requires calculus, the student should normally take MT 133-134. However, if the student has taken a calculus course in high school, then MT 135 is the correct placement.</p>
<p>Level M: The student may take any non-calculus course that has no prerequisites. If the student's major program requires "regular" calculus (as opposed to Applied Calculus MT 130), the student should take MT 135.</p>
<p>Level H: The student is highly qualified and can be expected to do well in MT 135H.</p> <ul style="list-style-type: none"> If the student's major program requires calculus, then MT 135H should be strongly recommended to the student. However, if the student objects to taking an honors course or has a scheduling conflict, then he/she may take MT 135, but not MT 133.

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. MT 135 assumes familiarity with trigonometric functions and related topics, so the Department provides MT 133-134 as a slower version of MT 135 to help students develop "pre-calc" skills.
- Most intended BSOB students should not enroll in MT 133; MT 130 is a better option, in part because it does not include trigonometric functions.
- Students who have scored a 3 or higher on the Calculus AP exam (AB version) may receive credit for MT 135. Those who have taken the BC version may receive credit for MT135 (with a score of 3) and MT 136 (with a score of 4 or higher). (See an advisor from the Math Dept. to discuss the particular case.)

Recommended Quantitative Analysis (QA) by Area of Study

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

Boler School of Business: EC 208 (prerequisite: EC 207) or EC 210

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

Humanities: Any approved QA course which meets the student's personal and professional goals.

Social Science:

- Economics: EC 208 (prerequisite: EC 207) or EC 210
- Exercise Science: MT 112 or SPS 122
- Political Science: PO 105
- Sociology: MT 122

Stem:

- Biology: MT 228
- Chemistry: CH 261/63
- Computer Science: MT 122, DATA 100, or MT 229
- Mathematics: MT 229
- Physics: check with chair
- Psychological Science: MT 122

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

Classical Studies

Communication and Theatre

Communication Studies

Digital Media

Integrated Marketing Communication

East Asian Studies

Economics

Education

Adolescent/Young Adult

Early Childhood

Middle Childhood

English

Literature

Creative Writing

Professional Writing

Exercise Science

French and Francophone Studies

French Language

French Studies

Gender, Sexuality, and Women's Studies

History

Humanities

Peace, Justice, and Human Rights

Philosophy

Critical Social Philosophy

Health, Ethics, and Science

History of Philosophy

Philosophy, Law, and Politics

Physics

Political Science

Global and Foreign Area Studies

Law and Society

Methods and Spatial Analysis

Self-Designed Major

Sociology and Criminology

Aging Studies

Criminology

Diversity, Culture, & Inclusion

Forensic Behavioral Studies
Human Service, Health, & Social Justice
Spanish and Hispanic Studies
Sports Studies
Sport and Athletic Administration
Sports, Fitness, and Wellness for Diverse Populations
Teaching Mathematics
Theology and Religious Studies

Academic Majors, College of Arts and Sciences

Bachelor of Science
Biology
Neuroscience
Cell and Molecular Biology
Neuroscience
Chemistry
Biochemistry
Chemical Physics
Neuroscience
Computer Science
Healthcare Information Technology
Data Science
Engineering Physics
Environmental Science
Interdisciplinary Physics
Mathematics
Physics
Psychology
Child and Family Studies
Forensic Psychology
Industrial/Organizational Psychology
Mental Health Services
Neuroscience
Self-Designed Major

Academic Minors, College of Arts and Sciences

Actuarial Science
Art History
Biology
Business (through Boler School of Business)
Catholic Studies
Chemistry
Classical Studies
Communication
Computer Science
Computer Science with Healthcare Information Technology
Creative Writing
Data Science
East Asian Studies
 Interdisciplinary
 Language
Economics
Engineering Physics
English
 Creative Writing
 Literature
 Professional Writing
Entrepreneurship
Exercise Science
Foreign Affairs
French and Francophone Studies
Gender, Sexuality, and Women's Studies
German
Greek
History
Humanities
Latin
Leadership Development
Mathematics
Modern European Studies
Peace, Justice, and Human Rights
Philosophy
Physics
Political Science
Population and Public Health
Professional Healthcare Preparation
Psychology
Sociology and Criminology
Spanish and Hispanic Studies
Statistics
Theology and Religious Studies

