

ACADEMIC PLANNER

June 9, 2008

Dear Lewis & Clark Student,

In the following pages you will learn about academic planning, a task that may sound daunting but is in reality very manageable. The key to success in this endeavor is taking advantage of the help available from our conscientious faculty and staff, who, along with you, make Lewis & Clark a vibrant academic community.

As you read on, be reminded that the liberal arts approach to education at Lewis & Clark seeks to create informed citizens who can engage in meaningful dialog about the causes of the intricate economic, political, social, and technological challenges that we face and will continue to face as a society. A key goal of our curriculum is to awaken interests that may otherwise lie dormant in students. By pursuing these interests under the guidance of faculty, a student can soar to unexpected heights.

The College's faculty and staff expect you to take responsibility for articulating and realizing your academic goals, while simultaneously helping you take full advantage of the opportunities our academic program offers. I encourage you to work closely with your faculty advisor when you arrive on campus. The advisor will help you find courses that appeal to your academic interests and long-term plans. In addition to your faculty advisor, Professor Kurt Fosso, Director of Academic Advising, and Dr. Kristi Williams, Coordinator of Academic Advising Support, are also ready to help you.

I look forward to continuing our work together.

Sincerely,

A handwritten signature in cursive script, reading "J. C. de Paula". The signature is written in dark ink and is positioned above the printed name.

Julio C. de Paula
Dean of the College of Arts & Sciences

Dear Student,

Lewis & Clark's college motto, *Explorare, Discere, Sociare*—"to explore, to learn, and to work together"—strikes the right chord. The LC student both explores and learns, and does so in the company of, and with the help of, numerous faculty, staff, and peers. In some measure, every student at the College must *actively* take the lead in guiding and gaining his or her education, from fulfilling requirements (and making them be fulfilling) to exploring and deciding upon a major. Ultimately, each one of you must *lead forth* your own education (<L. *educere*, "to lead forth"), shaping your academic program and seeking out this college's many resources.

The most important of those campus resources is of course the faculty, whose members teach your classes and provide vital academic advising. Prior to the start of your first semester at LC, each of you was assigned a pre-major faculty advisor to assist you in selecting courses, devising a four-year plan, strategizing about challenges, and even choosing a major. That personal advising process extends from matriculation to graduation, but it can only ever be as useful and fulfilling as each of you actively makes it. It is up to *you* to make appointments with your advisor, as it is up to you to arrive to your advising meetings on time and adequately prepared. It is also up to *you* to change advisors if you're dissatisfied for some reason. In fact, any advisee can change his or her academic advisor at any time (albeit with due deliberation) by filling out a change-of-advisor form and asking the new advisor to sign it. That form is available from the Registrar's Office and on-line at the Academic Advising website, www.lclark.edu/dept/advising (under "Advising Responsibilities") along with other important information, from majors and minors to graduation requirements and academic policies. Come take a look.

Still other advising and academic-planning information can be found right in this *Pathfinder*, the following pages of which can help you:

- work effectively with your academic advisor
- plan your semester schedules and your four years at the College
- learn about academic support services
- become informed about scholarships and other opportunities
- understand college policies, including the College's academic integrity policy
- organize your time efficiently and effectively

Happy reading! And happy exploring and learning at LC. Let me know if I can be of help.

Sincerely,



Kurt Fosso
Director of Academic Advising

INTRODUCTION TO ACADEMIC PLANNING

The stated mission of Lewis & Clark College is “to know the traditions of the liberal arts, to test their boundaries through constant exploration, and to hand on to successive generations the tools and results of this quest.” By these means the College pursues the general aims of all liberal learning: to seek knowledge for its own sake and to prepare for active civic engagement. In this way, a Lewis & Clark education encourages each and every student to:

- practice and gain facility in critical and imaginative thinking
- have a grasp of the past and present and an acquaintance with intellectual disciplines
- *learn how to learn*, as part of a lifelong career of learning
- master effective written and oral communication skills
- apply knowledge to search for solutions to important problems
- become an active, informed citizen of the community, nation, and world

Knowing these values and goals may help you better appreciate why you are taking this or that required course, why it is important to strive to succeed in each of your classes, and how your educational and life goals relate back to the College’s liberal arts mission.

College is of course also a time for *discovering* new interests and life goals, and indeed most new LC students do not know what they want to major in or every class they want to take. Although every student is required to choose a major during the second semester of his or her sophomore year, that leaves most students ample time for *exploring*. Lewis & Clark’s General Education requirements in fact are there in part to foster breadth of academic exploration, experience, and learning. At the same time, it is also vitally important for you to set goals and to plan how to achieve those goals, as best you can, semester by semester. Would you like to participate in an internship program during your junior or senior year? Prepare the way through coursework, volunteering, work-study, and summer jobs. If you’d like to study on an overseas or off-campus program, plan out your four years accordingly. The more you *actively* plan your time at LC, the more you’ll be able to accomplish and the fewer unwanted academic and other surprises you’ll experience.

