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**Disclaimer Regarding Accuracy of Information**

The Center for Academic Services has made every effort to ensure that the information in this document is accurate; however, we make no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the information. We encourage you to consult the official University source (e.g., TCU Catalog, TCU Registrar’s Office, TCU academic departments, etc.) to ensure that you receive the most up-to-date, accurate information.

If you notice any errors, please notify us at academic_services@tcu.edu.
Section I: The Concept of Academic Advising

Academic Advising Defined

Academic advising is...

...a profession that
- is guided by the National Academic Advising Association’s “Core Values” and the Council for the Advancement of Standards’ “Standards and Guidelines” for academic advising.
- contributes to the University’s teaching/learning mission.

...a partnership that
- consists of shared expectations and responsibilities between advisors and advisees.
- provides an opportunity to make a positive difference in students’ lives.

...meaningful. Advisors help students to
- hone their evaluation, problem-solving, and decision-making skills.
- clarify their personal, academic, and career goals.
- develop educational plans related to their goals.
- select appropriate courses and stay on track toward their selected degree programs.
- interpret institutional requirements, such as the TCU Core Curriculum.
- gain awareness about other educational/extra-curricular opportunities, e.g., study abroad, internships, honors, academic services, and student activities/organizations.
- understand and appreciate the purpose of higher education and develop a commitment to life-long learning.

...an ongoing developmental process. Academic advising entails much more than prescribing a set of courses to a student; it is a mentoring and teaching process that helps students develop to their full potentials.
Section I: The Concept of Academic Advising

Roles and Responsibilities of Academic Advisors

Academic advisors...

- listen.
- teach.
- guide.
- mentor.
- empower.
- support.
- encourage.
- utilize the full range of tools, services, and resources available to them.
- refer students to appropriate resources.
- focus on each student’s strengths.

Academic advisors should...

- promote students’ personal and academic growth.
- provide current, accurate, and timely information to students.
- encourage students to lead balanced lives.
- maintain confidentiality.
- keep accurate records.
- evaluate and monitor students’ academic progress.
- be accessible to students via in person appointments, telephone, and e-mail.

Resources

- NACADA “Concept of Advising” http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm
- Faculty Advising http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/faculty_adv.htm
Section I: The Concept of Academic Advising

Legal Issues

TCU sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. The student follows the major, college, and specific degree requirements for graduation that are in effect at the time s/he formally declares a specific major. The student has up to six years to complete the graduation requirements that are in effect at the time that the student declares.

Academic advisors and deans are available to help students understand and meet degree requirements, but students themselves are ultimately responsible for understanding and fulfilling them.

Advisors should keep detailed, accurate records of discussions with their advisees. It is important for academic advisors to provide current, accurate, and timely information to students.

Family Educational Rights and Privacy Act (FERPA) of 1974 (Buckley Amendment)

FERPA provides students access to their educational record. Students may request information from their advising file; however, this Act excludes a student’s right to access an advisor’s personal notes that are kept separate from the student’s advising file.

Often, parents contact advisors to obtain information about their son’s or daughter’s grades and academic progress. Students have the opportunity to grant their parents access to their academic record via my.tcu.edu. This is indicated by a positive service indicator (Parent Grade Access - PGA). TCU may release information from a student’s educational record to a parent, provided the student is a “dependent” as defined in Section 152 of the Internal Revenue Code of 1954.

TCU summarizes six rights, two of which are:

1. Right to Inspect. Students may inspect information contained in their educational record provided they make a written request to the custodian of the records. The custodian must fulfill the request no later than 45 days from receipt of the request.

2. Right to Limited Control of Release. Without the student’s written consent, no one outside the University shall have access to, nor will the University disclose identifiable information from the student’s educational records, except directory information or other exceptions that the Act permits, which the student has not refused to permit the University to disclose.

To review the FERPA full text, go to: http://www.ed.gov/policy/gen/reg/ferpa/index.html.


Students may withhold directory information by notifying the Registrar in writing. Such requests are honored for only one academic year; therefore, students who wish to withhold directory information must file this request annually in the Registrar’s Office.

To review the FERPA full text, go to: http://www.ed.gov/policy/gen/reg/ferpa/index.html.
Appreciative Advising

According to Dr. Jenny Bloom, appreciative advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

Phase 1: Disarm
When you first meet a student, strive to make a positive first impression and win his/her confidence. It is important to create a safe, welcoming environment for your students.

Techniques:
- Meet each student at the door, welcome him/her with a smile, and introduce yourself.
- Decorate your office in a personal way. This helps the student get to know who you are as a person and can help to build trust between you and the student.
- Be aware of your body language.
  - Smile (when appropriate).
  - Lean forward in your chair to show your interest.
  - Keep arms uncrossed.
  - Make eye contact with the student.
- Minimize distractions/interruptions.
- Use the student’s name early and often in the conversation.

Phase 2: Discover
Utilize positive, open-ended questions to explore the student’s hobbies, strengths, passions, and dreams. Listen to each answer carefully before asking the next positive question.

Techniques:
- Ask positive follow-up questions that help clarify the student’s dreams.
- Use open questions instead of closed questions:
  - “Tell me more about ____________.”
  - “Help me understand ____________.”
  - “What is it about ____________ that interests you?”
  - “Describe ____________ for me.”
- Listen carefully to what the student is saying, while taking notes on the student’s strengths, skills, passions, and accomplishments. Do not interrupt the student.
- Avoid nervous or bored gestures.
- Affirm what the student is saying and check your understanding by paraphrasing or summarizing.
Section II: The Advising Process

- “What I’m hearing you say is ____________. Is that right?”
- “I’m impressed by ____________.”
- “It seems like your passions are ____________.”

Use discover questions:
- “Tell me about a time when you positively impacted someone’s life.”
- “What accomplishments are you most proud of? What is it about those accomplishments that makes you proud?”
- “What would your friends say are your top three strengths?”
- “Describe a peak experience when you felt really good about yourself and what you accomplished.”

Phase 3: Dream
Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Techniques:
- Listen purposefully.
- Make connections between information from the Discover phase and dreams being shared during this phase. Are the two phases congruent?
- Encourage students to be open to possibilities and remind them that there is more than one right answer.
- Ask dream questions:
  - “Twenty years from now, what will your ideal work day be like?”
  - “What are your life goals?”
  - “What are your top three goals during your education?”

Phase 4: Design
Help students devise concrete, incremental, and achievable goals.

Techniques:
- Explain technical information in easy-to-understand language.
- Avoid confusing acronyms.
- Use the phrase, “That’s a good question...”
- Help students make informed decisions:
  - Brainstorm with the student about his/her options.
  - Discuss pros and cons of each option.
  - Discuss ramifications of each option.
  - Encourage the student to research/do homework on each option.
  - Help the student understand that ultimately s/he is responsible for making the decision.
- Make appropriate referrals to campus offices, the Counseling Center, people in the community, etc.
- Work together to set goals and to set a realistic timeline for accomplishing those goals.
- Clarify who is responsible for what and by when.
- Design questions:
  - “What steps do you need to take during your academic career to achieve your life, career, and educational goals?”
  - “Let’s brainstorm about the resources you will need to accomplish these goals and objectives.”
  - “How will you celebrate when you accomplish these goals?”
Section II: The Advising Process

Phase 5: Deliver
Encourage students to follow through on their plans. Be there for them when they stumble, believe in them every step of the way, and help them continually update and refine their goals and dreams as they progress.

Techniques:
- Review what you have accomplished in the session.
- Review the student’s and your responsibilities and the deadlines you have co-established.
- Encourage the student to contact you with any problems or concerns.
- Reiterate your confidence that the student can indeed accomplish his/her identified goals.
- Questions:
  - “How and when will you update me on your progress?”
  - “What will you do if you run into roadblocks?”
  - “What will you do if you think your goals may be changing?”
  - “What questions do you have?”
  - “Is there anything else I should have asked you?”
- Shake hands and escort the student out of the office.

Phase 6: Don’t Settle
Challenge the student to proactively raise his/her internal bar of self-expectations.

Techniques:
- Challenge and support the student.
- Have high expectations and hold the student accountable.
- Questions:
  - “You’ve done great so far; what is one thing you could do even better?”
  - “If you were going to raise your own internal bar of expectations, what would that mean?”
  - “What would happen if you challenged yourself to become the best you that you could possibly be? What would you need to do differently? What would you need to do more of?”

Resources
For more information about appreciative advising, follow the links below:
- [http://www.psu.edu/dus/mentor/020829jb.htm](http://www.psu.edu/dus/mentor/020829jb.htm)
- [http://web.uncg.edu/adv/essi/Advising.pdf](http://web.uncg.edu/adv/essi/Advising.pdf)
Section II: The Advising Process

Advising for Registration/Enrollment

Before the Advising Meeting

- Set aside blocks of time for each advising meeting. We recommend that you set aside at least 30 minutes for each student.
- E-mail your advisees at least two weeks before advising begins to encourage them to schedule meetings early. This reduces the number of panicked students who will contact you at the last minute right before enrollment begins. In the e-mail message, be sure to include the following:
  - A friendly greeting
  - Enrollment dates and other important information
  - Contact information and method by which to schedule meetings
  - What you would like them to bring to the meeting. We recommend that students should prepare a tentative class schedule before meeting with you.
- If time permits, review returning students’ files before their meetings to refresh your memory on any issues you may need to address during the advising meeting.

