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# **The Office for Undergraduate Students**

**explore. experience. evolve.**

## **Overview**

The Office supports students as they transition into collegiate life and introduces them to a number of academic possibilities and professional opportunities. Through Academic Advising, we encourage students to reflect on their experiences enabling them to make informed educational choices. Leadership and Professional Development empowers students to make connections between their educational pursuits and their possible professional directions through specially designed courses, workshops, and internships. College Data Services maintains records and assists in educating students on technology that will allow them to monitor their progress towards graduation.

Through collaboration with other University resources, such as Learning Support Services, the Counseling Center, Health Promotion, Multicultural Affairs, the Career Center, and Student Life, we enable students to realize their full potential personally, educationally, and professionally.

## **Vision**

The Office for Undergraduate Students aspires to be at the forefront in student support by continuously improving our services and advising in academics, professional development, and experiential education. We strive to create a welcoming and supportive environment for an increasingly diverse student population. We seek to foster collaborative relationships to promote student growth in mind, body, and spirit.

## **Mission**

The Office for Undergraduate Students guides and supports students from orientation to graduation as they explore the possibilities that the College of Liberal Arts and Sciences provides. We empower students to begin a process of self-discovery, providing them with the resources to forge their own educational and professional direction.

## **Academic Advising**

### **Vision**

Academic Advising strives to build strong connections between others in our College, University, and profession to provide the highest quality services to our students. We aspire to make significant contributions to our field through research and participation in conferences.

### **Mission**

Academic Advising guides students as they transition into collegiate life and begin the process of self-discovery, enabling them to make informed academic choices. Through innovative training of faculty advisors and on-going assessment, we provide the resources and support necessary to mentor students and improve our services.

# Academic Advising Course

## ASPD 1000 Advising: explore & experience

### Course Description

Take control of your education by learning how to harness opportunities that will maximize personal and professional success as you begin your journey. Transition into collegiate life by learning how to make informed educational choices, access University support resources, maintain health and wellness, exhibit professionalism, and explore possible academic and professional directions. Consider your next step after hearing upperclassmen discuss their own journeys and experiences.

### Learning Goals & Outcomes

- Understand the Explorer Model as the foundation for studies in the liberal arts and sciences
- Understand the core curriculum and the value of a liberal arts education
- Learn how to comport oneself professionally and responsibly
- Gain valuable information about how to transition from high school to college-level work
- Understand how time management and study skills contribute to academic success
- Learn how to search for and choose appropriate classes based on self-understanding
- Learn strategies that manage stress and promote health
- Explore possible educational directions in the selection of majors, minors, and concentrations
- Gain confidence in marketing the transferable skills gained through a liberal arts education
- Learn about leadership and professional development opportunities

### Assignments

Assignments include attending events and workshops, writing reflection papers and self-assessments.

### Evaluation

To receive a Satisfactory grade in the course, all coursework must be completed on time and reflect quality of workmanship and depth of thought.

### Course Sessions

#### Session 1: Getting on board - Getting started

Presented during New Student Orientation in advisor groups

- Explorer vs. Navigator Model (i.e., What is the value of a liberal arts education?)
- Statistics on job satisfaction
- Preparation for the First Week – Examine schedules, explain drop/add period, cover attendance policy, address concerns

#### Assignments:

- **1a: Diagnostic: Complete a Self Evaluation on Blackboard.**
- **1b: Attend the Activities Fair and choose a reasonable number of activities to join. Write a list of activities selected and submit on Blackboard.**

#### Session 2: Steering the ship – Taking control of your education

Presented in large group sessions

- Understand the Core Curriculum and the Value of a Liberal Arts & Sciences Education – Discuss requirements and the need to reflect on interests and experiences to make informed choices
- Professionalism – Understand how to comport oneself professionally and responsibly through use of scenarios (e.g., sending emails, use of personal technology, missing a class, etc.) and learn self advocacy skills

### **Assignments:**

- **2a: Write a 2- to 3-page reflection on your high school courses and activities and submit on Blackboard. What did you enjoy about the classes and/or activity? What did you learn about yourself? What skills did you develop? How can you use this information in choosing future courses and activities?**
- **2b: Attend a Professional Development event and write a 1- to 2-page reflection and submit on Blackboard. Due prior to class #7.**

### **Session 3: Staying afloat – How to be successful academically and avoid falling overboard**

Presented in large group sessions

- Learning Support Services – Session on time management and transition from high school to college level work.
- Other academic support: Writing Center, Math Learning Resource Center, and Language Tutoring.

### **Assignments:**

- **3: Track your time management for the next week. Write a 1- to 2-page reflection on your insights into your use of time, submit on Blackboard and discuss your time management with your advisor.**

### **Session 4: Making your own educational choices**

Presented in advisor groups

- Academic Integrity – Review policy and examine scenarios
- Navigating MyNova – Searching for and choosing appropriate classes based on self-understanding
- Understanding how to create a CAPP report, use Schedulr, and register

### **Assignments:**

- **4: Run your own CAPP report and fill out the registration form posted on Blackboard with additional options. Be ready to justify your choices to your advisor.**

### **Session 5: Exploring possible directions – Choosing majors and minors**

- Attend the Majors Fair and explore academic interests.
- Discuss how to fulfill requirements while also choosing courses that will help one determine majors/minors/concentrations.
- Students talk about selecting majors/minors/concentrations and answer questions.

### **Assignments:**

- **5a: Attend Majors Fair. Identify your top contenders, research the website associated with these disciplines, identifying the requirements and possible courses to take in order to explore each discipline. Note whether you were able to find a course that will also allow you to fulfill a core requirement.**
- **5b: Look up “What Can I Do With My Major” information on the Career Center website (<http://www.villanova.edu/vpaa/careers/plan/major.htm>). Write a response in which you identify how your interests intersect with some of these professions.**
- **Discuss these assignments with your faculty advisor.**

### **Session 6: Staying healthy and happy on the journey**

Presented in large group sessions

- Health Promotion – Session on Stress Management
- Review of Counseling Services

### **Assignments:**

- **6: Utilize one of the stress management techniques, write a 1- to 2-page reflection on your experience, and submit it on Blackboard.**

## **Session 7: Where do you go from here?**

Presented in large groups sessions

- Student introduce Professional Development opportunities, discuss their leadership and internship experiences and explain the importance of thoughtfully choosing extracurricular activities.

### **Assignments:**

- **7a: Complete the Self Evaluation assessing your experiences which is posted on Blackboard.**
- **7b: Complete the Assessment of the course on Blackboard.**

## **Session Schedule**

### **Session 1**

Meeting during Orientation with Faculty Advisor

### **Session 2**

Friday, September 9<sup>th</sup>

1000-001 2:30pm – 3:20pm

### **Session 3**

Friday, September 23<sup>rd</sup>

1000-001 2:30pm – 3:20pm

### **Session 4**

Meeting with Faculty Advisor

### **Session 5**

Friday, October 28<sup>th</sup>

Mandatory Attendance at Majors Fair

### **Session 6**

Friday, November 4<sup>th</sup>

ASPD 1000-001 2:30pm – 3:20pm

### **Session 7**

Friday, November 11<sup>th</sup>

ASPD 1000-001 2:30pm – 3:20pm

## Leadership and Professional Development

Leadership & Professional Development offers programming, mentoring, and courses that enable students to identify their strengths, explore professional and educational possibilities, and develop the skills necessary to prepare them for professional life. Through this process, we empower students to pursue their aspirations. The Leadership & Professional Development Program consists of the following three areas: Professional Development, Internships, and Law School Advising.

The Professional Development component provides students with a foundation for learning how their academic knowledge and skills transfer into the professional world. Students work in one-on-one meetings, through workshops, and in 1-credit courses to develop their skills. In the 1-credit *Professional Development* course, students learn a step-by-step professional development process that they will draw on throughout their professional lives. This process includes completing assessments, writing resumes, interviewing professionals, researching careers, identifying internship and job opportunities, analyzing requisite skills for internships and jobs, identifying and conveying his/her own personal story, and creating a professional development plan that identifies academic, personal, and professional goals. Additional courses offered to enhance professionalism include *The Legal Profession*, *Professional Communication*, *Networking for Success*, *Social Networking*, and *Introduction to Professional Writing*. To introduce students to a variety of timely professional topics, the Office hosts The Workplace Wednesday series, speaker events, and panels taught by community partners and alumni.

To support students as they seek experiential learning opportunities and internships, the Internship Program provides resources, including individual meetings, workshops, and events, to assist students as they explore professional possibilities. Students' experience in the workplace applying their academic and professional skills will prepare them to meet and exceed workplace expectations in post-graduation employment. Through the Program, students can earn credit through their major, concentration, or minor for relevant work experience, or they can earn elective credit for work experience unrelated to their primary coursework.

The Law School Advising Program educates students about the requisite skills for a career in law. Students attend workshops and work with the Law School Advisor to ascertain their interest in law, develop their skills, prepare for and complete the application process, and evaluate law schools. The Program hosts events such as the Law School Admission Panel and the Mock Admission Panel with law school admission representatives to assist students with the application process.

# Professional Development for the Liberal Arts and Sciences

## ASPD - Professional Development 2000

**“Tell me, what is it you plan to do with your one wild and precious life?” – Mary Oliver**  
**“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.” – Stephen A. Brennan**

Professional Development 2000 will empower you as an aspiring professional and student in the College of Liberal Arts & Sciences to take the next steps in your academic, professional, and co-curricular activities. You will learn a step-by-step professional development process that involves identifying your skills, strengths, and interests in assessments, developing and revising a professional resume, researching professions and internships, learning how to link your transferable skills to internships, and conducting an informational interview with a professional. At the conclusion of the course, you will create your professional development plan—a detailed set of short-term, mid-term, and long-term goals—based on information you learned throughout the course. As you create your own plan, you will learn from alumni how they created their own paths to personal and professional success. You will learn the importance of being an Explorer as you investigate your interests and create your story.

### **Course Objectives:**

- Emphasize the importance of the Liberal Arts and Sciences as a foundation for lifelong learning.
- Explore Augustine’s ideas about truth, unity, and love and relate these ideas to professional and vocational direction.
- Understand how the top skills required in the workplace are developed through academic disciplines.
- Understand the relationship between personal development and the life of the mind.
- Introduce students to strength research and to an understanding of using strengths to achieve personal and professional success.
- Use self assessments to gain important self knowledge, confidence, and direction.
- Prepare students to conduct research that will enable them to pursue meaningful professional lives.

### **Required Text:**

- Lore, Nicholas. Now What? The Young Person’s Guide to Choosing the Perfect Career. New York, NY: Simon & Schuster, 2008. (ISBN: 0743266307)

### **Professional Development Process Assignments:**

- *Background Evaluation*
- *Extra Credit: Interview with Advisor/Professor about the Value of a Liberal Arts Education/Transferable Skills*
- *Assessment Memo*
- *Resume 1<sup>st</sup> Draft & Revision*
- *Pecha Kucha PowerPoint and Script – “My Story”*
- *Computer Research*
- *Internship Memo*
- *Informational Interview*
- *Professional Development Plan Memo*
- *Reflection Memo/Letter*
- *\*Professional Developments Events*

## **COURSE SCHEDULE:**

1. Intro + Professional Development Plan
2. Strengths + Transferable Skills
3. Resume Writing
4. Networking & Relationship Building
5. Researching Professional Opportunities  
**Midterm Week – No Class; Break Week – No Class**
6. “My Story” Pecha Kucha Presentations
7. Social Media
8. Augustinian Values
9. Alumni Presentations

### **Class One: Introduction**

- Describe the purpose of the course
- Explain the difference between the Explorer and the Navigator
- Describe the components of the Professional Development Plan – an Overview

#### **Professional Development Plan**

- To introduce students to the steps they can take to investigate their interests;
- To teach students how to identify their strengths, recognize talents, identify values, develop skills or competencies, develop goals, analyze needs, conduct a self assessment, identify learning priorities, recognize their definition of work, evaluate their work style, and develop networking skills such as informational interviewing to recognize and achieve their goals;
- To teach students how they can build their Professional Development Plan throughout their years at Villanova through personal assessment, courses, internships, and activities; and
- To provide examples of individuals who have created their own paths.

### **Class Two: Strengths + Transferable Skills**

#### **Developing Your Strengths**

- To introduce you to strengths research and to the idea of using strengths to achieve success;
- To help you identify your talents, and to teach you how to combine your talents with knowledge and skills to develop your strengths;
- To show you examples of successful professionals whose work lives are centered around their strengths; and
- To show you how these professionals have used their unique combination of strengths to pursue their career interests and to illustrate how important it is to lead with your strengths.

#### **Making Connections in the Liberal Arts and Sciences: Transferable Skills**

- To present a model on how to create connections among disciplines;
- To show you how academic disciplines provide the foundation for the development of skills needed in the workplace and for a meaningful personal life; and
- To discuss examples of stories that will guide students’ development of their own stories.

### **Class Three: Resume Writing**

- To help you understand the importance of writing a resume early in the process;
- To learn that writing is a process;
- To learn that a resume is a planning tool; and
- To learn about services available at the Career Center.

### **Class Four: Networking & Building Relationships**

- To understand the importance of Networking and Building Relationships.

### **Class Five: Professional Opportunities Workshop**

- To introduce you to career resources available through Falvey Library and internet resources;
- To show you the possibilities available as a student in the College of Liberal Arts & Sciences;
- To teach you job search skills so you can better utilize Career Services and Internship Office opportunities;
- To help you learn that professional positions are a composite of skills, interests, and personality characteristics;
- To help you make the connection between transferable skills honed in courses and developed in activities and skills prized in professional positions;
- To teach you how to market your skills for professional positions; and
- To help you begin your search to create a satisfying life after College.

### **Class Six: Creating Your Story: Student Presentations**

- To use the knowledge gained from the assessments and your resume to help you present “your story” – your autobiography as a student at Villanova.

### **Class Seven: Developing Your Professional Profile using Social Media**

- To introduce you to the importance of social media in expressing your professionalism;
- To teach you resources you can use to develop your professionalism, search for jobs, and network; and
- To encourage you to use social media responsibly.

### **Class Eight: *Veritas, Unitas, Caritas*: Making the Augustinian Connection Part of Your Lifelong Plan**

*Some students who are deeply committed to Villanova’s values of truth, unity, and love have a tendency to separate those values from what they see as pragmatic questions about how to prepare themselves for a job. This session will help students see that these values and practices are an incredibly valuable part of finding a career and that a commitment to those values does not end at graduation.*

- To discuss and reflect on selections from Augustine on leadership, social justice, lifelong learning and how they apply to real world activities
- To find ways to make the values of truth, unity and community central to Villanova part of the search for academic and vocational direction, and ways to keep those values alive through one’s eventual career
- To understand the relationship of campus leadership and service opportunities to professional development as a parallel track with internships.
- To understand the relationship of commitment to social justice to professional development
- To understand post-graduate service opportunities and their relationship to professional development

### **Class Nine: Alumni Speakers**

- To learn from the experience of alumni;
- To understand how professionals have created their own stories;
- To use the experience of alumni as further motivation to create your professional development plan; and
- To reflect on your experience in the course and your plan for the future.

**Professional Development Plan Memo:**

*Professional Development Plan* – Include your skills, strengths, and assessments in your plan. Include internships and activities that you plan to explore. Use readings, class discussions, interviews, and alumni presentations in your memo.

- What have you learned about your strengths and skills?
- Identify your short, medium, and long term goals. What steps will you take this semester? Next semester? Next year?
- What have you learned about different industries? And jobs?
- What do you want to investigate? Why?

## PROFESSIONAL DEVELOPMENT COURSES DESIGNED FOR STUDENTS IN THE COLLEGE OF LIBERAL ARTS & SCIENCES



Office for Undergraduate Students  
COLLEGE OF LIBERAL ARTS & SCIENCES  
*explore. experience. evolve.*

### COURSE DESCRIPTIONS:

#### **ASPD 2000 Professional Development - 1 Credit**

Start your professional journey today! Learn how to create a professional resume, research internships and professional positions, conduct an informational interview, and create a professional development plan. **Learn how to market the skills you are developing as a student in the College of Liberal Arts & Sciences effectively for professional positions!**

#### *Course Openings for Fall 2011:*

Tuesdays, 10:00am-11:15am, ASPD 2000-001 – CRN 26745

Tuesdays, 2:30pm-3:45pm, ASPD 2000-002 – CRN 26746

Thursdays, 2:30pm-3:45pm, ASPD 2000-003 – CRN 26747

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#### **ASPD 2001 Intro to Professional Writing - 1 Credit**

Learn the hallmarks of effective professional writing: How to target an audience while writing clearly, concisely, and persuasively. Gain valuable professional writing experience directly transferable to writing in internships and professional positions.

*To be Offered in Future Semesters*

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#### **ASPD 2002 The Legal Profession - 1 Credit**

Investigate areas of law and potential legal paths as you learn what it means to "think like a lawyer." Learn how to maneuver successfully through the application process and how to transition well to the challenges of law school.

#### *Course Openings for Fall 2011:*

Tuesdays, 11:30am-12:45pm, ASPD 2002-001 – CRN 28034

Tuesdays, 1:00pm-2:15pm, ASPD 2002-002 – CRN 28035

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#### **ASPD 2003 Professional Communication - 1 Credit**

This course provides a foundation for leadership studies and professional speaking. You will enhance your professional communication by learning various perspectives that will deepen your understanding of leadership and enable you to succeed in a diverse, ever-changing workplace.