In keeping with our College’s motto—*Explorare, Discere, Sociare*—each of you will explore, learn, and work with others, from classroom to dorm room and from outdoors trips to overseas and other programs. Plan your four years carefully and intrepidly, reaching for and discovering all the education you can.

WORKING WITH YOUR ACADEMIC ADVISOR

Academic planning involves an ongoing conversation between advisees and their academic advisors. Upon arriving on campus for New Student Orientation (NSO), each first-year student meets with his or her assigned pre-major faculty advisor, frequently one of his or her teachers that first semester (transfer students are generally assigned to a department chair). By the second semester of the sophomore year, every student must then select a major advisor in that major's department or program. Throughout this four-year advising process, students find their college experience to be the most rewarding and stimulating when they themselves take charge of their education. Your faculty advisor will indeed expect you to be proactive! Typically, it is the advisee's responsibility to initiate contact with his or her advisor, as it is that advisee's responsibility to arrive at advising appointments on time and well prepared—for example, with a list of prospective courses for the coming semester. The advisor in turn must be accessible and take responsibility for providing each advisee with academic assistance and accurate information.

Advisee Responsibilities:

- Assuming ultimate responsibility for his or her education and academic program
- Establishing an active, academic relationship with a faculty advisor
- Scheduling advising meetings
- Knowing and understanding the College's academic programs and policies
- Choosing a major advisor within the major's department or program

Advisor Responsibilities:

- Knowing and understanding Lewis & Clark's academic programs and policies
- Understanding the registration process
- Meeting personally with advisees during the advising period for registration authorization
- Being accessible through scheduled advising appointments, office hours, telephone calls, and emails
- Helping to guide the advisee's academic and intellectual journey
- Knowing the variety of academic support services available to students
- Understanding the mandates of the Family Education Rights and Privacy Act of 1974 as Amended (FERPA)

2008-09 LISTING OF DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

Name	Email	Ext.	MSC
Dean of the College			
Julio C. de Paula.....	casdean	7100	47
Associate Dean of the College			
Jane Hunter.....	hunter	7446	71
Arts and Humanities			
Art: Ben David	bendavid	7393	92
English: Will Pritchard (fall).....	wjp	7412	58
Rishona Zimring (spring).....	zimring.....	7409	58
Foreign Languages: Nichole Aas-Rouxparis	nicole.....	7429	30
History: Ben Westervelt.....	bww	7448	41
Music: David Becker.....	dbecker.....	7464	18
Philosophy: John Fritzman.....	fritzman	7477	157
Religious Studies: Paul Powers	ppowers	7289	45
Theatre: Stephen Weeks.....	weeks	7498	54
Mathematical and Natural Sciences			
Biology: Ken Clifton	clifton	7508	53
Chemistry: Louis Kuo.....	kuo	7535	55
Math Sciences: John Krussel	krussel.....	7563	110
Physics: Michael Broide	broide.....	7581	15
Social Sciences			
Communication: Stuart Kaplan	skaplan	7618	35
Economics: Jim Grant (fall).....	grant	7628	40
Eben Goodstein (spring)	ebn	7626	40
Int'l Affairs: Andrew Cortell	apc.....	7632	36
Political Science: Curtis Johnson.....	johnson	7726	12
Psychology: Yueping Zhang	yzhang	7646	16
SOAN: Bruce Podobnik	podobnik	7664	60
Other			
Academic English Studies: Joann Geddes	geddes	7310	125
Bio-Chem/Molecular Bio: Janis Lochner.....	lochner.....	7538	55
Classical Studies: Rob Kugler/Nick Smith.....	kugler/ndsmith ...	7452/7478... 45/157	
Core Curriculum: Kurt Fosso	fosso	7208	83
East Asian Studies: Andrew Bernstein.....	awb	7453	41
Environmental Studies: Jim Proctor.....	jproctor.....	7707	55
Ethnic Studies: Elliot Young	eyoung.....	7454	41
Exploration and Discovery: Kurt Fosso	fosso	7208	83
Gender Studies: Deborah Heath	heath	7663	60
Gender Symposium: Kimberly Brodtkin	kbrodtkin.....	7678	83
Latin American Studies: Juan Carlos Toledando .	toledano.....	7425	30
Political Economy: Marty Hart-Landsberg.....	marty	7624	40
Teacher Education: Vern Jones	jones	6050	14

ACADEMIC SUPPORT

ABSENCE FROM CLASS

It is mandatory that you attend the first class for each course. If this is not possible, you must notify the professor that you will not be able to be there. Otherwise, you may be dropped from the class. It is essential to attend all classes during the semester. However, if a serious medical, personal, or family problem causes you to miss some class time, *you must contact your professors*. At your request, the Student Support Services (ext. 7156) will notify your instructors of the situation.

