

FACULTY ACADEMIC ADVISING HANDBOOK



**College Advising Center
Lewis & Clark College
2019-2020**

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Overview to L&C Undergraduate Advising

Although our students are ultimately responsible for fulfilling the requirements for their college education, advisors are essential to their success at Lewis & Clark College. Academic advising provides students with the information and guidance they need to follow academic policies, capitalize on L&C opportunities and resources, succeed in their coursework, integrate curricular and co-curricular activities, graduate in a timely manner, and begin purposeful lives after graduation. In addition, academic advising is also an important component of our explicit [4-5-6 Commitment](#) to first-year students entering the College of Arts & Sciences (CAS) in Fall 2019. To help meet their academic goals, all of our students have access to two types of advisors: Faculty Advisors and College Advisors. In this way, from matriculation to graduation, all L&C students can count on obtaining essential academic assistance from their advisors.

Faculty advisors are the “front line” for sound academic advice and knowledge about courses, campus resources, policies, and other student-related issues. The following tasks are essential to this role:

- Make sure incoming first-year advisees are on track for the [4-5-6 Commitment](#) and its [fine print](#) when these commitments are relevant to their goals.
- Meet with all of their advisees each semester for course planning and registration authorization
- Help advisees who are struggling academically and guide them to relevant resources
- When appropriate, sign advisees’ forms and applications for off-campus programs; evaluate petitions and redirect students if necessary or provide explanations and letters of support, keeping in mind that advisors should help the student work within existing policy whenever possible.
- Assist advisees with their four-year graduation plans and forming and fulfilling their academic goals
- Partner with college advisors and other relevant parties to help students succeed at L&C

There are three important roles for faculty advisors: Pre-major, Major, and Minor.

Pre-major faculty advisors: First-year students are assigned pre-major faculty advisors on the basis of their stated academic interests and goals. These advisors help their advisees transition to college and plan a basic four-year program that will enable them to explore potential majors, minors, and overseas programs; fulfill their degree requirements; and obtain a true liberal arts education. In addition, pre-major advisors should be readily available during the add/drop period (i.e., the first two weeks of each semester) to discuss with their advisees any potential changes to course schedules..

Major faculty advisors: When students declare their academic major (typically required upon completion of 45 credits), they choose a *major advisor* from their discipline. When advisees declare a major, their major advisors should review program evaluations then carefully map out and continually update the on-time graduation for the advisees’ major courses and general education requirements. Major advisors also relay information about departmental events, graduation deadlines, and post-graduation opportunities.

Minor faculty advisors: Minors are optional and not all L&C departments or programs offer one. If students declare a minor, they must select a minor advisor within that discipline to help plan the completion of the minor’s requirements and provide information about opportunities within the field.

College advisors support both advisees and faculty advisors. Every incoming student is assigned a college advisor, as well as a faculty pre-major advisor (or a potential major faculty advisor for transfer students). In addition, all CAS students and faculty can visit the College Advising Center in Albany 206 whenever they have concerns or need information. College advisors perform the following tasks:

- Help remind students about deadlines, policies, and resources
- Check to make sure juniors and seniors are on track to graduate on time

- Inform students and their faculty advisors about notifications of academic concern and midterm deficiencies.
- Work with academically struggling students and guide them to relevant resources.
- If needed, help students with four-year graduation planning and keep these plans on file
- Give registration authorization and sign forms when appropriate; evaluate petitions and redirect students if necessary or provide explanations and informational letters.
- Provide guidance, information, and partnership to faculty advisors and instructors

Responsibilities of Advisees and Their Faculty Advisors

All CAS students are responsible for shaping their education; faculty advisors provide knowledge, set expectations, and assist advisees in planning and successfully pursuing an academic program that allows them to graduate in a timely manner. Whenever possible, advisees should schedule advising meetings in advance and arrive adequately prepared. For example, when meeting with an advisor to discuss next semester's courses, the advisee should bring an appropriate list of courses, alternatives, and potential schedules in which these courses would fit. To fulfill their responsibilities, advisors need to be informed, accessible, and intentional in their guidance. Specific responsibilities for each role are listed below.

Advisees' Responsibilities

- Be accountable for their education and academic programs
- Establish an active, academic relationship with their advisors
- Schedule, prepare for, and keep advising appointments
- Understand and follow the College's requirements, policies, and procedures
- Declare a major by the time 45 credits have been earned (see p. 7 for exceptions), after first enlisting a major advisor within the major's department or program
- Frequently review their WebAdvisor program evaluations and monitor their progress towards graduation

Faculty Advisors' Responsibilities (See pages 27-30 for Faculty Advising Calendars)

- Follow and explain the Graduation Requirements and Academic Policies & Procedures described in the [College Catalog](#) for the catalog year that a student entered L&C
- Understand the registration process, meet individually with advisees to plan courses during the advising period for registration authorization, and use WebAdvisor to give advisees permission to register. (Instructions for how to give advisor approval to register can be found on the [Faculty page](#) of the Registrar's website.)
- Frequently review each advisee's WebAdvisor program evaluation, assess progress towards graduation, and help construct and update 4-year plans for completion of the requirements
- Be accessible through scheduled appointments, office hours, telephone calls, and e-mails
- Guide the advisee's academic and intellectual journey, including choice and completion of a major
- Serve as an advisee's mentor, advocate, and guide to resources
- Understand the mandates of the Family Education Rights and Privacy Act of 1974 as Amended (FERPA). An advisor may not discuss a student's grades or academic progress with parents, guardians, or similar individuals *unless* the student has signed a *records release authorization form*, available through the CAS Registrar's Office. It is important to contact the Registrar's Office to find out if a release has been signed. However, a signed release does not require advisors to talk with parents or guardians about their child if advisors are uncomfortable doing so. Even without a signed release, disclosure may be made to school officials who have legitimate educational interests. Note that FERPA also gives students the right to inspect and review their educational records. (This must be requested via the Registrar's Office.) Any written material

about the student from one L&C employee to another is included in the definition of “educational record.” This encompasses informal notes, confidential inter- or intra-office memos, and e-mails. *If you maintain it, the student has a right to see it.* For a more thorough explanation of these rights, go to the [FERPA](#) link on the Registrar’s website.

Resources to Help Advisees and Advisors Meet Their Responsibilities

- It is essential for advisees and faculty advisors to read and frequently review the Graduation Requirements and Academic Policies and Procedures sections of the [College Catalog](#).
- The program evaluation function in WebAdvisor assists students and advisors with pre-major and major academic planning, allowing them more time to discuss “philosophical” academic and career concerns rather than rudimentary graduation requirements. (Review [“How to read a program evaluation”](#) on the [Faculty page](#) of the Registrar’s website.)
- Four-Year Graduation Plans provide students with an essential overview of what courses to take in their eight semesters. As the *College Catalog* states, this long-range academic planning helps students “gain the full benefit of their education and to plan for special experiences, such as overseas or off-campus study.” Pre-major advisors should help their advisees fill out a generic four-year graduation plan, writing in “major,” “Gen Ed requirement,” “overseas,” and “elective” semester by semester. Major faculty advisors help update these plans and make them more specific as students move through their college careers. **Four-year graduation plans can be accessed in a PDF or on-line format by going to the [College Advising Center website](#)** and looking under either Resources for Faculty or Resources for Students. (Also see this handbook’s Appendix for sample plans and other relevant material.)
- The College Advising Center (Albany Quadrangle 206, x7600) can be contacted whenever advisors or their advisees have questions about academic policies, graduation requirements, appeals, resources, and other advising-related issues. In addition, advising-related forms and resources for students and faculty can be found on the [College Advising Center website](#).

The Developmental Approach to Advising

Effective faculty advisors practice “developmental advising.” They don’t simply sign forms or tell students what the requirements are and suggest courses to fulfill them. Instead, they show genuine interest and ask questions that will lead students to think of these requirements in the broader context of their abilities, interests, goals, and liberal arts education.

Five productive questions to ask pre-major advisees:

- What was your path to L&C, and why did you choose to come here?
- What are your passions, main interests, or hobbies?
- What major or majors are you considering? Why?
- What questions do you have about majors, minors, requirements, careers, overseas programs, etc.?
- What are some of your goals or aspirations for your time at L&C and what concerns do you have?

Answers to these questions help faculty advisors and their advisees explore how various courses and co-curricular activities can help the advisees accomplish their goals. Part of this process involves encouraging students to acknowledge their limitations as well as their strengths, to recognize the skills necessary to accomplish their future goals, and to help them build on their strengths to redefine their

goals. For example, often there are students whose long-term goal has been to become a physician but who don't excel at the requisite coursework. Faculty advisors can use their objectivity and knowledge to help advisees reflect on what they value about the medical profession and how they can practice some or all of those values through other careers. Remember: *good advising is actually teaching* and an important part of a faculty member's work at a liberal arts college.

Advising Needs Based on Academic Year

Developmental advising also involves recognizing that first-year students, sophomores, juniors, and seniors tend to have different advising needs. However, because not all students perfectly fit any one pattern, the following "class" descriptions will not apply to every student. "Class standing" is based solely on the total number of completed semester credits and sometimes going by "year in school" is a more useful way to fit students into these patterns.

0 to 28 credits: First-year students often feel insecure, anxious, and confused as they transition from high school to college. Effective advising helps them learn about college resources, graduation requirements, policies, and procedures; understand what is required to be successful in college; assume responsibility for their educational progress and four-year graduation plans; assess their abilities and interests; explore possible majors and minors; and become connected to our campus.

29 to 60 credits: Sophomore students sometimes feel invisible, unmotivated, and uncertain about which major to choose. Faculty advisors can help by scheduling meetings with sophomores to review their academic progress, assist them in thinking about their educational and related life goals, and discuss how academic and co-curricular activities can help them move toward those goals. Sophomores should be encouraged to explore, reflect, and make rather momentous (albeit alterable) decisions about the direction and focus of the remaining two years of their liberal arts education.

61 to 92 credits: Juniors often form a close connection to both their major department/program and the academic community, developing greater proficiency in the skills required to succeed in college. Faculty advisors do well to help these students focus on major and other graduation requirements and to consider internships, independent or collaborative research, graduate programs, career fairs, accessing our Career Center, and other academic/career opportunities.