#### *Course Openings for Fall 2011:*

Thursdays, 10:00am-11:15am, ASPD 2003-001 – CRN 28033

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#### **ASPD 2004 Social Networking - 1 Credit**

Making connections and staying connected has never been easier with sites like Facebook, Twitter, and LinkedIn. Learn how to harness the power of social media for professional gain and become a savvy social networker.

#### *Course Openings for Fall 2011:*

Thursdays, 1:00pm-2:15pm, ASPD 2004-001 – CRN 28031

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#### **ASPD 2005 Networking for Success - 1 Credit**

Learn the importance and relevance of networking for your professional success. This course is designed for students who want to identify, understand, and develop personal strengths and relationships to explore and expand professional opportunities.

#### *Course Openings for Fall 2011:*

Wednesdays, 3:00pm-4:15pm, ASPD 2005-001 – CRN 28032

# The New Core Curriculum

## Summary of Core Curriculum Course Requirements

### I. Foundational Courses

- a. Augustine and Culture Seminar (2 courses)
- b. Theology and Religious Studies (2 courses)
- c. Philosophy (1 course)
- d. Ethics (1 course)

### II. Languages (2 courses)

### III. Mathematics or Statistics (1 course)

### IV. Sciences (2 courses with laboratories)

### V. Literature: Sophomore Writing Seminar (1 course)

### VI. History (1 course)

### VII. Social Sciences (2 courses)

### VIII. Fine Arts (1 course)

### Diversity Requirement

All students must complete two diversity courses.

## Core Curriculum Course Requirements

### I. Foundational Courses

#### a. Augustine and Culture Seminar (ACS) Sequence (2 courses)

ACS focuses on the question: *Who am I?* The first seminar (ACS 1000 Ancients) contains readings from Hebrew and Christian scriptures, Greek and Roman antiquity, Augustine, and the High Middle Ages, and is dedicated to understanding the foundations of our shared intellectual tradition. ACS 1001 Moderns continues to address the question of identity with texts from the Renaissance to the modern era.

The two-semester ACS course sequence must be taken by all students during the first year of study. For more information about ACS, please visit: <http://www.villanova.edu/artsci/vcle/courses.htm>

**NOTE: Students are not permitted to drop or withdraw from the Augustine and Culture Seminar (ACS) without academic penalty.**

#### b. Theology and Religious Studies (2 courses)

The first course, THL 1000 Christian Faith and Life, introduces students to theology as a discipline by examining Christian literature and Sacred Scriptures; it is an academic presentation of Christian thought and practice, which is suitable for all students. In special cases, courses such as the following may be substituted to fulfill the requirement with the permission of the Office for Undergraduate Students: THL 5100 The Heritage of Judaism; THL 5170 Islamic Philosophy and Theology; THL 5270 The Buddhist Tradition; and THL 5285 Religion in India and Southeast Asia.

A second course, with a course number of 2000 or higher, may be chosen from theology and religious studies courses offered by the Department of Theology and Religious Studies; courses offered by the Department of Humanities and Augustinian Traditions, and the Center for Peace and Justice Education, also may fulfill the second course requirement when the course is designated by the appropriate attribute.

#### c. Philosophy (1 course)

PHL 1000 Knowledge, Reality, Self explores the philosophical responses to the questions of how we can know, what is real, and what is the nature of the human person.

#### **d. Ethics (1 course)**

ETH 2050 The Good Life: Ethics and Contemporary Moral Problems provides critical reflection on distinctive and viable visions of the moral life, with particular focus on Christian, especially Roman Catholic, Augustinian accounts, and explores the significance of different visions through an examination of various contemporary moral questions. ETH 2050 is the final piece of the foundational courses. Normally students should take ETH 2050 by the end of the junior year, after taking the other foundational courses.

## **II. Languages (2 courses)**

Language study is encouraged at Villanova, whether you are continuing on with a language you have taken in high school or would like to begin a new language. In addition to the intrinsic benefits of learning another language and culture, language study helps to make one an impressive candidate for professional schools, such as law school or medical school, and for graduate programs, which often require proficiency in certain languages. Many prospective employers value language knowledge and experience in today's internationally connected society.

*Starting in Fall 2011, students may fulfill the Core Curriculum Language Requirement in one of four ways:*

### **OPTION A (LANGUAGE OF LATIN ALPHABET):**

#### **Take 2 courses beyond the Introductory Level.**

Students who studied French, German, Italian, Portuguese, or Spanish in high school must complete an online language placement test to be placed into the appropriate level course sequence. Note: German will only be taught at the intermediate level. For additional information on the online placement exam and to take the online test, please visit this Web site:<http://www.villanova.edu/artsci/romancelanglit/about/langrequirements/> or contact [anne-marie.joyce@villanova.edu](mailto:anne-marie.joyce@villanova.edu)

Students who studied Latin in high school must complete the online Latin Placement Questionnaire to be placed into the appropriate level course sequence for Latin. For additional information on Latin (and Ancient Greek) and to complete the Latin Placement Questionnaire, please visit this Web site:  
[http://www1.villanova.edu/villanova/artsci/classical/undergrad/lang\\_requirements.html](http://www1.villanova.edu/villanova/artsci/classical/undergrad/lang_requirements.html)

(Students who have not studied a language in high school must complete the two-semester introductory course prior to registering for a two-semester sequence in the same language at or above the intermediate level.

**Note:** Students with no high school language must successfully complete four semesters in a language. They do not need to take an online language placement exam).

### **OPTION B (NON-LATIN ALPHABET):**

#### **Take 2 courses at the Introductory Level.**

Non-Latin Alphabet (Including but not limited to Arabic, Chinese, Ancient Greek, Japanese, Russian): Students must complete a **two-semester introductory course sequence**. (Please note that these courses are 6 credits and meet five days per week).

### **OPTION C:**

#### **Advanced Placement**

Students may satisfy the Core Curriculum language requirement by **attaining a score of 4 or better on the high school Advanced Placement Exam.**

## OPTION D:

### Comprehensive Examination.

Students may satisfy the Core Curriculum Language Requirement through **satisfactory performance of a proficiency intermediate examination administered by the Department of Romance Languages and Literatures; a proficiency Introductory Ancient Greek or Intermediate Latin test administered by the Classical Studies Program; or a proficiency Introductory test administered by the Institute for Global and Interdisciplinary Studies.** Students who are fluent in languages for which no standardized test is available may petition the Office for Undergraduate Students to certify if the student can be tested for that particular language. Students may demonstrate proficiency in a language by passing a proficiency exam given on certain dates in the summer (2011: July 11, August 1, August 19). If interested in this option, please register online at the following link to sign up for a proficiency exam (sign-up deadline: noon the day before the exam date):

<https://sp.artsci.villanova.edu/deansoffice/Lists/CoreCurriculumLanguageRequirement/NewForm.aspx>

**Note:** Students must achieve a grade of C or better in the proficiency examination to satisfy the requirement.

### Language Program Contacts

**Romance Languages and Literatures** (French, Italian, Portuguese, Spanish, and German): Anne-Marie Joyce ([anne-marie.joyce@villanova.edu](mailto:anne-marie.joyce@villanova.edu))

<http://www1.villanova.edu/villanova/artsci/romancelanglit/greetingsfromthechair/languagerequirement.html>

**Classical Studies** (Latin and Ancient Greek): Dr. Valentina DeNardis ([valentina.denardis@villanova.edu](mailto:valentina.denardis@villanova.edu))

[http://www1.villanova.edu/villanova/artsci/classical/undergrad/lang\\_requirements.html](http://www1.villanova.edu/villanova/artsci/classical/undergrad/lang_requirements.html))

**Institute for Global Interdisciplinary Studies** (Arabic, Chinese, Hebrew, Hindi-Urdu, Japanese, Russian, and American Sign Language): Madeline Cauterucci ([madeline.cauterucci@villanova.edu](mailto:madeline.cauterucci@villanova.edu))  
<http://www.villanova.edu/artsci/global/criticallangs/>

**Note:** Language courses vary from three to six credits; regardless of the number of credits, an individual language course counts as one course.

## III. Mathematics or Statistics (1 course)

Students must take one course in either mathematics or statistics. Any course offered by the Department of Mathematical Science fulfills the requirement, although the department offers courses every semester specifically designed for the Core Curriculum. These specifically designed courses, along with courses offered from other departments designated by the appropriate attribute, fulfill the core requirement.

## IV. Science (2 semesters with laboratory)

Non-science majors meet the Core Curriculum Science requirement *by the end of their sophomore year*, typically by taking two semesters of Mendel Science Experience (MSE-2000), thematically-based lecture/laboratory courses.

Alternatively, non-science majors may fulfill the Core Curriculum Science requirement by taking a two-semester introductory course sequence designed for science majors:

AST 2121/2133 *and* AST 2122/2134

BIO 2105 *and* BIO 2106

CHM 1131/1103 *and* CHM 1134/1108

CHM 1151/1103 *and* CHM 1152/1104

GEV 1050/1051

PHY 2410/2411 *and* either PHY 2412/2413 or PHY 2414/2415

Science (AST, BIO, BIOC, CHM, ENV, PHY) majors meet the science requirement through the regular program of study in their major.

## V. Literature – Sophomore Writing Seminar (1 course)

All students in their sophomore year take a literature and writing seminar course. These courses are designated by the SWS attribute.

## VI. History (1 course)

Any history course specifically designated for the Core Curriculum fulfills the core requirement. These specifically designed courses, along with courses offered from other departments designated by the appropriate attribute, fulfill the Core History requirement.

## VII. Social Sciences (2 courses)

Students will satisfy the Social Sciences requirement by taking two courses typically offered through the Departments of Economics, Geography and the Environment, Political Science, Psychology, Sociology, or Criminology and selected courses in Global Interdisciplinary Studies, Gender & Women's Studies, and Education, which are designated by the appropriate attribute. Students majoring in Economics, Geography and the Environment, Political Science, Psychology, or Sociology fulfill the Core Social Science requirement through the requirements for their major.

## VIII. Fine Arts (1 course)

The Fine Arts requirement is met through courses that foster and develop an understanding and appreciation of artistic creativity. While some courses may focus on the creative processes that go into making a work of art, others may focus on analysis and interpretation of the products of that artistic creativity. Special designated courses in Theater, Studio Art, Art History, English, and Communication (e.g., Rhetoric/Performance and Media/Film Studies), designated with the appropriate attribute, fulfill the core requirement. Please note that not all Studio Art courses meet the Fine Arts requirement.

## Core Curriculum Diversity Requirement (2 courses)

Students will take at least two courses designated as “diversity.” Learning to see through the eyes of other peoples and cultures is essential to becoming a citizen of the world. Beyond introducing students to the contextual study of diverse groups, diversity education may foster understanding of how individuals are affected within systems of power, oppression and marginalization. Students are required to select one course in two of the three following areas:

**Diversity 1:** Courses that focus on dominant groups, minority groups, or impoverished groups in the United States; also courses focusing on the experiences of minorities in Western Europe as “marginalized” people.

**Diversity 2:** Courses that provide a focus on women's experiences and/or highlight the relationship between gender and culture.

**Diversity 3:** Courses that provide a focus on the culture, economics, politics or ecology of societies and nations other than those of Europe and the United States. Service learning courses, internships, and other experiential courses may be applied toward this requirement, provided they include a significant reflective component, just as traditional diversity courses do. Study abroad courses may also be applied toward this requirement; such courses will be assessed the same way as courses at Villanova.

### Notes:

1. A student may not use a single course to fulfill more than one category of the diversity requirement.
2. The diversity requirement cannot be fulfilled by independent study or a senior thesis.
3. Language courses cannot fulfill the requirement, although literature courses in a foreign language can fulfill the requirement provided they focus on appropriate material.
4. A student may take 1-credit workshops provided they meet the above stated requirements of a total of 3 credits in two of the Diversity categories.
5. A student may take a course incorporating community-based learning (such as a Service Learning course), provided that the course has been pre-approved for diversity course credit.
6. The spirit of the diversity requirement calls for students to select courses that will broaden their education. The Core Diversity Committee believes it is ultimately the student's responsibility to select courses to achieve this goal.

## Writing in the Core Curriculum

While writing plays an integral part in the courses offered in the College of Liberal Arts and Sciences, there are eight courses where writing requirements will perform a rigorous role. In the Augustine and Culture Seminars, Literature and Writing Sophomore Seminar, and Senior Capstone Course, students should write from 20-30 pages of polished prose with a carefully monitored composing process which includes an evaluation of rough drafts and the opportunity to revise. In the other courses where writing will play a rigorous role (Philosophy, Theology and Religious Studies, Ethics, and the Sophomore/Junior Research Requirement), students should write from 10-20 pages (frequently many more) of polished prose with a carefully monitored composing process which includes an evaluation of rough drafts and the opportunity to revise.

- Two Augustine and Culture Seminars: “Ancients” and “Moderns”
- Philosophy: “Knowledge, Reality, Self”
- Theology and Religious Studies: “Christian Faith and Life”
- Ethics: “The Good Life: Ethics and Contemporary Moral Questions”
- Literature and Writing Sophomore Seminar
- Sophomore/Junior Research Requirement
- Senior Capstone Course

## Fulfilling Core Curriculum Course Requirements

Courses, or sections of courses that are specifically designed to fulfill Core requirements, are designated as such in the Pre-registration Master Schedule, which is available online through NOVASIS. Retroactive approval of a course taken previously for fulfillment of a core requirement is not possible. Courses that are designed specifically for the Core Curriculum cannot be counted toward course requirements in a major. Furthermore, With the exception of the Foreign Language Requirement, Advanced Placement (A.P.) credit does not count toward the fulfillment of requirements in the Core Curriculum. A.P. credits may count toward the fulfillment of major course requirements or as elective credit. Please discuss this option with your faculty advisor.

## Core Curriculum Rationale

Every degree program in the College of Liberal Arts and Sciences is made up of three components: the Core Curriculum, courses in the major, and free electives. The courses in the Core Curriculum treat a broad range of disciplines from a variety of approaches; at the same time, the Core strives to ensure depth of study and intellectual sophistication while recognizing that learning implies different modes of inquiry. Fact learning alone is not enough to justify the existence of a Core Curriculum; rather, the purpose of the Core is to achieve a synthesis of knowledge that provides a basis for informed judgment. The Core also seeks to promote literacy as a foundation for intelligent discourse and the articulation of informed views.

The Core aims to advance culture in a broad sense, training students to understand and to appreciate the interrelated patterns of customary beliefs and practices, social forms, aesthetics, and material traits that act to define a culture and its position within a larger historical and intellectual framework. This educational program does not simply look to the past, but acknowledges that culture is vibrant and continuously redefined. The Core challenges students to understand how the present is recognizably formed from past influences, and that in order to assess our culture and arrive at a view of its future, students must be trained to scrutinize and bring into perspective the relationship of the present culture with that of the past.

In fostering active participation in learning, the Core prepares students to become active participants within society, to engage in the process of informed political debate, and to encourage an understanding and appreciation of the diversity of cultures and experiences, a respect for the individual, and the development of a multi-cultural and international perspective. The Core thus encourages personal development in preparing students to regard themselves as citizens living in a democratic society, as belonging to a world community, and as therefore having communal responsibilities.

## Foundational Courses Core Requirement Rationale

The foundational courses introduce students to the specifically Augustinian mission of the University. They teach our students what it means to be inspired by the spirit of inquiry in a world informed by the Catholic intellectual tradition and the grace of God; they prepare students “to think rigorously, so as to act rightly and to serve humanity better” (Pope John Paul II, *Ex corde ecclesiae*, 2). In these courses, students consider that the universe and human experience have a deeper meaning inviting discovery. This material is presented in a way that invites discussion and debate, and that recognizes and respects the diversity of beliefs of our students.

### **The foundation courses address four fundamental questions:**

***Who am I?*** The Augustine and Culture Seminar (ACS) focuses on a question that is often on the minds of our students as they seek to find their own identity in the transition to young adulthood. Augustine’s account of his own restless search is at the heart of the ACS experience, where students study some of the texts that were foundational for Augustine, engage with his own answers in *Confessions*, and pursue further the question of “who am I?” within the context of the modern world.

***What can I know?*** The college years are also a time when students often begin to question long-held beliefs and re-examine their answers to fundamental questions. The Philosophy course, “Knowledge, Reality, and Self” seeks to give students a framework for thinking about these profound questions by exploring philosophical responses to the questions of how we can know, what is real, and what is the nature of human existence. Through the study of foundational texts, the philosophy course also explores the dialogue between classical, Christian, secular and skeptical perspectives on these questions.

***What do Christians believe?*** The Theology courses explore the restless human search to understand ourselves and our world that can open us to the transcendent mystery we call God. Inspired by the life and teaching of Jesus Christ, and understanding faith as personal response to a relationship offered from beyond the boundaries of human existence, theology courses also consider the central ideas and historical development of Christian, and particularly Roman Catholic, belief and practice. Some of the courses that fulfill the upper division elective also study other world religions.

***How should I live?*** The study of Ethics helps students reflect on human flourishing, both in their own lives and for the communities around them, by studying the vision that emerges from both from Christian, Catholic and Augustinian sources and from alternative accounts of the moral life that emerge from other traditions. Students learn to apply these concepts to a variety of contemporary moral questions, concerning their relationship to themselves, to others, and to the natural environment.