During the Meeting

- Practice the appreciative advising techniques described at the beginning of this section.
- Ask about the student’s current performance in his/her classes.
- Ask if the student is considering declaring or changing his/her major/minor. If so, explore different options with the student. (See “Indecision in Choosing a Major” under Common Student Issues.)
- Review the major, minor, and Core Curriculum classes that the student still needs. A degree progress report and the TCU Catalog can help with this step.
- Review the student’s tentative class schedule and discuss any suggested changes with the student.
- Answer the student’s questions about the enrollment process.
- Document, document, document! Keep a file for each student and document the main points covered during each advising meeting. Be sure to note any specific recommendations and referrals that you make. This will help you remember information about the student as well as protect you if issues should arise in the future.

After the Advising Meeting

- If the meeting is for registration/enrollment advising, remove the student’s advising hold (aka “negative service indicator”) by following the steps outlined in the Appendix.
- Make any additional notes in the student’s file that you believe are necessary to capture the main points discussed during the meeting.
- Follow up with the student via e-mail or phone conversation, if warranted.
Resources

- Example Invitation for Advising Email, Appendix p. 33
- Advising Checklist, Appendix pp. 34-35
- Advising Worksheet, Appendix p. 36
- TCU Core Curriculum Worksheet, Appendix p. 37
- Student Information Sheet, Appendix p. 39
- How to Remove an Advising Hold, Appendix pp. 40-42
- How to Print a Degree Progress Report, Appendix pp. 46-48
- Information about the TCU Core Curriculum: http://www.core.tcu.edu/
- Information about the enrollment process:
  - Section III in this Handbook
  - http://www.reg.tcu.edu/enrollfaq.asp
Math Placement Guidelines

The TCU Core Curriculum (TCU CC) requires 3 hours of Mathematical Reasoning. The table below outlines several of TCU’s lower-division MATH courses, whether each course meets TCU CC requirements, and the background students should have before taking each course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Satisfies TCU CC Requirement?</th>
<th>Before Taking, Students Should Have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 10023: Fundamentals of Algebra</td>
<td>No</td>
<td>Appropriate for students who have</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Less than two years of high school algebra OR • Two years of high school algebra and a score of 565 or less on SAT Math OR 22 or less on ACT Math</td>
</tr>
<tr>
<td>MATH 10033: Topics in Mathematics</td>
<td>Yes</td>
<td>• Two years of high school algebra, one year of high school geometry, AND a score greater than 565 on SAT Math OR greater than 22 on ACT Math OR Math 10023</td>
</tr>
<tr>
<td>MATH 10043: Elementary Statistics</td>
<td>Yes</td>
<td>• Two years of high school algebra AND a score greater than 565 on SAT Math OR greater than 22 on ACT Math OR Math 10023</td>
</tr>
<tr>
<td>MATH 10054: Pre-Calculus with Trigonometry</td>
<td>No</td>
<td>• Two years of high school algebra, one year of high school plane geometry, AND a score greater than 565 on SAT Math OR greater than 22 on ACT Math OR MATH 10023</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course is a prerequisite for MATH 10524 Calculus I.</td>
</tr>
<tr>
<td>MATH 10273: Applied Pre-Calculus</td>
<td>No</td>
<td>• Two years of high school algebra, one year of high school plane geometry, AND a score greater than 565 on SAT Math OR greater than 22 on ACT Math OR MATH 10023</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course is a prerequisite for MATH 10283 Applied Calculus.</td>
</tr>
<tr>
<td>MATH 10283: Applied Calculus</td>
<td>Yes</td>
<td>• High school pre-calculus AND a score of 600 or higher on SAT Math OR 26 or higher on ACT Math OR MATH 10273 or MATH 10054 with grade of C or better</td>
</tr>
<tr>
<td>MATH 10524: Calculus I</td>
<td>Yes</td>
<td>• Score of 3 or better on the AP Calculus AB or BC exam OR • Score of 560 or better on the SAT Subject Test (SAT II), Mathematics Level I (IC) OR • Score of 520 or better on the SAT Subject Test (SAT II), Mathematics Level 2 (IIC) OR • MATH 10054 with grade of C or better OR • Passing grade on Calculus Placement Test</td>
</tr>
<tr>
<td>MATH 20123: Discrete Mathematics I</td>
<td>Yes</td>
<td>• Two years of high school algebra, one year of high school geometry, high school elementary analysis, AND a score of at least 600 on SAT Math or at least 25 on ACT Math OR MATH 10054</td>
</tr>
</tbody>
</table>
## Section II: The Advising Process

### Required Core Math Courses by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Math Course(s) Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>MATH 10524 and 20524</td>
</tr>
<tr>
<td>Biology (BS)</td>
<td>MATH 10524 or 10043</td>
</tr>
<tr>
<td>Business</td>
<td>MATH 10283 or 10524</td>
</tr>
<tr>
<td>Chemistry</td>
<td>MATH 10524 and 20524</td>
</tr>
<tr>
<td>Child Development</td>
<td>MATH 10043</td>
</tr>
<tr>
<td>Combined Science</td>
<td>MATH 10524 and 20524</td>
</tr>
<tr>
<td>Communication Science &amp; Disorders</td>
<td>Any TCU CC MATH</td>
</tr>
<tr>
<td>Computer Information Technology</td>
<td>MATH 10043 or INSC 20153 (not TCU CC) and 20123 and 10283 or 10524</td>
</tr>
<tr>
<td>Computer Science</td>
<td>MATH 10524 and 20123</td>
</tr>
<tr>
<td>Economics</td>
<td>MATH 10283 or 10524 and MATH 10043 or INSC 20153 (not TCU CC)</td>
</tr>
<tr>
<td>Education</td>
<td>Any TCU CC MATH</td>
</tr>
<tr>
<td>Engineering</td>
<td>MATH 10524 and 20524</td>
</tr>
<tr>
<td>Environmental Earth Resources</td>
<td>MATH 10524</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>MATH 10524 and MATH 10043 or INSC 20153 (not TCU CC)</td>
</tr>
<tr>
<td>Geology (BS)</td>
<td>MATH 10524 and either MATH 20524 or MATH 10043 or INSC 20153 (not TCU CC)</td>
</tr>
<tr>
<td>Journalism (Strategic Communication)</td>
<td>MATH 10043</td>
</tr>
<tr>
<td>Kinesiology Majors</td>
<td>MATH 10043 and/or 10054</td>
</tr>
<tr>
<td>Math</td>
<td>MATH 10524, 20123, and 20524</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>MATH 10043 and/or 10524</td>
</tr>
<tr>
<td>Nursing</td>
<td>MATH 10043</td>
</tr>
<tr>
<td>Nutritional Sciences</td>
<td>MATH 10043</td>
</tr>
<tr>
<td>Physics</td>
<td>MATH 10524, 20524</td>
</tr>
<tr>
<td>Political Science (BS)</td>
<td>MATH 10283 or 10524 or MATH 10043 or INSC 20153</td>
</tr>
<tr>
<td>Pre-Health</td>
<td>MATH 10524 or MATH 10043</td>
</tr>
<tr>
<td>Psychology</td>
<td>MATH 10043 and 10524 (graduate school only)</td>
</tr>
<tr>
<td>Psychosocial Kinesiology</td>
<td>MATH 10043</td>
</tr>
<tr>
<td>Ranch Management</td>
<td>MATH 10283 or MATH 10524 or MATH 10043</td>
</tr>
<tr>
<td>Social Work</td>
<td>MATH 10043</td>
</tr>
<tr>
<td>Sociology</td>
<td>MATH 10043</td>
</tr>
</tbody>
</table>
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Foreign Language Placement

Students have several options for determining the appropriate level at which they should begin their language studies at TCU. Students can determine proper placement in the following ways:

- Consult the level descriptions, which can be found in the Orientation Student Resource Guide (students receive this at Orientation) or on the respective department’s web site.
- Take the online CAPE examination (for French, Spanish, and German only).
  - For more information, visit: http://www.mola.tcu.edu/placement.asp.
- Consult with a faculty member in the Department of Modern Languages and Literatures (http://www.mola.tcu.edu) or the Spanish Department (http://www.span.tcu.edu/).

Incentive-Based Placement Policy for French, German, Italian, Japanese, and Spanish

Students whose first language class at TCU is beyond the first semester level may earn additional language credit (if credit has not already been awarded through transfer, CLEP, or AP) as follows:

- If the student begins at the second semester level and earns a grade of B- or higher, s/he will earn three hours of additional credit for the first-semester course.
- If the student begins at the third semester level and earns a grade of B- or higher, s/he will earn six hours of additional credit for the first and second semester courses.
- If the student begins at the fourth semester level and earns a grade of B- or higher, s/he will earn nine hours of additional credit for the first, second, and third semester courses.
- If the student begins at a level beyond the fourth semester level (numbered 30000 or above) and earns a grade of B- or higher, s/he will earn nine hours of additional credit for the second, third, and fourth semester courses.