93 or more credits: Seniors are typically excited and also nervous about transitioning from the world of college into the world of work or graduate programs. They often need to be reminded to submit their degree applications on time, finish their major and general education requirements, and prepare for employment opportunities or graduate work by accessing the Career Center and other relevant resources.

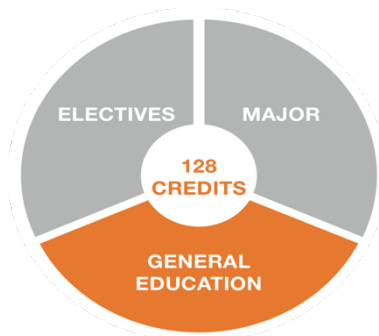
Changing Faculty Advisors

Students may change their faculty advisors at any time. Faculty advisors can help their advisees understand both the relatively simple procedure and that they (or any other advisor) will not feel offended or rejected if an advisee finds a new advisor. First a student needs to print the [Change of Advisor Form](#) from the College Advising Center website (under Resources for Students). The student then asks another faculty member to sign the form as the advisor. (In the case of a major or minor advisor, that faculty member must be in the major/minor department or program), and returns the signed form to the College Advising Center (Albany 206). **Important Note: Students who are also declaring a major or minor should use the multipurpose [Major/Minor Declaration Form](#), also available on the College Advising Center website and submit it to the Registrar's Office.**

Graduation Requirements

One of the main goals of academic advising is to help students meet the requirements they need to graduate on time. For students entering in fall 2019 or later, the basic graduation requirements for Lewis & Clark College are briefly described below. Other students are subject to the graduation requirements in effect when they entered L&C and the appropriate catalog should be used when advising them.

1. Satisfactory completion of a minimum of 128 semester credits, loosely divided as follows:



2. Satisfactory completion of a major program approved by the chair of the appropriate department/program or by the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student Designed Majors. To this end, students must declare a major and acquire a faculty advisor in that department or program once they have earned 45 semester credits. (First-semester transfer students and first-year students with more than 25 awarded advanced placement credits may request a one-semester extension from our Registrar's Office.)
3. Meet the different types of residency requirements: Academic, Senior, Major and, when applicable, Minor.
 - *Academic residency*: defined as 60 semester credits taken through L&C programs.
 - *Senior residency*: Once students have 93 credits (senior status), all but 4 of their remaining credits must be taken through L&C programs. However, our Registrar's Office may approve the transfer of up to 6 credits after senior status is reached if the student proposes to transfer (a) a single course that exceeds the 4-credit maximum or (b) two courses from an institution that operates on the quarter system, the total of which exceeds the 4-credit limit.
 - *Major residency*: students must complete a minimum of 20 semester credits of the coursework for their major through L&C programs.
 - *Minor residency*: For most minors, a minimum of 12 semester credits must be taken through L&C programs. A few minors, such as Gender Studies, require that at least 16 credits (four of the minor courses) be taken at L&C.
4. Earn 28 discrete semester credits in their majors, which means these credits cannot be used for a minor or another major. At least 12 discrete credits must be achieved in each minor. A few minors, such as gender studies and classics, require 16 discrete credits.
5. Satisfactory completion of the General Education requirements. (See pages 15 and 16 for more information on the general education requirements.)
6. Satisfactory work: Students must have a cumulative overall grade point average of 2.000 or higher, and a GPA of 2.000 or higher in all majors and minors.

Registration Policies and Procedures

Course Loads

Student will accrue the required 128 credits in four years if they complete 32 semester credits each academic year. Students usually take four 4-credit courses each semester, often with an additional 1- or 2-credit activity course. (Natural Sciences majors typically need one or more 5-credit courses each semester, plus one or two 4-credit courses.) Any schedule of 12 semester credits or more is considered a full load. However, a student taking only 24 credits a year would be 8 credits short of normal progress towards graduation each year and would need to make up these credits in the summer to be able to graduate in 4 years. It is important to note that our Financial Aid Office uses a “Satisfactory Academic Progress” determination. For additional information, see the Satisfactory Academic Progress Policy at: http://www.lclark.edu/offices/financial_aid/undergrad/policies/

During the registration period, students may register for up to 19 credits. During the Add/Drop period, students with a 3.0 cumulative GPA at L&C may register for 20-21 credits if they obtain instructor permission to register for the course or courses they want to add and their advisor approves of the request and signs the [Request for Overload](#) form. **The 3.0 cumulative GPA requirement means that incoming students cannot overload their first semester.** In addition, it is worth noting that varsity sports courses (PE/A 102) are not included when calculating maximum credits. The overload form is available at the Registrar’s Office or it can be downloaded from the Registrar’s website; it must be turned in to our Registrar’s Office before 4 pm on the last day of the Add/Drop period. Faculty policy recommends that advisors carefully evaluate an overload request, considering the student’s overall academic performance, as well as their schedule for the semester. All course work, including that taken at another college during the L&C semester, counts as part of a student’s course load.

Advisees under-load when they register for fewer than 12 credits and they are therefore considered to be part-time students. This status could lead to the student losing financial aid and being ineligible for varsity athletics and other co-curricular activities. The student should consult with the Financial Aid Office *before* registering for fewer than 12 credits and international students need the consent of Brian White (bdwhite@lclark.edu) to under-load. During the Add/Drop period at the beginning of a semester, part-time students need to file an **Under-load Notification form** available at the Registrar’s Office to avoid being charged for a full load. (See pages 10-11 for more information on the Add/Drop period.)

Advanced Standing: Advanced Placement/International Baccalaureate

AP/IB scores may count toward the 128 credits needed to graduate. Lewis & Clark College grants 4 semester credits for Advance Placement (AP) scores of 4 or 5, except for Calculus BC, which is granted 8 semester credits. No more than 8 credits for Calculus AB and BC will be awarded.

Lewis & Clark College also recognizes the International Baccalaureate (IB) higher-level exams. Four semester credits are granted for scores of 5 on certain higher-level exams, or 8 semester credits for scores of 6 or 7 on certain higher-level exams.

The maximum number of any type of Advanced Standing credits that can be applied towards graduation is 32. Preference is given to those examinations with L&C course equivalencies. Official advanced standing results must be received in the Registrar’s Office within one year from the date of initial matriculation in order to be eligible for credit.

Credit granted through the AP or IB program cannot be used to fulfill any General Education requirements. The [Advanced Standing](#) chart in the Academic Policies and Procedures section of the [College Catalog](#) specifies how AP and IB scores are applied to the curricula and major requirements of our academic departments. If an AP score counts as the equivalent to an L&C course, students will lose their AP credits if they take the course. For example, students are not eligible to earn credit for AP statistics and ECON 103, MATH 105, or PSY 200.

Transfer Credit

Transfer credit is generally awarded for course work completed at other colleges or universities regionally accredited in the United States (or the equivalent for foreign institutions), provided the Registrar's Office determines the course work to be college level, consistent with Lewis & Clark College's curriculum, and graded C or better. (Courses taken for P/NP or CR/NC/ will not be accepted for transfer credits unless the awarding institution's documented policy states that passing grades are considered to be C or better.) Students may transfer a maximum of 68 graded semester credits to Lewis & Clark, providing those credits are approved by the Registrar's Office. Due to the College's senior-residency requirement, students who have earned senior standing (93 credits) can only transfer 4 of their remaining credits back to L&C. However, as noted on p. 7, our Registrar's Office may approve the transfer of up to 6 credits after senior status is reached if the student proposes to transfer (a) a single course that exceeds the 4-credit maximum or (b) two courses from an institution that operates on the quarter system, the total of which exceeds the 4-credit limit.

Grades from transfer credit are not computed into the student's L&C grade point average. The amount of credit granted for courses taken at other institutions on the semester system is the amount of credit given by the originating institution (e.g., if a course in Astronomy at University X carries 5 semester credits, L&C will grant 5 credits). Credit earned on a quarter-system calendar is converted to semester credits on the basis that one credit taken on the quarter system equals 0.67 semester credits (e.g., if a course in Astronomy at University Y carries 5 quarter credits, L&C will grant 3.33 semester credits). Rare cases involving credits from an academic system that is not on a standard quarter or semester system will be evaluated as they arise. In the Registrar's Office, Tiffany Henning (x7325; thenning@lclark.edu) evaluates transfer credits for students with last names beginning with A-L and Caitlin Hansen (x7332; chansen@lclark.edu) conducts the transfer evaluations for students with last names beginning with M-Z.

Advisors should strongly urge their advisees to have transfer courses pre-screened by the Registrar's Office before they are taken. This is done through the [Request to Pre-Screen Transfer Credit form](#) found on the Registrar's website under Transfer Credit. Students should indicate on the form if they wish to apply any transfer credits toward General Education Requirements; Tiffany Henning or Caitlin Hansen will then determine which (if any) general-education requirements the transfer credits will satisfy. Students should allow up to two weeks for their forms to be processed.

If transfer credits are to apply to major or minor requirements, students must first verify with the Registrar's Office that the proposed course is transferable as credit toward graduation in general, and then consult with the relevant Department or Program Chair. Only the Chair can determine if a transfer course can be applied towards a major or minor and students must ask the Chair to submit a [Course Substitution Form](#), available in the Registrar's Office or on the Registrar's website. There is a limit on the number of transfer credits that may be applied to a major or a minor. A minimum of 20 semester credits for the major and 12 semester credits for most minors must be taken at L&C. (As noted earlier, a few minors require that at least 16 credits be taken at L&C.)

Students who plan to study overseas through another accredited U.S. college or university program must submit a [Non-LC Study Abroad Application](#) (available in the Registrar's Office or on their website) prior to the start of the program. Transfer credit is not granted for (a) non-accredited "stand alone" travel/study programs, (b) programs offered at the same time and place as an L&C program, or (c) if the coursework is not approved prior to attendance on the program.