United States Politics

Academic Majors, Boler School of Business

Bachelor of Science in Business Administration

Accountancy

Business Logistics

Economics

Finance

Human Resources Management

International Business with Language and Culture

Management and Human Resources

Marketing

Supply Chain Management

Bachelor of Science in Economics

Economics

Academic Minors, Boler School of Business

Business

Entrepreneurship—Interdisciplinary

Economics

Leadership—Interdisciplinary

Combinations of Majors, Minors, and Concentrations Worth Considering

College of Arts and Sciences and the Boler School of Business

Second majors, minors, and concentrations are useful additions to student curricula. They expand the student's preparation and make it more suitable for a world in which the boundaries between disciplines are increasingly blurred and an interdisciplinary formation is increasingly demanded. It may be a good idea to begin speaking about double majors, minors, and concentrations during the freshman year because some of these programs are highly structured and may require several semesters to be completed, independently from the number of credits they require. Further, double majors, minors, and concentrations increase the number of courses students may find useful, introducing flexibility during registration. Finally, they may provide the student a plan B in case the intended major doesn't match the student's expectations or skills.

The list below describes double majors, minors, and concentrations that department chairs found useful and doable for their students and is a good basis for starting this conversation.

However, a review of possible double majors, minors, and concentrations must include an honest analysis of the student's skills and attitudes and of the time required to complete the curriculum. Summing up the number of credits required for the core and for each major, minor, and concentration the student is contemplating, subtracting from the total the number of credits that may be in common among these components, and dividing the result by fifteen is a good initial estimate of the number of semesters the student will need to complete this curriculum. This estimate is often sufficient for eliminating some of the options the student is considering. The following step requires an analysis of the four-year plan for the intended majors, and of the structure of the intended minors and concentrations to identify the sequence of courses the student should take and possible bottlenecks. The chairs of the departments offering the intended majors, minors, and concentrations should be consulted during this planning phase as they have a better insight of these programs and are informed about the courses offered by that department in future semesters.

Accountancy (AC)

Most AC majors pursue the Certified Public Accountant (CPA) License, which requires students to complete 150 college credit hours. Typically, AC majors achieve this objective by enrolling in a Master of Accountancy degree in their 5th year. Thus, for most students, the option of adding a minor or double major is not feasible.

Students entering JCU with many Advanced Placement or other college credits may consider getting a second major in Finance. Finance and Accounting are natural complements in preparing and analyzing financial information for evaluating companies. Entrepreneurship is a minor that well complements AC.

Art History (AH)

Please, contact department.

Biology (BL)

Minors/concentrations that any Biology major may take are:

- Neuroscience concentration: It aligns well with the coursework many BL majors complete. The opportunity to conduct an original research project also makes this concentration very attractive to students.
- Population and Public Health minor: It has a specific concentration for BL majors and aligns well with the health-related focus of many BL majors. Additionally, the internship experience is very attractive to students, as it gives them “real world” experience in the discipline.
- Chemistry concentration: It requires only one additional course beyond the support courses already required for the BL majors, making it an attractive option for students.
- Minors in language, particularly Spanish: Given the changing demographics of the United States, language minors have become appealing to many BL students, particularly those pursuing health-related fields.

Pre-health students find the Professional Healthcare Preparation Minor and Certificate Program appealing because it complements their major, helps raise their awareness of career options and provides more insight into communication skills, ethics, management, and compassionate care. Cell and Molecular B majors often double major in Chemistry—Biochemistry concentration.

Environmental Science majors take a variety of minors, depending on their interests. Generally speaking, a minor in Statistics or Data Science would be an excellent addition to this major, as many environmental jobs require a strong foundation in statistics.

Chemistry (CH)

Minors recommended for Chemistry majors are: Business (all CH majors); Entrepreneurship, Sociology and Criminology; Physics (Chemical Physics concentration); and, Concentration in Neuroscience (Biochemistry concentration).

Students in General Chemistry may double major in Education, if they are interested in teaching, or in Physics. Given the large number of courses the Biochemistry concentration has in common with Biology or Cell and Molecular Biology, several Biochemistry students major also in one of them. For a similar reason, students in the Chemical Physics concentration often major also in Physics.

A minor in a modern language may also be a useful addition, especially for students in the General Chemistry and Biochemistry concentrations.