If a student takes a foreign language class at a level beyond the first one and earns a grade below B- and above F, s/he will receive credit for only the course passed, i.e., the student will receive no additional language credit. Such student will not have to “go backwards,” i.e., s/he will not have to take the previous level language course. Once a student has earned a passing grade on the fourth semester level or higher, s/he will be deemed to have satisfied the foreign language requirement for a Bachelor of Arts degree.
Section II: The Advising Process

Determining an Appropriate Course Load

To be considered full-time, students must be enrolled in at least 12 hours, unless they have completed all other requirements. A “normal” course load is 15 hours per fall and spring semester. A student who completes 15-16 hours per semester for 8 semesters (4 years) will have earned 124 total hours, which is the minimum number of hours required to earn a bachelor’s degree from TCU. (Note: Some bachelor’s degrees require more than 124 hours.) Students must wait until the first class day of the semester to enroll in more than 17 hours. Students who want to take 19 or more hours must first receive permission from their academic dean. Keep in mind that students should study at least two hours per week for every hour enrolled. For example, a student who is enrolled in 15 hours should plan to study at least 30 hours per week to be successful.

In helping students determine an appropriate course load, consider the following:

- **Standardized test scores** – A new freshman with an average to low SAT/ACT score should take no more than 15 hours.

- **High school grades** – If the student made average to low grades in high school and/or took regular versus honors classes, s/he may want to consider enrolling in a smaller course load for his/her first semester (15 hours maximum).

- **First-year students and first-generation students** – First-time/first-generation college students may experience difficulty in adjusting to the new environment, their new-found independence, and the rigors of college-level courses. For this reason, they may want to take a smaller course load during the first year of college (15 hours maximum per semester).

- **Scholarships and other financial aid** – Students may need to complete 24 credit hours during the regular academic year in order to maintain their scholarship/financial aid eligibility.

- **The previous semester’s performance** – To “get back on his/her feet,” a student who performed poorly in the previous semester may want to take a smaller load in the subsequent semester.

- **Employment** – As a general rule, students who work 40 or more hours per week should enroll in no more than 6 hours per semester; students who work 30 hours per week should enroll in no more than 12 hours per semester; and students who work 20 hours per week should enroll in no more than 15 hours per semester.

- **Other time commitments** – Students should consider how much time they will need to dedicate to other activities, such as clubs/organizations, family obligations, and/or practice for athletics, band, choir, etc.

- **Disability** – If a student discloses that s/he has a disability, be sure to refer him/her to the Coordinator of [Student Disabilities Services](https://www.tcu.edu/student-disabilities-services) in Sadler Hall 11 to inquire about appropriate accommodations. Discuss with the student how many hours s/he feels is an appropriate load.

- Whenever possible, the student’s schedule should consist of a balance between quantitative (math, science, engineering) and qualitative (history, English, sociology) courses. Science courses with labs can carry a work load equivalent to two classes.
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Common Student Issues

The following is a list of issues that students frequently face in college as well as suggestions on how you can assist students during the advising meeting.

1. **Academic difficulty:** Students who are making less than satisfactory grades (C- or below) may face the following consequences:

   - **Loss of scholarships/financial aid:**
     - **Scholarships:** The general rule for TCU academic scholarships is that students must earn at least 24 hours of graded credit each year and a minimum 3.0 cumulative GPA by the end of their freshman year; for each subsequent year, they must earn a minimum cumulative GPA of 3.25. Duration of freshman awards is 8 semesters or 128 TCU semester hours, whichever occurs first.
     - **Financial Aid:** All full-time undergraduate students must complete and receive credit for at least 24 hours annually. They must maintain a TCU GPA of 2.0 on hours completed and not be on academic probation to be eligible for financial aid.
     - **Appeal process:** Students may appeal the loss of their scholarships/financial aid by submitting an appeal to the Office of Scholarships and Financial Aid. To help strengthen their appeals, students may wish to ask faculty/staff members to write a recommendation on their behalf. Refer affected students to the Office of Scholarships and Financial Aid for more information.

   - **Academic warning/probation:**
     - **TCU places students on academic warning** if they have attempted (i.e., received a grade for) at least nine semester hours but less than 18 total semester hours at any accredited institution and their cumulative TCU GPA falls below 2.00. Academic warning is not part of the official transcript. Students can be on academic warning only once during their undergraduate career at TCU.
     - **TCU places students on academic probation** if they fail to achieve a cumulative TCU GPA of 2.00 or higher in any semester of attendance following academic warning.
       OR
     - **TCU places students on academic probation** if they have attempted (i.e., received a grade for) 18 or more total semester hours at any accredited institution and their cumulative TCU GPA falls below 2.00 in any semester of attendance. Academic probation is noted on the official transcript.
     - If a student who enters a given semester on academic probation fails to achieve a cumulative TCU GPA of 2.00 or higher by the end of that semester, his/her academic dean determines whether to allow that student to continue enrollment at TCU in subsequent semesters.

2. **Indecision in choosing a major:** Most students change their major at least once during their college career. Here are some tips for helping students make this important decision:
Section II: The Advising Process

- Explore options with the student. Examples of helpful questions include:
  - “What subjects do you enjoy most? What do you enjoy about ________?”
  - “What have others said they could see you doing, career-wise? What traits do they see in you to make them think that?”
  - “If money and time were no object, what would you want to do with your life?”
  - “What do you value the most when thinking about a career?” Examples: independence, honesty, money, flexibility, etc.

- Once you and the student have an idea of some majors that may be a good fit, help the student research the following information:
  - Entrance requirements for school/college or major
  - How long it might take the student to graduate
  - Associated requirements for the major (i.e., math, foreign language, etc.)

- Important resources:
  - Career Services: Students can take several assessments at no charge through Career Services, including StrengthsQuest, DISCOVER, and the Myers-Briggs Type Indicator. These assessments can give students a better idea of majors and careers best suited to their strengths, interests, abilities, values, and personality types.
  - Center for Academic Services: Students can talk to professional academic advisors who are familiar with general requirements for all of TCU’s majors.
  - TCU Catalog: This resource lists requirements for all of TCU’s majors and minors.
  - UNPR 10001: This one hour course is offered during the first 8 week session each fall and spring. In the class, students take several assessments, learn about TCU’s majors, and learn how to research possible career paths.
  - TCU college/school offices: Each college/school office can provide specific information about the requirements for each of its majors and minors.

- A student’s request to declare or change his/her major/minor, although requested online at my.tcu.edu, is not processed instantly. When a student makes the request online, an e-mail is sent to the appropriate dean’s office for consideration. The dean’s office will notify the student via e-mail as to whether his/her request was approved or denied.
3. **Personal crisis:** The following table lists some possible causes and indicators of emotional or mental distress. If you notice that the student is experiencing emotional or mental distress, immediately refer the student to [Campus Life](#), the [Counseling Center](#), and/or the [Office of Religious and Spiritual Life](#). You may even want to escort the student to the appropriate office for help. Unless you are trained to do so, **do not attempt to counsel the student. But do show empathy and compassion for the student’s situation and provide a “listening ear.”**

<table>
<thead>
<tr>
<th>Significant Indicators</th>
<th>School Indicators</th>
<th>Family Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicide threat</td>
<td>Drop in grades/failing classes</td>
<td>Loss of family member (or anniversary of loss) due to death, separation, or divorce</td>
</tr>
<tr>
<td>Verbal hints indicating self-destructive behavior or that life would be better if student did not exist</td>
<td>Difficulty concentrating on school work</td>
<td>Family members’ rejection of student</td>
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<tr>
<td>Preoccupation with thoughts of death or suicide</td>
<td>Loss of interest in extra-curricular activities</td>
<td>Recent household move</td>
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<tr>
<td>Family member or close friend has attempted or completed suicide</td>
<td>Social isolation</td>
<td>Family discord</td>
</tr>
<tr>
<td>Making final arrangements and/or giving away possessions</td>
<td>New to school</td>
<td>Change in immediate family or household membership</td>
</tr>
<tr>
<td>Sudden, unexplained cheerfulness after prolonged depression</td>
<td>Learning difficulties</td>
<td>Alcoholism or drug use in family</td>
</tr>
<tr>
<td>Keeping guns, knives, or lethal medicines</td>
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<td>Running away from home</td>
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<tr>
<td>Break up with boyfriend or girlfriend</td>
<td></td>
<td>Family history of mental illness</td>
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<tr>
<td>Withdrawal from friendships</td>
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<tr>
<td>Student is a victim of physical, sexual, and/or emotional abuse</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Social and Emotional Indicators</th>
<th>Physical Indicators</th>
<th>Significant Events/Rites of Passage</th>
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</thead>
<tbody>
<tr>
<td>Noted personality change</td>
<td>Changes in eating and/or sleeping patterns</td>
<td>Graduation</td>
</tr>
<tr>
<td>Depression, feelings of sadness</td>
<td>Weight gain or loss</td>
<td>Parental divorce</td>
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<tr>
<td>Withdrawal</td>
<td>Neglect of personal appearance</td>
<td>Anniversaries of unhappy events (parental deaths, severe losses)</td>
</tr>
<tr>
<td>Agitation, aggression, rebellion</td>
<td>Lethargy, listlessness</td>
<td>Holidays</td>
</tr>
<tr>
<td>Sexual problems (promiscuity, identity, unplanned pregnancy)</td>
<td>Frequent complaints about physical condition</td>
<td>Vacation times, especially if student is isolated</td>
</tr>
<tr>
<td>Feelings of despair, hopelessness, helplessness</td>
<td>Pregnancy</td>
<td>Change of season</td>
</tr>
<tr>
<td>Feelings of being bad or the need to be punished</td>
<td>Chronic or terminal illness</td>
<td>Custody agreements</td>
</tr>
<tr>
<td>Unexplained accidents, reckless behavior</td>
<td>Drug or alcohol abuse</td>
<td></td>
</tr>
<tr>
<td>Recent legal involvement</td>
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</tbody>
</table>

Adapted from Dr. John Hipple, University of North Texas
Referring Students

- Explain in a clear and open manner why you believe it beneficial or necessary to refer.
  - Take into account the student’s emotional and psychological state.
  - Invite the student to be part of the referral process: Ask the student to assess his/her situation, consider the reasons for referral, explore possible resources, and assist in the selection of the appropriate person or agency.