Course Requisites and Restrictions

A student cannot register for a course if the prerequisite or co-requisite has not been met. Restrictions apply when the course requires a student to have a given class-level (e.g., junior) or a certain major (e.g., music). Other restrictions, such as mandatory auditions or participation on an overseas program, may also apply.

Prerequisites and restrictions should be taken seriously because students with deficient knowledge may struggle with the course material. However, if the instructor thinks the circumstances warrant the student's enrollment, he or she can use the Student Course Permissions link on WebAdvisor to grant the student permission to register for the course. Directions for providing permission can be found on the [Faculty page](#) of the Registrar's website. It is important to note that co-requisites are never waived and the prerequisites and/or restrictions for some courses are typically not waived. (This information is included in the prerequisite or restriction notation for a course.)

Some courses have a QR 101 prerequisite. Students can demonstrate proficiency equivalent to the QR 101 prerequisite either by receiving a 53 or higher on the ALEKS Quantitative Reasoning Exam or through certain AP/IB exam scores (i.e., AP scores of 4 or higher in calculus AB or BC or IB scores of 5 or higher on a higher-level mathematics exam). Students who receive an ALEKS score between 30 and 52 can meet the QR prerequisite by enrolling in QR 101: Foundations of Quantitative Reasoning, which is a 4-credit course. However, they should be encouraged to study the ALEKS calculus module for a minimum of 8 hours and re-take the exam at least once before registering for QR 101 in case they can achieve a score of 53 or higher. If they get below a score of 30, they *must* review an ALEKS learning module and retake the exam. For information about the ALEKS [Quantitative Reasoning Exam](#), go to: https://college.lclark.edu/departments/mathematical_sciences/sqrc/exam/

First-year students are limited to 100-level courses and 200-level courses that have an "F" in the section number (e.g., RELS 201-F1). Some departments/programs allow first-year students who have certain scores on the AP or IB exams to place into higher-level courses. (This information is available in the Academic Policies and Procedures section of the [College Catalog](#) under [Advanced Standing](#).) Junior standing is a restriction for many 300 and 400 level courses. If a course has this restriction, a first-year or sophomore student cannot register for it unless the instructor has granted permission in WebAdvisor.

Adding or Dropping Courses and Withdrawals

Course additions or deletions can be made before the semester begins and during the Add/Drop period, which is the first two weeks of each semester. (The Add/Drop period is compressed for the summer semester.) Once the Add/Drop period starts, wait-lists for courses become only a reference tool for faculty and open seats will not be offered through the Registrar's Office. Instead, all students will make regular add/drop transactions on-line via WebAdvisor and they may do so up until 11:59 pm on the last day of the Add/Drop period. If students are making non-standard transactions, their forms need to be submitted to the Registrar's Office before 4 pm on the last day of the Add/Drop period. **Deadlines are strictly enforced.** Students will not be able to add course sections after the deadlines; they should make sure there

are no holds on their accounts that will prevent them from meeting these deadlines. Both regular transactions and non-standard registration for the Add/Drop period are described below.

For students to add a course as a regular transaction during the Add/Drop period, instructors might first need to submit a **Request for Section Cap Increase**. Via WebAdvisor, they then need to **grant permission** for the student to register for the course section. (The Registrar's Office cannot accept emailed permissions from instructors giving students their approval to add courses.) Once this permission is granted and confirmed, students register for the course via WebAdvisor if room is still available by the time they try to do so. Students attempting to add courses after 11:59 pm on the last day of Add/Drop period must submit a formal **Petition for Modification of Academic Requirements form** and all related materials to the Office of the Registrar at least two weeks prior to the next scheduled meeting of the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student-Designed Majors.

For regular transactions, all students can drop courses online during the Add/Drop period with the following exceptions:

- CORE 106 or 107 - Students should see the Exploration and Discovery Office in Miller Center 404 or e-mail explore@lclark.edu if they need to change their CORE section. Changes after the third meeting of a section are not permitted. **Students are typically not allowed to withdraw from Core 106 or 107: Exploration and Discovery unless they are withdrawing from all of their courses. This is strictly enforced.**
- the last class for which students are registered. If they intend to withdraw from all of their courses, they must contact the Registrar's Office to complete this transaction.
- overseas courses - students must contact the Overseas Office to withdraw from overseas courses.

Non-standard registration may require a paper form either in addition to, or in place of, WebAdvisor registration. The form, including appropriate approval signatures, must be submitted to the Registrar's Office *before 4 pm* on the last day of the add/drop period. Non-standard registration may include the following:

- *Overloads* - instructor permission to add a course must first be granted via WebAdvisor. The student's advisor must provide permission for the overload via the paper **Request for Overload form**, available at the Registrar's Office or downloaded from the Registrar's website. This signed form is due before 4 pm on the last day of the add/drop period. (See p. 8 for information about how to advise students who want to take more than 19 credits in a semester.)
- *Time Conflicts* - Relevant instructors must provide WebAdvisor permission to register for their courses. In addition, the student and both instructors must complete and sign the **Request for Registration with Time Conflicts form** found on the Registrar's website. (Please note that first-year students are not allowed to register for courses with time conflicts.) This signed form is due before 4 pm on the last day of the add/drop period.
- *Practicum, Internships, Directed Study, and Independent Study Courses* – Registration is by paper only. Forms for these courses must be submitted before 4 pm on the last day of the Add/Drop period. More information about these courses can be found in the **College Catalog**.

After the Add/Drop period has ended, students must use an **Individual Course Withdrawal form** (available from the Office of the Registrar or on the Registrar's website) to withdraw from individual courses up until 4 pm on Friday of the 10th week of the semester. Any course withdrawal that takes place after the second week is recorded on the student's transcript with a grade of W (withdrawal). **Students are not allowed to withdraw from individual courses after the 10th week of the semester.**

Semester withdrawal refers to a student withdrawing from *all* courses at any time after the semester has started; all courses will appear on the transcript with a grade of W. Students who need to withdraw from *all* registered courses (“semester withdrawal”) may do so at *any time* before final exams, by contacting the Registrar’s Office. Instructor consent is not required. (See p. 20 for more information about withdrawal from all classes.)

Repeated Courses

Certain courses (e.g., PE/A, MUP) may be taken more than once for credit. Otherwise, a repeat of the same course cannot be counted towards credit for graduation. Although a repeated course will be counted only once towards the degree, both times the student took the course will appear on the transcript and be used to calculate the GPA.

Credit/No Credit (CR/NC) Grade Option

To exercise this option, students should consult with their faculty advisor and complete **a credit/no credit form** from the Registrar’s Office. The form must be signed by the instructor and returned to the Registrar’s Office during the Add/Drop period (the first two weeks of the semester). Once the credit/no credit form has been submitted, it cannot be rescinded even if the Add/Drop period has not yet ended. Furthermore, students are not allowed to elect CR/NC after the first two weeks of the semester. In order to receive “credit,” a student must earn **at least a C** in the course. If an instructor allows the CR/NC option, students should be told the pros and cons of this choice. (The *pros* of CR/NC include allowing students to be less GPA wary and more adventuresome; *cons* include diminished student motivation or, alternatively, that the student might do better than a “C” in the course. Also, some graduate and professional schools count a CR grade as a C in calculating the GPA.) **Keep in mind that courses taken CR/NC cannot be used to satisfy general education requirements, with the exception of PE/A courses.** Some majors also prohibit the use of courses taken CR/NC.

Practica, Internships, Directed Studies and Independent Studies

Students must work with faculty to receive academic credit for learning experiences that occur outside the regular curriculum. To register for a course numbered 244/444 (Practica and Internships) or 299/499 (Directed and Independent Studies), students must follow these steps:

- (1) Obtain the appropriate online form from the Registrar’s Office webpage.
- (2) Meet with the faculty member to complete the form and develop the written agreement.
- (3) Obtain the signature of the faculty member and the department chair. Students pursuing internships must also obtain the signature of the on-site supervisor.
- (4) Submit the form and written agreement to the Registrar’s Office **before** beginning the practicum, internship, directed study, or independent study.

Students who wish to complete an internship during the summer must first register to receive credit during the summer. Requirements for earning credit for learning experiences that occur outside the regular curriculum can be complicated. It is essential to go to the Academic Policies and Procedures section of the [College Catalog](#) and review the information on Practica, Internships, Directed Study, and Independent Study at <https://docs.lclark.edu/undergraduate/policiesprocedures/independent-internship/>.

Majors, Minors, and Pre-Professional Programs

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. Similarly, graduates with similar careers may have arrived at them through very different majors.

Generally, the requirements for graduation are those in effect for the catalog year that a student enters (or re-enters) the College. Catalogs are archived at: <http://college.lclark.edu/catalog/>. Major and minor requirements vary depending on the department or program. Some majors and minors only require classes within one department, while others draw from several departments. For example, programs such as Environmental Studies and Asian Studies are designed to be interdisciplinary. As noted earlier, the College's **major and minor residency requirements** stipulate that at least 20 credits for the major and at least 12 credits for a minor must be earned at L&C. (A few minors require 16 L&C credits.)

Choosing a Major

When contemplating the prospect of deciding upon a major, students should consult with their pre-major advisor and with other faculty members. Faculty advisors might point out to their advisees that when students are passionate about their studies, they feel invested in them, better enjoy doing their coursework, and are more likely to excel. One effective way for advisees to consider what they are most interested in is to reflect on the following two questions. "Of all the courses I have taken in college and high school, which have I enjoyed the most? What topics capture my interest and attention?" Using the answers as a guideline, advisees can then go through the list of courses under each potential major in the *College Catalog*, marking those they would most like to take. Advisees should also review major requirements and read the course descriptions. A potential next step is to make appointments with professors to find out their perspectives about their respective departments and programs and to speak with juniors and seniors majoring in those fields. The annual "Meet your Major" event provides opportunities to hear presentations and meet with faculty and students in various majors. Advisors can also refer advisees to L&C's Career Center in Templeton.

Declaring a Major

To declare a major, students print out the [Major/Minor Declaration form](#) from the College Advising Center website or Registrar's Office website. Students fill in the form and ask a faculty member in the academic department or program in which they want to major to be their major advisor. Once the new advisor has signed the form, the student turns it in to the Registrar's Office. Students may change their major by meeting with a faculty member in the new major department/program and completing another form. If students are double majoring, they must have an advisor from each department or program.