The foundational courses individually and collectively focus on concepts and themes that are central to the western intellectual tradition, with a special emphasis on Catholic, Christian, and Augustinian approaches. The courses foster the student's ability to read, analyze, and write about primary source texts with clarity and vigor, and at the same time promote skills in expressing ideas and entering into dialogue with others. Through these courses, students develop habits of reflection and creativity, as they explore and evaluate new and challenging answers to profound questions.

## Foreign Language Core Requirement Rationale

The Foreign Language Requirement in the Core Curriculum for the college of Arts and Sciences is designed to engage the student on all levels of learning. This discipline has a strong commitment to a rigorous and intellectually challenging program of studies. In addition to foreign language learning, it endeavors to develop students’ skills in literary and cultural analysis and critical thinking. It is expected that the knowledge gained by the acquisition of a new language and its literature and culture will translate into an improvement of the students’ critical thinking and an enrichment of their entire life, and it will encourage respect for other peoples. Acquiring a new language provides a new perspective on the world that will foster the acceptance of diverse views and promote understanding among the people of the world.

### **Criteria for courses in Foreign Languages:**

Courses in Foreign Languages will allow students to communicate with people from other parts of the world, understand their culture, and to gain skills in critical and creative thinking. In doing so, it will address the mission of Villanova University and the College of Arts and Sciences. Courses in Foreign Languages are intended to train students to gain new perspectives and the understanding of other cultural practices in a variety of career paths, including but not limited to medicine, business, education, law and the arts.

### **Learning objectives:**

The core courses in Foreign Languages will provide students with the skills to:

- A) Understand, speak and write a Foreign Language through practice and learning.
- B) Gain an appreciation of their culture in relation to the values and cultures of other parts of the world.
- C) Acquire sensibility towards other social groups.
- D) Recognize the spiritual and moral development of other cultures in relation to their own.
- E) Acquired knowledge of history, art and works produced by people from other cultures.

### **Outcomes:**

After completing the course students should have acquired:

- A) A knowledge of a new language and culture or cultures
- B) An appreciation of their own culture in the global context.
- C) An ability to relate to other people and to go beyond the limits imposed by their own culture.
- D) An awareness of their own values and shortcomings, and a respect for different religions and value systems.
- E) An ability to act and live in different cultures.

## **Mathematics Core Requirement Rationale**

The Greek root of the word “mathematics” refers to learning. Mathematical topics have been at the core of the liberal arts since the logic of Euclid and the Pythagorean sense of number became the foundations of the Quadrivium of the Middle Ages: arithmetic, geometry, music, and astronomy. Mathematics as discovered and constructed presents one of the great achievements of intellectual history, an awareness of which is essential to a liberal education. Mathematical thinking progresses from quantity and pattern to relationship and change, ultimately focusing on abstract logical reasoning and concrete analysis of real-world problems. Mathematics facilitates critical thinking and rational decision-making in an increasingly complex and interconnected world. That interconnectedness is reflected in the connections among the various components of the core curriculum. For example, a strong background in quantitative reasoning is applicable to core courses in the sciences, and mastery of critical thinking and logic skills is essential for studies in the humanities and social sciences.

Statistics is the mathematical science concerned with the collection, organization, analysis, presentation, and interpretation of data. Statistics uses mathematical tools in its techniques and mathematical concepts in its theoretical underpinnings, from design of experiments to probability theory. The society into which our graduates enter is inundated with data - in business, engineering, the physical, biological, and social sciences, with respect to politics, the environment, the economy, and health care. On every newspaper page and in every important conversation of contemporary life, data inform rational discourse and critical decisions. Even the origin of the term “statistics”, signifying the science of the state, speaks to the inextricable link between the various contexts of society and the analysis of data gleaned from those contexts.

Core mathematics courses engage students in mathematical ways of thinking: to provide both particular tools and general habits of mind that reflect discipline, clarity, and creativity. Students will represent quantities and relationships with symbols and formulas, use these representations to model real-world problems, interpret and revise problem solutions, observe commonalities of mathematical approaches to a variety of problems, and apply both deductive and inductive reasoning in the interplay between theory and application.

Core statistics courses prepare students for responsible citizenship as informed users, interpreters, and consumers of data. Students will practice the collection, presentation, analysis, and interpretation of data; learn standard techniques, tests, and tools of statistical observation and inference; understand theoretical foundations for applications; and bring a critical eye to the reception of statistical information based on an understanding of the impact of the design of surveys and experiments on the interpretation of the resulting data.

Ultimately, both the logical and relational thinking of mathematics and the analytical and interpretative skills of statistics are manifestations of the Augustinian sense of the natural drive of reason for understanding of self and of one's place in the world.

### **Criteria for courses in the Mathematical Sciences**

Students will take one course in either mathematics or statistics, selected from those approved by the Core Mathematics and Science Subcommittee. To satisfy the core requirement in mathematical sciences, a course will provide students an appreciation of both the intellectual tradition and the contemporary immediacy of mathematics and/or statistics. The course should develop conceptual understanding, procedural fluency, and problem-solving capabilities; that is, algorithmic and computational fluency will be informed and supported by a theoretical framework and applied to genuine real-world contexts. Although any course offered by the Department of Mathematical Sciences will fulfill the core mathematics requirement, the Department will develop core courses specifically targeted for non science/math majors; these courses will be identified in NOVASIS. Courses from faculty in Departments other than Mathematical Sciences may submit proposals to the Core Science and Mathematics Committee for consideration for fulfilling the core Mathematics requirement.

## **Natural Sciences Core Requirement Rationale**

Science literacy is an integral part of the intellectual credentials of an educated, informed, and responsible college graduate. Scientific literacy has three dimensions for a Villanova graduate. First, students must possess an understanding of the fundamental principles of the basic sciences. Second, scientifically literate people view the physical world in a disciplined and objective manner through careful observation of causal relationships interpreted within a framework of biological, chemical, and physical laws and principles. Third, scientifically literate people have a foundation to recognize scientific challenges and possess the ability to leverage their understanding of science and technology when confronting and solving complex problems.

The study of science plays an indispensable role in a liberal, humanistic education by cultivating modes of thought that serve as one component of a foundation for intellectual development. The core science requirement is designed to teach our students to think rigorously and to analyze and interpret data, leading to logical conclusions and predictions. Their science education helps our students become effective problem solvers. In the College of Liberal Arts and Sciences, the natural and physical sciences play a crucial role in the dialogue with the humanities and social sciences in answering questions about pressing contemporary problems that stand at the intersection of science, ethics, culture, and religious beliefs.

### **What are the Characteristics of a Mendel Science Experience Course?**

Mendel Science Experience courses have a general structure of 3 hours per week of lecture and two sections of 3 hours per week of laboratory or field experimentation, which may include sessions reserved for field trips, independent or group projects, discussion, etc. Lectures of 30-40 students and associated labs of 15-20 students per section are envisioned; section limits in many cases will be determined by the physical availability of lab bench space.

Mendel Science Experience courses are typically thematic, and not traditional survey courses. Some consideration may be given to sequential courses (i.e., within a single discipline) on a case-by-case basis if a compelling argument is made for a specific thematic course set. In such cases the second course may list the first course as a prerequisite, but students who complete the first course are not obligated to take the second course in the sequence.

Although MSE courses are intended to be topically diverse, they all share a common approach, incorporating in a meaningful way each of four critical components: problem-solving, laboratory/field experience, use of technology and application of quantitative tools, and interdisciplinary understanding. Since these four components embody the spirit of an MSE course, how they each will be enacted in the course should be articulated fully and explicitly.

***Problem Solving:*** Solving problems promotes the internalization of concepts and enhances the development of sophisticated modes of thought. Our students will gain exposure to approaching complex problems by decomposing them into parts that are amenable to solution through the application of the scientific method. The problem-solving aspect, while expected in the laboratory/field experience, may be incorporated in other parts of the course as well.

***Laboratory/Field Experience:*** An indispensable component of the study of the basic sciences is the hands-on experience that students gain through the application of the scientific method in laboratory or field settings. Here, the practice of science is paramount.

***Use of Technology and Application of Quantitative Tools:*** Technology also facilitates learning and extends the boundaries of potential intellectual growth. Students will gain experience in the analysis and interpretation of data, including application of mathematical structures (formulas and equations, statistical analysis, models).

***Interdisciplinary Understanding:*** All MSE courses will take an active role in fostering independent thinking and discussion at the intersections of science, the humanities, and the social sciences. Toward this end, all MSE courses will provide opportunities for students and faculty to engage the science at hand in a meaningful way with a humanities or social sciences perspective of relevance in the context of issues informed by each. Courses might, for instance, incorporate a public lecture, class presentation, or invited speaker from a relevant outside discipline, and then build on this component through pre-lecture readings, post-lecture discussions, student-centered research, or other pedagogical approaches. The annual Mendel Medal public lecture, or an MSE-sponsored public lecture, could serve a similar purpose if the science lecture is embedded in a class discussion or assignment that seriously engages the humanities or social sciences perspective, either through further research and/or readings, or the invited participation of colleagues from the relevant discipline.

## Literature Core Requirement Rationale

The study of literature as an art form allows students to explore the nuances and conventions of language, considering how it shapes perceptions of reality, creates new possibilities, and challenges preconceptions. In reading literature, students encounter the experiences of others and also look into their own minds and hearts; literature brings together ethical, affective, cognitive, historical, aesthetic, even playful elements of our lives. The literature requirement exposes students to the pleasures—and the challenges—of entering an imaginative space that can range from a lyrical moment of being to a whole society. As an essential part of humanity's cultural heritage, literature leads us to confront the uncertainty and complexity of life, helping us adapt to an ever more complex world.

The Literature and Writing Sophomore Seminar achieves two distinctive functions in the Core: first, it places special significance on teaching students to become sharper and more perceptive readers of literature; second, it gives priority to the instruction of writing. Literary studies aim simultaneously to excite students' imaginations and to invite critical thinking; imaginative works provide the ideal material for students to learn to hone their analytical writing skills. Because writing is largely a craft, this course will emphasize the nuts and bolts of writing as well as sophisticated argumentation and nuanced analysis. Through the Literature and Writing Sophomore Seminar students will learn that reading, thinking, and writing are mutually sustaining activities that help them to discover connections between literature and their everyday lives, ultimately enriching their own vision and expanding their sense of possibility.

**Criteria for the Literature and Writing Sophomore Seminar:**

- a. A thematically driven course (as opposed to a survey) that teaches both writing and the skills to understand challenging literature in English.
- b. The course must teach literature *as literature*, i.e. it does not use books as examples to teach another discipline. The question of how we read and interpret literature should remain a central concern.
  - i. The course readings must be from more than one genre and from multiple authors. It would be preferable if instructors avoid using anthologies and instead use exciting primary texts that draw in their students.
  - ii. The course should situate the works within the relevant literary traditions or historical contexts.
  - iii. The course should teach sophisticated literary vocabulary and methodology (for example, close-reading terminology, or approaches to genre or theory).
  - iv. The course should emphasize class discussion, thus highlighting the importance of oral as well as written communication.
- c. The course must devote a significant section of time to teaching formal writing, in particular learning to craft the thesis-driven critical essay.
  - i. Some class sessions must be devoted to writing, for example through peer-review workshops, opportunities for drafts and revisions, and conferences with instructors.
  - ii. There will be a substantial amount of writing assigned (page count to be determined by the writing committee), which should include informal writing exercises.
- d. The course must be taught by literature instructors who can demonstrate the ability to teach both the aesthetics of literary analysis and the skills needed for college-level critical writing.

**Goals and Outcomes for the Literature and Writing Sophomore Seminar:**

- a. Students will be exposed to imaginative texts that spark their curiosity and foster a life-long love of reading.
- b. Students will gain experience using textual evidence to support complex interpretive claims, and they will acquire a mastery of the tools of literary analysis and a deeper understanding of how those tools help to unlock the power and relevance of literature.
- c. The course will demystify the thesis-driven analytic essay and students will gain confidence in their ability to write articulate prose.

## History Core Requirement Rationale

History seeks to understand and to explain the story of human experience, since the past provides the only laboratory of human experience actually lived. Historical study complements and builds on the foundational courses in the core through its appreciation of the complexity of humankind, recognizing in the men and women who make history the spiritual and material, the intellectual and the emotional diversity of the human condition. History further advances the goals of the core curriculum through an interdisciplinary methodology that seeks to reconstruct our collective past. It is the story of individuals, the story of individuals in society, and the story of the political, religious, economic, and social ideologies and institutions they create in their search for identity, purpose, and value. History recognizes both the commonality of the human experience and the reality of cultural, class, racial, and gender distinctions that enrich that experience.

**I. Criteria for the History core course:**

- A. A thematic or topical approach (as opposed to a survey) to a relatively broad period of time covering more than a century involving the interactions of several different cultures, including those outside of what is traditionally viewed as the West.
- B. A focus on historical methodology as well as historical information.
- C. Significant amounts of reading, writing, and discussion, using primary sources and historical scholarship which may include journal articles, monographs, and works of synthesis.
- D. Emphasis on understanding change and continuity within the selected geographical area and chronological period.
- E. Courses to be taught primarily by trained historians.

## **II. Goals for the History core course:**

- A. Students will develop an understanding of the specific historical content of the course.
- B. The course will acquaint students with the rich variety of sources that historians use to explore the past.
- C. Students will begin to develop critical historical skills including chronological reasoning, an awareness of periodization, the ability to analyze sources, and an ability to make comparisons in context.

## **III. Outcomes for the History core course:**

- A. The course will help students “achieve a synthesis of knowledge that provides a basis for informed judgment, not simply fact finding,” by teaching them to develop an appreciation of how different historical circumstances contribute to a diversity of views and experiences in the human community.
- B. Students will learn that historical inquiry is an ongoing process, “that the present is recognizably formed from past influences” but also that the present influences our understanding of the past. They will learn to identify the historical roots of contemporary issues and challenges, with attention to social values and the role of religion in the human experience.
- C. Students will acquire a new understanding of specific historical subjects that will provide an entrée into other core courses and programs such as Peace and Justice; Environmental Studies; Humanities; Gender and Women’s Studies, and various area studies programs.
- D. The course will enhance students’ ability to communicate, in written and verbal form, thesis-driven arguments about the past and strengthen their critical thinking by teaching them how to analyze and critique historical evidence and arguments.

## **Fine Arts Core Requirement Rationale**

The Fine Arts course provides a learning experience distinct from, yet complementary to, other areas of the liberal arts. Through practice, theory, or analysis, the Fine Arts core asserts the importance of artistic creation. The Fine Arts asserts an epistemology based on active, direct, and multisensory experience. Studying art—learning about its history, materials, and practices—is an engagement with the arts, and the Fine Arts requirement underscores this vital activity both in making works of arts and in viewing or analyzing them. These courses provide a learning environment that unifies cognitive, affective, and, in some cases, corporeal skills, in order to interact dynamically with works of art.

The Fine Arts require active engagement with the creative process. Using a range of possible pedagogical approaches, the Fine Arts course reduces distance between the student and the particular art form. If the course emphasizes a theoretical or historical approach, students may examine what constitutes art or the artist across different time periods, cultures, and classes. If the course includes a practical or *doing* component, students may tap into qualities of culture and aesthetics from a deeply personal place. In both practical and analytical forms the course is intended to show how aesthetic history, theory, and analysis move into original creativity based on a variety of artistic methodologies.

### **Criteria for the Fine Arts Core Course:**

Each Fine Arts course must include:

- A. Content that focuses and synthesizes the historical, theoretical, analytical, critical, and practical approaches to the particular art form;
- B. Teaching by an instructor with appropriate training or expertise.

In addition, each Fine Arts course must include one or more of the following:

- A. Participation in a cultural event that allows for first hand experience of the particular art form;
- B. A fully embodied studio learning experience to recognize and integrate cognitive, affective, and corporeal skills;
- C. Creation of some form of original work of art, including but not limited to a painting, a sculpture, an installation, directing a scene from a play, acting in a scene from a play, designing a set or costumes for a play, writing a solo performance, producing a film, producing photographs, choreographing a dance, writing songs, performing music, writing poetry, writing screenplays, writing short stories or plays.

**Course Objectives:**

- A. Consider theory and methodologies appropriate to the particular art form;
- B. Experience learning that involves the whole person;
- C. Engage in creative expression fostering originality and artistic thinking;
- D. Courses that involve practice should develop creative communities in which students' art is performed or shared, presented, and critically analyzed by the class in an atmosphere that promotes the taking of informed risks.

**Course Outcomes:**

If the above criteria are met, students will leave the Fine Arts course with:

- A. A recognition of the centrality art plays in understanding the human condition;
- B. An understanding of the history, theory, and key contributors to a particular art form;
- C. An ability to appreciate, critique, and evaluate a particular art form;
- D. A fuller understanding of the artistic process: how it is inspired, conceptualized, devised, and produced;
- E. The potential to awaken latent creativity, transferable to multiple academic and professional contexts;
- F. A creative product;
- G. The ability to synthesize and integrate theory, analysis and practice;
- H. The potential for a deeper lifelong engagement with the arts;
- I. The ability to construct questions and arguments around issues that run through the history of arts production and its consumption, as well as to identify the roots of contemporary issues and challenges in the arts.