- Explain what services the student can expect from the resource person or agency.

- Reassure the student of the capabilities and qualifications of the resource. Explain how the resource can help meet the student’s particular needs.

- Personalize the experience by giving the student the name of a specific contact person. In some situations, you may even want to call to set up an appointment on the student’s behalf. Give the student directions to the office, if needed. Or if need be, walk the student to the office.

- To facilitate the process, provide essential information about the student and his/her situation to the resource; however, be sure that the student is okay with your sharing information about him/her with the resource.

- If you wish to discuss the student’s situation and/or request information about the student from a non-TCU resource, the student must give you prior written consent. Even then, client confidentiality may limit what information the resource can share with you.

- Assist the student in formulating questions to ask or approaches to take.

- Follow up with the student after you make the referral.
  - Did the student keep the appointment?
  - In what ways did the resource meet (or not meet) the student’s needs?
  - If the student assesses that the resource did not meet his/her needs, help the student investigate other possible resources (Crockett, 1988, p. 331).

Resources

- [Campus Resources, Appendix p. 49](#)
- [Declaring or Changing Majors/Minors, Appendix p. 50](#)
- [Disability Services - Inquiry and Intake Appointments, p. 23](#)
Section II: The Advising Process

Procedures for Students with Disabilities

Texas Christian University complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. The University shall provide reasonable accommodations for each eligible student who (a) has a physical or mental impairment that substantially limits a major life activity, (b) has a record or history of such impairment, or (c) is regarded as having such impairment.

- Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator for Student Disabilities Services.
- Information concerning a student's disability is treated in a confidential manner.
- Documentation presented to the Coordinator shall be reviewed by the appropriate University professional(s) to verify the existence of a disability.
- The Coordinator shall prepare letters to appropriate faculty members concerning specific, reasonable academic adjustments for the students. The student is responsible for delivering the accommodations letters, conferring with faculty members, and returning validation of the receipt of information to the Coordinator.

Students who wish to appeal a decision regarding appropriate accommodations may file a written request for review with the Associate Vice Chancellor for Academic Affairs.

Advising Students with Disabilities

Students with disabilities are assigned advisors in the same manner as other University students, without regard to the disability. The Coordinator encourages students to inform advisors of their disabilities and to present their respective advisor with a copy of their accommodations letter. If students reveal the existence of a disability, advisors may refer the student to the Coordinator. Advisors are encouraged to contact the Coordinator for further information that is pertinent to the advising process.

A few students are unable to participate in the regular registration procedure; the Coordinator will make arrangements with the Office of the Registrar for these students. The Coordinator also will assist students for whom accessible classrooms or special furniture/equipment is needed.

Concerns that students and advisors might discuss include scheduling classes in such a way that facilitates the process of getting from one area of the campus to another, and scheduling classes at times of the day that take into account students' physical needs, e.g., fatigue or medical schedule. Students requesting course substitutions for any required course must meet with the Coordinator and the appropriate Dean as early in their academic career as possible. The Dean will communicate decisions regarding substitutions to the advisor.

The office of the Coordinator for Student Disabilities Services is located in the Center for Academic Services, Sadler Hall, room 11, TCU Box 297710, (817) 257-7486, http://www.acs.tcu.edu/disability_services.asp.
Section II: The Advising Process

The Accommodations Letter (Students with Disabilities)

Students receiving accommodations for a documented disability may opt for their advisor to receive a copy of the accommodations letter. Below are examples of accommodations and how advisors can assist. The accommodations letter should be shredded at the end of each semester. Encourage students to meet with the Coordinator for Student Disabilities Services if challenges arise.

Example accommodations:

• “Preferential seating should be arranged for Patrick. He can tell you the most appropriate classroom location.”
  Discussion points:
  1. Do you have enough time to get from class to class in order to get your preferred seating?
  2. Do you need to make arrangements before the semester begins?
  3. Will the professor reserve a seat or do you need to ask for a friend’s help?

• “Permit Patrick to tape record class lectures. He has signed a tape recording agreement that is on file.”
  Discussion points:
  1. Tell me how this accommodation works for you.
  2. Do you need assistance to learn how to effectively use your recorded lectures?

• “Make class syllabus or reading lists available as early as possible. Taped texts must be requested from sources in advance.”
  Discussion point:
  1. How are you obtaining and using recorded texts?

• “Assist Patrick in making arrangements with a classmate to serve as a note-taker and share class notes with Patrick, who will arrange to duplicate the classmate’s notes.”
  Discussion points:
  1. Tell me how this arrangement is working for you.
  2. Students should also continue to take own notes as supplement to the copies.
  3. Are you able to get your notes in a timely manner?

• “For in-class examinations that require reading, writing, or math computations, Patrick requires the following reasonable accommodations: Extended time to complete the examination (1 ½).”
  Discussion points:
  1. Is extended time helpful for you?
  2. How much of the extended time do you generally use?
  3. Encourage students not to sign up for back-to-back courses in order to facilitate extended test time.
Section II: The Advising Process

- “Allow Patrick to move to a quiet area of the classroom away from visual and auditory distractions but where others students’ questions and the proctor’s answers can be heard.”
  Discussion points:
  1. Where do you normally sit during exams?
  2. Encourage student to consider moving to the back or side of the room where s/he will not be distracted when students finish early.

- “Please sign and date the attached verification form, which the student will return to me.”
  Students must schedule an appointment with each professor to deliver and discuss their accommodations letter.
  Discussion points:
  1. Encourage students to schedule appointments to meet with their professors as soon as the semester begins. Faculty may require time to make arrangements for accommodations.
  2. Have you returned your verification forms to the Center for Academic Services?
Section II: The Advising Process

SAMPLE ACOMMODATIONS LETTER FOR STUDENTS WITH DISABILITIES

Date: August 20, 2009

To: Patrick “Pat” Q. Student's 2009F Advisor  
Student #: 123456789

From: Laurel Overby,  
Coordinator, Student Disabilities Services

THE INFORMATION CONTAINED IN THIS MEMO IS CONFIDENTIAL AND IS PROTECTED  
BY FEDERAL AND STATE LAWS AS WELL AS UNIVERSITY POLICY

This memo is to verify that Pat Q. Student has a disability and is eligible for services/accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Accommodations are in effect from time of delivery and conference with professor. These accommodations are not retroactive and are valid until end of current semester unless superseded by a later letter. The academic adjustments that follow have been formulated by analyzing professional documentation, reviewing relevant regulations of the federal laws, and gathering information from Pat.

Make class syllabus or reading lists available as early as possible. Taped texts must be requested from sources in advance.

Permit Pat to tape record class lectures. He has signed a tape-recording agreement that is on file. (Copy attached.)

Assist Pat in making arrangements with a classmate to serve as a note-taker and share class notes with Pat, who will arrange to duplicate the classmate’s notes.

 Preferential seating should be arranged for Pat. He can tell you the most appropriate classroom location.

For in-class assignments that require reading, writing, or math computations, Pat should be allowed extended time (time and a half that allowed other students).

For in-class examinations that require reading, writing, or math computations, Pat requires the following reasonable accommodations:

Extended time to complete the examination (time and a half that allowed other students).

Allow Pat to move to a quiet area of the classroom away from visual and auditory distractions but where other students’ questions and the proctor’s answers can be heard.

This memorandum is provided to assist Pat in discussing his/her accommodations with you and to document reasonable accommodations that the University is required to provide. I am available to consult with you, and I encourage you to call me at extension 7486 to discuss information relevant to Pat.

PLEASE SIGN AND DATE THE ATTACHED VERIFICATION FORM,  
WHICH THE STUDENT WILL RETURN TO ME.
Section II: The Advising Process

Student Appointments with the Coordinator of Student Disabilities Services

**INQUIRY APPOINTMENTS**

- 15-20 minutes in length
- Purpose: To answer questions about TCU’s Student Disabilities Services
  - What is a disability?
  - How do I know if I have a disability?
  - What does it mean to have accommodations?
  - What is documentation?
  - Why is documentation necessary?
  - How do I apply for accommodations?