ACADEMIC ADVISING

Miller 434, x7750, MSC 129, www.lclark.edu/dept/advising

This office coordinates pre-major and other aspects of academic advising. In addition to the *Pathfinder* and the *College Catalog*, the Academic Advising website provides important advising and academic-planning information, from four-year schedules to choosing a major or changing advisors. This office is also available to help those students whose questions or problems require special assistance, including assistance with time management and study skills.

MATH SKILLS CENTER

**Bio Psych 005, x7570 or x7569, MSC 110,
www.lclark.edu/dept/mathsci/skills.html**

The Math Skills Center is an informal resource center that provides a supportive learning environment for students. Help is available on a drop-in basis during the semester. Students may use the friendly study environment and consult peer tutors on math-related issues they encounter in any LC course. The Center also offers Review of Algebra (Mathematics 055), either lecture or self-paced classes, as one way to meet the quantitative reasoning proficiency prerequisite.

STUDENT SUPPORT SERVICES (DISABILITY SERVICES)

Templeton lower level, x7156, MSC 112, www.lclark.edu/dept/access

The Office of Student Support Services provides a variety of student academic services as well as opportunities for community service. The members of the staff coordinate services and accommodations for students with disabilities (learning, psychological, and physical), and help those students meet academic requirements and develop strategies for learning.

The Coordinator of Student Support Services helps to coordinate the on-campus LINC'S Program (Lewis & Clark Intercultural Network for Connecting Students), the LD/ADD Network, an on-campus support group, and the Reversals Group, a program involving LC students and learning disabled children in the community. The Coordinator also ensures that academic arrangements are made for disabled students in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Copies of the *Lewis & Clark Student Disability Policy and Grievance Procedures* may be obtained from Student Support Services or from the office of the Dean of the College.

TUTORING OFFERED THROUGH SAAB

Templeton main level, x7155, saab@lclark.edu, www.lclark.edu/~aslcl/saab

One of the functions of the Student Academic Affairs Board (SAAB) is to provide a tutoring program which is free to undergraduate students. The program's goal is not to help students cram for exams, but to offer semester-long assistance to students who are experiencing difficulty in a class. A current tutoring roster is available on the SAAB website. For additional information about the functions of SAAB, please see the "Student Involvement" section of the *Pathfinder*.

WRITING CENTER

Aubrey Watzek Library, x7505, MSC 70, www.lclark.edu/~writing

The Writing Center works in conjunction with the faculty as a part of Lewis & Clark's commitment to increase and strengthen students' abilities as writers. The Writing Center staff provides individualized assistance to undergraduates on writing tasks related to their academic work. Conference times are available during the academic year, beginning on the first day of classes and running through exam week. Students may sign up for a conference up to a week in advance.

Types of Service

The Center provides assistance at all stages of the writing process, from brainstorming ideas to organization of a text to matters of written convention (style, documentation form, punctuation, and the like). The Center staff will not proofread papers, although tutors will gladly go through a paper with a student to teach him or her how to find and eliminate errors. The Center's staff is also prepared to help students who want to increase their skills in taking essay exams and/or who want to increase their reading comprehension skills.

Who May Use the Center

The Center is available to any student enrolled in courses in the College of Arts and Sciences.

On-line Handouts

A variety of handouts can be downloaded from the Writing Center web page, www.lclark.edu/~writing/handouts/handout_frame.htm. Topics covered range from punctuation to annotated bibliographies to organizing papers.

PLANNING YOUR FOUR YEARS AT LC

In this section you will find some specific planning tools to help you make the most of the opportunities offered at LC.

I. TIME MANAGEMENT

1. Plan 2-3 hours of study per hour of class time. If you attend classes 12 hours a week, you will need to **study 24-36 hours a week**. This means 36-48 hours need to be scheduled for academics each week. **REMEMBER, SCHOOL IS YOUR JOB.**

2. At the start of each semester, mark on a calendar the due-dates of all exams, papers, and projects. These dates provide short-term goals, enabling you to manage your time in one of the following ways:

- **An hour-by-hour weekly calendar:** In this approach, you indicate specifically what you will do and when you will do it on a weekly calendar.
- **A daily list.** This tool appeals to those who don't want to be locked into an hour-by-hour schedule. But you will need to prioritize your daily list, with a clear understanding of how your short-term and long-term goals will be affected.