## Social Science Core Requirement Rationale

The Social Sciences are an integral part of the mission of the College of Liberal Arts and Sciences at Villanova University, which includes providing “an atmosphere of responsible learning to a varied group of students who will be called to intellectual, moral, and professional leadership. To fulfill these goals, the College seeks to promote intellectual curiosity and rigor within the University; to instill the fundamentals of critical insight, mature judgment, and independent thinking in its students; and to awaken in its students a sense of the importance of values and the moral responsibility of caring for others and working for the betterment of society.”

In the Social Sciences, which stand at the intersection of science and the humanities, students and faculty grapple with the enduring questions and problems facing human society. The core requirement social science courses are designed to provide students with the analytical and evaluative tools to understand community and the challenges of being social, to understand the factors and processes affecting human behavior, to confront and solve social problems, and to appreciate the implications of human interaction, action and inaction.

Academic disciplines within the social sciences pursue the understanding of human behavior and society. They encompass topics ranging across epistemology, theory, empirical investigation, and practice, and depend upon multiple methods of inquiry, discovery, and critique.

Core social science courses provide students with the tools for analyzing human actions, enabling them to understand and apply a scientific approach in the study of individual and social issues, problems, and their own lives. As part of the University Core, social science courses foster critical understanding of human action and interaction with other humans and their environment. As in all areas of the core curriculum, these courses emphasize continued development of critical thinking skills, and quantitative or qualitative research skills using methods, theory, or applications relevant to the particular social science discipline.

Core social science courses help give students the skills to communicate effectively ideas and insights, generalize or infer principles about the world, and apply these inferences appropriately. They give students the opportunity to recognize and appreciate diverse perspectives on complex situations, and they may employ interdisciplinary approaches to understanding the causes of the challenges they face and the consequences of their actions. They teach students to evaluate sources of evidence, to establish causal

relations or to determine other types of relations between facts. They equip students with the ability to evaluate conflicting points of view and conflicting evidence, and to learn to make judgments based on their analysis.

### **Criteria for Social Science Core Courses**

A Social Science Core course should meet one or more of the following criteria in order to be approved as a core social science course:

1. It may provide students with an understanding of human behavior and society from a scientific perspective, enabling them to appreciate the relevance of science to their own lives and to contemporary social issues and problems.
2. It may examine the social, psychological, political, economic, geo-spatial, and technological environment to identify ideas and trends and imagine possible outcomes.
3. It may help students develop a broad knowledge and awareness of human culture through the scientific study of cultural elements in different cultural contexts.
4. It may introduce students to the methodologies or forms of analysis that are used to expand knowledge in the social science discipline being studied. Students may gain an understanding of how such methodologies are integrally related to the nature of the questions being asked and the answers being sought.

**It may examine the principles of behavior and social relations within and between species, including the implications for understanding human behavior and society.**

## **Advising Tips on Fulfilling the Core Curriculum**

### **1. Referring to the core curriculum.**

Refer to core curriculum courses as courses students ‘get to take’ or ‘have the opportunity to take’ rather than courses that they ‘have to take.’ This may seem like a minor point, but it does seem to impact the way that students view these courses. Referring to them in this way fits with the model of ‘exploring’ courses, disciplines, majors, minors, and possible career directions.

### **2. Intentional core curriculum course choices.**

Core curriculum courses should not simply be checked off so that students can move on to other courses. Core curriculum courses should be chosen to assist students in making further decisions about their educational/professional direction. Coach students to take those core courses that overlap with their interests first so as to rule in or rule out certain disciplines or interests.

For example: Never taken a psychology course, but very interested in the subject? Take PSY 1000. It fulfills a social science and will help students determine whether they would like to pursue psychology further. Or perhaps the student has had psychology in high school and would like to explore the discipline further. Have her take an upper level psychology course. If she wants to major in it and hasn’t received AP credit for it, she will have to take PSY 1000 eventually. But for the purpose of helping her to explore her educational possibilities, it will be more helpful for her to take an upper level psychology first, as she has already been introduced to it in high school.

Another example: A student may be interested in environmental issues. He is not sure whether he would like to pursue Environmental Science, Environmental Studies, or perhaps a more general interest in the issue. In addition to taking an Environmental Science course, a student might be interested in THL 4330 Christian Environmental Ethics. Perhaps the student is involved in service and interested in social justice issues and has yet to take an upper level theology course. Have him look for a course that overlaps with his interests, such as PJ 3000 Topics: Humanity, Nature, Justice (Keep in mind that ‘Topics’ courses vary from semester to semester). This course is cross-listed in Theology.

### **3. Intentional course choices outside the core curriculum.**

Now that the core curriculum requirements are fewer, advisors will need to guide students in choosing courses that do not fulfill a core requirement, but that satisfy a prerequisite for an area the student might be considering or that might help the student determine their level of interest in a subject or direction. For example, Perhaps the student is considering law school. Send the student the link to the Pre-Law Advising Program offered by the Office for Undergraduate Students

(<http://www1.villanova.edu/villanova/artsci/undergrad/ous/profdevt/prelawadvising.html>). We offer workshops, one-on-one meetings, networking events, application preparation, etc. Help the student choose courses that will hone important skills and further solidify their interest. The student can further test his interest in this direction by taking PHI 2300 Philosophy and Law and he would gain important skills from taking PHI 2010 Logic and Critical Thinking.

Another example: Students considering Communications would want to try COM 1000 Survey of Communication Studies. This is both a pre-requisite for declaring the major, along with COM 1100 Public Speaking, and a good course for determining a student's level of interest in the discipline.

Another way to guide students in course selection is to help them choose courses that allow them to keep certain doors open. For example, ask incoming students if they are interested in pursuing the natural sciences or a pre-med direction. If so, they should contact Dr. Louise Russo, Health Professions Advisor, at [louise.russo@villanova.edu](mailto:louise.russo@villanova.edu) or 610 519-4869. She will make sure they are registered for the appropriate science course their first year in order to keep them on track in case they do decide to pursue a natural science-related path.

## Frequently Asked Questions:

### Q: What is ACS?

A: ACS is a year-long two-part seminar course that focuses on the heart of human experience: Who Am I? What does it mean to be human? How should I interact with the world around me? The first seminar, “Ancients”, contains readings from Hebrew and Christian scriptures, Greek and Roman antiquity, Augustine’s *Confessions*, and the High Middle Ages and is dedicated to understanding the foundations of our shared intellectual tradition. The second semester, “Moderns”, continues to address the question of identity with texts from the Renaissance to the present, including a play by Shakespeare, two common texts across all ACS sections chosen by a committee, and two texts chosen from an ‘approved texts’ list. **The ACS Culminating Portfolio** will be completed at the end of the spring semester and will include an early diagnostic writing related to the guiding ACS question: Who am I?, a critical or analytical essay, a creative piece of writing, and a reflective response looking back on the year’s work.

### Learning Goals for Course:

#### Knowledge:

- To provide a foundation of studies in the Humanities, in conjunction with the other Mission courses in Theology and Religious Studies, Philosophy, and Ethics, which students can build upon in their major field of study and in their electives.
- To help students see the interconnections between the various disciplines of the humanities through the common study of primary texts and the pursuit of fundamental human questions.
- To advance the intellectual and moral mission of the College by introducing students to the Christian and Augustinian traditions.

#### Skills:

To advance students in the following skills of critical reading and inquiry, writing, speaking and listening:

- Analyze and understand difficult and important classical texts;
- Write clearly and persuasively, supporting positions with argumentation and evidence;
- Communicate effectively orally, based on reading and in response to the contributions of other students;
- Work well and learn from other members of the class in a climate of mutual respect.

#### Values:

- To further the development of a vital intellectual community of scholars and student- scholars who learn from each other as active participants in these first year seminars.
- To help students apply new perspectives and make connections between the student’s own ideas and values and the texts, and between the texts themselves.

### Q: What is a Learning Community?

A: Some ACS sections are part of ‘Learning Communities’ that students opt into before arriving on campus. Students select a theme (i.e., Healthy Living, Leadership, Environmental Leadership, Global, Art and Culture, Pursuit of Excellence, Justice from Adam to Eve) that they’ll explore as part of their learning community experience. This theme then serves as the theme of the learning community. In most cases, the theme is explored in a one-credit discussion class that meets weekly in the residence hall, although two of the themes (i.e., Pursuit of Excellence and Justice from Adam to Eve) are explored exclusively in the ACS course, *without the corresponding one-credit discussion group*.

The mission of Villanova University's learning communities is to enhance student learning by creating integrated learning experiences inside and outside of the classroom as students transition to college life. Students in most of the learning communities live together on south campus in one of the residence halls. Because students are living and learning together, friendships form quickly and the students bond into a community that is uniquely strong. Learning Community students often find their "friends for life" in this first-year experience. Students in the learning communities are also offered special opportunities to attend plays, concerts, lectures, and dinners off campus, with their

professors, classmates, and hallmates. The professors seek to create meaningful educational experiences both in and out of class.

**Q: How are AP scores applied at Villanova or what do they count for?**

**A:** With the exception of the Foreign Language Requirement, Advanced Placement (AP) credit does not count toward the fulfillment of requirements in the Core Curriculum. AP credits may count toward the fulfillment of major course requirements or as elective credit.

**Q: How do students know whether their AP scores have been received and applied to their transcript?**

**A:** When advising incoming students where to view their AP credits, please provide them with the following instructions (per Melissa Gerding in the Registrar's Office).

**To view AP test scores received:**

Log into **myNOVA** (Please avoid using the word "NOVASIS". Freshmen will be more familiar with myNOVA.

Click on the tab marked **1<sup>st</sup> Year**

Click on the link at the top of the page labeled **Freshman 2011**

Click on the tab marked **Personal** (upper left hand corner of the page)

Scroll down the menu of links and click on **Check Advanced Placement Scores**

**Q: How do I get my AP scores to VU?**

**A:** This is the information that the Registrar's Office provides students in regard to AP credit:

For students who have not previously had their AP scores sent to Villanova University, please have them request that the College Board send AP scores to Villanova University: VU code is 2959. AP scores are received in the Registrar's Office and forwarded to Dean's Offices, where the determination on credit is made.

For students who are not sure whether they had their scores sent to Villanova University, please have them check the AP Score Report they received in the mail from the College Board which lists their cumulative AP scores and any colleges to which their scores were sent. If Villanova University is not listed, their scores were not sent.

To have scores sent to Villanova University, please send students to the College Board website and have them read the information about 'Score Reporting Services' or have them contact the College Board at:

AP Services

P.O. Box 6671

Princeton, NJ 08541-6671

Phone: (609) 771-7300 or (888) 225-5427 (toll-free in the U.S. and Canada)

Email: [apexams@info.collegeboard.org](mailto:apexams@info.collegeboard.org)

**Q: Do I need to take introductory classes before I take upper level classes?**

**A:** Only if there is a prerequisite. For example, THL 1000 is a prerequisite for upper level theology classes. At times, there is good reason to take an upper level class before the intro class. Usually taking an upper level class is a better way to determine whether a student may want to major in a particular discipline as it is more representative of the classes they will take as a declared major. For example, a student who has had some psychology in high school may want to take an upper level class first, although he will have to eventually take the intro class (i.e., PSY 1000) as a declared major.

**Q: I am an incoming student who may be interested in pursuing the natural sciences or one of the health professions. What should I take my first semester?**

**A:** Students should speak to our Undeclared Sciences Advisor, Dr. O. (94828), or the Health Professions Advisor, Louise Russo (94869).

**Q: Which math course should I take?**

**A:** Under the New Core Curriculum, students are required to take one course in either mathematics or statistics. Any course offered by the Department of Mathematics and Statistics fulfills the core requirement, however the department offers courses every semester that are specifically designed for the New Core Curriculum.

**MATH COURSES OFFERED FALL 2011:**

1220 Discrete Math	2500 Calc III – 4 credits
1230 Stats I	2600 Foundations
1250 Stats Health Care Research (NUR)	2705 Diff EQ – 4 credits
1260 Elementary Stats (PT)	2930 History of Math
1290 TOP: Cryptology	3300 Advanced Calc
1310 Calc Life Sci I	3400 Linear Algebra
1320 Calc Lib Arts I	3500 Modern Algebra
1400 Business Calc (VSB) – 4 credits	HON 4151 Foundations
1430 Business Stas (VSB) – 4 credits	4310 Stat Methods
1500 Calc I – 4 credits	4600 Operations Research
1505 Calc II – 4 credits	5500 Topology
	5900 Seminar
	5920 Medical Imaging

- MAT 1290 is a TOPICS course. In Fall 2011 it will be Cryptology, however, it will cover several other topics in future semesters.
- MAT 4310, like MAT 1230 is an INTRO Stats course despite it's 4000 level number. It is for students who have had MAT 1500 & 1505. **Students who have received AP credit for Calculus may not take MAT 1230/1235. They should take MAT 4310 if they are interested in Statistics.**
- MAT 1400 and 1430 are restricted to Business Students. For students thinking about transferring to VSB, MAT 1500 will be accepted in place of 1400 by the Business School. Also, students who have completed MAT 1320 & 1325 will not have to take MAT 1400. (Note that 1400 & 1500 are 4 credits each while 1320 and 1325 are 3 credits each.

***A note about AP Math:*** *Advanced Placement credit does not count toward the fulfillment of requirements in the Core Curriculum. AP credits may count toward the fulfillment of major course requirements or as elective credit.*

1. Arts students without AP: *Student chooses one Math course. It shows up under the core Math requirement section of the CAPP.*
2. Arts students with AP Math: *MAT 1500 & 1505 will show up under free electives. Student chooses one additional Math course which will show up under the core Math requirement section of the CAPP.*
3. Science students without AP: *Student takes the Math courses required by the major. They show up under the major section of the CAPP.*
4. Science students with AP Math: *MAT 1500 & 1505 will show up under the major section of the CAPP. Student chooses one additional Math course. For the majors that require more than two Math courses, this will show up under the major on the CAPP. For majors that require only two Math courses, this will show up under free electives, but is a requirement for graduation.*
5. *Students who have earned AP credit for calculus and/or statistics may be restricted from certain classes that are not considered advanced enough.*

MATH COURSE OPTIONS: Possible Math courses for different types of students are listed below. Highlighted courses would be especially good choices.

TYPE OF STUDENT	NO AP	AP
Undeclared Arts	MAT 1220 MAT 1230 MAT 1290 MAT 1310 MAT 1320 MAT 1500	MAT 1290 HON 1290 MAT 4310 MAT 2500 MAT 2600 MAT 2705 MAT 2930 HON 4151
Undeclared Arts who are considering a Business Minor	MAT 1230/1235	MAT 4310
Students who are considering transferring to VSB	MAT 1500	MAT 4310
Undeclared Arts who are considering majoring in Economics	MAT 1320 MAT 1500	MAT 1290 HON 1290 MAT 4310 MAT 2500 MAT 2600 MAT 2705 MAT 2930
Undeclared Arts who are considering majoring in Math	MAT 1500/1505	MAT 4310 MAT 2500 MAT 2600 MAT 2705 MAT 2930
Undeclared Science	MAT 1500	Contact Dr. Joe O.
Health Professions/Pre-med	Student should contact Dr. Louise Russo	
Arts Student in Naval ROTC	MAT 1310/1315 MAT 1320/1325 MAT 1500/1505	MAT 1290 MAT 4310 MAT 2500 MAT 2600 MAT 2705 MAT 2930

**Q: When it comes to languages, what is the difference between the placement exam and the proficiency exam?**

A: The placement exam is an online exam available for French, German, Italian, and Spanish, which places students in the correct level of a language. The proficiency exam is a comprehensive examination given by and at Villanova on certain dates in the summer (Check with the appropriate department for details). Satisfactory performance on the proficiency exam (grade C or better) will satisfy the core curriculum language requirement.

**Q: Does Latin require a placement test?**

A: No, it requires a placement questionnaire.

**Q: Does Latin offer a proficiency exam?**

A: Yes, Latin offers an exam at the Intermediate level

**Q: Which languages are taught at Villanova that do NOT fulfill the core curriculum language requirement?**

A: American Sign Language.

**Q: What about AP scores?**

A: AP scores of 4 or higher satisfy also the language requirement. It can also serve to place students in upper level courses towards their minor or major.

**Q: What else do I need to know about the romance languages?**

A: There are a number of languages offered, but there are some important points to understand.

**Majors:** Spanish, French, Italian; Portuguese is offered, but a major is not available at this time; German is only offered at the Intermediate level.

**Tests:**

- AP: A score of 4 or 5 gives 6 credits and the CAPP shows two intermediate level courses completed.
- Credit by Exam: Students can get 3 or 6 credits. Cost is approx. \$80/credit. Result shows up on CAPP like AP – student has both credits and courses.
- Proficiency Exam: Not for credit. No cost. It is equivalent to what students coming out of intermediate 2 take and has an oral part. This can fulfill the language requirement, **but student receives no credits or courses. On the CAPP, it will probably show “waived” under Language and add two more electives to the “Free Electives” section.**
- Placement Test: for placement only.
- ACTFEL (American Council on the Teaching of Foreign Language): The department facilitates an ACTFEL Proficiency certificate for all majors during their senior year.