Classical and Modern Languages and Cultures (CMLC)

Students majoring in a modern language often double major or minor in Art History, Communication & Theatre, East Asian Studies (EAS), English, History, Humanities, Philosophy, and, especially if interested on careers in diplomacy or international relations, Political Science.

Students interested in teaching languages in K-12 may double major in Education (followed possibly by a Master of Education), and then apply for a World Language Education Licensure program in their home state.

Students interested in a modern language and in business may consider majoring in International Business with Language and Culture (IBLC). Another option is majoring in a modern language and pursuing a minor in Business.

Majors in Classical Studies or Classical Languages often double major (or minor) in Philosophy, History, or Theology and Religious Studies.

A minor or double major in a language complements the expertise of students majoring in sciences preparing them for scientific research work abroad or graduate education, including medical schools.

Communication and Theatre (COMM)

The Entrepreneurship minor is an excellent support for all students in the Communication and Theatre major. The minor provides additional experiential learning in how to develop creative ideas, recognize opportunities, build and launch ideas to audiences, and realize the importance of the communication perspective in teams with students from business, science, and other liberal arts. The minor can easily be finished in two years and fulfill several core requirements.

A double major or a minor in Political Science is indicated for all students in the Communication and Theatre Major.

Students interested in theater or scriptwriting may find useful to double-major or minor in English or Art History.

A double-major in Marketing or a minor in Business are good complements for students in the Integrated Marketing in Communication (IMC) concentration.

Students interested in philosophy of language may consider double majoring or minoring in Philosophy.

Students interested in communicating about health, public health, science, and environmental issues, may consider a double-major or a minor in a science discipline as well as the minor in Population and Public Health or the Environmental Studies concentration.

The pairing of a Communication and Theatre major in the Digital Media or in the IMC concentrations with a double major or a minor in Exercise Science or in Sports Studies is also a good combination, since today promotion and marketing are integral to sports administration.

Computer Science (CS) and Mathematics (MT)

Please, contact department.

Economics (EC) and Finance (FN)

The obvious combination for a double major is Economics and Finance. In addition, Accountancy majors, who need to complete 150 college credit hours for their CPA, often double major in Finance.

For the Economics (BA) major there is sufficient flexibility to bundle it with almost anything.

The Economics (BS and BA) major also works well with the Entrepreneurship minor and language minors.

Education (ED)

Early Childhood Education majors typically do not have enough time in their schedules to meet all of their Core and Education requirements and also minor. However, students who had a number of transfer credits or took summer courses are often able to add a minor in a language, typically Spanish.

Middle Childhood Education majors often minor in a discipline belonging to the subject areas in which they are getting licensed (Language Arts, Mathematics, Science, and Social Studies).

Students majoring in Adolescent and Young Adult education are required to major also in the discipline they intend to teach (History, Biology, Chemistry, Physics, English, and Teaching Mathematics). They typically don't have room in their schedules for additional minors.

English (EN)

The English major is quite versatile and can be paired with every other discipline, as it provides writing and communication skills that are essential for disseminating research results, applying to grants, etc. In light of this, what follows is not an exhaustive list of recommended majors, but just some ideas for students who have English as their primary major.

Many students in the English Literature concentration often double major or minor in disciplines that require similar cognitive skills and can enhance the understanding of the English literature, such as History, Art History, Classical Studies, a modern language, Philosophy, Peace, Justice, and Human Rights, Theology and Religious Studies, and Gender, Sexuality and Women's Studies. A minor or double major in Psychology is also a possible choice. Students interested in teaching English should double major in Middle-Childhood Education or Adolescent and Young Adult Education.

Students in the Professional Writing and Creative Writing concentrations often double major or minor in Communication and Theatre, Political Science – if interested in political communication or Law – or Sociology and Criminology, if interested in social communication. Another popular choice for these students is majoring or minoring in specific professional areas, such as Biology, Business, Chemistry, Computer Science, etc.

Exercise Science, Physical Education, Allied Health, and Sports Studies (EPA)

Exercise Science students typically minor or double major in Psychology, Communication & Theatre, Entrepreneurship, Business, and Biology. Note that students who intend to pursue graduate studies in exercise physiology, athletic training, nutrition, occupational therapy,

physical therapy, chiropractic science, strength and conditioning, and personal fitness, may need additional foundational course work in biology, chemistry, bio-chemistry, and physics, which makes a good basis for a minor in one of these disciplines.