**Opportunities for Referral to Student Disabilities Services:**

- Sometimes I take ADHD medicine to help me focus when I study. Does this mean I can get accommodations?
- My friend gets extra time to take exams. I think this would help me, too. How can I find out if I qualify for extra time?
- My professor lets me have extra time on exams, so do I have accommodations?
- My parents never wanted me to be tested, but I think that I have a learning disability. Can you help me?
- I had a 504 Plan in high school. Do I qualify for accommodations at TCU?
- I had an educational evaluation done a few years ago. Does my evaluation meet your requirements?

**INTAKE APPOINTMENTS**

- 30-45 minutes in length
- Purposes:
  - To present disability documentation
  - To request accommodations based on documentation
  - To complete an Intake Packet

Resources

- [http://www.acs.tcu.edu/disability_services.asp](http://www.acs.tcu.edu/disability_services.asp)
- *Tips for Good Faculty Relations for Students with Disabilities, Appendix p. 54*
Section III: The Enrollment Process

Enrollment

Enrolling in or Dropping Classes

1. The student signs in to http://my.tcu.edu and clicks on “Student Center.”
2. The student clicks on “Student Center” again then chooses “Enroll.”
   o From here, the student can add, drop, swap, or edit a course – see below for details.

To add a class, students should follow these steps:

1. Once the student chooses “Enroll,” click on “Add.”
2. Input the class number in the “Enter Class Nbr” field. Then click “enter.”
3. On the next screen, click “Next Step” to add the class to the “shopping cart.”
4. On the next screen, click “Next” to continue.
5. Click the green “Proceed to Step 2 of 3” button.
6. Verify that the selected classes are correct. Then, to finalize the schedule, click on the green “Finish Enrolling” button.
7. The next screen provides a status report for enrollment confirmations and errors.
   A green check mark (✓) indicates that the student is enrolled. A red “X” indicates an error. The class may be full or may require permission from the instructor.

To drop a class, students should follow these steps:

1. Once the student chooses “Enroll,” click on “Drop.”
2. The student should select the class s/he wishes to drop. Then click on the green “Drop Selected Classes” button.
3. Confirm the selection by clicking on the green “Finish Dropping” button.

Resources
- Enrollment: http://www.reg.tcu.edu/enrollfaq.asp
- How to Enroll in Classes, Appendix pp. 44-47
Withdrawal

Student-Initiated Withdrawal

A student can withdraw from a class by dropping the course through my.tcu.edu (see the “Enrollment” section above for instructions). The withdrawal/drop must be completed by the deadline set by the Registrar’s Office (see the “Academic Calendar” link below).

- Before dropping a course, students should first consult with their academic advisor.
- Students who receive scholarships and/or financial aid should consult with a scholarship/financial aid advisor before dropping a course.
- The dropped class will not appear on the student’s transcript.
- Students who want to drop below full-time status (<12 hours) should consider the following - Part-time enrollment may affect their:
  - Financial aid/scholarship eligibility
    - Refer students to a scholarship/financial aid advisor.
  - Eligibility to live in a campus residence hall
    - Refer students to their Hall Director.
  - Health insurance coverage
    - Refer students to their parents or legal guardians to verify their requirements for insurance coverage.
    - TCU offers student health insurance. For more information, consult http://www.healthcenter.tcu.edu/68.asp.

What if it is past the deadline to withdraw?

If it is past the deadline, but a student wants to seek special permission to drop due to unusual hardship, s/he may submit a written petition to his/her academic dean. The student’s petition to drop a course(s) after the deadline should include supporting documentation, such as a statement from a doctor, counselor, or family member, or from the TCU Campus Life office. If the dean believes the student has a justifiable reason to drop after the deadline, s/he will consult with (1) the course instructor, (2) the department chair, and (3) the dean of the college offering the course. The dean will assign a grade of “Q” (dropped by dean’s permission) and will notify the Registrar’s Office of such action.

Note: Performing poorly in a class is not in and of itself considered to be a justifiable reason to drop a class after the deadline.

Resource
- Academic Calendar:
  http://www.reg.tcu.edu/1_acad_cal_tab.asp
Section III: The Enrollment Process

Grade of Incomplete

An “I” grade designates that the student has not completed the course and the instructor has not assigned a final grade.

Removal of “I” Grade

- The “I” must be changed to the final grade no later than the sixtieth day of the next long semester. If it is not changed within this time frame, the “I” will become an “F.”
- “I” grades assigned for the spring semester must be changed to the final grade no later than the sixtieth day of the subsequent fall semester.
- Actual deadlines are posted on the Academic Calendar, which is available on the Registrar's Office home page (http://www.reg.tcu.edu/1_acad_cal_tab.asp).

To remove an incomplete:

1. A student requests a "Removal of I Form" from the Registrar's Office, room 18 of Sadler Hall.
2. The student takes the "Removal of I Form" to the course instructor.
3. After completing the form, the instructor sends it to the Registrar's Office via intercampus mail. If preferred, the instructor may give the form to the student to hand carry to the Registrar's Office.
4. The Registrar’s Office usually posts the final grade within 24 hours of receipt of paper work. When posting the final grade, the Registrar’s Office recalculates the student’s semester and cumulative grade point averages (GPAs).

Repeating a Course

Repeating a Course at TCU

- When repeating a course, the student should notify the Registrar’s Office.
- If a student repeats a course at TCU, the official course grade is the last one; however, all course attempts appear on the student’s transcript.
- To calculate the student’s GPA, the Registrar’s Office uses only the letter grade of the student’s most recent attempt of the course, unless the grade is I, W, Q, P, NC, or AU.

Repeating a Course at Another Institution

- If a course is taken at TCU and then repeated at another institution, or if a course is taken at another institution and then repeated at TCU, the Registrar’s Office uses only the grade earned at TCU to compute the student’s GPA.
- Regardless of where and how many times the student takes a course, TCU grants credit only once, unless the course can be repeated for credit.
Section III: The Enrollment Process

Transfer Credit

- TCU lists any and all accepted transfer courses on the student’s transcript.
- For a course to transfer to TCU, the student must have earned a grade of C or higher.
- Transfer hours are included in the student’s cumulative earned hours, but transfer courses are not included in the calculation of the student’s cumulative GPA.
- The Admissions, Registrar’s, and deans’ offices determine whether transfer credit hours satisfy degree requirements.

TCU does not accept the following courses from other institutions:

- Remedial/developmental courses
- Vocational/technical courses (e.g., automotive repair, welding, etc.)
- Certain religion courses
- P.E. activity courses in excess of 8 hours
- Correspondence work (deans may allow exceptions)

Credit for Transfer Work Taken Prior to Becoming a TCU Student

Prior to enrolling in the University, transfer students must present a record of all transfer work to the Office of Admissions. If a student does not present his/her transfer course work prior to enrollment at TCU, the University may not count it toward his/her degree.

Credit for Transfer Work After Becoming a TCU Student

- TCU students must receive prior written approval from their academic dean if they wish to take courses at another institution and have those courses count toward a TCU degree. If a TCU student takes course work at another institution without receiving prior written approval from his/her dean, TCU may not apply the transfer course work toward his/her degree.
- After enrolling at TCU, students cannot take more than 12 total semester hours at another institution, except those earned in an approved study abroad program.
- Once a TCU student has earned 54 or more hours (junior status), s/he cannot take courses at a community college/two-year college.
- Students should submit their transfer work to the TCU Registrar’s Office as soon as possible after completion (within 30 days).

Resources

- Transfer Course Equivalency, Appendix pp. 49-51
- Transfer admission: http://www.admissions.tcu.edu/transfer/transferability.asp
- Transfer equivalency information: http://www.admissions.tcu.edu/transfer/equivalency.asp
Section III: The Enrollment Process

Electing Pass/No Credit (P/NC)

- Undergraduate students may elect the pass/no credit grading option online via the “Edit a Class” option on my.tcu.edu.

- Students may elect the pass/no credit grading option (and may change their decision as many times as they want) until the P/NC election deadline listed in the academic calendar. The deadline is the business day following the last day to drop. For example, if the last day to drop is October 22, then the last day to declare P/NC is October 23.

- P/NC courses are not calculated in the student's GPA.

- A grade of “P” (pass) indicates that the student’s achievement in the class is equivalent to a “C-” or better and the student earns credit hours toward the total hours required for graduation.

- A grade of "NC" (no credit) indicates that the student’s achievement in the class is equivalent to a "D+" or below and the student earns no credit hours.

- Students may elect to take up to two courses (eight hours maximum) on a P/NC basis.

- Students may not elect the P/NC grading option for major, minor, and associated requirements.

- Students in the M.J. Neeley School of Business may not elect the P/NC grading option for any course in the lower-division business sequence or in the upper-division business core.

- Students in the College of Education may not elect the P/NC grading option for any education course required for teacher certification or in their teaching content area.

- The P/NC option is not allowed in any English as a Foreign Language course (ENFL) offered by the English Language Center.

- Some courses are offered only as P/NC. Such classes will not count toward the two-class “elected P/NC” limit.

When electing the pass/no credit grading option, students must acknowledge that they have read the following:

- No more than two classes (eight hours maximum) may be taken P/NC towards the completion of the undergraduate degree. The count begins Fall 2008.

- To maintain financial aid/scholarship eligibility, students may be required to take a minimum number of graded hours each semester. Classes taken P/NC are not counted as graded hours.
Section III: The Enrollment Process

- Classes taken P/NC are not considered when determining qualification for Dean’s List or TCU Scholar.