REMINDERS:

- Plan for 8 hours of sleep each night.
- Eat well and exercise regularly.
- Maintain personal, family, and social relationships.
- Start long assignments early.
- Make use of the hours between classes.
- Manage your time rather than letting it manage you.

II. SEMESTER COURSE-PLANNING WORKSHEET

Lay out on this worksheet all your classes, athletics, jobs, and community service activities—anything that regularly occurs each week. Doing so will give you a visual impression of where you can fit in study time.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 A.M.					
9:00 A.M.					
9:10 A.M.					
9:30 A.M.					
9:40 A.M.					
10:10 A.M.					
10:20 A.M.					
11:10 A.M.					
11:20 A.M.					
11:30 A.M.					
12:30 P.M.					
12:40 P.M.					
1:00 P.M.					
1:40 P.M.					
1:50 P.M.					
2:50 P.M.					
3:00 P.M.					
3:20 P.M.					
3:30 P.M.					
3:50 P.M.					
4:30 P.M.					
5:00 P.M.					
6:00 P.M.					
7:00 P.M.					
8:30 P.M.					
10:00 P.M.					

 Indicates unscheduled class times

Course Load: To be considered full-time, a student must take at least 12 semester credits (minimum) but can register up to a maximum of 21 credits. The normal full-time course load is 16 semester credits.

III. FOUR-YEAR COURSE-PLANNING WORKSHEET

Use this worksheet to project when to take various required or elective courses, the best time to go on an overseas program, and so forth. If you do not know what specific courses will be offered in future years, write "major," "requirement," or "elective" to block in courses.

First Year	Fall Semester, 20 ____	Spring Semester, 20 ____
	_____	_____
	_____	_____
	_____	_____
	Credits:	Credits:
	Summer Session (optional) Credits:	
	Total Credits for the Year:	

Sophomore Year	Fall Semester, 20 ____	Spring Semester, 20 ____
	_____	_____
	_____	_____
	_____	_____
	Credits:	Credits:
	Summer Session (optional)	
	Total Credits for the Year:	

Junior Year	Fall Semester, 20 ____	Spring Semester, 20 ____
	_____	_____
	_____	_____
	_____	_____
	Credits:	Credits:
	Summer Session (optional)	
	Total Credits for the Year:	

Senior Year	Fall Semester, 20 ____	Spring Semester, 20 ____
	_____	_____
	_____	_____
	_____	_____
	Credits:	Credits:
	Summer Session (optional)	
	Total Credits for the Year:	

IV. DECLARING YOUR MAJOR

A liberal arts education is intended to provide both breadth and depth. General Education Requirements and elective courses expand your knowledge and understanding through the study of a broad array of subjects. The major requires you to delve deeply into one subject, to master its distinctive modes of thought, and to acquire an understanding of its achievements and complexities.

One of the expectations of a liberal arts education is that the coursework in any major will give each student the skills needed to be successful in any number of diverse paths and careers. The choice of an academic major does not necessitate or even necessarily imply the choice of a future career, but instead represents a base for a range of future opportunities. Two students majoring in the same field may end up with markedly different careers, while graduates with similar careers may have arrived at them by the route of very different majors.

Check out these websites for ideas about various jobs to which different majors can lead:

“What’s A Liberal Arts Education Good For, Anyway?”

www.scrippscollege.edu/dept/careers/careerplan/libartskills.html

“Careers for Liberal Arts Majors”

www2.davidson.edu/studentlife/cs/cs_majors.asp

“What can I do with a major in...?”

www.uncw.edu/stuaff/career/Majors/index.htm

“College Majors and Career Information”

careerservices.rutgers.edu/CareerHandouts.html

When to Declare a Major:

Students who have 61 credits must have declared a major in order to register for classes the next semester. The **ideal** time to declare your major is, then, no later than the end of the sophomore year. That will leave you enough time to complete the prerequisite course work for upper-division courses and to take advantage of internship, practicum, or research opportunities available to juniors and seniors.

By declaring your major in the sophomore year, you will also be able to make important connections with faculty in your major department, who will help you decide the courses you should take and who can help you think about career interests related to your field. The department will also add your name to their mailing list for notifications of course changes and special events.

Choosing a Major:

You should major in the field you **enjoy** the most because that is where you will most likely challenge yourself to do your best work and develop your critical-thinking skills. If your major courses are drudgery, reevaluate your choice.