Sports Studies students typically minor or double major in Business, Communication & Theatre, Entrepreneurship, and Psychology. Note that students in the Sports and Athletic Administration concentration typically take around 50% of the courses required for a minor in Business.

Physical Education students often double major in Education- Multi-Age teaching.

History (HS)

Minors and double majors that well complement History include English, Political Science, TRS, East Asian Studies, and PJHR, due to the many disciplinary connections between history and those fields. Further, these disciplines require similar cognitive skills and exposure in one field can enhance the understanding of another. For example, Political Science offers courses in US foreign relations and the US Constitution; History offers classes in the history of US foreign policy (without the international relations theory) and US constitutional history.

History majors may also think to minors that will help them position themselves for the job market. A Business minor is one of the best options in this sense, but Communication and Theatre is also a valid minor or double major, especially considering that the Business minor requires around 34 credit hours, nearly as many credits required for several A&S majors, and good mathematical skills.

International Business with Language and Culture (IBLC)

Please, contact department.

Management and Human Resources (MHR), Marketing (MK), and Supply Chain Management (SCM)

These three majors require students to take so many credits that it is hard to add a minor or double major, especially if students aim to graduate with just the minimum of 120 hours. The only double major that is feasible with around 120 credits is the combination of Marketing and Supply Chain Management.

Students willing to take more than 130 credits or students who took a mix of AP or college courses covering macroeconomics, microeconomics, calculus or statistics, may consider minors in languages, Communication and Theatre, or Entrepreneurship.

Peace, Justice, and Human Rights (PJHR)

PJHR majors need to take five PJHR core courses and seven elective courses drawn from a variety of disciplines, including Political Science, Entrepreneurship, Sociology, English, History, and Theology and Religious Studies. Further, several of these courses may be used for meeting some of the Core Curriculum requirements. Therefore, PJHR majors can easily add a second major or a minor within the College of Arts and Sciences, according to their interests and objectives.

For example, a Political Science degree gives PJHR students background in understanding the interface between political institutions, public policy, and social change; a Sociology and Criminology degree gives PJHR students background in understanding the interface between social organization and social change; an English degree offers students the chance to build their analysis and argument skills in reading and writing; and, an Entrepreneurship minor helps PJHR students in adopting entrepreneurial practices to promote social change. Of particular note is the fact that PJHR and Gender, Sexuality and Women's Studies share their Critical Inquiry and Internship Capstone courses, making very easy to double major in these two disciplines.

Philosophy (PL)

Please, contact department.

Physics (PH), Engineering Physics (EP), and Interdisciplinary Physics (IP)

A minor or double-major in Mathematics is a valuable and doable addition for students majoring in Physics because they are already required to take three math courses as part of the physics major. Further, up to two upper division MT courses can be counted toward the PH major. These factors help a lot in making this double-major possible. This combination is especially good for students interested in applying to graduate programs in Physics.

Students majoring in Interdisciplinary Physics (IP) often take a second major in Chemistry. Often, these are students who start originally as CH majors and decide to add the IP major after they take their first physics course in their sophomore year.

Political Sciences (PO)

Students double-majoring in Political Science and in another major may use up to two courses (six credits) from the other major for completing their PO major requirements, including methods courses in some cases. This possibility makes double majoring in PO and another discipline relatively feasible. The following are some of the most beneficial additions to a PO major:

1. Sociology and Criminology double major or minor. It may benefit students interested in law enforcement, social work, social and political theory, gender, race and class issues, law school, graduate school, or development work.
2. BA in Economics or Business minor. It is a good addition for students interested in pursuing public administration, public policy, city/regional planning, law school, MBA, or development work.
3. Double major or minor in Psychological Sciences. It is indicated for students interested in social and political psychology, law enforcement, or law school.
4. Double major or minor in Theology and Religious Studies. It is an option for students interested in counseling work, social justice activism, ministry, public service, or applying to law school.
5. Double major or minor in Philosophy. It may benefit students interested in law school and graduate work.
6. Double major or minor in History. It is a good addition for students interested in public sector work, law school, graduate school, or teaching.

7. Double major or minor in Communication and Theatre. It is recommended for students interested in political communication, campaigns, and public relations.
8. A double major or minor in any modern language is a good addition for students interested in working for the Department of State, United Nations, human rights agencies, or international development agencies.
9. A double major or minor in Data Science. It may be beneficial for students interested in methodologies, research work, campaigns, development work, law school, or law enforcement.