**Placement:**

- Incoming freshmen take the online placement test when they fill out the freshman booklet. A language faculty member reviews the test score and the high school transcripts and possibly follows up with the student to get a writing and/or verbal sample. The faculty members places the student and the registrar automatically registers the student in the class.
- External transfers are handled like the freshmen.
- Internal transfers take the online placement test. The student or advisor calls Anne-Marie (97478) who shares the score with the proper language coordinator who places the student: Prof. Chad Leahy (Spanish); Dr. Seth Whidden (French); Dr. Gaetano Pastore (Italian). The student registers for the course using his/her PIN.

**Opportunities:**

- Students may obtain up to six credits through VU Summer programs abroad in Spain, Chile, Italy, or France.
- There is a 3-credit Spanish internship course with the Law School which is a Service Learning Course: [adriana.merino@villanova.edu](mailto:adriana.merino@villanova.edu) (95648)

**Q: What should I know about WXing a course?**

A: In general, when a student is struggling in a class and wants to WX, advisors should first make sure that the student has spoken with his/her professor about what can be done to succeed in the course. The student should also try to use whatever resources are available for that course (office hours, tutoring, MLRC, Writing Center, etc.) before dropping. If the student is still having significant difficulty, he/she may withdraw from the course without penalty up until the last day for Authorized Withdrawal by completing the WX form, having the advisor sign it, and turning it in to the OUS office. This should typically be looked on as a “one time pass” and students should generally be strongly encouraged not to have multiple WXs on their transcripts. There are individual cases (illness, etc.) when it would be appropriate for a student to WX several courses. (*Note: ACS must be taken by all students during their first year of study and therefore can only be WX'd in extremely unusual circumstances.*)

**Q: What is a technical GPA?**

A: For graduation, students must achieve a minimum overall GPA average of 2.0. For those majoring in the sciences (i.e., natural, computer, and mathematical), students must also maintain a minimum GPA of 2.0 in the required major and allied courses. For example, for Biology majors, these courses would include Biology, Chemistry, Biochemistry, Physics, and Mathematics. This is known as the technical GPA. In calculating a technical GPA, one may put in a repeat course (i.e., a course that the student has retaken) in place of the original grade in the same course. For example, a C in Genetics would not be averaged to a D, but would count as a C. However, in calculating the overall GPA in the College, the grades DO average.

**Q: What do N, NF, and Y grades represent?**

A: An N is an incomplete. The student has 30 days after the end of finals to complete the required work, at which point the professor would submit a Grade Change Form. An NF grades is an N that was never completed. After the 30 days, the N grade will automatically become an NF (i.e., F). A Y grade is given when the student fails due to attendance issues (e.g., the student never came to class or missed to many classes).

**Q: How do advisors access student schedules?**

A: Under “Advising Tools” you can click on “Advisees with Quick Links” to access all sorts of information. (See detailed instructions in Tab \_\_.) Student schedules can be found by clicking the “Student Information” link – the first of the four “view” links listed for your student. After clicking “view”, click “student schedule” at the bottom of the page.

**Q: How do advisors access additional important information about their advisees?**

A: Under “Advisor Dashboard”, there is a link to “Novasis”. When you click that, select “Faculty and Advisors” and then “Advisor Menu”. There are several links that are useful to advisors, particularly “Advisee Grade Summary” which will give you access to grades after midterm and final grades have been submitted to the registrar.

## Steps for Accessing Student Schedule – Student View

1. Log in to myNOVA
2. Click on “Student” tab up near top
3. The second box in the center column, “Student Schedule” contains the schedule
4. Click on the “Student Schedule Link”
5. Click on “Next” in upper right until the student can get to a full week of classes and can see the entire week

## Steps to Registration Process – Student View

Once a student has met with his/her advisor to discuss registration and has received the registration PIN number, the registration process is as follows:

1. Make sure you are in a place with secure access when your time comes, so be in the library not in a residence hall (where wireless is shaky)
2. Go to Villanova's homepage
3. Log in to myNOVA
4. Click on "Student" tab (attached is the student view of that tab, attachment 1)
5. The third box in the center column, "My Schedule and Registration" contains the registration material
6. Click on "Search for Classes" and select the term, then click "Submit" to reach Master Schedule Class Search
7. Students will select classes and record the CRNs (Course Reference Numbers). Have the CRN numbers of your courses and your alternates in a text file so that you can paste them into the registration page rather than having to look them up and recopy them
8. Students then clicks on "Back to Student Tab" which appears on top left of web page
9. Click on "Login to Register" and select the term, then click "Submit".
10. Students will then input the registration PIN number that they received from their advisor and click "Submit"
11. Students will then see a Registration page on which they will add CRNs and click "Submit" Student is then registered (If there is any problem with the registration, the student will receive a message immediately).
12. Absolutely register for all 5 courses, even if you don't get your first choices. Then you can check Novasis as the semester rolls along in case someone drops out.

## Steps to Running a CAPP Report – Student View

1. Go to Villanova's homepage
2. Log in to myNOVA
3. Click on "Student" tab (see attachment 1 below)
4. The third box in the center column, "My Schedule and Registration" contains the link for running a CAPP report
5. Click on CAPP for the appropriate college
6. Select the current term (or term you are registering for) and click "Submit"
7. Click on "Generate a New Evaluation" on the very bottom of the screen
8. Select your Program and Term and then click the "Generate Request"
9. Select "Get Compliance Report"

## Advising Tools (including CAPP)

1. Go to Villanova's homepage
2. Log in to myNOVA
3. Go to "Faculty" tab
4. The second box in the first column is "Advising Tools" followed by these hot links:

### Student Contact Information

- Requires term and student ID or name; it's quicker to use the last link: **Advisees with Quick Links Pins**

- Select a Term, Submit

### Internal Transcript

- Requires term and student ID or name; it's quicker to use the last link: **Advisees with Quick Links**

### Curriculum Advising – CAPP

- Requires term and student ID or name; it's quicker to use the last link: **Advisees with Quick Links**

### Advisees with Quick Links

- Select a Term, Submit
- For **Student Contact Information**, click on view under Student Information, then click on student's name
- For **Internal Transcript**, click on view under Transcript
- For **Curriculum Advising – CAPP**, click on view under Degree Evaluation. You will come to this page.

Degree Evaluation

Information for: Your student's name will be here  
appears



You may generate a degree evaluation for the curriculum(s) listed below. To view evaluation results, select a program.

<b>Curriculum Information</b>	
<b>Primary Curriculum</b>	
<b>Program:</b>	Bachelor of Arts
<b>Catalog Term:</b>	Fall 2010
<b>Level:</b>	Undergraduate
<b>Campus:</b>	Villanova
<b>College:</b>	Arts
<b>Degree:</b>	Bachelor of Arts
<b>First Major:</b>	Arts Undeclared
<b>Department:</b>	Arts, General

Email [Students](#) email appears

[ [Previous Evals-- Engineering, PTS, VSB, NU, GS, LAW](#) | [Previous Evals -- A&S Preferred](#) | [Generate New Eval-- Engineering, PTS, VSB, NU, GS, LAW](#) | [Generate new eval--A&S](#) | [What-if -- Engineering, PTS, VSB, NU, GS, LAW](#) | [What-If -- A&S](#) | [ID Selection](#) ]

- From this page you can run the above degree evaluation types listed above
- The two types that you will most frequently use are:

[Generate new eval--A&S](#) and [What-If -- A&S](#)

For [Generate new eval--A&S](#) click on that hotlink. This will bring you to:

Information for



To generate a new evaluation, select a program, degree, major and anticipated graduation term and select generate request.

	<b>Program:</b> Bachelor of Arts
	<b>Degree:</b> Bachelor of Arts
	<b>Major:</b> Italian

Term:

Use In-Progress Courses

Generate Request

- Click on Program
- Leave term as shown, click Generate Request. This may take a minute
- Click Get Compliance Report

A What-If analysis allows you determine the requirements that a student must complete for a selected major and minor and/or concentration.

For [What-If -- A&S](#) click on that hotlink. This will bring you to:

Information for



**Step 1** : Select a term.

Entry Term:

Continue

---

The Entry Term is critical. It is the first term in which the student is enrolled. **(If you do not have the correct term, the CAPP will not reflect the correct Core Curriculum.)**

- Click on continue
- Choose program, click continue
- Choose major, then click add more or submit
- Leave term as shown, click Generate Request. This may take a minute
- Click Get Report

## Semester Numerical Designations in Banner

### Academic Year Designations

In Banner, there are 3 unique numerical designations for an academic year. For this system, the academic year begins in the summer. The designations are as follows:

Summer:	10
Fall:	20
Spring:	30

These numbers follow the second number in the academic year. For example, for academic year 2011-2012:

Summer:	201210
Fall:	201220
Spring:	201230

### Pre-Registration Information for Advisors Concerning ACS

- Over *one-third* of the freshman class is in some sort of themed Learning Community, which impacts which ACS class they may sign up for in the spring.
- Depending on which LC the student is in, it may also require that the student schedule the rest of his/her schedule around the ACS class. In addition, certain LCs also have a one-credit “Fourth Hour” class built into the student’s schedule.
- *It is imperative that advisors impress upon their advisees the importance of reading the restrictions and prerequisites carefully for the ACS section they select.*

There are two key questions that advisors should ask their advisees:

- “What residence hall do you live in?”
- “Are you in one of the themed learning communities for ACS?”

Students who live in St. Monica Hall

- Are in the *Leadership* Learning Community (V sections in Master schedule)
- Will have their ACS section *automatically rolled-over by the Registrar* and it will appear on their schedule before registration begins
- Fourth Hour class will also appear on their schedule automatically
- **May not** choose any ACS section they wish

Students who live in St. Katharine Hall:

- **May** be participants in one of the following LCs:
  - Healthy Living (VH)
  - Environmental Leadership (EN)
  - Global Community (GL)
  - Art and Culture (PA)
  - Leadership Section in Caughlin Hall (GXP)
  - Leadership for Commuters (CV1)
- Students who are participants in one of the above-named LCs will have their ACS section automatically rolled-over by the Registrar and it will appear on their schedules before registration begins. They **are not allowed to choose any ACS section they wish.**
- Fourth Hour class will appear on their schedule automatically

*(NB: if the student is not certain, his/her fall ACS section number will indicate whether it is a themed LC – e.g., ACS 1000-EN2 would indicate that the student is in the Environmental LC. If the student is in a “K” section, they are free to choose any non-LC learning community for spring)*

Students who live in Delurey Hall or O'Dwyer Hall:

- Delurey residents are part of the *Pursuit of Excellence* LC (D)
- O'Dwyer residents are part of the *Justice from Adam to Eve* LC (R)
- All Delurey and O'Dwyer sections will have their ACS automatically rolled over by the Registrar, and it will appear on their schedules before registration begins. They ***are not allowed to choose any ACS section they wish.***
- No fourth hour component

Students living in any other building (i.e., Stanford, Caughlin, Mcquire, Good Counsel, and Simpson Halls) are free to choose any ACS section ***that is not already designated for a themed learning community or a particular residence hall. Please ask them to read the restrictions and prerequisites carefully listed in My NOVA under the class information.***

***Commuter Students:***

In the fall, commuters were placed in commuter sections of ACS, including one Leadership section. In the spring, only the commuter Leadership section continues; otherwise, commuters are free to choose any non-LC ACS class.

## Approved History courses that meet the New Core Requirements

HIS 2291-001 African American History during Slavery  
HIS 3095-001 Crossroads of Empires: The World of the Silk Road  
HIS 3995-001 Religious Toleration in Medieval Spain 1050-1300  
HIS 4395-001 Women and Gender in Modern East Asia  
HIS 4395-002 Across the Pacific: The U.S. and Asia, 1776-Present  
HIS 4995-001 Empire of the Tsars and Commissars  
HIS 4995-002 The British Empire and the Making of the Modern World  
HIS 4499-001 The History of Disease  
HIS 4499-002 Global Environmental History  
HIS 4499-003 Nature and Human Society

## Approved Social Science courses that meet the New Core Requirements

### **Economics:**

ECO 1001 Intro to Micro  
ECO 1002 Intro to Macro  
ECO 2101 Macro-Econ Theory  
ECO 2102 Micro-Econ Theory  
ECO 3101 Advanced Macroeconomics  
ECO 3106 Econ of Money & Banking  
ECO 3108 Global Political Econ  
ECO 3109 International Economics  
ECO 3111 Hist of Economic Thought  
ECO 3112 Public Sector Economics  
ECO 3113 Eco Found of Liberal Democracy  
ECO 3115 Alternative Econ Systems  
ECO 3118 Women and the Economy  
ECO 3123 Labor Economics  
ECO 3125 Industr Org & Public Pol  
ECO 3126 Amer Econ Development  
ECO 3127 Econ Underdeveloped Area  
ECO 3128 Intro Mathematical Econ  
ECO 3132 Research Methods in Economics  
ECO 3135 Case Studies Amer Indust  
ECO 3138 Game Theory  
ECO 4202 Econ Dev in Middle East  
ECO 4204 Eco Lat Amer & Caribbean

### **Education:**

EDU 2202 Social Foundation Edu II  
EDU 2300 Research Seminar in Education  
EDU 3253 Educational Policy Analysis  
EDU 3263 Diversity and Inclusion  
EDU 3265 Global Racism in Schools

### **Geography & the Environment:**

GEV 1001 International Approaches to Geography  
GEV 1500 Physical Geography  
GEV 2500 Global Change in Local Places  
GEV 2510 Political Geography  
GEV 2515 Economic Geography  
GEV 2520 Urban Geography  
GEV 2525 Population Geography  
GEV 3500 Geography of North America

GEV 3510 Geography of Europe and the European Union  
GEV 3515 Geography of Africa  
GEV 3520 Geography of the Middle East and Islamic World  
GEV 3525 Geography of Asia  
GEV 3550 Natural Hazards  
GEV 3570 Land Use Planning and Management  
GEV 3580 Natural Resources and Conservation

**Political Science:**

PSC 1100 American Government  
PSC 1200 International Relations  
PSC 1875 Special Topics in Political Science (Each 'Topic' course must be approved separately. Check for social science attribute.)  
PSC 1900 Research Seminar  
PSC 2000 State & Local Government  
PSC 2100 City and Suburb  
PSC 2200 American Party Politics  
PSC 2250 Congress  
PSC 2275 U S Presidency  
PSC 2300 American Foreign Policy  
PSC 2400 National Security Policy  
PSC 2500 Washington Minimester  
PSC 2600 Public Policy  
PSC 2700 Women and Politics  
PSC 2750 Black Politics  
PSC 2775 Pol Econ of Black America  
PSC 2800 Public Administration  
PSC 2875 Special Topics in American Government and Public Law (Each 'Topic' course must be approved separately. Check for social science attribute.)  
PSC 2900 Political Communication  
PSC 3100 Supreme Court and Business  
PSC 3200 Supreme Crt, Criminal Justice  
PSC 3300 Constitutional Law and Develop  
PSC 3400 Supreme Court & First Amend  
PSC 3500 The Supreme Court & Equality  
PSC 3600 Criminal Justice System  
PSC 3800 Environmental Law  
PSC 4000 European Politics  
PSC 4120 The Politics of Immigration  
PSC 4200 South Asia  
PSC 4401 Russia  
PSC 4500 Contemp East Asian Politics  
PSC 4700 Africa  
PSC 4750 Latin America  
PSC 4875 Special Topics in Inter. Rel. (Each 'Topic' course must be approved separately. Check for social science attribute.)  
PSC 4900 The Arab States  
PSC 4950 Ireland  
PSC 5000 International Law  
PSC 5100 International Organization  
PSC 5225 US Foreign Policy Issues  
PSC 5351 Russian Foreign Policy  
PSC 5500 Africa in World Politics  
PSC 5600 Human Rights  
PSC 5655 Harry Potter and Intl Politics  
PSC 5700 Third World Politics

PSC 5800 Politics of International Econ  
PSC 5825 Development & Aid  
PSC 5850 East Asia's Political Economy  
PSC 5875 India  
PSC 5900 Middle East International Rels  
PSC 6000 Early Political Theories  
PSC 6100 Mod Political Theories  
PSC 6120 Principles of Politics  
PSC 6130 Theories of War and Peace  
PSC 6140 Religion and Politics  
PSC 6150 Politics and Literature  
PSC 6175 American Statesmanship  
PSC 6225 The American Founding  
PSC 6250 Jurisprudence  
PSC 6275 Lincoln/Douglas Debates  
PSC 6650 Using Political Science  
PSC 6800 Political Violence

**Psychology:**

PSY 1000 General Psychology  
PSY 2200 Developmental Psychology  
PSY 2300 Perception  
PSY 2400 Cross-Cultural Psychology  
PSY 2450 Psychology of Women  
PSY 2500 Psych of Personality  
PSY 2600 Social Psychology  
PSY 2700 Industrial/Organizational Psy  
PSY 2800 Human Factors  
PSY 4050 Research Methods in Psy  
PSY 4100 Foundations of Modern Psych  
PSY 4125 Contemporary Issues in Psych  
PSY 4200 Physiological Psychology  
PSY 4500 Cognitive Psychology  
PSY 5100 Animal Learning & Cognition  
PSY 5200 Personality Theory & Research  
PSY 5300 Psychological Measurement  
PSY 5400 Clinical & Counseling Psych  
PSY 5500 Abnormal Psychology  
PSY 3000 Special Topics (Each 'Topic' course must be approved separately. Check for social science attribute.)