- Classes that cannot be taken P/NC include:
  - Any course for the major, minor, or associated requirements
  - Business courses
  - Teacher certification/teaching content area courses
  - ESL/ENFL courses

- Graded classes must be repeated as graded classes for the grade to be replaced in the calculation of the cumulative GPA.

Before using the P/NC grading option, students should check whether honor societies and/or graduate schools in which they are interested accept classes taken on a P/NC basis. Students who have questions about the P/NC policy should contact the Registrar’s Office at 817.257.7825/Sadler Hall, room 18.
Credit by Examination

Students may earn academic credit for university-level courses by taking an examination. Once students have completed 66 credit hours, TCU will not award credit by examination.

For the entering student, the following conditions apply:

1. TCU grants credit in some subject areas through the following standardized examination programs: College Board Advanced Placement (AP), College Level Examination Program (CLEP), College Board Achievement Tests in Foreign Languages (ACH), and International Baccalaureate (IB).
2. Students may obtain credit through the following institutional examinations: locally constructed nursing examinations, music conference examinations, ballet and/or modern dance audition examinations, and certain non-U.S. Advance Level National Examinations.
3. TCU will honor English Composition credit earned by examination if it appears on an official college transcript.
4. Students may demonstrate competency in a language other than English and earn credit toward fulfilling the TCU undergraduate foreign language requirement (for the Bachelor of Arts degree) in the following ways:
   - Students may meet the requirement by successfully completing TCU foreign language courses or approved transfer courses.
   - Students may provide evidence of competency in a non-English language by: (1) achieving certain scores on University-approved standardized tests (TCU will grant 3 - 12 credit hours, depending on the examination score) or (2) successfully completing at least one academic year in a secondary or post-secondary institution in which the language of instruction is other than English (TCU will grant 12 credit hours).

For the currently enrolled student, the following conditions apply:

1. Students must obtain approval from their academic dean before taking CLEP or other recognized examinations for credit.
2. If a student has already earned credit for an upper-division course, s/he cannot earn credit by examination for the prerequisite course.
3. TCU does not assign a letter grade for credit earned by examination and does not count credit by exam toward special recognition or honors.
4. A student cannot earn duplicate credit by enrolling in and completing a course for which s/he already earned credit by examination.
5. Students may earn credit through selected CLEP General and Subject Examinations, College Board Achievement Tests in Foreign Languages, and through locally constructed examinations.

The University reviews and updates the credit by examination policies and procedures annually. The current brochure, Credit by Exam, is available in the Office of Admissions.
Section III: The Enrollment Process

Students’ Frequently Asked Questions:

- **How many electives do I need?**
  - The number of elective hours each student needs varies. In completing all degree requirements, including the major, minor, associated requirements, TCU Core Curriculum, foreign language, and upper-division hours, if the total hours earned is below the minimum required for the bachelor’s degree, you will fill the gap with elective hours. You should discuss your specific situation with your academic advisor.

- **May I enroll in 18 hours?**
  - Yes, but you must wait until the first day of the semester to do so. Until that time, you may enroll in up to 17 hours.

- **What if I want to enroll in more than 18 hours?**
  - Anything above 18 hours requires permission from your academic dean.

- **When must I be done with the TCU Core Curriculum?**
  - The TCU Core Curriculum must be completed before graduation.

- **Do I need to take a foreign language?**
  - It depends; some degrees require foreign language and some don’t. Most Bachelor of Arts (B.A.) degrees require competency through the fourth level of a language. Consult the Undergraduate Catalog and/or your academic advisor to find out if you need foreign language for your degree.

- **I am repeating a class. Will my new grade replace my old grade or will it be averaged? Will the old grade still be on my transcript?**
  - The last grade received, whether higher or lower than the original grade, will be calculated in the GPA. The original grade will be removed from GPA calculation, but will still appear on your transcript. If you repeat a course, be sure to notify the Registrar’s Office.

- **Will my ballet/guitar/painting class fulfill the Fine Arts requirement on the TCU Core Curriculum?**
  - No. To fulfill the Fine Arts requirement, you must take a 3-credit hour survey/theory course, such as Survey of Dance, Survey of Music, or Introduction to Art History. To find courses that fulfill the Fine Arts requirement, go to http://www.reg.tcu.edu/docs/tcucc.pdf.

- **How many majors/minors do I need?**
  - Each student must have a minimum of one major. Some majors require a second major or a minor. If your major does not require a minor, you may still elect to do a minor. In some cases, adding a non-required minor may necessitate your taking more than the minimum number of hours required for graduation.

- **Does TCU offer classes during the Wintermester?**
  - No, TCU does not offer classes between the fall and spring semesters (December - January); however, TCU does offer classes during the Maymester (in May after the spring semester and before the June session).

- **Do I have to take a P.E. or health class?**
  - The TCU Core Curriculum does not require P.E. or health classes for graduation; however, you may take P.E. activity or health classes for elective credit if you wish.

- **I received accommodations in high school. How can I continue to receive those?**
  - Contact the Coordinator for Student Disabilities Services in Sadler Hall 112, 817-257-7486.
Appendix
Example Invitation for Advising E-mail

Hello!

I hope your semester is going well! As your academic advisor, I wanted to let you know that NOW is the time to schedule an appointment with me to prepare for <semester> 20__ enrollment. Registration/enrollment begins on ____________; however, it goes by SENIORITY -- the more completed hours you have earned, the earlier you get to register. Registration dates (also known as “enrollment appointments”) have not yet been assigned, but will likely be in mid- to late- ________ for freshmen and sophomores. (If you are in the Honors Program or are an athlete, you get to register earlier - on or around ______________.)

Once registration dates (“enrollment appointments”) are assigned, you will be able to find out your assigned date by going to http://my.tcu.edu.

***BEFORE YOU CAN REGISTER FOR <semester> 20__ CLASSES, YOU MUST MEET WITH ME!***
***Please call 817-257-_____ to schedule an appointment with me.***

**Also, before you meet with me, please print the Advising Checklist and Class Schedule Worksheet from the following web site: http://www.acs.tcu.edu/AdvisingChecklist.htm

Please complete all of the items on the checklist *before* your appointment.

Don’t delay - call 817-257-_____ today to schedule an appointment!

See you soon,

<Your Name>
<Your Title>
<Your Department>
Email: academicadvisor@tcu.edu
Phone: 817-257-____
Fax: 817-257-____
Advising Checklist

Step 1: Prepare for Advising

Complete the following information:

Go to http://my.tcu.edu ➔ Student Center ➔ Student Center

- Your Academic Advisor’s name ______________________________________
- Your enrollment date (the date/time that you can register) ________________
- Your holds (Some holds will prevent you from registering.) ________________

- Print your Degree Progress Report (shows you which requirements you have already completed and which ones you still need to complete).
  - Turn off your pop-up blocker.
  - On the left side of the screen, click on “Degree Progress.”
  - After you click on “go,” wait for a link to appear that says, “Click this link. Then click YOUR OUTPUT.”
  - Click on that link, and then click on the “YOUR OUTPUT” link (PDF document).
  - Take the report to your advising appointment.

Step 2: Plan Tentative Class Schedule

- Use the Class Schedule Worksheet to prepare your tentative schedule (with alternates).
  - Take the completed worksheet to your advising appointment.

Schedule Planning Resources:
- Online Advising Toolkit: http://www.reg.tcu.edu/advisingtoolkit/TCUAdvisingToolKit-CourseRequirments.htm
- TCU Bulletin/Catalog: http://catalog.tcu.edu/undergraduate/ (lists major and minor requirements)
- Student Resource Guide/Apple Book (You received this during orientation.)
- Career Services: http://www.careers.tcu.edu/ (If you are undecided about your major, Career Services can help you explore majors/career paths.)

Other things to consider when planning your tentative schedule:
- Summer school: If you plan to take a course at another school this summer, go to that school’s web site and print a course description. Take the course description to your advising appointment.

- Study abroad: If you plan to study abroad at some point during your academic career, visit the Center for International Studies to receive information regarding study abroad locations, available courses, and other policies. (Rec. Center/Rickel 246)

- Transfer hours/AP credits: If you have transfer or AP credits, you may want to follow the steps on the next page.
  - Go to http://my.tcu.edu ➔ Student Center ➔ Student Center ➔ Academics Home Page

Advising Handbook 34 Center for Academic Services
- Click on View Unofficial Transcript (lists all courses that you have taken and all grades that you have earned)
- Click on View Transfer Credit Report (shows transfer hours, including AP credits)

**Step 3: Complete Additional Information**

Complete the following information and be prepared to discuss with your Advisor:

1. Your grades for the current semester:

<table>
<thead>
<tr>
<th>Class</th>
<th>Professor</th>
<th>Current Grade</th>
</tr>
</thead>
<tbody>
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</table>

2. Classes you have enjoyed this semester ____________________________________________

3. Classes in which you struggled this semester _________________________________________

4. Major(s)/minor(s) that you are considering _________________________________________

5. Extra-curricular activities (including work) that you will be involved in NEXT semester ____________________________

6. Scholarships and/or financial aid that you receive ____________________________________

7. Study abroad plans that you have for the future _______________________________________

8. Other concerns __________________________________________

**Step 4: Make an Advising Appointment**

To make an appointment with your Academic Advisor, call the office at (817) 257.____ or stop by <location>.