As noted earlier, students must declare a major with our Registrar's Office by the time they have 45 credits, otherwise they will not be allowed to register for courses in any subsequent semester. Most students have 45 credits after the first semester of their sophomore year. This may occur earlier if, for example, they enter with several AP or IB credits. First-semester transfer students and first-year students with more than 25 awarded advanced placement credits may be eligible for a one-semester extension on declaring their major, but they must request this extension from the Registrar's Office.

Number of Courses in the Major Each Semester

Many, although not all, of the majors at Lewis & Clark require a minimum of ten courses. It is often advisable for students to limit themselves to two courses per semester in any one department. One variable that should be taken into account during academic planning is whether the student plans to study on one or more overseas or off-campus programs.

Student-Designed Majors

Most Lewis & Clark students choose departmental or interdisciplinary majors, but some who find the disciplinary boundaries of our 29 academic departments or programs too limiting, and who have clear ideas about an alternative course of study, may design their own major. However, these students must have a GPA of 3.000 or higher from their previous 32 semester credits and submit their formal student-designed major proposal no later than the fifth week of the second semester of the sophomore year.

A student-designed major focuses on a body of knowledge that has a definable character and extends beyond the boundaries of existing majors. More specifically, it must (a) be comprised of courses from more than one department or program, (b) have a balance between upper- and lower-level courses, (c) include a senior project that integrates work in the major, and (d) require a minimum of 40 semester credits and a maximum of 60 credits. The course of study for such a major must be carefully planned under the guidance of a three-person faculty advisory committee and approved by the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student-Designed Majors (SPAS) before the major may officially be declared. See the section on [Student-Designed Majors](#) in the 2019-2020 [College Catalog](#) for detailed instructions about proposals, procedures, deadlines, and honors for the self-designed major.

Due to the unique nature of self-designed majors, students granted this option cannot double major. Advisees interested in a self-designed major should discuss with their pre-major faculty advisors the possible draw-backs: (a) lack of subject depth and coherence, (b) inadequate professorial oversight and mentoring, (c) ill-defined or unfamiliar course of study that could lead future employers to question whether the self-designed major was sufficiently rigorous and skill-developing, and (d) the possible loneliness of having no fellow students with whom to share the experience.

Double Majors

Students are allowed a maximum of two majors, if they successfully complete the requirements for each one. When requirements for two majors overlap, students must complete a minimum of 28 credits that are discrete to each major and not used towards any other major or minor requirements. As noted above, students are not allowed to double major if they complete a student-designed major.

Declaring a Minor

A minor allows students to explore an academic discipline or program in some depth. A student may declare up to two minors with the [Major/Minor Declaration form](#) and students must have an advisor for each minor. Most minors stipulate that 12 semester credits cannot be used towards any other major or minor requirements; a few minors, such as Gender Studies and Classics, require 16 discrete credits. Sometimes an advisee may be better served by pursuing an unofficial concentration in a field or major, taking several courses in that particular subject, instead of declaring a minor. This strategy is also useful in those instances when a department/program does not offer a minor.

Pre-professional Programs

Although not majors, these academic programs have course offerings at L&C. Students planning to pursue careers in these fields select a major from the existing choices and also focus on pre-professional topics they wish to study. The following faculty members are available to consult with students:

- **Education:** Dr. Kimberly Campbell, Chair of Teacher Education (kimberly@lclark.edu)
- **Engineering:** Dr. Stephen Tufte, Coordinator (tufte@lclark.edu)
- **Entrepreneurship:** Dr. Brian Detweiler-Bedell, Director (bedell@lclark.edu); Chrys Hutchings (chryshutchings@lclark.edu) and Catarina Hunter (chunter@lclark.edu), Associate Director
- **Pre-law:** TBD
- **Pre-medicine/Pre-health:** Dr. Julio de Paula, Chemistry (jdepaula@lclark.edu); Adonica De Vault, Career Center Associate Director (devault@lclark.edu)

General Education (“Gen Ed”) Requirements

The requirements and courses that fulfill them are listed in the [College Catalog](#) under [General Education Requirements](#). Basically, students need to take Core 106 and 107, a world language through the 201 level, two International Studies courses, three scientific & quantitative reasoning courses, four credits of creative arts, and two separate semesters of physical education/activity. Below are some of the non-obvious rules connected with these requirements.

- No single course can fulfill two general education requirements.
- Credit earned for directed study, independent study, internships, or practica does not fulfill any general education requirements.
- Students may ***not*** use AP or IB credit to satisfy any general education requirements.
- General education requirements (except the Physical Education/Activity requirement) must be taken for a letter grade.
- Not all L&C overseas programs satisfy the International Studies general education requirement, so interested students must check with the Overseas and Off-Campus Programs Office or the Registrar’s Office.
- Physical Education/Activity (PE/A) courses that satisfy the general education requirement are numbered 101 (activities courses), 102 (varsity athletics), and 142 (wilderness leadership). As stated in the 2019-2020 [College Catalog](#), TH 106, 107, 201, 219, 252, 308 and MUP 150 can also count towards the PE/A requirement.
 - Students may register for no more than one PE/A 101 course per semester or one each session of our summer school. This is strictly enforced.
 - Students may take both a PE/A 101 and a PE/A 102 course during the same semester, and this will satisfy the requirement.
 - Only 4 overall credits of PE/A 101, 102, and 142 count toward the 128 credits needed for graduation. Advisors need carefully to monitor the number of physical education courses to ensure that students acquire the 128 credits they need to graduate.

- PE/A 101, 102, and 142 must be taken CR/NC. If any Theatre course listed above is counted towards the PE/A general education requirement, it may be taken credit-no credit (CR/NC) if that grading option is available for the course.

Academic Difficulties and Interventions

Several mechanisms are in place to identify students who are having academic difficulties and to help them overcome these difficulties. These are described below.

Notification of Academic Concern (NAC)

Whenever instructors are concerned about a student's academic performance or classroom behavior they should go to WebAdvisor, find Notification of Academic Concern (Advising Alert) located under Faculty Information, and submit an on-line **Notification of Academic Concern** to the College Advising Center. The College Advising Center then e-mails a separate message to the student indicating only that an instructor has expressed concern about the student's performance in a class and encouraging the student to meet with his or her instructor and faculty advisor to discuss solutions and possible resources for the problem. The original NAC is sent to the student's faculty advisor. Depending upon the concerns, the College Advising Center may also make discrete inquiries of the student's other instructors to see if a larger problem exists—the better to inform the faculty advisor of the general situation. If a larger problem does exist, information may be shared with the Student Support Network (SSN), which includes student life personnel representing departments such as the Counseling Service, Financial Aid, Residence Life, and Student Support Services, in order effectively to mobilize campus resources to assist the student.

Many notified advisees are embarrassed about contacting their faculty advisor and they appreciate it if the advisor contacts them to find out what the student thinks the problem is and to help examine solutions. If faculty advisors feel poorly equipped to deal with a problem, they may encourage the student to contact the appropriate offices: SAAB tutoring (free for all students), the Writing Center, The Symbolic & Quantitative Resource Center (SQRC), Student Support Services (SSS), the College Advising Center (CAC), and/or Counseling Service. (Advisors and instructors can sometimes expedite appointments for their students with Counseling Service.) Additional resources are described in this handbook's section on Resources: Academic Support Services.

Even though NACs do not always produce a change in a student's behavior, it is still extremely important continuously to submit them. In addition to informing students about academic concerns in an attempt to help them, documentation is sometimes needed in order to demonstrate that students have been notified about potential academic problems.

Important Note: Instead of submitting NACs, the Welfare Intervention Network should be contacted whenever students are perceived as a serious risk to themselves or others. Contact information for this network can be found on page 19 of this handbook. If there is an immediate threat, Campus Safety should be called at 503-768-7777.

Midterm Grade Deficiency Report

Near the middle of each semester, instructors *must* make an assessment as to whether any of their students are receiving a C- or below in their courses. These midterm grade deficiency reports are submitted through WebAdvisor. (Simply follow the links to Grades, select the appropriate semester, and then

indicate “Midterm/Intermediate Grading”.) The College Advising Center sends a midterm grade deficiency report to a student, with a copy to the faculty advisor, when that student has a C- or below in a course. (Although a C- is a passing final grade, it can be an early indicator of a student in danger of failing a course and/or failing to remain in good academic standing.) Consequently, the faculty advisor should consult with the advisee to see what can be done to help the student pass the course or to determine if withdrawing from the course before the end of the 10th week of the semester may be appropriate.

Academic Grievance Procedure

Students who believe that their final grades in a course do not accurately reflect the work done should first try to resolve the matter with the instructor. If unable to reach a resolution, the student and the instructor should next ask the department/program chair for assistance. If this meeting does not bring resolution, either party may submit a formal written appeal to the Dean of the College. The decision of the Dean is final. Faculty or college advisors can support students as they navigate this process. No grade may be changed, owing to a grievance or for any other reason, after one year from the date of issuance.

Academic Standing

Our Registrar monitors students’ academic standing and credit completion at the end of each semester (including summer) in order to assess sufficient progress towards graduation. If students receive one or more incomplete grades, standing/status will be calculated using the instructor-assigned default grade(s). Students and their academic advisors are notified when the students’ performance is found to be unsatisfactory. Students receiving financial aid also need to be aware of the satisfactory requirements for continued financial aid eligibility.

Academic Standing is progressive. In order to be suspended, students must first progress through a Warning and Probation process. (Please consult the Academic Standing section of the 2019-2020 [*College Catalog*](#) under Academic Policies and Procedures for more information.)

Academic Warning indicates that a possible problem is developing. The advisor is copied on the e-mail notifying the student. The faculty advisor should treat this e-mail as an action item and meet with the advisee to strategize about resolving the problem. However, the student is still considered to be in good academic standing and warning is **not** recorded on the student’s official transcript. Warning is assigned when a student:

- earns a semester GPA of less than 2.000 and has a cumulative GPA below 2.000; or
- earns a semester GPA of less than 1.500 and has a cumulative GPA of 2.000-4.000.