**Sociology**

SOC 1000 Intro to Sociology  
SOC 1500 Social Problems  
SOC 2100 Cultural Anthropology  
SOC 2200 Sociology of Deviance  
SOC 2300 Sociology of the Family  
SOC 2400 Sociology of Social Work  
SOC 2500 Sociology of Community  
SOC 2600 Sociology of Religion  
SOC 2700 Business and Society  
SOC 2800 Sociology of Occupations  
SOC 2900 Politics, Economy and Society  
SOC 2950 Perspectives on US Poverty  
SOC 3000 Criminology  
SOC 3100 Juvenile Delinquency

SOC 3300 Sociology of Law  
SOC 3400 Medical Sociology  
SOC 3450 Social Psychiatry  
SOC 3500 Sociology of Gender  
SOC 3600 Race & Ethnic Relations  
SOC 3700 Urban Sociology  
SOC 3750 Human Populations  
SOC 3900 Social Inequality  
SOC 4000 Special Topics (Each 'Topic' course must be approved separately. Check for social science attribute.)  
SOC 4200 Sports and Society  
SOC 5000 Nature & His of Soc Thry  
SOC 5050 Soc Theory & Public Policy  
SOC 5100 Contemp Thry & Research  
SOC 5400 Applied Research in Soc

### **Criminology**

CRJ 1000 Intro to Criminal Justice  
CRJ 3000 Criminology  
CRJ 3100 Juvenile Delinquency  
CRJ 3200 Police & Society  
CRJ 3300 Criminal Courts  
CRJ 3330 Sociology of Law  
CRJ 3350 The Supreme Court  
CRJ 3400 Punishment and Society  
CRJ 3500 Capital Punishment  
CRJ 3700 White Collar Crime  
CRJ 3800 Intro to Victimology  
CRJ 3850 Drugs and Society  
CRJ 4000 Special Topics (Each 'Topic' course must be approved separately. Check for social science attribute.)  
CRJ 5100 Criminological Theory  
CRJ 5200 Crim Just Res & Statistics

### **Latin American Studies**

LAS 3950-001 Latin America from a Global Perspective:  
LAS 3412-001 Sustainable Development in Latin America:  
LAS 3412-002 Immigration, Ethnicity, and Development  
LAS 3412-003 Globalization, Culture, and Society in Chile

### **Other Approved Social Science Courses**

SCSC 1000: Becoming Human, Becoming Social  
GIS 2000 Intro to Global Interdisc Stud  
GWS 2050 Gender and the World

## Reference Sheet of Majors: Requirements, Pre-requisites, Stipulations

<b>Department/Program</b>	<b>Dept. Chair</b>	<b>Office Location</b>	<b>Phone</b>	<b>Requirements, Pre-requisites, etc.</b>
Arab and Islamic Studies	Nasser Chour	Garey 25	96942	
Art History	Marc Gallicchio	SAC 403	94660	
Astronomy and Astrophysics	George McCook	Mendel 456	94820	
Biochemistry	Janice Knepper/Barry Selinsky	Mendel 215	94840	
Biology	Russell Gardner	Mendel 147	94832	
Chemistry	Scott Kassel	Mendel 215	94840	
Classical Studies	Kevin Hughes	SAC 304	96165	
Communication	Maurice Hall	Garey 28	94750	2.5 GPA; COM 1000 & COM 1100
Comprehensive Science		SAC 107	98900	
Computing Science	Robert Beck	Mendel 161	97307	
Criminal Justice	William Waegel	SAC 204	94740	"C" or higher in CRJ 1000
Cultural Studies	Silvia Nagy-Zekmi	SAC 341	93069	
Economics	Wen Mao	Bartley 2015	94370	2.5 GPA; MAT 1320 or higher; ECO 1001 & 1002
Education, Secondary	Edward Fierros	SAC 302	94620	
English	Evan Radcliffe	SAC 402	94630	
Environmental Science/Studies	Francis Galgano	Mendel G67D	93337	
French and Francophone Studies	Mercedes Juliá	SAC 303	96955	
Gender and Women's Studies	Catherine Kerrison/Lisa Swell	Old Falvey 204	93815	
Geography	Francis Galgano	Mendel G67D	93337	
Global Interdisciplinary Studies	Maghan Keita	Garey 35	96964	
History	Marc Gallicchio	SAC 403	94660	
Humanities	Kevin Hughes	SAC 304	96165	
Italian Studies	Mercedes Juliá	SAC 303	94696	
Latin American Studies	Satya Pattnayak	SAC 273	94773	
Mathematical Sciences	Douglas Norton	SAC 305	94850	Take MAT 1500/1505 if no AP credit
Philosophy	John Carvalho	SAC 108	94690	
Physics	Philip Maurone	Mendel 347	94860	
Political Science	A. Maria Toyoda	SAC 202	94710	
Psychology	Thomas Toppino	Tolentine 334	94722	3.0 QPA; "C+" or higher in PSY 1000 or HON 1811
Sociology	Thomas Arvanites	SAC 204	94740	"C" or higher in SOC 1000
Spanish Studies	Mercedes Juliá	SAC 303	97478	
Theology and Religious Studies	Bernard Prusak	SAC 203	94730	

## Common Requirements Between A&S and Other Colleges and Programs

	LA&S (required)	EGR (equivalent)	NURS (equivalent)	VSB (equivalent)	Business Minor (equivalent)
Augustine and Culture	ACS1000 ACS1001	ACS1000 ACS1001	ACS1000 ACS1001	ACS1000 ACS1001	Not part of minor
Theology	THL1000 THL2000 or greater	THL1000 THL2000 or greater	THL1000 THL2000 or greater	THL1000 THL2000 or greater	Not part of minor
Philosophy	PHI1000	Will accept any PHI	PHI1000	PHI1000	Not part of minor
Ethics	ETH2050	Will accept ETH2050		ETH2050	Not part of minor
Social Science	2 Social Sciences	One Social Science Elective	PSY1000 PSY2200 SOC1000	ECO1001 ECO1002	ECO1001 ECO1002
Humanities	Literature History	One Humanities	PHI2115 ENG1050	One Humanities History	Not part of minor
Mathematics	1 Math course	MAT1500/1505	MAT1250	MAT 1500	MAT1230/1235
Natural Science	2 courses with lab	CHM1151/03/1156* PHY2400	CHM1131/03 CHM1134/08 BIO1205/1206 BIO1181	Can transfer into VSB	Not part of minor

**\*not all majors require CHM1156**

## Frequently Used Policies and Procedures

### Distance Learning/Online Courses

The availability to enroll in distance learning courses for current Liberal Arts and Science undergraduate students is limited to sophomores, juniors, and seniors with a GPA of 2.75 and above. Students studying abroad may not take distance learning courses in addition to their approved curriculum. The College will accept up to a maximum of four courses, commonly referred to as distance learning or online courses, taken at Villanova or at another accredited college or university toward a degree program within the college. Students may not take an online course at another institution if the same course is offered on line by Villanova. The College reserves the right to test the student in order to assess the outcome of that course. The prior approval form to allow students to take DL courses is available in the Office for Undergraduate Students.

### Transfer Credit (incl. Summer Courses)

Students who have taken college courses at another institution prior to attending Villanova, must present the necessary course descriptions and other documentation as needed to the Office for Undergraduate Students before or during their first semester at Villanova. Transfer credit will not be awarded for college level courses that are used to meet high school graduation requirements. Courses will be given consideration for transfer credit only upon receipt of an official transcript sent by mail to the College, and, upon request, an official course description (e.g., from a course catalog). ***If such courses are not presented for evaluation during the first year, no future possibility for evaluation or credit will exist.*** Transfer credit will be awarded only for approved courses in which a student earns a grade of “C” or better. The actual grade received at the other institution (earned either before attending Villanova or earned during a summer) is not calculated into the student’s cumulative grade point average. No more than four online or distance learning courses may be applied to a student’s degree. Transfer credit will not be awarded for Accelerated or Fast Forward courses. In order for a non professional three credit course to be considered for transfer credit, the course must have met on at least 15 different days and with a minimum total meeting time of at least 37 hours. Intersession courses usually do not meet these criteria. Transfer credit will be accepted only from institutions that are accredited by higher education regional accrediting agencies. For current A&S students, all courses for transfer must be approved before the course is taken.

Once a student has matriculated in a degree program at Villanova University, credit for courses from other universities may only be transferred to Villanova under certain circumstances.

**1. Four-year Institutions.** Normally once a student has been matriculated at Villanova, no credits may be transferred from two-year institutions of higher education. However, new transfer students either from other four year institutions or from two year institutions may seek to transfer credits from two year institutions.

**2. International Studies.** Courses taken in colleges and universities in other countries will be transferred for credit, assuming that they are approved by Villanova’s International Studies Office and the Dean of the student’s college or his/her designee.

**3. Summer courses.**

- No summer course may be taken at another institution, domestic or foreign, for transfer of credit back to Villanova without pre-approval by the Dean of the student's college or his/her designee.
- Villanova normally does not approve transfer of credits for courses taken during the summer at other colleges and universities if the same or comparable (for purposes of filling requirements) courses are available at Villanova in a distance education mode during the summer.

**4. Leave of Absence.** Normally, Villanova will not pre-approve courses, or transfer credits back to Villanova, for students who will be on a University leave of absence when they enroll in such courses.

**5. Withdrawals and dismissals.** Students who have withdrawn from the University or who are dismissed from the University for academic reasons frequently continue their academic work at other colleges and universities. Villanova does not pre-approve courses to be taken at another University after a student has

been dismissed or has withdrawn. If these students apply for readmission to the University, courses taken at other colleges and universities will be evaluated for transfer credit by the Dean of the college to which the student is seeking readmission. Acceptance of any such credits is at the sole discretion of the Dean.

**6. Suspension.** Normally, Villanova will not pre-approve courses, or transfer credits back to Villanova, for students who have been suspended for violations of the Student Code of Conduct when they enroll in such courses.

## Course Overloads

In order to be eligible to overload and take a sixth course, a student must either have a cumulative average of at least a 3.0 or have senior status and be in need of a course to fulfill graduation requirements. Eligibility does not guarantee that the overload permission will be granted. Once this form is completed bring to your advisor for their signature and then bring it to the Office for Undergraduate Students in SAC 107 for the Assistant Dean for Undergraduate Students signature.

**In no case will permission be given for a seventh course, or for six courses and associated labs totaling more than 21 credit hours.**

## Academic Integrity

<http://www.villanova.edu/vpaa/office/facultyservices/policies/integrity/policy.htm>

If a faculty member believes that a student has committed an academic integrity violation, the faculty member shall, under normal circumstances, notify the student, allowing the student an opportunity to respond. Faculty members who have questions about whether an incident constitutes an academic integrity violation are urged to consult with their chair, dean, or with the chair of the Academic Integrity Board. If the faculty member continues to believe that a violation has occurred, the faculty member assigns an appropriate grade, typically an F for the course, an F for the assignment, or some other grade that the faculty member judges appropriate (in the School of Business, all faculty members assign a grade of zero to any work in violation of the Code). At the sole discretion of the faculty member, the faculty member may also offer the student an opportunity to redo the work or complete an alternate or additional piece of work. The faculty member must report in writing to his or her chair or program director that an academic integrity violation has occurred. A form is available for reporting violations or faculty members may write a letter. The letter should give a brief account of the matter and, where appropriate, should include copies of the assignment and other documentary evidence. The faculty member may also make a recommendation as to whether the violation should be treated as a Class I violation or as a Class II violation. Typically, violations of the Academic Integrity Code are treated as Class I violations, but in cases which are less serious or where there are mitigating circumstances, the violation may be treated as a Class II violation.

In cases that are particularly complex, the faculty member may also recommend that the matter be referred to the Board of Academic Integrity. If the department chair has questions, the chair may refer the matter back to the faculty member or ask for further clarification from the faculty member. Unless the faculty member wishes to withdraw the case, the chair sends a copy of the faculty member's report to the faculty member's dean.

When the faculty member's dean receives the report, the dean reviews the case. If the dean has questions about the case, the dean may request further consultation with the student, the faculty member, or the chair. Unless the faculty member wishes to withdraw the case at this point, the faculty member's dean makes a determination of the level of the violation (whether Class I or Class II), giving serious weight to the recommendation of the faculty member and chair. If a student has previously received a violation (either Class I or Class II), all subsequent violations will normally be held to be Class I violations.

The faculty member's dean sends a hard copy or e-mail letter (using the official University e-mail system) to the student informing the student that the student is being charged with having committed an academic integrity violation, and indicating the level of the violation. The letter to the student should include a copy of the academic integrity policy. Copies should also be sent to all parties (defined as follows): the faculty

member; the student; the student's dean (if different); the faculty member's chair; the faculty member's program director (if different); and the chair of the board of academic integrity. The student shall respond in writing to the faculty member's dean within five business days of receipt of the notice of complaint (excluding public and University holidays), either admitting the violation or asserting innocence. Failure to respond will be construed as admission that a violation has occurred. The faculty member's dean will send copies of the student's letter to all of the parties indicated above. If the student admits that a violation has occurred but asserts that there are extenuating circumstances, the student should explain this in the letter to the dean. The dean may, at any point in the proceedings, change the level of the violation from Class I to Class II.

If the student denies that an academic integrity offense has occurred, the faculty member's dean will refer the matter to the Chair of the Board of Academic Integrity, with notification of this to the other parties.

Upon receiving notice from the dean, the chair of the Board of Academic Integrity will assemble a panel consisting of faculty and student members of the Board of Academic Integrity. The panel will make a determination (based on a preponderance of the evidence) of whether academic dishonesty has occurred and will convey its finding to the dean, who will advise the student and faculty member of their rights of appeal. If several students are involved in one case, the dean may request that the panel consider the situation of all involved students, even if one or more do not deny having committed an academic integrity offense. If the panel (and/or the dean on appeal) finds that no violation has occurred, the faculty member's dean will advise the faculty member to regrade (on the premise that no violation has occurred), and notification will be sent to all parties. The Chair of the Academic Integrity Board may make informal recommendations to the dean on issues relating to the level of the violation, but the purpose of the panel is to consider whether an academic integrity violation has occurred. The panel does not make recommendations on issues such as mitigating circumstances or the severity of the punishment.

If the panel (and/or the dean on appeal) determines that a violation has occurred, the original grade assigned by the faculty member will stand. If a student believes that the grade assigned is inappropriate, the student may appeal the grade through the normal procedure for handling complaints concerning grades. As usual in such cases, the instructor's stated policy regarding grading and academic integrity will be taken into account and given great weight. The complaint process will only consider the grade, and will not review the decision that an academic integrity violation has occurred.

Once it has been determined that a violation has occurred (either by admission of the student, by a decision of the panel, or the dean on appeal) the faculty member's dean sends a notification to all parties. At this point, the case is turned over to the student's dean. The student's dean will supervise a program of education and reflection on the meaning and importance of academic integrity. This may include any or all of the following: written exercises; participation in an academic integrity educational program supervised by the college; or community service. If this program is not carried out within the timelines specified by the dean and to the dean's satisfaction, the dean will impose a judicial hold on the student's records (and inform the student that such a hold has been placed). This will prevent the student from registering for courses or graduating until the conditions imposed by the dean have been satisfied. The student's dean may also impose or recommend additional disciplinary penalties.

A student who has two Class I violations of the academic integrity code will be reviewed by his or her dean. The dean will review the student's file and also consult with other academic deans if one or more of the cases occurred in another college. Absent extenuating or mitigating circumstances, the student will be dismissed from the University and a record of the reason for the dismissal will be retained in the student's permanent file and will appear on the student's official transcript. At the sole discretion of the dean, the student may be suspended or put on probation instead of dismissed, with or without a permanent indication on the transcript.

Materials on academic integrity violations will be retained in the files until the student graduates or otherwise severs all relationship with the University. If there is no indication of an academic integrity violation on the student's transcript, the files will be removed and destroyed. If there is an indication on the student's transcript, the files will be retained.

Students who believe that an integrity violation has occurred should report the suspected violation to the faculty member. If the faculty member does not act on the report, the student may also report the matter, in writing, directly to the faculty member's chair or dean, who will then make a judgment as to whether an academic integrity violation has occurred, and, if so, will follow the process described above.

## Guidelines of Legal Issues & Advising

The Family Educational Rights and Privacy Act—"FERPA" for short—is a three decades- old federal law designed to protect the privacy of students' education records and ensure students' access to their own education records. Education records are defined as records maintained in any form (e.g., handwritten, electronic, recorded) by the institution containing information that can be used to identify the individual student who is the subject of the record.

FERPA protects the privacy of education records in three ways: by prescribing standards and limitations governing the release of education records; by guaranteeing students the right to access their own education records and correct inaccurate information contained in those records; and by establishing procedures students and educational institutions can use to resolve disputes about the contents of or access to education records. Faculty members play a key role in the protection of rights guaranteed by FERPA. To avoid inadvertent violations of the law, faculty members should understand their obligations under FERPA.

Any faculty member who needs help interpreting FERPA's requirements or applying the law to the circumstances of a particular case should feel free to contact the Office of General Counsel for guidance and assistance.

### Basic FERPA Principles

The animating principle underlying FERPA is that *an education record is confidential* and cannot be disclosed to third parties except under circumstances and in accordance with procedures specified in the law and implementing regulations. The term "education record" is defined expansively in the law to include any information maintained by an institution on a matriculated student. No matter where this information is stored (in a document in the registrar's office, on a class list on a professor's desk, on a computer display screen), it is still confidential.