Date ___________________________ Time ___________________________ Location ___________________________

**Remember to take the following to your advising appointment:**
- Advising Checklist (this form!)
- Completed Class Schedule Worksheet
- Your Degree Progress Report
# Advising Worksheet

Name: ___________________________  Student ID: ___________________________

Today’s Date: ____________________  Enrollment Plan for:  FA  SP  SU  20__

Registration Date/Time: ___________@___________  Major/Minor ________________________________

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Course/Catalog Number</th>
<th>Section</th>
<th>Day(s)/Time</th>
<th>Core Code</th>
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Advisor’s Notes:

______________________________  ______________________________
Student’s Signature          Advisor’s Signature
In the HMVV curriculum, a maximum of two courses may be taken from one subject area (as defined by course prefix), e.g., the course prefix for economics is ECON. You cannot "double-dip" within the HMVV section.

**TOTAL HOURS:**

<table>
<thead>
<tr>
<th>HE&amp;E: 27 hours</th>
<th>HERITAGE, MISSION, VISION, AND VALUES</th>
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</thead>
<tbody>
<tr>
<td>EC: 12 hours + 6 hours writing emphasis</td>
<td>3 hours</td>
</tr>
<tr>
<td>HMV&amp;V: 18 hours</td>
<td>(RT) Religious Traditions</td>
</tr>
<tr>
<td></td>
<td>(CSV) Citizenship/Social Values *</td>
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</tbody>
</table>

**SYNOPSIS:** A range of 39-63 hours is required to satisfy the TCU Core. (Up to 24 hours can be "double-dipped.")

**HUMAN EXPERIENCES & ENDEAVORS**

In the HEE curriculum, a maximum of two courses may be taken from one subject area, as defined by course prefix. Additionally, Humanities, Social Sciences, and Natural Sciences must be fulfilled by taking at least two different subject areas, as defined by course prefix.

<table>
<thead>
<tr>
<th>Humanities, 9 hrs (HUM) (at least 2 different subject areas)</th>
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<table>
<thead>
<tr>
<th>Social Sciences, 9 hrs (SSC) (at least 2 different subject areas)</th>
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<table>
<thead>
<tr>
<th>Natural Sciences, 6 hrs (NSC) (at least 2 different subject areas)</th>
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<table>
<thead>
<tr>
<th>Fine Arts, 3 hrs (FAR)</th>
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**ALTERNATIVE OVERLAY COURSE(S) (These are courses that fulfill HMVV, but not HEE.)**

**ESSENTIAL COMPETENCIES**

<table>
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<tr>
<td>Oral Communication (OCO)</td>
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<tr>
<td>Written Communication #1(WCO)</td>
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<tr>
<td>Written Communication #2 (WCO)</td>
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<tr>
<td>Writing Emphasis #1 (WEM) *</td>
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<tr>
<td>Writing Emphasis #2 (WEM) *</td>
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</table>

The Writing Emphasis requirement can be "double-dipped" with courses in the major, minor, or HEE/HMVV courses. *Course will not transfer from other institutions
STUDENT INFORMATION SHEET

NAME: ________________________________  TCU ID: ________________________________
TELEPHONE: __________________________  E-MAIL: ________________________________
SEM. ENTERED TCU: __________________________
MAJOR: ________________________________  GRADUATE: ________________________________
MINOR: ________________________________

_____ Changed Major FROM: __________________________  _____ Changed Major TO: __________________________

Warning Letter (GPA below 2.0) _____  _____  _____  _____  _____

_____ Academic Appeal _____________________________  _____ Approved  _____ Denied

_____ Academic Appeal _____________________________  _____ Approved  _____ Denied

_____ Transfer Course Approval – Semester ________  _____ Transfer Course Approval – Semester ________

_____ Transfer Course Approval – Semester ________  _____ Transfer Course Approval – Semester ________

MEETING DATE

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</table>

RETURN TO TABLE OF CONTENTS
The “Student Center” section of my.tcu.edu contains some valuable academic information. Please see the image below for an explanation of the “Student Center” functions.

To access the “Student Center,” log into my.tcu.edu and select “Student Center” in the main menu on the left side of your screen.

Under Enroll, you can enroll in classes and view/edit your schedule.

Click here to view/change your major/minor and access other academic records.

Use these shortcuts for important academic information.

Your advisor’s information is located.

View your holds here.

View your assigned enrollment date here.
1. Login to http://my.tcu.edu

2. Click on the Faculty link in the left menu
3. From the **Faculty Center** click the **Advisor Center** tab at the top or the **Advisor Center** link at the bottom of the page.

4. Find the appropriate student on the **My Advisees** page.

5. Click on the **View Student Details** link on the far right of the page.

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**My Advisees**

- **View FERPA Statement**
- **Link to Photos**
- **Include photos in list**

<table>
<thead>
<tr>
<th>Title</th>
<th>ID</th>
<th>Photograph</th>
<th>View Student Details</th>
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<tr>
<td>2</td>
<td>✔</td>
<td><img src="image.png" alt="Image" /></td>
<td>View Student Details</td>
</tr>
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</table>

[Image of My Advisees page with marked options and links]
6. The **Advisee Holds/General Info** page will be displayed.

   - If there is more than one Service Indicator, find the **Advising Hold (ADV)** that needs to be removed.

7. Click on the **Advising Required – Mandatory** link under **Service Indicators**.

8. Click the **Release** button on the top right of the page.

9. Click **OK** to save and return to the **View My Advisees** page.
How to Print a Degree Progress Report

1. Find the appropriate student on the My Advisees page. Click on the View Student Details link on the far right.

2. Under the Academics section, select Degree Progress Report from the pull-down menu and click the button on the right.

3. Choose Degree Progress Report for the Report Type.

4. Click the GO button.

5. When the report is complete click the link: Click this link. Then click YOUR OUTPUT.

6. Another window will open. Click the YOUR OUTPUT pdf link.
How to Enroll in Classes

1. Click on “Student Center.”

2. Click on “Enroll.”

3. Select your courses.

4. Click on “Submit” to enroll in the classes.
1. Select classes to add

To select classes for another term, select the term and click Change. When you are satisfied with your class selections, proceed to step 2 of 3.

Enter the 5-digit Class Number. Then, click “enter”

If the class is full and you want to get on the wait list, then check this box.

If the academic department or instructor gave you a permission number to get into the class, enter it here.

Click “Next Step” to continue.
It appears as though this class has been added to your schedule, but it hasn’t!

It has been added as a “pending” course to your “pending” schedule.

Verify that this is the correct class.

Then click on “Proceed To Step 2 Of 3.”
To enroll in the class, click on “Finish Enrolling.”

Look at the “Status” to verify whether you are enrolled in the course.

If you see a check mark (✓), you have successfully enrolled in the course.

If you see an “X,” you were not added to the course due to an error, such as the class is full or the class requires permission from

When you are finished, click on “My Class Schedule” to verify that you are enrolled in the correct courses.
Declaring or Changing Majors/Minors

--Note that pre-majors must declare a major by the time they reach 54 credit hours (junior status).

How to Declare/Change Your Major/Minor

1. Log into http://my.tcu.edu using your user name and password.
2. From the main menu, click on “Student Center” followed again by “Student Center.”
3. Then click on “My Academics.”
4. Click on “View or Change Major/Minor.”
5. Check the box “Check here to add, change or drop your major or minor”
6. Select the major you wish to change from the drop down menu.
7. Select the department of your desired new major. Click on the looking glass (🔍) to see all of the departmental options.
8. Next, select the specific code for your desired new major. Click on the looking glass (🔍) to see all of the major options.
9. If you would like to declare a second major, select the department of your desired secondary major. Click on the looking glass (🔍) to see all of the departmental options. Skip this step if you do not want a second major.
10. If you have selected a second major, then select the specific code for your desired secondary major. Click on the looking glass (🔍) to see all of the major options.
11. Double majors wishing to add an additional major can do so where it states “Select an additional major for double majors.”
   Click on the looking glass (🔍) to see all of the departmental options.

Minor

12. To declare or change your minor, select the minor you wish to change from the drop down menu.
13. Next, select the specific code for your desired new minor. Click on the looking glass (🔍) to see all of the minor options and select the appropriate one.
14. Repeat the process above in the second set of minor change boxes if you would like to declare a second minor.
15. To drop a current minor, use the “Drop my minor” drop down menu.

Double Degrees

Students who earn double degrees will actually earn two separate degrees with two separate diplomas (i.e., a Bachelor of Business Administration in finance plus a Bachelor of Arts in English). Earning double degrees requires students to complete at least 30 additional hours, i.e., at least 154 credit hours.

A double major is just one degree with two majors and does not necessarily require additional hours above the minimum number required for the bachelor’s degree. An example is a Bachelor of Arts with majors in English and history.

16. If you wish to declare double degrees (rather than double majors), then select the department of your desired second bachelor’s degree from the drop down menu.
17. Next, select the specific code for the major of your second bachelor’s degree. Click on the looking glass (🔍) to see all of the major options.
18. If you would like to DROP a second degree that you currently have, but no longer want, then do so in the drop-down menu under “Drop my Double Degree.”