While on warning, a student is expected to meet with an advisor and participate in a reflection process in order to develop a plan to address the concern.

Academic Probation means that there *is* a problem that continues after the student is already on a status of warning. The faculty advisor is copied on the e-mail notifying the student and probation is recorded on the student’s official transcript. The faculty advisor should schedule an appointment with the student to discuss what has caused the problems and to strategize about solutions and campus resources. The College Advising Center team will also provide additional assistance. Students on probation will not receive financial aid and will need to submit an appeal with the Financial Aid office. It is recommended that they take no more than 13 credits the following semester and they cannot participate in co-curricular activities (including varsity sports and student government).

Return to Good Academic Standing. A student on academic warning or probation must earn at least 12 semester credits within a single semester, with a semester GPA of at least 2.000 and a cumulative GPA of 2.000 or higher in order to return to good academic standing. A student who does not meet the criteria to return to good academic standing and who does not escalate to the next level of standing will remain at the current level of standing and be subject to the same requirements for the next semester.

Academic Suspension means that the problem is significant enough that the student, after being on probation, needs to leave Lewis & Clark for an academic year. The intent of the suspension is to give the student an opportunity to correct the problem and to prepare to return to L&C ready to succeed. The readiness to succeed is demonstrated by taking a minimum of 12 transferable semester credits at another accredited institution and obtaining a GPA of 2.500 or higher. (It is strongly recommended that the student submits a [Request to Pre-Screen Transfer Credit form](#), found on the Registrar's website under Transfer Credit, to make sure the courses to be taken elsewhere are transferable.) After the period of suspension, the student must petition the Curriculum Committee's Subcommittee on Petitions, Appeals and Student-Designed Majors to be readmitted and submit an official transcript of all coursework completed during the absence from L&C. (The petition should include a reinstatement application, a personal assessment of the reason(s) for the insufficient progress, an explanation for how the student plans to overcome the difficulty, and a four-year graduation plan.)

Academic Dismissal means that the student has been suspended for a second time. (This is based on upheld suspensions rather than those successfully appealed and changed to probation.) The outcome is that the student is permanently dismissed with no further opportunity to enroll at L&C. The faculty advisor is copied on the e-mail notifying the student of his/her dismissal. (However, in most cases, the Registrar has had a personal conversation with the student before sending this official notification.)

Academic Standing Appeal

Students who believe they had extenuating circumstances that should be taken into account in determining their Academic Standing may, within the time frame specified in the standing notification, submit an appeal to the Curriculum Committee's Subcommittee on Petitions, Appeals, and Student-Designed Majors (SPAS). Keep in mind that the academic standing policy and the levels of warning, probation and suspension are designed to support and assist a student in meeting academic goals. Warning, probation and/or suspension may actually be an appropriate standing and will benefit the student in making changes for future success. Supporting a student may not always mean supporting an appeal, but rather assisting the student in maximizing the benefit of the standing status.

Students who consulted with their advisors and have their support to appeal should be directed to the appeal web page: <http://college.lclark.edu/offices/registrar/appeals/>. Students should always discuss their appeal plans with their advisor and other appropriate support staff. As part of the appeal process, a complete and advisor-approved four-year graduation plans are required and the advisor should work with the student to prepare his or her plan. Supporting letters from advisors, instructors, and staff are an important supplement to the appeal submitted by the student. Useful instructions for appeal letters of support can be found at <https://college.lclark.edu/offices/registrar/Faculty/appeals-letter-of-support-instructions/>

Students on academic standing due to default grades for their incompletes can submit a shorter academic standing appeal. Specifically, they can complete the "Appeal of Academic Standing Status After Resolution of Incomplete Grades" form, found under [Forms and Tools](#) on our [Registrar's website](#). The

form requires an advisor's signature before it is given to the Registrar's Office within two weeks of the incomplete grade due date or resolution.

Welfare Intervention Network (WIN)

The *Welfare Intervention Network* (WIN) is a team of Lewis & Clark staff who work together to share information and plan appropriate outreach efforts to help students (and other members of our community) who may be a risk to themselves or others. Any member of the WIN team can be contacted whenever there is a potential serious threat to the health or safety of a student, faculty member, or staff member. Contact information can be found at:
http://www.lclark.edu/about/leadership/provost/welfare_intervention/contacts/

Withdrawal from All Classes

Students thinking of withdrawing from all their classes should consult with their faculty advisor and then follow the procedures for a ***Leave of Absence, Semester Withdrawal, or a Permanent Withdrawal*** as detailed below and on the Registrar's website. The College is required to follow mandated federal guidelines, which determine the amount of refund (if any) on the date of withdrawal. Therefore, it is important to notify the Registrar's Office in a timely manner.

Leave of Absence: Standard and Semester Withdrawal

Students wishing to leave the College for a period of time not exceeding one year must apply for a leave. There are two types of leaves: A standard, preplanned leave of absence where the student leaves between semesters and a semester withdrawal where the student leaves during the semester. Advisees should always be directed to the Registrar's Office after they discuss leaves or withdrawals with their advisors and receive their advisor's approval.

For a standard, preplanned leave of absence (LOA), the application deadlines are prior to course registration for the following semester: November 1 (for a spring LOA) and April 1 (for a fall LOA). However, students who are considering a leave should be strongly encouraged to complete and submit the [Application for Leave of Absence](#) even if the deadline has passed. The Registrar's office will work with any student who needs an emergency leave as long as the form can be submitted prior to the start of the upcoming semester. Emergency semester withdrawals can be obtained any time during the semester.

Un-enrolled students not following the procedures outlined below or exceeding the one-year LOA limit will be withdrawn from the College and must reapply through the Registrar's Office. Registering and then not returning to campus can result in being charged for the semester. The steps for a LOA are as follows:

- Students get a form at the College Advising Center, the Registrar's Office, or their websites.
- After filling out the form, including a detailed statement of why the LOA is requested, students are required to talk with their assigned faculty or college advisors, who will discuss with them both the reasons for the leave and whether any academic work the students might complete while on leave will fit into their overall academic plans. (The Registrar's Office must approve transfer credit and it is strongly recommended that this approval be gained in advance through the [Request to Pre-Screen Transfer Credit form](#) found on the Registrar's website under Transfer Credit.) Following this discussion, students' advisors sign the form.
- After the Application for Leave of Absence is signed, students return it to the Registrar's Office, which will confirm that they have provided all necessary information and understand the re-entry procedures.

General Education and declared major/minor requirements in effect at the time of the LOA remain in effect. Before returning from the LOA, students must provide, if applicable, an official transcript of all work taken at another educational institution. Filing the LOA form allows students to return without having to apply for readmission. Students will be e-mailed before the semester of re-entry in order to register on WebAdvisor. Students must contact their faculty advisors to obtain approval for registration and meet with their faculty advisors upon returning to campus. Students who want to extend a one-semester LOA to two semesters must inform the Office of the Registrar and obtain advisor approval; if they do not inform the Registrar's Office in advance, they will be withdrawn from the College.

Students who must withdraw from all courses during the semester (Semester Withdrawal) must contact the Registrar's Office directly to initiate the process. As noted on page 12, withdrawal from all courses after the 10th week of the semester no longer requires consent from each instructor.

Students with Disabilities and Learning Differences

If any of your advisees seem to be working very hard and yet still not succeeding, you might suggest they visit the Student Support Services Office for academic coaching and possible screening for a learning difference. **It is up to the student to request accommodations and to provide the appropriate documentation of the diagnosed disability.** In the event that students do not request accommodations or provide the necessary documentation, they should be treated in the same manner as other students. If you have questions, contact Kayleigh McCauley, Director of Student Support Services (x7143; kmmcauley@lclark.edu or access@lclark.edu).

Resources: Academic Support Services

Academic Awards & Fellowships, David Campion, Fellowships Advisor (x7435; campion@lclark.edu)
The website below has a listing of highly competitive non-Lewis & Clark fellowships, grants, and awards available to Lewis & Clark seniors or recent graduates. Unless otherwise noted, candidates should be juniors, seniors, or recent graduates with records of academic excellence. First-year students and sophomores who have strong academic records are advised to talk with professors about competitive fellowship opportunities and make contact with Lewis & Clark representatives listed on the web page for appropriate fellowships. Links to a database and other useful information are available at:
http://college.lclark.edu/academics/awards_and_fellowships/

Athletics and Physical Education, Sharon Sexton, Associate Director of P.E. and Athletics
Sharon Sexton handles issues of student athletes' compliance and eligibility, which includes progress towards graduation. The Athletics website contains information on athletics, the PE curriculum, club sports, and intramurals as well as calendars of games and meets:
<https://www.lcpioneers.com/landing/index>

Campus Living, Joe-Barry Gardner, Interim Director (x7757; jgardner@lclark.edu)
Students are required to live on campus during their first two years. (The requirement may be challenged but it is rarely waived). Queries about roommate problems should be conveyed to the Area Director or Resident Advisor. There are four Area Directors--professional student-life administrators--one for each cluster of halls. Resident Advisors are current students assigned to organize activities and monitor the floor of a particular hall. See http://college.lclark.edu/student_life/campus_living/

Career Center, Rocky Campbell, Director (x7114; careers@lclark.edu)

This center provides services and programs supporting students as they integrate their curricular and co-curricular experiences with their future goals. The staff provides information to students about career resources, leadership opportunities, and graduate schools. Students also receive career counseling, help with resume writing, assistance with internship searches, leadership development, and job search skills including interviewing and networking. Useful information can be found at:

http://college.lclark.edu/student_life/career_development/

Chaplain's Office, Rev. Mark Duntley, Dean of Spiritual Life (x7082; duntley@lclark.edu)

The Dean of Religious and Spiritual Life convenes an interfaith student council, coordinates special lectures, and facilitates small-group studies, spiritual renewal retreats, and community service projects. The Chapel staff has information about campus religious/spiritual life groups.