Faculty members have a legal obligation to protect the confidentiality of education records in their possession and not to share education records with other faculty members, other students, the parents of students, or other members of the university community except as authorized by FERPA.

FERPA makes an exception for "directory information," defined in the FERPA regulations as "information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed." A faculty member may disclose directory information without first obtaining the student's prior written consent.

Villanova University's *Policy on Disclosure of Student Records* defines directory information as:

- The student's full name;
- The student's address (local, home or electronic mail) and campus telephone number;
- A photograph of the student;
- The student's date and place of birth;
- The student's major field of study;
- Dates of attendance at Villanova University;
- Degrees and awards received (including Dean's list);
- High school or other most recent previous educational institution attended;
- Participation in officially recognized University activities and athletics; and
- For student athletes, the student's weight and height.

Consistent with FERPA, a student who does not wish directory information to be released or made public can inform the Registrar, in writing, prior to the time the information is originally sought. Even with

respect to directory information, therefore, faculty members should take the precaution of checking with the student or the Registrar before releasing such information to third parties. An exception to the requirement of informing the student of the request for information may apply with respect to a subpoena from a law enforcement agency. In that case, the faculty member should consult the Office of General Counsel.

Under certain limited circumstances, FERPA allows faculty members to disclose otherwise confidential information from education records. At Villanova University, a faculty member may honor a request for access to education records, without obtaining advance consent from the student who is the subject of the record, if the request comes from any of the following people (this list is not exhaustive):

- University officials (or office personnel who work for those officials) who require access for *legitimate educational purposes*. Among the officials whose requests faculty members can presumptively honor are the President, Vice Presidents, Deans, Directors, Department Chairs, personnel in the Office of the General Counsel, and others identified in the University's Policy on Disclosure of Student Records.
- Officials of other educational institutions to which the student applies for admission.
- Parents of a "dependent student"—meaning a student who is declared as a dependent on the parent's federal income tax form as authorized under Section 152 of the Internal Revenue Code of 1986. Check with Office of General Counsel in this situation.
- Financial aid personnel in connection with the student's application for or receipt of financial aid.
- A court or law enforcement agency in the form of a judicial order or lawfully issued subpoena. Check with Office of General Counsel in this situation.
- Any other person who needs information to cope with an emergency posing a threat to the health or safety of students or other individuals.

FERPA applies only to education records that identify *matriculated students*, whether currently or previously enrolled. FERPA does not apply to prospective students or students who applied to Villanova University but enrolled elsewhere. FERPA does not safeguard the confidentiality of records other than *education* records. This means, for example, that FERPA would not apply to the employment-related records of a student who works for Villanova University on a part-time or full-time basis, or to the records maintained by the University Development Office that contain information about a graduate who is no longer a student at the University, provided that information does not relate to the period of matriculation.

### **Common FERPA Compliance Issues for Faculty Members**

***Student grades.*** Public posting of grades presents problems under FERPA. The only acceptable method to post grades publicly is to assign students unique, coded identifiers. Posting grades using names, social security numbers, or decodable Villanova University identification numbers would violate FERPA. Mailing grades to students is acceptable only if the information is enclosed in a sealed envelope. Mailing grades via postcards would violate a student's right to privacy under FERPA.

***Discussing or disclosing a student's academic performance.*** A student's academic performance is part of his/her education record, and discussing the student's performance with anyone other than the student (or another school official with a "legitimate educational interest") is a violation of FERPA. Faculty members should refrain from discussing the academic performance, grades, or other parts of a student's education record with anyone other than the student.

***Parents' requests for information.*** Although parents frequently pay for a child's education, parents are not entitled (with one exception) to review their child's records or to obtain information concerning their child's academic progress without the student's permission. Faculty who give parents updates about their child's academic performance without express written permission from the student may be in violation of FERPA. The exception is for the parents of students who are claimed as dependents on parents' federal income tax returns. If parents provide proof that their child is a dependent in the form of a copy of a signed tax return or a letter from an accountant. The information should be provided to the Office of the General Counsel for evaluation before protected information is disclosed. Most Villanova undergraduates sign a release permitting the University to inform parents regarding the student's educational progress. It

is often the simplest response to check with your Dean or Department Chair's office to find out whether permission has already been granted.

**Writing letters of recommendation.** Recommendation letters on behalf of a student that contain specific information from the student's educational record, such as grades or a student's grade point average, violate FERPA unless the faculty member receives prior written permission from the student to disclose that information. When a student requests a letter of recommendation, the faculty member should ask the student to sign a written authorization allowing disclosure of relevant information in the letter. Typically, a student who requests a letter of recommendation in connection with a graduate school application or job application provides a preprinted template from the school or employer containing a disclosure provision and a line for the student's signature. Questions about the sufficiency of such forms should be addressed to the Office of General Counsel.

**Returning assignments, papers and examinations.** It would be a violation of FERPA to leave graded assignments, papers, or examinations for students to pick up where students could potentially view the grades of other students. If work is returned to students in a central location (for example, a department office), it should be placed in sealed envelopes with the student's name on the envelope. If circumstances permit, students should be required to present a Villanova University card or other form of identification before being allowed to pick up graded work.

**Accessing student records.** Faculty members should not seek access to students' education records absent a "legitimate educational interest." Ordinarily a faculty member has legitimate educational interests in a student's records when that faculty member teaches, advises or coaches that student. Casual conversations among faculty members discussing students' grades, performance, or other aspects of their education records could violate FERPA.

**Recordkeeping under FERPA.** FERPA obligates the University to maintain a written record documenting compliance with certain categories of requests and disclosures involving education records. Before disclosing any information from a student's education record to anyone other than the student, another school official, or a party with the written permission of a student, faculty members should contact the Office of General Counsel to discuss potential recordkeeping obligations.

**Private notes.** Private notes of a faculty member concerning a student and intended for the faculty member's own use are not education records and do not have to be disclosed to third parties (including the student), provided they are kept separate from the student's education records, are used only by the faculty member, and are not shown to or accessed by anyone else.

Additional information regarding FERPA can be accessed via the Office of the Vice President and General Counsel's Website at <http://www.villanova.edu/generalcounsel/practice/>

## Financial Aid Contact Information

All questions regarding any student financial aid information should be directed to the University's Financial Assistance Office. Their contact information is as follows:

Villanova University Office of Financial Assistance  
Kennedy Hall, Second Floor  
Villanova, PA 19085  
Telephone: (610) 519-4010  
Fax: (610) 519-7599  
Email: [finaid@villanova.edu](mailto:finaid@villanova.edu)

Regular Office Hours: Monday to Friday 8:30 AM to 5:30 PM

## Support Resources

Resource	What they do...
<b>Office of Academic Support for Athletics</b> <i>Jake Nevin Fieldhouse</i> Jenn Porreca (x97719) Krista Chmielewski (x95205)	Freshman Mentoring Program Tutorial Assistance Program Academic Resource Center NCAA & Institutional Eligibility Student-Athlete of the Month Scheduling (Secondary Advising)
<b>Bursar</b> <i>Kennedy Hall</i> Charles Hoffman Charlotte Merker (x94251)	Billing & Payment Process
<b>Campus Ministry</b> <i>St. Rita Hall</i> Rev. Joseph Farrell, OSA Mary Jane Magee (x94080)	Service & Volunteering Retreats Liturgical Ministry Music Faith-Sharing Support Groups
<b>Career Center</b> <i>Garey Hall</i> Nancy Dudak (x94063)	Resume writing Interest survey Career development & placement
<b>Counseling Center</b> <i>206 Health Services Building</i> Dr. Joan Whitney (x94050)	Personal development <ul style="list-style-type: none"> <li>• emotional</li> <li>• academic</li> <li>• social</li> <li>• psychological</li> </ul>
<b>Dean of Students</b> <i>213 Dougherty Hall</i> Mr. Paul Pugh (x94200)	Student issues
<b>Falvey Memorial Library</b> <i>Falvey Hall</i> Mr. Joseph Lucia (x94290)	Circulation of print & non-print materials Group study rooms Research appointments Document delivery services
<b>Financial Assistance</b> <i>Kennedy Hall, 2<sup>nd</sup> floor</i> Ms. Bonnie Lee Behm Marykay Klara (x94010) Sarah Stewart (x94010)	Employment Grants Scholarships Loans

<p><b>Greek Life</b>  <i>Dougherty Hall, 2<sup>nd</sup> floor</i>  Mr. Phil O'Neil  Ms. Justine Italiano  Marian Moran (x97280)</p>	<p>Sororities  Fraternities</p>
<p><b>Health Center (Student Health Service)</b>  <i>Health Services Building</i>  Mary McGonigle, D.O., (x94070)</p>	<p>Assistance with injury or illness</p>
<p><b>Health Professions Advising</b>  <i>191 Mendel Hall</i>  Dr. Louise Russo  Trudy Pacella (x94833)</p>	<p>Info &amp; counseling on careers in health professions  Standardized test preparation  Compilation of application materials</p>
<p><b>Office of Health Promotion</b>  <i>Health Services Building, 1<sup>st</sup> floor</i>  Stacy Andes, Ed.D.  Joyce Minogue (x97407)</p>	<p>Education, programming, and resources to enhance students' overall health across six dimensions:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• physical</li> <li>• intellectual</li> <li>• cultural</li> <li>• emotional</li> <li>• spiritual</li> </ul>
<p><b>International Studies Program (Study Abroad)</b>  <i>Middleton Hall, 2<sup>nd</sup> floor</i>  Lance Kenney  Barbara Cullen (x96412)</p>	<p>Academic semester or summer study abroad</p>
<p><b>International Student Services Office</b>  <i>Connelly Center, 2<sup>nd</sup> floor</i>  Mr. Stephen McWilliams  Debra Hoover (x97827)</p>	<p>Immigration rights  Cultural adjustment  ESL assistance</p>
<p><b>Leadership &amp; Professional Development</b>  <i>Office for Undergraduate Students</i>  <i>SAC 107</i>  Karen Graziano, JD  Luisa Ruggieri (x94232)</p>	<p>Professional Development  Law School advising  Internships</p>
<p><b>Learning Support Services</b>  <i>Kennedy Hall, 2<sup>nd</sup> floor</i>  Dr. Nancy Mott (x95636)</p>	<p>Study skills  Academic Coaching  Disability accommodations  Chem/Physics homework help  Learning workshops</p>

<b>Math Learning &amp; Resource Center</b> <i>Old Falvey, 2<sup>nd</sup> floor</i> Melissa Simone (x95193)	Free support related to Math
<b>Center for Multicultural Affairs</b> <i>102 Dougherty Hall</i> Dr. Terry Nance Joan Prendergast (x94075)	AAP: Academic Advancement Program STOVS: St. Thomas of Villanova Scholars ACTIVE Retention program Scholarship Programs Diversity Peer Educators Mentoring Programs
<b>Music Activities</b> <i>St. Mary's Hall, ground floor</i> Mr. John Dunphy (x97215)	Orchestra, Bands Singers, Dance Student Theater
<b>Physical Disabilities</b> <i>Connelly Center, 2<sup>nd</sup> floor</i> Mr. Stephen McWilliams (x94095) Mr. Greg Hannah	Liaison for students with physical disabilities
<b>Public Safety</b> <i>Farrell Hall</i> Mr. David Tedjeske (x94444)	Safety Escorts Report a crime
<b>Office of the Registrar</b> <i>202-204 Tolentine Hall</i> Ms. Catherine Connor Mary Giacobetti (x94032)	Registration Transcripts Graduation
<b>Residence Life</b> <i>Kennedy Hall</i> Mr. Tom DeMarco, JD Michele Breslin (x94154)	Housing
<b>Student Development</b> <i>214 Dougherty Hall</i> Mr. Tom Mogan Marie Witman (x94213)	Programs, activities and services for student development
<b>Technology Support Services</b> <i>101 Vasey Hall</i> self-service: <a href="http://sdess.villanova.edu">sdess.villanova.edu</a> email: <a href="mailto:support@villanova.edu">support@villanova.edu</a> (x97777)	Computer support
<b>UNIT (University Information Technologies)</b> <i>Technology Services Building</i> Mr. Stephen Fugale (x94400) Help Desk: (x97777)	Computer hardware and software support

<b>Wild Card Office</b> <i>Dougherty Hall, 1<sup>st</sup> floor</i> Kathy Gallagher (x94174)	Obtain or replace Wild Card Make deposits
<b>Writing Center</b> <i>Dalton Room, 202 Old Falvey</i> Mary Beth Simmons (x94604)	Free support for writing related issues

## Learning Support Services Resources

### Top Ten List for College Success

#### # 10 Set realistic goals

- *What are your expectations of the college classroom?*
- *How do you expect it to be different?*

#### # 9 Assume responsibility

- *High School was very structured – limits set by parents, teachers and coaches. 7:30 to 2:30 plus practice – go home, shower, homework, sleep, repeat*
- *College provides freedom of choice – schedules are erratic. Should I go to class?*

#### # 8 Schedule for success

- *In High School you were in class 6 hours per day, 180 days per year*
- *College is only 15 hours per week for 28 weeks*

#### # 7 Manage your time wisely

- *High School recommended 1 to 2 hours of study per day*
- *College suggests 2 hours of study for 1 hour of class = 30 hours per week*

#### #6 Use effective organization skills

- *Use one planner, either paper or electronic, for all your school work and obligations*
- *Know the best time of day to get things done*

#### #5 Understand your learning style

- *Think about how you read, study, or take a test – what do you do during lectures? How do you read from your textbook? How do you study? What do you do during a test?*
- *How do you process language? Are you an auditory, visual, or combination learner?*
- *How do you organize your reading and notes? Do you like lots of color? Do you like to draw boxes around key words or use arrows?*

#### #4 Know your strengths and weaknesses

- *What are some of the subjects you did well in? Which ones gave you trouble? This will be important in choosing some of your courses – if geometry is a course you struggled with, then there are certain math courses that you should avoid. If foreign language has always been a problem then the choice of a language will be important – try a visual language.*
- *Do you need background music to study? Do you need to move around a lot? Do you like examples? Do you like studying with a group? All of these items will impact how the information gets to your long-term memory.*

#### #3 Be a self-advocate

- *Your high school teachers took attendance, checked notebooks and homework, and reminded you about assignments.*
- *In college, attendance is rarely taken, and professors give you a course syllabus that you are responsible to follow – no reminders.*
- *You need to meet with your professors. Go to office hours for extra help. Let the professor know you are an interested student.*

Continued on next page

## **#2 Use the support services available**

- **Learning Support Services** – Kennedy Hall, 2<sup>nd</sup> Floor. Provides academic support services for students with disabilities. This is a resource for all students concerned about their academic progress to explore their learning style and strategies.
- **Study Skills Coordinator** – Health Center Bldg, 1<sup>st</sup> Floor. Offers individual and group workshops in self-motivation, time management, test taking techniques, overcoming test anxiety, and improving reading comprehension.
- **Writing Center** – 2<sup>nd</sup> Floor of Old Falvey. Open 6 days per week by appointment or walk-in to work on your writing skills. You can bring in an assignment at any stage of the writing process for one-on-one tutoring.
- **Math Learning Resource Center** – 2<sup>nd</sup> Floor of Old Falvey. Open 6 days per week by appointment or walk-in to work on any math courses.
- **Wellness Center, Counseling Center, Campus Ministry, Career Services, International Student Services, Media Technologies and Creative Design**

## **#1 Go to Class!**

### **Final Reminders!**

- **College will be more demanding**
- **Organization is essential**
- **Actively problem solve**
- **Adopt a 9 to 5 full-time job way of thinking**
- **Communicate with professors**
- **Deadlines are important!**

## Faculty Checklist: Working with students with Asperger's Syndrome

***\*\*Asperger's Syndrome presents differently in each person. This is simply a guide to help you recognize some common characteristics.***

### **Classroom Behavior**

- May attempt to monopolize class discussions
- Can exhibit distracting behavior in long classes
- Asks too many questions in class
- May be argumentative
- May be extremely quiet and not contribute to discussions
- Fear of failure/perfectionism

### **Academics**

- New assignments can be confusing
- Difficulty remembering instructions unless written down
- Overwhelmed in class (trying to listen *and* take notes)
- Memory problems
- Difficulty taking notes in class
- Poor study habits
- Difficulty staying motivated
- Very literal and concrete thinking patterns
- May be challenged by papers that require looking at another's point of view, synthesizing information, using analogies/similes/ metaphors
- May have a photographic memory or be able to quote verbatim what they've read...may present problems when it comes to citing sources

### **Attention and Organization**

- Easily distracted/ can't concentrate
- Unorganized
- Can only work on one task at a time
- Impaired executive functioning

### **Behavior**

- Acts before thinking
- Fidgets/paces/rocks/...repetitive body movements...keeps moving
- Likes to do things the same way each day
- Cannot relax due to stress/anxiety
- Gets upset when things change unexpectedly
- Difficulty dealing with mistakes or constructive criticism
- Can be prone to outbursts when frustrated or anxious
- Tends to perseverate (behaviors/topics/thoughts)

### **Communication Skills**

- May not possess "social graces"/ may present as rude and abrasive
- Speaks too softly/too loudly/too high-pitched
- Difficulty listening to and understanding people
- Only talks about things that interests him/her
- Stands too close when talking to others
- Difficulty starting/joining/ending a conversation
- Doesn't look you in the eyes OR has a hyper-focused stare

- May lack voice intonation
- May misinterpret others' body language or facial expressions

**Sensory**

- Gets stressed with noisy classes/loud voices
- Wears the same (type) clothing...can lead to hygiene issues
- Needs to look at/see things in order to understand
- Bothered by smells (perfume, cologne, etc...)
- Unusual sensitivity to touch, sound, visual details...may experience sensory overload

## Students with Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder (ADHD) is a neurobiological disorder that interferes with a person's ability to sustain attention or focus on a task or delay impulsive behavior. Its core symptoms are inattention, and/or over-activity. Appropriate accommodations are often similar to those recommended for students with learning disabilities.