1. Ask yourself:

- Which subject areas interest me most?
- Which ones do I do well in?
- What skills and talents do I have?
- What are my strengths and weaknesses?
- What do I envision myself doing after graduation?

- 2. Look through the *College Catalog*** and put checks next to courses you'd like to take.
- 3. Make an appointment** with a faculty member in each major you're considering.
- 4. Consult** with your faculty advisor.
- 5. Ask** several juniors and seniors what they like and dislike about their majors.

Declaring a Major:

Get the *Major/Minor/Advisor Declaration* form from the **Registrar's Office** or online at the Academic Advising website (www.lclark.edu/dept/advising). Ask a faculty member in your major department to sign the form as your major advisor.

Transfer students with a previously declared major at their former college must formally declare their major at Lewis & Clark. Meet with the chair of the department as only the chair can approve the application of courses from another college to the major requirements at Lewis & Clark.

The most reliable source of information on major, minor, and General Education requirements is the *College Catalog* in effect the year of your matriculation. You should also consult with your major advisor. The chair of your department has final approval on major requirements when you complete your degree application in your senior year.

Declaring a Double Major or a Minor:

The *Major/Minor/Advisor Declaration* form (available from the Registrar's Office or at www.lclark.edu/dept/advising) has space to declare two majors and two minors.

If you are thinking about a double major, it is important to know that **at least 28 discrete credits must be completed in each major** (i.e., not used for the other major).

If you plan to complete a minor, remember that **at least 12 discrete credits must be taken for the minor** (i.e., not used for any other minor or major).

Declaring a Student-Designed Major:

The *College Catalog* explains the process you must follow. Forms are available at the Office of the Dean of the College. Please note that if you have a student-designed major, you may not double major.

Engineering, Pre-law, or Pre-med

To prepare for any of these careers, you still need to select a major in a particular department and choose a major advisor in that department. The following faculty members can provide specific advice:

- *Engineering advice:* Dr. Stephen Tufte (Physics)
- *Pre-law advice:* Dr. Todd Lochner (Political Science)
- *Pre-med advice:* Dr. Bethe Scalettar (Physics), Dr. William Randall (Chemistry), or www.lclark.edu/~reiness/health.htm

For more information:

Consult with your faculty advisor, visit the Academic Advising website, or drop by the Office of Academic Advising.

V. SCHOLARSHIP INFORMATION

External Scholarships

Research reveals that students who begin combining their academic, service, and recreational interests during their first years of college often become successful candidates for national grants and awards. The Office of Student Financial Services has a webpage with lots of good advice: www.lclark.edu/dept/sfsschol.

Internal Scholarships

The following scholarship opportunities are available for continuing LC students. Students who meet established eligibility criteria for the various scholarships will be invited to apply in early January 2006.

Freshman Cheney Scholarship

The top 10% of students with freshman class standing after fall semester will be invited to apply for the Freshman Cheney Scholarship. Five \$1,000 non-renewable merit scholarships will be awarded for the 2005–06 academic year. Applicants submit one faculty letter of recommendation and an application. Selection of recipients is based on academic merit as well as community and College service.

Junior Cheney Scholarship

The top 10% of students with junior class standing after fall semester will be invited to apply for the Junior Cheney Scholarship. Five non-renewable merit scholarships will be awarded for the 2005–06 academic year. Applicants submit one faculty letter of recommendation and an application. Selection of recipients is based on academic merit as well as community and College service.

R. B. Pamplin Corporation Scholarship

The top 10% of students with junior class standing after fall semester will be invited to apply for the R. B. Pamplin Scholarship. Two \$2,500 merit scholarships will be awarded for the 2005–06 academic year. Applicants submit two faculty letters of recommendation and an application. Selection of recipients is based on academic merit as well as community and College service.

Mary Stuart Rogers Scholarship

Students at sophomore or junior class standing with a cumulative GPA of at least 3.2 are encouraged to apply. Each year, ten scholarships of \$5,000 are awarded to undergraduate students demonstrating financial need and are renewable for one additional year. Approximately five new recipients will be selected for the 2005–06 academic year. Students interested in applying for this scholarship must submit a letter of interest explaining how their experiences and achievements exemplify the personal qualities of dedication, integrity, compassion, sensitivity, self-discipline, and leadership. The letter should also contain a summary of significant co-curricular activities. One faculty letter of recommendation is also required.

The Dr. Robert B. Pamplin, Jr. Society of Fellows

The Pamplin Society is the highest honor bestowed by Lewis & Clark on its students. Candidates are nominated and are required to submit two faculty letters of recommendation and an application. Seven sophomore students annually are named as Pamplin Fellows. These students demonstrate superior intellectual promise and academic performance; dedication to their communities and the desire to use their talents on behalf of a free and democratic society; interest and success in physical fitness and health; and unimpeachable integrity.