College Advising Center (cac@lclark.edu; x7600 or advising@lclark.edu for faculty)

The College Advising Center (Albany 206) is open from 8:30-5:00, Monday-Friday. The advising team associated with this center consists of a Faculty Director (Janet Davidson), a Managing Director and Assistant Dean for Student Success and Retention (Katie McFaddin), two full-time College Advisors (Heather Miner and Krystle Perkins), an Administrative Specialist/College Advisor (Kaiti Lemon), and an Administrative Coordinator (Blair Orfall). The College Advising Center handles all notifications of academic concern (NACs) and midterm deficiency grades, assigns new students to faculty advisors, reassigns advisors and advisees, serves as a referral resource for faculty who have concerns about a student, coordinates the advising periods before fall and spring registration, answers faculty members' and students' advising questions, prepares advising-related materials, and facilitates Meet Your Major, Sophomore Soiree, and other events. In addition, team members help students who need special assistance or whose faculty advisors cannot be available for contact. As part of this help, they provide registration authorization and sign forms and petitions when needed. Much of what advisors and advisees need to know about advising, including registration and forms, can be found either in this handbook or on the [College Advising Center website](#).

Counseling Service, John Hancock, Associate Dean of Students for Health & Wellness and Chief Psychologist (x7160; counsel@lclark.edu)

The Counseling Service's goal is to help students achieve success and balance personally, socially, and academically during their college years and beyond. In addition to scheduled appointments, there are regular walk-in periods and a confidential and anonymous [online screening program](#). If, in an advisor's or instructor's judgment, an advisee is in extreme need of an appointment, the advisor should call

Counseling Service and tell the staff that it is an *emergency*; the student will be seen. See

http://www.lclark.edu/offices/counseling_service/

Dean of Students and Vice President for Student Life, Robin Holmes-Sullivan (x7110; vpsl@lclark.edu)

The Dean of Students Office provides leadership for numerous campus offices and also oversees the student-conduct system and a number of student groups. This office is a useful resource if an advisor is concerned about a student's wellbeing and/or disruptive behavior.

http://www.lclark.edu/college/student_life/experience

Grants (SAAB) and Scholarship Intern, Jason Feiner (x7122; jfeiner@lclark.edu)

The Student Academic Affairs Board (SAAB) sponsors a competitive grant program for student-motivated projects, including research, attendance at conferences, visiting scholar programs, and performances or artistic displays. The Office of Student Financial Services has created an internship

position to help students find undergraduate scholarships. This student intern is also available for consultation on writing essays, interviewing, and various other scholarship-related services.

Inclusion and Multicultural Engagement (IME), Angela Gintz, Director (x 7051; multicultural@lclark.edu)

For those from under-represented communities, IME provides academic and personal counseling, information and referral services, and mentoring support. In addition, this department helps students develop a greater understanding of their global citizenship through the intercultural exchange of traditions and ideas. IME also serves as a resource for the entire L&C community on issues related to diversity, social justice, and inclusion. See http://college.lclark.edu/student_life/multicultural_affairs/

Interactive Learning Center (ILC), Blair Orfall, ILC coordinator (ilc@lclark.edu)

The Keck Interactive Learning Center (ILC), located in Miller 211, is a hub for international language and cultural exchange. Language assistants from seven different countries tutor students during office hours, free drop-in peer language practice is offered, and language clubs hold activities in the ILC. More about the ILC, including an event calendar, can be located by typing ILC in the L&C search bar or at: https://college.lclark.edu/offices/interactive_learning_center/. Please feel free to contact Blair Orfall about the ILC, language placement exams, and language tutoring.

International Students and Scholars, Brian White, Director and Associate Dean of Students (x7307; bdwhite@lclark.edu or iso@lclark.edu)

This office works with Third Culture Kids (TCKs) and assists international students with a wide-range of issues, such as admission, financial aid, orientation, English competency requirements, immigration, and academic counseling. For more information go to <http://www.lclark.edu/offices/international/>

Office of Health Promotion & Wellness, Melissa Osmond, Associate Director for Health Promotion (x8225; healthed@lclark.edu)

The Office of Student Success & Wellness is dedicated to a holistic approach in supporting the needs of students in their pursuit of creating and maintaining healthy, well-balanced lifestyles. See http://college.lclark.edu/offices/health_promotion_and_wellness/

Office of Student Activities, Jason Feiner, Director (x7122; jfeiner@lclark.edu or activity@lclark.edu)

Recent studies show that students involved in extracurricular activities generally have a more successful college experience both in and out of the classroom. A list of student groups is at: http://www.lclark.edu/college/student_life/activities/.

Overseas and Off-Campus Programs, Blythe Knott, Director (x7296; blythe@lclark.edu or overseas@lclark.edu)

These programs support and enhance on-campus curricula, and over half of L&C graduates spend at least one semester studying overseas or off-campus. Students need to plan for these programs early in their college careers not only in order to integrate the coursework with their on-campus studies but also because application deadlines for LC programs are approximately a year before the program takes place. Go to http://college.lclark.edu/programs/overseas_and_off-campus/

Registrar's Office, Judy Finch, Registrar (x7328; finchj@lclark.edu or reg@lclark.edu)

A vital resource for policies and procedures pertaining to classes, credits, transfer credit, major/minor declaration, change of advisor or major, transcripts, and graduation requirements.

The Registrar's Office also maintains a useful [Faculty information page](#) on its website, which has instructions, information, and resources. For forms and other information, go to <http://college.lclark.edu/offices/registrar/>. Faculty are encouraged to review the [staff listings](#) in order to

contact the person with the most expertise in a given area but, in general, most questions about student progress and policies can be answered by the following staff:

Tiffany Henning, Degree Audit and Transfer Credit Specialist, Veterans Certifying Official
Students with last names beginning with A-L
503-768-7325; thenning@lclark.edu

Caitlin Hansen, Degree Audit and Transfer Credit Specialist, Veterans Certifying Official
Students with last names beginning with M-Z
503-768-7332; chansen@lclark.edu

SAAB Tutoring, Blair Orfall, SAAB Tutoring Coordinator, at tutoring@lclark.edu.

SAAB Tutoring is a free peer-to-peer tutoring program for all L&C undergraduates. Departments and interdisciplinary programs nominate tutors and select which of their courses will have peer tutors. Students request tutoring through an online form that can be located on the College Advising Center website. Faculty can also recommend tutors on this site and find out more information about SAAB tutoring at <https://college.lclark.edu/academics/support/advising/saab-tutoring/>. It is important to note that instructors can recommend, but not require, that students work with SAAB tutors.

Student Financial Services, Anastacia Dillon, Director (x7095; adillon@lclark.edu)

Approximately 80% of Lewis & Clark undergraduates receive some form of financial assistance. Advisors and advisees should contact this office with any questions about student financial aid. For more information, go to http://www.lclark.edu/offices/financial_aid

Student Health Services, John Hancock, Director (x7160; hancock@lclark.edu) or Margaret Upton, Associate Director for Medical Service (x7165; health@lclark.edu)

A wide variety of services are available free-of-charge for all enrolled students who live on or off campus (there is a fee for tests and prescriptions). Students can be evaluated for all health needs, such as respiratory problems, infections, intestinal disorders, skin problems, allergy injections, overseas vaccinations, medicines, and gynecological and physical exams. Physicians are available by appointment. The website has extensive information, including frequently asked questions and links to other sites: http://www.lclark.edu/offices/student_health_services/

Student Support Services, Kayleigh McCauley, Director (x 7156; access@lclark.edu)

This office helps ensure that students with learning, physical, and psychological disabilities receive all of the benefits of a comprehensive selection of services. These services and accommodations are always the result of an active partnership between the student with disabilities and the Support Services staff. For more information, see: http://www.lclark.edu/offices/student_support_services/

Symbolic and Quantitative Resource Center (SQRC), Emily O'Sullivan, Director (x7570; eosullivan@lclark.edu)

Peer tutors at the SQRC provide all students with free math, chemistry, and physics help, as well as assistance with any other course that has a quantitative component (e.g., statistics, computer science, economics, and quantitative research methods). The SQRC is located in JRHH 137 and its hours are posted online. See http://college.lclark.edu/departments/mathematical_sciences/sqrc/

Watzek Library, Mark Dahl, Director (x7339; dahl@lclark.edu or watzek@lclark.edu)

Reference librarians assist students in selecting and using effective print and electronic reference tools. The Reference Desk is staffed daily, usually from 11-5, with evening and weekend openings as the final exam period approaches. Students can also make appointments for customized help with research-related papers and projects. For more information, see <http://library.lclark.edu>

Writing Center, John Holzwarth, Director (x7505; writing@lclark.edu)

The Writing Center has both student and professional staff who are trained to work with students on papers during all phases of the writing process, from brainstorming a thesis to essay formatting, research methods, and the writing process. Services are also available for ESL students and students with learning differences. Students may sign up for a conference up to a week in advance in person or by calling x 7505. There are many useful handouts on the website: grammar, punctuation, formatting papers, thesis statements, annotated bibliographies. The Writing Center has evening hours in Watzek Library. Writing Center peer consultants will be on duty at the Writing Center Station, located at the entrance to the Computer Lab on the main floor. For more information, go to

http://college.lclark.edu/academics/support/writing_center

Appendix: Advising Calendars, 4-year Sample Graduation Plans, Related Information