Other associated difficulties may include: distractibility, memory problems, disorganization, procrastination, chronic boredom, low self-esteem, chronic lateness, restlessness, depression, mood swings, anxiety, relationship problems, employment problems, sense of underachievement.

### Things to keep in mind

ADHD is characterized by varying degrees of difficulty in:

- Attention span
- Impulse control
- Hyperactivity (may or may not be present)

### Things you might do

- Encourage student to sit in front of class
- Give assignments and multi-step instructions in written form as well as verbally
- Give directions one at a time

### Accommodations to consider

- Academic counseling/reduced course load
- Textbooks and printed course materials recorded
- Readers, notetakers, scribes, and assistive technology equipment
- Copies of overheads and class notes
- Testing accommodations (oral exams, computer-assisted exams, reformatted tests)
- Private room for testing
- Record lectures
- Captioned films and videos
- Use of wireless FM systems
- Assigned or arranged classroom seating

Adapted from the ASD Project, Utah State University, 2003. Villanova Learning Support Services.

## Students with Medical/Chronic Health Related Impairments

A wide range of conditions may interfere with stamina and mobility and affect academic functioning. Common conditions may include asthma, auto-immune diseases such as HIV/AIDS, diabetes, cancer, chronic fatigue syndrome, fibromyalgia, multiple sclerosis, or multiple chemical sensitivities. Functional limitations and abilities will vary widely, even within the same type of disability. Students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests. Accommodations vary greatly and can only be determined on an individual basis.

### Things to keep in mind

- Occasional absence or tardiness may be unavoidable. These problems may be caused by fatigue, severe pain, illness, or other health-related concerns.
- Scheduling may be an issue. Special projects, testing, etc. may need to be flexible to allow students to work during optimal time periods of the day.
- Chronic health problems may create secondary disabilities such as depression and anxiety.
- Progression of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalizations.

### Things you might do

- Become familiar with the building's emergency evacuation plan and insure that it is manageable for students with health concerns.
- Consider seating arrangements carefully. Individual considerations may be necessary.
- Arrange for the assistance of an aide to help the student in a lab course, if necessary.
- Flexibility with class work is especially helpful.

### Accommodations to consider

- Record lectures and/or textbooks
- Notetakers, scribes, or tutor services
- Flexibility in classroom assignments and attendance
- Flexibility with exam accommodations (scheduling, computer-assisted exams, proctors)

## Students with Deafness/Hearing Impairments

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment refers to any type or degree of auditory impairment; deafness is an inability to use hearing as a means of communication. Hearing loss may be mild, moderate, or profound.

A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. People with acquired deafness may have excellent speech. Some students with hearing loss may use hearing aids and rely on lip reading. Many students learn communication through American Sign Language (ASL) and will require an interpreter.

### Things to Keep in Mind

- Students who are hard of hearing may use speech, lip reading, and hearing aids to enhance communication. Some students are highly skilled in speech reading; however, only 30-40% of spoken English is understandable by speech reading alone.
- Students who are hard of hearing may use an FM amplification system. Instructors wear a clip-on microphone.
- Students with hearing impairments may be excluded from classroom participation if:
  - The instructor's back is to the classroom
  - Instructor's facial hair impairs lip reading, or
  - Classroom comments are not repeated.

### Things you might do

- Offer front row seating. Students should be able to see the instructor, the interpreter, and the visual aids without anything obstructing their line of vision.
- Face the class as much as possible during lectures.
- Repeat the questions and remarks of other people in the room.
- When speaking with a student, speak directly to the student, not to the interpreter.
- Allow time to translate speech to another language (e.g., sign language).
- Use visual aids and board as much as possible. Concepts are more easily understood using visual methods.
- Help students locate a qualified notetaker.
- Write unfamiliar vocabulary on the board or handouts.
- Provide copies of overheads.
- Assist with emergency evacuation, if needed.

### Accommodations to consider

- Coordination of interpreter and notetaking services
- Adaptive equipment loaned for academic use, (e.g., FM amplification systems and TTYs)
- Captioning films and video materials
- Assigned or arranged classroom seating
- Interpreters for instructions on examinations
- Emergency evacuation assistance

### Special Note

Many people who are deaf learn ASL as their first language and English as their second language. It is important to know that ASL is a distinct language defined by its own unique characteristics. People who are deaf often view themselves as a cultural, linguistic minority. As with any cultural group, they have their own values, social norms, and traditions.

## Students with Blindness/Visual Impairments

Visual Impairments vary greatly. Most persons who are legally blind have some vision. Those with low vision may rely on residual vision and adaptive equipment.

### Things to Keep in Mind

- Students who have visual impairments should participate fully in classroom activities and group work. Obstacles in laboratory classes, field trips, and internships can be minimized with planning and adaptive equipment.
- Adaptive or specialized equipment may be needed for notetaking (i.e., recorder, pocket Braille, or laptop computer.)

### Things you might do

- Provide handouts, reading lists, or syllabi in advance so that students can transfer items into alternate formats.
- Seat the student in front of the class.
- Face the class when speaking.
- Convey in spoken words whatever is on the board, overhead, or video monitor.
- Assist the Disability Office's readers, notetakers, and tutors by locating copies of text, etc.
- Provide copies of lecture notes where appropriate, and/or permit notetaking devices.
- If a student cannot carry out a specific task, consider an alternative assignment.
- Plan field trips and special projects well in advance and alert the field supervisor to any necessary adaptations.
- Help arrange testing accommodations (i.e., Readers, scribes, enlarged print, or computer software with speech access).
- Request a classroom with a white board and use black markers.
- Assist student with emergency evacuation, if needed.

### Accommodations to consider

- Notetakers, readers, scribes, or recorders in class
- Assistance obtaining recorded textbooks, other class materials
- Classroom relocation, if needed
- Use of manipulative learning aids whenever possible
- Use of black markers with white boards
- Classroom adaptations and technology
- Exam accommodations (extended test time, readers, scribes, and/or appropriate assistive technology equipment)

Adapted from the ASD Project, Utah State University, 2003. Villanova Learning Support Services.

## Students with Learning Disabilities

“Learning Disability” is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be caused by central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur simultaneously with other disabilities, or with extrinsic influences, they are not the result of those conditions or influences (NJCLD, 1990).

### Things to keep in mind

#### Learning Disability (LD) is:

- Individual-specific. Commonly recognized as affecting performance in basic academic functions. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with LD may also have language-based and/or perceptual problems.
- Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear, or skin and the brain.
- Often inconsistent, it may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only specific areas, such as math or foreign language.
- FRUSTRATING! Persons with learning disabilities often have to deal not only with functional limitation, but also with the frustration of having to “prove” that their invisible disabilities may be as problematic as physical disabilities.

#### Learning Disability is not:

- A form of mental retardation or an emotional disorder. In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability.

#### Things you might do

- Select a well-written textbook. Try to choose one with a study guide or provide your own study guide and example test questions. Explain what constitutes a good answer.
- Provide students with a detailed course syllabus early. Books take an average of six weeks to be recorded. It is the responsibility of the student to make sure he or she contacts all available resources to obtain the proper materials.
- Make all expectations of the class clear (e.g., grading criteria, materials to be covered, due dates, and test dates). Give assignments both orally and in writing to avoid confusion.
- Present new or technical vocabulary visually (e.g., handout, overhead, or board) and use it in context for added clarity.
- Allow students to record lectures for note-taking purposes.
- Allow students to demonstrate mastery of course material using alternative methods when applicable, such as notetakers, accommodated testing, and recorders.
- Encourage students to use available campus support services.
- Make copies of overhead materials, lecture notes, and expanded syllabi in hard copy or electronic formats.

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**Accommodations to consider**

- Academic counseling/reduced course load
- Textbooks and printed course materials recorded
- Readers, notetakers, scribes, and assistive technology equipment
- Copies of overheads/class notes
- Exam accommodations (oral exams, computer-assisted exams, reformatted tests)
- Recorded lectures
- Captioned films/videos

Adapted from the ASD Project, Utah State University, 2003. Villanova Learning Support Services

## Students with Mobility Impairments

A wide range of conditions may limit mobility and/or hand function. Common ones are paraplegia or quadriplegia, amputation, arthritis, cerebral palsy, spina bifida, muscular dystrophy, cardiac conditions, multiple sclerosis, post-polio syndrome, stroke, and respiratory diseases. Functional limitations and abilities vary widely even within the same type of disability. Students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests. Accommodations are on an individual basis.

### Things to keep in mind

- Physical access to classrooms is a major concern. Wheelchairs, braces, crutches, canes, or prostheses can cause fatigue easily or make it difficult to move about, especially within the time constraints imposed by class schedules. Leaving class may pose similar problems, especially in the event of an emergency (e.g., fire).
- Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, or elevator or wheelchair breakdown.
- Some classrooms present obstacles to full participation. It is important to integrate these students into the class, or to arrange for a more accessible classroom.

### Thing you might do

- Be prepared to ask for a location change if no other accessible solutions are possible.
- Be familiar with the building's emergency evacuation plan to insure that it is manageable for students with physical disabilities.
- Work with the Office of Disability Services (Steve McWilliams) to arrange for the possibility of an aide to help in a lab course, if necessary.
- Consider seating arrangements carefully.
  - Avoid placing students in a doorway, a side aisle, or the back of the room.
  - Arrange to remove a chair to make room for a wheelchair
  - Use portable stations for laboratory counters too high for wheelchairs or insufficient under-the-counter knee clearance.

### Accommodations to consider

- Architectural accessibility to classrooms, labs, and field experiences
- Readers, notetakers, scribes, and assistive technology equipment
- Copies of overheads and class notes
- Flexibility with exam accommodations (computer-assisted, proctors, scheduling)

Adapted from the ASD Project, Utah State University, 2003. Villanova Learning Support Services.

## Villanova Campus Health Resources

**For information about alcohol & other drugs, sexual assault, sexual health, nutrition & fitness issues:**

**Health Promotion & POWER**, 610.519.7407  
Health Services Building, 1<sup>st</sup> floor  
[villanova.edu/healthpromotion](http://villanova.edu/healthpromotion)

**For emotional support and/or individual and group counseling:**

**Counseling Center**, 610.519.4050  
Health Services Building, 2<sup>nd</sup> floor  
[studentlife.villanova.edu/counselingcenter](http://studentlife.villanova.edu/counselingcenter)

**Campus Ministry**, 610.519.4080  
St. Rita's Hall  
[campusministry.villanova.edu](http://campusministry.villanova.edu)

**For STI testing, general health and emergency care:**

**Student Health Center**, 610.519.4070  
Health Services Building, 3<sup>rd</sup> floor  
[studentlife.villanova.edu/healthservices](http://studentlife.villanova.edu/healthservices)

**Villanova Emergency Medical Services (VEMS)**, 610.519.4444  
Health Services Building, 1<sup>st</sup> floor  
[vems.org](http://vems.org)

**For more information and support in the judicial and legal process:**

**Public Safety, Sexual Assault Resource Coordinator**, 610.519.6670  
Farrell Hall  
[publicsafety.villanova.edu](http://publicsafety.villanova.edu)

**Dean of Students**, 610.519.4200  
Dougherty Hall, 2<sup>nd</sup> floor  
[studentlife.villanova.edu/dean](http://studentlife.villanova.edu/dean)

**Residence Life**, 610.519.4155, Kennedy Hall, 2<sup>nd</sup> floor  
[reslife.villanova.edu](http://reslife.villanova.edu)

## Community & Web Resources

**Alcohol & Other Drugs:**

**National Institute for Drug Abuse (NIDA)**, 1.888.644.6432  
[drugabuse.gov](http://drugabuse.gov)

**U.S. Department of Higher Education – Higher Education Center**  
[higheredcenter.org](http://higheredcenter.org)

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## **Sexual Assault:**

**Pennsylvania Coalition Against Rape (PCAR)**, 24-hour hotline (1.888.772.7227)  
pcar.org

**National Sexual Assault Hotline**, 24-hour hotline (1.800.656.HOPE)

**Delaware County Women Organized Against Rape (WOAR)**, 24-hour hotline (610.566.4342)

**Men Can Stop Rape**  
mencanstoprape.org

## **Sexual Health:**

**Bacchus Network Smarter Sex**  
smartersex.org

**Centers for Disease Control and Prevention**  
[cdc.gov](http://cdc.gov)

## **Nutrition & Fitness:**

**American Council on Exercise**  
acefitness.org

**American Dietetic Association**  
eatright.org

## Information Sheet for Faculty Advisors of Student-Athletes

Office of Academic Support for Athletics  
Jake Nevin Field House  
800 Lancaster Avenue  
Villanova, PA 19085  
Fax: (610) 519-6884  
[www.villanova.edu/vpaa/academicsupport](http://www.villanova.edu/vpaa/academicsupport)

Dan Regan  
Faculty Athletic Representative  
[daniel.regan@villanova.edu](mailto:daniel.regan@villanova.edu)

(610) 519-4718

### Office Staff

Jenn Brophy (formerly Jenn Porreca)  
Associate Director  
[jennifer.l.brophy@villanova.edu](mailto:jennifer.l.brophy@villanova.edu)

(610) 519-7719

Krista Chmielewski  
Assistant Director  
[kchmiele@villanova.edu](mailto:kchmiele@villanova.edu)  
[lauren.marron@villanova.edu](mailto:lauren.marron@villanova.edu)

(610) 519-5205

Lauren Marron  
Intern

(610) 519-7630

### Mission

Our mission in the Office of Academic Support for Athletics is to provide supplemental academic support for all varsity student-athletes at Villanova University in a manner that addresses their unique academic needs. Primary academic advising and support are received from the faculty advisor assigned to each student-athlete from his or her home college, school or department. Academic progress will be monitored constantly to assure that NCAA and university rules and regulations are met and progress is being made towards graduation. The Academic Support staff will act as a liaison between the academic and athletic communities and address any problems that may arise.

### NCAA Rules

- Student-athletes must be enrolled in at least 12 credits per semester (at all times) to be eligible for **practice and competition**. If a student-athlete wishes to drop below 12 credit hours, permission must be attained from the Office of Academic Support and the student's faculty advisor.
- Student-athletes must pass at least 6 credit hours per semester to be eligible for competition the following semester (football must pass 9 credits in the fall).
- Student-athletes must pass 24 credit hours prior to the start of their *second year* (fall, spring and summer).
- Student-athletes must pass 18 credit hours during the regular school year (fall and spring semesters). If a student-athlete passes fewer than 18 hours during the school year, he/she cannot make up the difference in summer school.
- Student-athletes are required to declare a program of study (major) prior to the start of their fifth term of enrollment (normally start of junior year).
- Student-athletes must meet the same GPA requirements as all Villanova students for **practice and competition**. Students with a GPA below 2.0 will not be eligible for participation, except for first semester freshmen who may participate with a GPA of 1.7 or above.

### Additional Information

- ✓ Each sport has a different active season during which student-athletes may have greater difficulty in scheduling classes. For example, a required course may only be offered in the spring semester and students involved with baseball would be unable to schedule the class. Ask the student which semester involves the most practice and travel and then help them plan a strategy that will minimize conflicts. Upon request the Office of Academic Support will forward faculty advisors a copy of the practice schedule for the semester.

- ✓ When helping students with their class schedules, please make every effort to help them schedule courses that do not conflict with required practice time. If a required course is only offered during the practice time, the coach *may* allow the student to reschedule or miss practice. In such cases, the student-athlete should contact the Office of Academic Support regarding possible conflicts.
- ✓ Student-athletes with a cumulative GPA of below 2.3 will be required to attend 4 hours of supervised study hall each week.
- ✓ All incoming student-athletes and any upperclassmen deemed at-risk by the Office of Academic Support will be assigned a mentor within the athletics department and will be required to meet with that person on a weekly basis throughout the year.
- ✓ The Office of Academic Support offers a comprehensive tutorial assistance program for all student-athletes. Students can request a tutor for any class offered at Villanova by contacting the Office of Academic Support.

## Career Center Services

### **What Can I Do With My Major?**

<http://www.villanova.edu/vpaa/careers/plan/major.htm>

### **Job and Graduate School Placement Statistics Searchable By Major**

<http://www.villanova.edu/vpaa/careers/placement/>

Students may schedule an appointment to see a career counselor.

Students may also take the Strong Interest Inventory to assess their interests and work style.

However, if a student would like to take a self-paced assessment online, FOCUS-2

(<http://www.villanova.edu/vpaa/careers/resources/careerlibrary/#FOCUS>)

is available for students to take any time or place on their laptops.