A double major or minor in Gender, Sexuality and Women's Studies or in Peace, Justice and Human Rights, and the Population and Public Health minor are also very useful additions to a PO major.

Psychological Sciences (PO)

Please, contact department.

Sociology and Criminology (SC)

The major and minor in Sociology & Criminology have five areas of possible concentration: criminology; forensic behavioral studies; human service, health, and social justice; diversity, culture and inclusion, and aging studies. Most students focus on one of the concentrations, and it is possible to complete two of them. Students can also complete a general Sociology & Criminology major without a concentration. Following are some suggestions for possible double majors or minors:

1. Students in the criminology and/or the forensic behavioral studies concentrations may benefit from minors or double majors in: Psychology (forensic); Political Science; Data Science; and, Computer Science. These programs relate to different areas of criminology or forensics and could round out the students' experience.
2. Students in the human service, health, and social justice concentration may consider minors or double majors in: Psychology; Peace, Justice and Human Rights; Catholic Studies; Gender, Sexuality and Women's Studies; Theology and Religious Studies; Spanish; Political Science; Population and Public Health; and, Entrepreneurship. These other disciplines bring additional depth to the students' area of study, depending on their interest.
3. Students in the diversity, culture and inclusion concentration often minor or double-major in: East Asian Studies; Spanish; African Studies; Peace, Justice, and Human Rights; History; Population and Public Health; and Italian Studies. These other disciplines bring additional depth to the students' area of study, depending on their interest.
- 4) Students in the aging studies concentration may find synergies in minors or double-majors in: Psychology; Theology and Religious Studies; Catholic Studies; and, Population and Public Health.

Theology and Religious Studies (TRS)

The TRS major is modest in scope (36 credit hours). Thus, it can be easily combined with many other majors or minors. For example:

1. Students interested in archaeology, education, archival work, cultural institutions, and law relating to art preservation and antiquities may consider a major or minor in Classical Studies, as both contribute to a deeper understanding of the ancient cultures, texts, and artifacts.
2. Students interested in education or ministry may consider a minor in Catholic Studies as this minor allows for deeper study of the breadth of Catholic culture, enhanced by the theoretical and practical knowledge of the faith tradition gained through TRS coursework.
3. A major or a minor in Communication & Theatre is also a good addition to a TRS major. Students interested in journalism, mass media, or law may consider the Digital Media concentration as religious narratives shape and are shaped by media and public discourse. On the other hand, students interested in theater or ministry may consider the Communication Studies concentration or the Theatre minor since religious rituals require a “stage presence” and understanding of the dynamics of communal performance.
4. Students interested in business, NGOs, and entrepreneurship may consider adding a BA in Economics or a minor in Business, as these programs teach students about the distribution of resources, while TRS coursework can inform students’ thinking on the theory and practice of resource allocation.
5. Students interested in international business, foreign service, cultural institutions, international law, ministry, and education may consider adding a minor or double major in a modern language, as studying the language and religion of a foreign culture in tandem allow for a deep engagement with that culture and provides a depth of understanding that is otherwise very difficult to obtain.
6. Students interested in teaching religion at the primary or secondary level often include History with their TRS studies to earn the state teaching certification in social studies. The HS-TRS combination also benefits students interested in more advanced studies in religion and those interested in library science or archival work.
7. Students interested in education, ministry, NGOs, international relations, and law may consider pairing the TRS major with a major or minor in Peace, Justice, and Human Rights or in Political Science as religious commitments are primary drivers for social and political action, domestically and abroad. Further, religious traditions provide the tools for evaluating issues of “rights” and “justice” and the impetus for enacting those in the present world of human and international relations.
8. Students interested in education, ministry, public service, or law may benefit from pairing Philosophy and TRS as both interrogate the fundamental questions of human existence. For the student who wants to think deeply about such questions from multiple perspectives, this is a natural pairing.
9. Students interested in research, data collection and analysis, and social work may combine their TRS degree with a double-major or minor in Sociology and Criminology as religion is a significant component of the societies and cultures that Sociology takes as objects of study, profoundly influencing and intersecting with social and cultural forms. On the other hand, social sciences provide valuable tools for the social and cultural dimensions of religious movements.

Gender, Sexuality and Women's Studies (GEND)

Please, contact department.