Faculty Advising Calendar, Fall 2019

Week	Calendar/Dates of Note	Advising Tasks
1	September 2 M: Labor Day T 3: First day of classes W 4 TH 5 F 6	<ul style="list-style-type: none"> Review first-year advisees' schedules: reach out to those enrolled in less than 16 credits. Remind them not to drop below 12 credits. Check in with first-year advisees about classes, the transition to college, etc.
2	M 9 T 10 W 11 TH 12 F 13: Last day to add courses, or drop w/out a "W;" last day to overload	<ul style="list-style-type: none"> Remind advisees of impending add/drop deadline on Sep. 13 (before 11:59 pm for all online transactions). Let students know your office hours, or how to sign up for an appointment.
3	M 16 T 17 W 18 TH 19 F 20	<ul style="list-style-type: none"> Reach out to returning students on academic standing (notified after spring 2019 semester) to offer support. Check in on advisees with incomplete grades from SP19. Work is due by Oct. 27, unless specified otherwise on the Incomplete Grade Form
4	M 23 T 24 W 25 TH 26 F 27: Default deadline for incomplete coursework from spring 2019 semester	<ul style="list-style-type: none"> Submit Notifications of Academic Concern (NACs) to the College Advising Center for advisees/students with attendance and/or performance issues. Remind seniors of the May graduation application deadline (before 4 pm on Oct. 15) and the need for a department chair signature on Program Evaluation and, as needed, Course Substitution Forms.
5	M 30 October T 1 W 2 TH 3 F 4: Grades due for SP19 incompletes via the Supplemental Grade Report form, unless an Incomplete Grade Extension is requested	<ul style="list-style-type: none"> As NACs arrive, reach out to students and encourage use of resources, such as the SAAB tutors, SQRC, and the Writing Center.
6	M 7 T 8 W 9 TH 10 and F 11: Fall Break (no classes)	<ul style="list-style-type: none"> Contact advisees about the upcoming advising period (Oct. 14 – Nov. 1); let them know how to sign up for a required registration advising appointment with you.
7	M 14: Registration advising begins T 15: May graduation applications due W 16 TH 17 F 18	<ul style="list-style-type: none"> Meet with advisees and approve them to register. Begin submitting midterm deficiency grades (due Oct. 25) for students earning a C- or below.
8	M 21 T 22 W 23 TH 24 F 25: Midterm deficiency grades due	<ul style="list-style-type: none"> Meet with advisees and approve them to register. Consider a second reminder about required registration advising, especially for first-years.

Questions? Contact the College Advising Center: 503-768-7600 or https://go.lclark.edu/college_advising
Consult the Fall 2019 Academic Calendar for further info: <https://college.lclark.edu/academics/calendar/>

Faculty Advising Calendar, Fall 2019

9	M 28: Midterm grades available to students in WebAdvisor T 29 W 30 TH 31 November F 1	<ul style="list-style-type: none"> Meet with advisees and approve them to register. Reach out to advisees who received midterm deficiency grades; remind them of "W" deadline (4 pm on Nov. 8), and refund deadline (Nov. 5) for any considering a full withdrawal.
10	M 4: Registration, seniors T 5: Registration, juniors; refund deadline for full semester withdrawal* W 6: Registration, sophomores TH 7: Registration, first-years F 8: Course withdrawal deadline	<ul style="list-style-type: none"> Respond to advisees' questions about registration; refer them to the College Advising Center, if needed. Remind students about course withdrawal deadline: students cannot withdraw from course(s) after 4 pm on Nov. 8 without a full semester withdrawal; grade indicated on transcript will be "W."
11	M 11: Registration, seniors T 12: Registration, juniors W 13: Registration, sophomores TH 14: Registration, first-years F 15	<ul style="list-style-type: none"> Help advisees adjust spring schedules based on course seat availability.
12	M 18 T 19 W 20 TH 21 F 22	<ul style="list-style-type: none"> Consider reaching out again to students who have received multiple NACs and/or midterm deficiency grades.
13	M 25 T 26 W 27: Registrar's Office begins accepting Incomplete Grade Forms TH 28 and F 29: Thanksgiving Break (no classes)	<ul style="list-style-type: none"> Give thanks for your advisees
14	December M 2 T 3 W 4 TH 5 F 6	<ul style="list-style-type: none"> Keep referral information for SAAB tutors, the Writing Center, SQRC, Counseling Center, and College Advising Center nearby.
15	M 9 T 10 W 11: Last day of classes TH 12 and F 13: Reading day SAT 14: Final exams	<ul style="list-style-type: none"> Send end of classes/final exams encouragement to your advisees, especially first-years and transfer students.
16	M 16, T 17, and W 18: Final exams W 18: Last day to submit Incomplete Grade Forms SUN 22: Final grades due	<ul style="list-style-type: none"> Breathe deeply. You are almost there!
	After grades are posted . . .	<ul style="list-style-type: none"> Congratulate students on the dean's list. Reach out to those on academic standing. Help students adjust spring schedule plans as needed. Work with students to finalize incomplete grades.

Questions? Contact the College Advising Center: 503-768-7600 or https://go.lclark.edu/college_advising
Consult the Fall 2019 Academic Calendar for further info: <https://college.lclark.edu/academics/calendar/>

Faculty Advising Calendar, Spring 2020

Week	Calendar/Dates of Note	Advising Tasks
1	JANUARY M 20: MLK Day (no classes) T 21: First day of classes W 22 TH 23 F 24	<ul style="list-style-type: none"> Review advisees' schedules: consider reaching out to those (especially first-years) enrolled in less than 16 credits. Remind them not to drop below 12 credits.
2	M 27 T 28 W 29 TH 30 F 31: Last day to add courses, or drop w/out a "W;" last day to overload	<ul style="list-style-type: none"> Remind advisees of impending add/drop deadline on Jan. 31 (before 11:59 pm for all online transactions). Send advisees your office hours or information about how to sign up for an appointment.
3	February M 3 T 4 W 5 TH 6 F 7	<ul style="list-style-type: none"> Reach out to returning advisees on academic standing (notified after fall 2019 semester) to offer support. Check in on advisees with incomplete grades from FA19. Work is due by Feb. 14, unless specified otherwise on the Incomplete Grade Form
4	M 10 T 11 W 12 TH 13 F 14: Default deadline for incomplete coursework from fall 2019 semester	<ul style="list-style-type: none"> Submit Notifications of Academic Concern (NACs) to the College Advising Center for advisees/students with significant problems with attendance and/or performance. Remind seniors of the August graduation application deadline (before 4 pm on Apr. 28) and the need for a department chair signature on Program Evaluation and, as needed, Course Substitution Forms.
5	M 17 T 18 W 19 TH 20 F 21: Grades due for FA19 incompletes via the Supplemental Grade Report form, unless an Incomplete Grade Extension is requested	<ul style="list-style-type: none"> As NACs arrive, reach out to students and encourage use of resources, such as the SAAB tutors, SQRC, and the Writing Center.
6	M 24 T 25 W 26 TH 27 F 28: August graduation applications due	<ul style="list-style-type: none"> Remind undeclared advisees who have newly earned 45 or more credits to declare a major before registration for fall 2020.
7	March M 2 T 3 W 4 TH 5 F 6	<ul style="list-style-type: none"> Contact advisees about the upcoming advising period (Mar. 9 – Apr. 3); let them know how to sign up for a required registration advising appointment with you. Begin submitting midterm deficiency grades (due Mar. 13) for students earning a C- or below.
8	M 9: Registration advising begins T 10 W 11 TH 12 F 13: Midterm Deficiency Grades Due	<ul style="list-style-type: none"> Meet with advisees and approve them to register. Remind any advisees considering a full withdrawal of the tuition refund deadline (Mar. 19).

Questions? Contact the College Advising Center: 503-768-7600 or https://go.lclark.edu/college_advising
Consult the Fall 2019 Academic Calendar for further info: <https://college.lclark.edu/academics/calendar/>

Faculty Advising Calendar, Spring 2020

9	M 16: Midterm grades available to students in WebAdvisor T 17 W 18 TH 19: Refund deadline for full semester withdrawal* F 20	<ul style="list-style-type: none"> Meet with advisees and approve them to register. Reach out to advisees who received midterm deficiency grades; remind them of "W" deadline (4 pm on Apr. 3), and refund deadline (Mar. 19) for any considering a full withdrawal.
10	M 23 through F 27: Spring Break (no classes)	<ul style="list-style-type: none"> Enjoy your Spring Break!
11	M 30 T 31 April W 1 TH 2 F 3	<ul style="list-style-type: none"> Reach out to advisees who still need registration approval; meet with advisees and approve them to register. Remind students about course withdrawal deadline: students cannot withdraw from course(s) after 4 pm on Apr. 3 without a full semester withdrawal; grade indicated on transcript will be "W."
12	M 6 T 7: Registration, juniors W 8: Registration, sophomores TH 9: Registration, first-years F 10	<ul style="list-style-type: none"> Respond to advisees' questions about registration; refer them to the College Advising Center, if needed.
13	M 13 T 14: Registration, juniors W 15: Registration, sophomores TH 16: Registration, first-years F 17: Festival of Scholars (No classes)	<ul style="list-style-type: none"> Help advisees adjust fall schedules based on course seat availability. Consider reaching out again to students who have received multiple NACs and/or midterm deficiency grades.
14	M 20 T 21 W 22 TH 23 F 24	<ul style="list-style-type: none"> Keep referral information for SAAB tutors, the Writing Center, SQRC, Counseling Center, and College Advising Center nearby. Remind seniors of the December graduation application deadline (before 4 pm on May 1) and the need for a department chair signature on Program Evaluation and, as needed, Course Substitution Forms.
15	M 27 T 28 W 29: TH 30: Last day of classes May F 1 : Reading Day; December graduation application deadline SAT 2: Reading Day	<ul style="list-style-type: none"> Send end of classes/final exams encouragement to your advisees, especially first-years and transfer students.
16	M 4 through TH 7: Final exams TH 7: Last day to submit Incomplete Grade Forms	<ul style="list-style-type: none"> Breathe deeply. You are almost there!
	SAT 9: Commencement T 12: Final grades due	<ul style="list-style-type: none"> Celebrate your graduating advisees' achievements.
	After grades are posted . . .	<ul style="list-style-type: none"> Congratulate advisees on the Dean's List. Reach out to those on academic standing. Help advisees adjust fall schedule plans as needed.

Questions? Contact the College Advising Center: 503-768-7600 or https://go.lclark.edu/college_advising
Consult the Fall 2019 Academic Calendar for further info: <https://college.lclark.edu/academics/calendar/>

Lewis & Clark College: REQUIREMENTS WORKSHEET
GENERAL EDUCATION

- ☐ **FOREIGN LANGUAGE** (must complete or demonstrate proficiency through 201 level)
 Placement level:

1. _____ Semester _____
2. _____ Semester _____
3. _____ Semester _____

- ☐ **CORE (8 Credits)**
 CORE 106: Semester _____
 CORE 107: Semester _____

- ☐ **INTERNATIONAL STUDIES (8 credits)**
Students may also fulfill these credits through completion of approved options within LC Overseas Study programs.