QUICK REFERENCE GUIDE OF ACADEMIC POLICIES

This information draws on the *College Catalog* and college regulations; more detailed information is available in the *College Catalog* under “Academic Information,” in the online Guide to Registration (www.lclark.edu/dept/reg/reg_guides.html), and at the Academic Advising website (www.lclark.edu/dept/advising).

Absence from Class: It is essential that you attend all your classes. However, if medical, personal, or family problems cause you to miss some class time, you must contact your professors. At your request, the Student Support Services Office (ext. 7156) will notify your instructors and your advisor of the situation.

Academic Advising Alerts: These are an optional means for faculty to inform students that they are facing difficulties in a course. When a student receives an alert, a copy is also sent to the academic advisor.

Academic Integrity Policy and Procedures: Cases of alleged academic dishonesty are adjudicated by the College Honor Board (see the “Student Involvement” section). For further information about issues of academic integrity, consult the “College Policies and Prohibited Conduct” section of the *Pathfinder* or contact the Dean of Students at ext. 7110.

Academic Deficiency: Students’ academic standing is monitored by a faculty committee. Unsatisfactory progress may result in a student being placed in one of the following categories:

Warning: An alert that the GPA for the semester or the cumulative GPA has fallen below 2.0, or that the student is not maintaining “normal progress” (at least 12 credits per semester) toward a degree. Warning is not recorded on the transcript.

Probation:* A notice that the GPA is/has been below 2.0 for one or more semesters, and/or that the cumulative GPA is below the 2.0 level required for graduation, and/or that the student is not maintaining “normal progress” toward a degree. A student may be placed on probationary status without a prior history of academic warning if the student’s record warrants such action.

Suspension:* An ineligibility to enroll in the College, normally for two semesters. A student will be suspended if his/her semester GPA is below 1.0 (or below 1.50 if already on warning or probation). A student who earns a semester GPA of 2.0 will be suspended if his/her three previous semesters’ GPA was lower than 2.0 or he/she was on probation or warning for the previous three semesters.

Dismissal:* The effect of being suspended a second time, whereupon the student is permanently dismissed from the College and may not be readmitted.

* Probation, Suspension, and Dismissal are noted on the transcript. In each of the categories above, the student and advisor are notified.

Academic Residency Requirement: Sixty semester credits must be taken at Lewis & Clark College, including at least 28 of the final 32 semester credits (i.e. only 4 credits may be transferred in towards the end of your four years).

Add/Drop: Students may add or drop courses during the first two weeks of fall and spring semesters and before the second meeting of a class during the summer semester. The forms are available at the Registrar's Office. "Drops" during this period are not noted in the transcript. First year students must have advisors sign to add or drop a course.

Advanced Placement: The College grants 4 semester hours for an AP test score of 4 or 5. Though AP credit does not substitute for general college requirements (except for foreign language requirements), it will apply toward the total number of hours needed for graduation. Some departments have established course placement guidelines based on AP and IB scores. Check the catalog and with department chairs to determine if test results are used for placement.

Changing Advisors: You may change advisors at any time by asking a new advisor to sign the *Major/Minor/Advisor Declaration* form (available at the Registrar's Office and on the Academic Advising website: www.lclark.edu/dept/advising). If you don't have a major, enter "undecided" on the form next to "major."

Class Standing Definitions: Class standing is based solely on the number of completed credits:

First year: 0–28 semester credits.

Sophomore: 29–60 semester credits.

Junior: 61–92 semester credits.

Senior: 93+ semester credits.

Credit by Exam: You may challenge a course and secure credit for its completion (subject to the determination that an equivalency between your knowledge and background and the course content is measurable). Information about the procedure and fee may be obtained from the Registrar's Office.

Credit/No Credit*: With instructor's consent, you may request the CR/NC option by filing a form with the registrar during the Add/Drop period each semester. This option may not be changed after it is filed. In courses designated CR/NC only, a student may not request a letter grade. The College does not limit the number of courses that may be taken on a CR/NC basis. You must have a C (2.0) or higher to receive Credit (CR). Courses taken to fulfill General Education requirements may not be taken CR/NC.

Deficiency Grades: A student may be notified of a mid-term deficiency grade (a projected grade of C– or lower) with a list of resources for assistance. A copy is also sent to the advisor.

"Double Dipping": This means applying course credit toward two sets of requirements, (e.g., minor and major). Limitations for "double dipping" are that at least 28 semester credits of any major or 12 semester credits of a minor must be discrete credits (not used for any other set of requirements).

Certain majors allow double dipping of major and general education requirements; however, you cannot use one class to fulfill more than one general education requirement.

Transfer students who qualify to take substitute courses for CORE 106 and 107 may not also apply those courses to major, minor, or general education requirements.

Foreign Language Placement: An exam offered each fall to determine appropriate placement in Chinese, French, German, Hellenistic Greek, Japanese, Russian, and Spanish. The Foreign Language department can also arrange placement testing in other languages, including those not offered at the College (e.g. Swedish, Dutch, Arabic). Any placement above LC's 201 level will fulfill the foreign language requirement.

General Education Requirements: The requirements and specific courses that meet the general education requirements are listed in the *College Catalog*.

Independent Study/Practicum: The student and the faculty sponsor should consult on course content, requirements for completion, and a schedule of student/faculty conferences before registering.

International Baccalaureate: Four semester hours of credit are granted for scores of 5 on the higher-level exams; eight semester credits are granted for scores of 6 or 7 on the higher-level exams. Sixteen semester credits are granted for completion of the IB diploma with a score of 32 to 35, and 24 semester credits for a score of 36 or higher. (See "Advanced Placement" in this section for further information.)

Internships: Internships can be arranged through professors in individual departments or through the Director of Career Advising. Internship opportunities are also posted on the campus email notice board.

Leave of Absence (LOA): If you are considering taking a leave from the College, you need to consult the Registrar's Office (ext. 7328) regarding the leave of absence process. You should also consult with your faculty advisor. Advantages of taking an official leave of absence are that you may return without applying for readmission, you will be sent pre-registration materials prior to the semester of re-entry, and you are able to graduate under the requirements listed in the *College Catalog* at the initial time of matriculation. You may file a leave of absence at any time.

If you plan to go on an overseas program that is not through Lewis & Clark (e.g., a program through School for International Training), you must file a LOA.

If you plan to leave during the semester, please see "Withdrawal from All Courses During the Semester" in this section.

Academic Planning: You will register for the semester following your LOA during your leave. You should meet with your advisor before you leave and plan your schedule for the semester you are returning. If you have earned 61 or more credits, you are required to have declared a major or you will not be allowed to register.

Math 055 (Review of Algebra): MATH 055 is a pre-requisite for most of the courses that fulfill the Scientific and Quantitative Reasoning requirements. Students who have not met this pre-requisite by other means (SAT, ACT, AP, high school calculus) should take the Quantitative Reasoning Proficiency Exam (more information is available at <http://www.lclark.edu/~qradvice/>). If your proficiency is Level II or higher, you have met the MATH 055 pre-requisite. If your proficiency is Level I, you can meet the pre-requisite by re-taking the proficiency exam or by completing MATH 055. Your advisor can help you determine which option is

best for you. Preparation for re-taking the exam can include self-study and/or assistance from the Math Skills Center. Generally, taking MATH 055 will help you learn and retain the necessary material much more easily, giving you better preparation for courses with the MATH 055 pre-requisite.

It is important to know that MATH 055 will appear on your transcript, but the 4 credits associated with the course do not count toward the 128 credits needed for graduation. In practical terms, if you take MATH 055, you will need to make up those 4 credits during your college years. This can be done in a variety of ways; for example, you may take four 1-credit PE/A courses over four semesters. In addition, these credits do not apply toward the academic progress requirement for financial aid considerations. It is important to discuss this with your advisor and/or the Student Financial Services Office.

Note: Even when directed to take MATH 055, you do not need to do so in your first semester at the College if you are not planning to take a course that requires it as a pre-requisite during your first year or do not need higher level science or math courses for your projected major.

Normal Course Load: Students ordinarily take four courses per semester. Often a one- or two-credit activity course is added. Any schedule of 12 semester credits or more is a full load. Over 19 semester credits is an overload and students need to fill out an *Overload* form. In order to “overload,” a student must have a minimum 3.0 GPA and have the approval of their advisor. The maximum for which a student may enroll in one semester is 21 semester credits. Students who take fewer than 12 semester credits should fill out the *Underload* form. Full time tuition will be charged until the *Underload* form is filed. Both the *Overload* and *Underload* forms are available at the Registrar’s Office.

Petition for Modification of Requirements: Academic requirements are approved by the faculty and may be waived or modified only upon the approval of a faculty committee. Petition forms are available in the Registrar’s Office and must be signed by the student’s advisor.

Physical Education Requirements: Only four PE/A 101, 102, 142 credits count toward graduation. Students may register for only one PE/A 101 course per semester. In addition to PE/A 101, 102 and PE/A 142, Theatre dance courses—106, 107, 108, 207, 208, 252, 308, 350—and Music Performance 150 may be counted toward this requirement.