1. _____ Semester _____
2. _____ Semester _____

- ☐ **SCIENTIFIC & QUANTITATIVE REASONING (12 credits)**
 Math and Science majors are expected to take these courses **OUTSIDE** their major department. Prerequisite QR Proficiency: ALEKS score of 53 or above (or AP/IB equivalent, or QR 101) required for all B and some A classes
 A= Lab Sci. B=QR in Math/Sci. C=QR in Soc. Sci. or Humanities

- A. _____ Semester _____
- B. _____ Semester _____
- B/C. _____ Semester _____

- ☐ **PHYSICAL EDUCATION/ACTIVITY (2 Courses)**

1. _____ Semester _____
 2. _____ Semester _____
- Only one PE/A 101 course may be taken per semester. Only 4 credits from PE/A courses may be counted towards graduation.

- ☐ **CREATIVE ARTS (4 credits)**
 Art, Music, and Theatre majors must earn these credits **OUTSIDE** their major department. Requirement may also be fulfilled through multiple 1- or 2-credit courses.

1. _____ Semester _____

Important Notes on Requirements:

- 128 credits required for graduation.
- 68 of these credits must be outside of a student's major academic department.
- General Education requirements (except PE) **MUST** be taken for a letter grade and cannot be completed through AP/IB credits (except for foreign language).
- Residency requirements: A minimum of 60 credits must be taken at Lewis & Clark. Once a student has reached senior status (93 credits), only 4 credits of transfer coursework may be applied to a degree.

To keep in mind for academic planning:

Study Abroad

- Application timeline: one year in advance.
- Prerequisites?
- Timing?
- Compatibility with potential majors?

Notes:

Potential Majors

List one or two, and their introductory courses, below.

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updated May 2015

Four Year Co-Curricular Planner

Fall Courses Year _____	Spring Courses Year _____	Important Aspects of your First year: <ul style="list-style-type: none"> • Adjust to and learn about Lewis & Clark campus • Discover the balance between academics, campus activities, and social life • Explore majors and start reviewing your options • Complete interest and personality inventories to uncover academic and career ideas • Draft a resume and analyze what you have enjoyed while thinking about what might be missing
Credits _____ Requirements Met:	Credits _____ Requirements Met:	

Fall Courses Year _____	Spring Courses Year _____	Important Aspects of your Second year: <ul style="list-style-type: none"> • Declare your major! • Meet with an academic advisor and career counselor to assist with major clarification • Join a student organization and become involved on campus • Participate in community service and develop leadership skills • Prepare a resume and review the draft with a career counselor • Attend career workshops and events
Credits _____ Requirements Met:	Credits _____ Requirements Met:	

Fall Courses Year _____	Spring Courses Year _____	Important Aspects of your Third year: <ul style="list-style-type: none"> • Narrow career interests • Gain experience through internships • Review upcoming career workshops and events • Update your resume and develop a cover letter • Plan for applications and testing for graduate school • Interview for summer internships and/or advanced experiences • Meet with a career counselor to assist in goal clarification
Credits _____ Requirements Met:	Credits _____ Requirements Met:	

Fall Courses Year _____	Spring Courses Year _____	Important Aspects of your Fourth year: <ul style="list-style-type: none"> • Prioritize career fields • Review the upcoming workshops and events • Gain additional experiences to strengthen your skill sets • Update your resume and cover letter • Network with alumni and other professionals in fields of interest • Practice interviewing for employment and/or graduate school • Schedule an appointment to meet with a career counselor to review goals
Credits _____ Requirements Met:	Credits _____ Requirements Met:	

A Generic Example of a Pre-major 4-year Graduation Plan

Lewis & Clark College
Academic Planning Worksheet

Name: Swift, Taylor

Student ID: _____

				Advanced Standing (AP/IB) or Transfer Credit TOTAL: 0		
Year 1: FALL 20 <u>17</u>	CR	SPRING 20 <u>18</u>	CR	SUMMER 20 _____	CR	NOTES
Core 106		Core 107	4			
World Language 101	44	World Language 102	4			
Possible major	4	Possible major	4			
Elective	4	Elective	4			
Term credits:		Term credits:		Term credits:		Total credits for year: 32
Year 2: FALL 20 <u>18</u>	CR6	SPRING 20 <u>19</u>	CR6	SUMMER 20 _____	CR	NOTES
World Language 201	4	Gen Ed	4			
Gen Ed	4	Major	4			
Major	4	Major	4			
Elective / Major	4	Elective	4			
PE/A 101	1	PE/A 101	1			
Term credits:	17	Term credits:	17	Term credits:		Total credits for year: 34
Year 3: FALL 20 <u>19</u>	CR	SPRING 20 <u>20</u>	CR	SUMMER 20 _____	CR	NOTES
Gen Ed	4	Overseas	16			
Major	4					
Major	4					
Elective	4					
Term credits:	16	Term credits:	16	Term credits:		Total credits for year: 32
Year 4: FALL 20 <u>20</u>	CR	SPRING 20 <u>21</u>	CR	SUMMER 20 _____	CR	NOTES
Major	4	Major	4			
Major	4	Major	4			
Elective	4	Major	4			
Creative Arts	4	Elective	4			
Term credits:	16	Term credits:	16	Term credits:		Total credits for year: 32
						TOTAL CREDITS: 130

Major(s): _____ Minor(s): _____ Date Updated: _____

ADVISOR NAME _____ and SIGNATURE (when required): _____

Date: _____

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sept 02	Labor Day (no classes)	Term begins					
Sept 09					Add/Drop period ends		
Sept 16							
Sept 23							
Sept 30							
Oct 07				Fall Break	Fall break	Fall break	Fall break
Oct 14	3-weeks of registration advising begin; October 15 Degree filing date for May 2019 degrees						
Oct 21							
Oct 28	Midterm Deficiencies Available on WebAdvisor						
Nov 04	Week of Round 1 Registration	Last day for tuition refund for full withdrawals			Last day to withdraw from a course		
Nov 11	Week of Round 2 Registration						
Nov 18							
Nov 25				Thanksgiving break	Thanksgiving break	Thanksgiving break	Thanksgiving break
Dec 02							
Dec 09			Last day of classes	Reading Day	Reading Day	Final Exams Begin	
Dec 16	Final Exams	Final Exams	Final Exams End				

In order to explore or pursue some majors at Lewis & Clark, you must start on the path in your first semester of college. That is because courses in the Computer and/or Mathematical Sciences, Natural Sciences, and Environmental Studies are very sequential. Many classes are offered only in the fall, so if you wait, you could be set back an entire year.

- If you are considering a major in Math, Computer Science, Biology, Biochemistry & Molecular Biology, Chemistry, or Physics, you should take one or two math or science courses in your first semester.
- If you are considering a major in Environmental Studies, you should take ENVS 160, the introductory course, and at least one of the courses recommended below during your first year.

Before anything else, you must satisfy the quantitative reasoning prerequisite (QR 101) in order to be eligible to register for many introductory level math, computer science, and science classes. This can be done by:

- scoring 53 or higher on the ALEKS placement exam
- scoring 4 or 5 on the AP AB or BC Calculus exam
- scoring 5, 6, or 7 on the IB Higher level Mathematics exam
- completing a college course that is equivalent to QR 101 or higher

To learn more about the QR 101 prerequisite and the ALEKS assessment, visit [Placement Exams](#).

NOTE: If you have [qualifying AP or IB](#) scores, please refer your GPS for instructions on submitting them to L&C, as advanced standing credit may impact registration for prospective Computer and/or Mathematical Science, Natural Science, and Environmental Studies majors.

If you have met the prerequisite, the following courses are recommended:

- **[Biology](#)**: BIO 110: Investigations in Biology and CHEM 110: General Chemistry I. Don't panic if BIO 110 fills up, as you may also take it in the spring semester. Another great course to consider is MATH 123: Calculus & Statistics for Modeling the Life Sciences, depending on your math placement.
- **[Biochemistry & Molecular Biology](#)**: CHEM 110: General Chemistry and MATH 131: Calculus I. You also might consider BIO 110: Biological Investigations. BIO 110 can be taken in fall or spring of the first year, but taking BIO 110 and CHEM 110 in the first semester provides maximum flexibility in terms of planning for overseas study, senior research, and preparation for graduate and professional school.
- **[Chemistry](#)**: CHEM 110: General Chemistry I or higher. You also might consider taking MATH 131: Calculus I or MATH 132: Calculus II.
- **[Computer Science and/or Mathematics](#)**: MATH 131: Calculus I, MATH 132: Calculus II, MATH 225: Linear Algebra or MATH 233: Calculus III or CS 171: Computer Science I or higher.
- **[Environmental Studies](#)**: ENVS 160: Introduction to Environmental Studies (this course is offered in both fall and spring, and can be taken either semester) and one of the following: BIO 110: Investigations Biology; CHEM 100: Perspectives in Environmental Chemistry or CHEM 110: General Chemistry I; ECON 100: Principles of Economics; GEO 150: Environmental Geology or GEO 170: Climate Science; IA 100: Introduction to International Relations; SOAN 100: Introduction to Sociology or SOAN 110: Introduction to Cultural Anthropology.
- **[Physics](#)**: PHYS 151: Motion and MATH 131: Calculus I or higher.

- [Pre-health prerequisites \(for non-science major\)](#): CHEM 110 and MATH 131 or 132
- Undecided Chemistry/Physics: CHEM 110: General Chemistry I and/or PHYS 151: Motion.

Many science classes in Chemistry, Geology, and Physics have co-requisite courses, which means that you must register for both lecture and lab sections simultaneously (in fact, WebAdvisor will not allow you to register for one or the other on its own). For example, if you are interested in taking General Chemistry, you can register for both CHEM 110-01, a lecture section, and CHEM 110L-03, a lab section (or any lecture and lab pairing that fits with your schedule).