Practicum Credit: See “Independent Study/Practicum”

Repeated Courses: Only a few courses (in PE, music, and communication activities for example) are approved for repeat credit. If a non-repeatable course is repeated (for example, to earn a better grade), both times the student took the course will be recorded on the transcript, but the course credits will only be counted once toward the 128 credits required for graduation.

Standard Academic Progress: Progress is based on the completion of 128 semester credits over a four-year or eight-semester period, which will normally require completion of 32 semester credits per year. Some variation of up to 3 semester credits below this level is permitted, but the cumulative total of semester credits completed by the end of each year must be equivalent to the number required for promotion to the next class standing. Thus, a student is

deemed to be making standard academic progress who completes 29 semester credits by the end of the first year, 61 semester credits by the end of the second year, and 93 semester credits by the end of the third year.

Student-Designed Major: An interdisciplinary major designed with an organized rationale and courses drawn from two or more departments. Applications (submitted by the 6th week of every semester and no later than the 6th week of the junior year) are reviewed for approval by the Honors Committee. A faculty advisory committee directs the major. For further information on the Student-Designed Major process, contact the office of the Dean of the College of Arts and Sciences, ext. 7100.

Transfer Credit: The Registrar's Office determines whether credit transferred from other institutions will be accepted towards an LC degree. Once deemed transferable, the Registrar evaluates the applicability of transfer credit to general education requirements. The department chair determines the applicability of credit to major or minor requirements. It is a good idea to check with the Registrar's Office before you enroll in a course at another institution. Credit is not granted for life experience, the College-Level Examination Program (CLEP), credit by examination from other colleges, or distance learning. For more detailed information, you can get a *Transfer Credit* handout at the Registrar's Office.

Underload: See "Normal Course Load"

Withdrawal from College: Students considering a total withdrawal from LC should consult the Dean of Students on how to proceed.

Withdrawal from All Courses During the Semester: Students considering withdrawing from all courses during the semester must consult as soon as possible with the Dean of Students and with their faculty advisor. Students should consult the Office of Student Financial Services and the Cashier and Credit Office to discuss financial aid status and tuition charges and possible refund.

Withdrawal from a Course: After the Add/Drop period (after the second week of the semester), withdrawal from a course is recorded on the transcript as a "W." Until the end of the tenth week of classes, you may withdraw from any course, except *Exploration and Discovery* (CORE 106 and 107), without a professor's signature (see the "Academic Calendar"). After the end of the tenth week, you may withdraw from any course, except for *Exploration and Discovery* (CORE 106 and 107), only if you get the professor's signature on the Add/Drop card. First-year students must also have their advisors sign to add or drop a course.

Forced Withdrawal: A professor may at any time withdraw a student from any course, except *Exploration and Discovery* (CORE 106 and 107), at his or her discretion. Reasons for withdrawing a student may include, but are not limited to non-attendance and disruptive behavior.

GENERAL EDUCATION, MAJOR AND MINOR REQUIREMENTS

In this section you will find a worksheet that lists the General Education requirements. Worksheets for every major and minor are online at www.lclark.edu/dept/advising. Fill out the worksheet and consult the College Catalog's requirements. If you are not sure what to major in, it can be very helpful to use these worksheets in conjunction with the *College Catalog*, where you check on

GENERAL EDUCATION REQUIREMENTS WORKSHEET

The general education requirements listed below apply to all students admitted fall 1999 and after. General Education requirements (except PE) *must* be taken for a grade. List completed courses by department & number, and the semester and year the course was or will be finished.

General Education Requirements	Requirements	Completed	Will Complete
	CORE 106 or 110		
	CORE 107 or 111		
	Foreign Language (FL 201)		
	Creative Arts (4 credits)*		
	PE/A 101/102/142; TH 106/107/108/207/208/252/308/350; MUS 150 (2 courses)		
	International Studies Requirements (8 credits)	Completed	Will Complete
	International Studies		
	Science & Reasoning Requirements (12 credits)	Completed	Will Complete
	One Lab Course [†]		
	Two Courses with Mathematical & Quantitative Reasoning (at least one of which must be from the Sciences group) [†]		

Credits needed to graduate: 128[‡]

Completed requirement credits: - _____

Number of required credits remaining:

* Art, Music, and Theatre majors are required to take these courses outside their major department.

† Math and Science majors are expected to take these courses *outside* their major department.

‡ Credits earned in Math 055 will not be included in these hours. No more than 4 hours of PE/A and no more than 60 semester hours in any one department can be included in these hours.

Major and minor requirement worksheets are found online at www.clark.edu/dept/advising.