Career Track

19. If you wish to pursue a specific career track, select the appropriate one from Pre-Medical, Pre-Dental, Pre-Law, or Allied Health; otherwise, skip this section.
20. If you wish to delete a career track that you currently have, but no longer want, then select “Delete Career Track.”

Finalizing Your Selections

21. In the provided box, explain the changes you wish to make. For example: “I would like to declare my major as BS in POSC with a general business minor.” Include your telephone number so that the Registrar’s Office can contact you if they have questions.
22. Once you have completed your selections, check the box at the bottom of the page.
23. To complete the transaction, you must click on the “Save” button at the bottom of the page.

An e-mail will be sent to the dean’s office of your selected major(s) for the dean’s approval. You will be notified via e-mail whether the dean accepted or denied your request.
### Transfer Courses

**Texas Common Course Numbers/TCU Course Equivalencies**

Before taking courses at another school, you should complete the Academic Action Form in order to receive approval from your academic dean.

Once you are a TCU student, you can take a maximum of 12 transfer hours at another institution.

Once you reach 54 credit hours (junior status), all transfer hours must be taken at a four-year school.

<table>
<thead>
<tr>
<th>DEPT</th>
<th>TEXAS COMMON #</th>
<th>COURSE TITLE</th>
<th>SEM HRS</th>
<th>TCU COURSE</th>
<th>TCU CORE CREDIT</th>
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</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>2302</td>
<td>INTRO ARCHAEOLOGY</td>
<td>3</td>
<td>ANTH 10000</td>
<td>SSC</td>
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<td>Spanish</td>
<td>4</td>
<td>10103, 10203, 20103</td>
<td></td>
<td>9 sem. hrs.</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>10103, 10203, 20103, 20203</td>
<td></td>
<td>12 sem. hrs.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>4 or 5</td>
<td>10201, 10203</td>
<td></td>
<td>4 sem. hrs.</td>
</tr>
<tr>
<td>(additional advanced placement may be granted at the discretion of the Department of Music)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>10154</td>
<td>NSC</td>
<td>4 sem. hrs.</td>
</tr>
<tr>
<td>B</td>
<td>4 or 5</td>
<td>10154, 10164</td>
<td>NSC</td>
<td>8 sem. hrs.</td>
</tr>
<tr>
<td>C - Mechanical</td>
<td>3, 4, or 5</td>
<td>20474</td>
<td>NSC</td>
<td>4 sem. hrs.</td>
</tr>
<tr>
<td>C - Electricity &amp; Magnetism</td>
<td>3, 4, or 5</td>
<td>20484</td>
<td>NSC</td>
<td>4 sem. hrs.</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>3, 4, or 5</td>
<td>General Core**</td>
<td>SSC</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>3, 4, or 5</td>
<td>General Core**</td>
<td>SSC</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4 or 5</td>
<td></td>
<td></td>
<td>Elective</td>
<td>3 sem. hrs.</td>
</tr>
</tbody>
</table>

** General Core or elective equivalents listed do not directly correspond to specific course numbers at TCU, but are still accepted for credit.

‡ Biology and pre-health students should contact the Biology Department regarding Biology 10504/10514.
## CLEP Credit

<table>
<thead>
<tr>
<th>CLEP Subject</th>
<th>Score</th>
<th>TCU Equivalent</th>
<th>Core</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Government</strong></td>
<td>55</td>
<td>General Core**</td>
<td>SSC</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Biology</td>
<td>55</td>
<td>10003</td>
<td>NSC</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Biology</td>
<td>65</td>
<td>10504</td>
<td>NSC</td>
<td>4 sem. hrs.</td>
</tr>
<tr>
<td>Chemistry</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>55</td>
<td>10163</td>
<td></td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>65</td>
<td>10113, 10125</td>
<td>NSC</td>
<td>8 sem. hrs.</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>55</td>
<td>10233</td>
<td>SSC</td>
<td>3 sem. hrs.</td>
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<tr>
<td>Principles of Microeconomics</td>
<td>55</td>
<td>10223</td>
<td>SSC</td>
<td>3 sem. hrs.</td>
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<tr>
<td><strong>English (with essay)</strong></td>
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<tr>
<td>College Composition</td>
<td>55</td>
<td>10803</td>
<td>WCO</td>
<td>3 sem. hrs.</td>
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<tr>
<td><strong>History/Civilization</strong></td>
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<tr>
<td>History of the United States I</td>
<td>55</td>
<td>10603</td>
<td>SSC, HT</td>
<td>3 sem. hrs.</td>
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<tr>
<td>History of the United States II</td>
<td>55</td>
<td>10613</td>
<td>SSC, HT</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>55</td>
<td>10203</td>
<td>HUM, HT</td>
<td>3 sem. hrs.</td>
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<tr>
<td>Western Civilization II</td>
<td>55</td>
<td>10223</td>
<td>HUM, HT</td>
<td>3 sem. hrs.</td>
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<tr>
<td>Humanities</td>
<td>55</td>
<td>General Core**</td>
<td></td>
<td>6 sem. hrs.</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>65</td>
<td>Elective**</td>
<td></td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>55</td>
<td>General Core**</td>
<td>SSC</td>
<td>3 sem. hrs.</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td>College Algebra</td>
<td>55</td>
<td>Elective**</td>
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<td>3 sem. hrs.</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>55</td>
<td>Elective**</td>
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<td>3 sem. hrs.</td>
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<tr>
<td>Trigonometry</td>
<td>55</td>
<td>10052</td>
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<td>2 sem. hrs.</td>
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<td>Calculus</td>
<td>55</td>
<td>10524</td>
<td>MTH</td>
<td>4 sem. hrs.</td>
</tr>
<tr>
<td>Calculus</td>
<td>65</td>
<td>10524, 20524</td>
<td>MTH</td>
<td>8 sem. hrs.</td>
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<tr>
<td><strong>Modern Languages</strong></td>
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<tr>
<td>French or German Language</td>
<td>50</td>
<td>10153, 10163</td>
<td></td>
<td>6 sem. hrs.</td>
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<tr>
<td>French Language</td>
<td>62</td>
<td>10153, 10163, 20053, 20063</td>
<td>12 sem. hrs.</td>
<td></td>
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<tr>
<td>German Language</td>
<td>63</td>
<td>10153, 10163, 10173, 20063</td>
<td>12 sem. hrs.</td>
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<tr>
<td>Spanish Language</td>
<td>50</td>
<td>10103, 10203</td>
<td></td>
<td>6 sem. hrs.</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>66</td>
<td>10103, 10203, 20103, 20203</td>
<td>12 sem. hrs.</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td>55</td>
<td>General Core**</td>
<td></td>
<td>6 sem. hrs.</td>
</tr>
<tr>
<td><strong>Social Sciences and History</strong></td>
<td>55</td>
<td>General Core**</td>
<td></td>
<td>6 sem. hrs.</td>
</tr>
</tbody>
</table>

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‡ Biology and pre-health students should contact the Biology Department regarding appropriate biology classes for science majors (10504/10514).
The Coordinator of Student Disabilities Services provides this information to students who receive accommodations:

TIPS FOR GOOD FACULTY RELATIONS
FOR STUDENTS WITH DISABILITIES

Faculty members at TCU are willing to work with all students to ensure they learn and understand concepts and expectations as students while at TCU.

Faculty members will spend extra time on your individual academic adjustments, and in return, it is important that you assist them. The following tips will help you establish a good relationship with your faculty members:

• **ALWAYS MEET PRIVATELY WITHIN THE FIRST TWO WEEKS OF CLASSES WITH YOUR FACULTY MEMBERS TO DELIVER AND DISCUSS YOUR ACCOMMODATIONS LETTERS.** Make an appointment or make arrangements to meet privately. Do not hand faculty your letters before or after class. The faculty want to provide you with the most appropriate accommodations and this will need to occur during a one on one meeting during his/her office hours.

• Talk with your faculty members the first day of classes if you have accommodations. This may affect your seating arrangements or tape recording of lectures.

• Be prepared to tell your faculty members important information about the academic adjustments that are stated in your letters. They may need help in understanding how a particular accommodation helps you do your best work.

• Discuss logistical problems with your faculty members when you present your letters. For example, if you have academic adjustments that affect time, you and your faculty member will need to decide how to schedule tests and how test security will be protected. (Your faculty member may need the help of the Coordinator in working out specific logistics.)

• Write all important assignments and tests from all your syllabi on one calendar. Analyze your time, during the semester and discuss any problems with your faculty members and/or the Coordinator in advance. For example, if two of your final exams are back-to-back and that presents scheduling problems, make arrangements for accommodations early in the semester with the two faculty members.

• If you have testing accommodations, remind your faculty member a week in advance that you need to make special arrangements. **DO NOT WAIT UNTIL THE DAY THAT YOU NEED TESTING ACCOMMODATIONS TO MAKE ARRANGEMENTS AND/OR TO PRESENT FACULTY MEMBERS WITH YOUR ACCOMMODATION LETTERS.**

• **SAY THANK YOU OFTEN AND EARNESTLY.**
The goal of faculty members is to teach the course material, and they want to know that they are teaching well. They may be concerned that by making academic adjustments for you, you may not get as much out of the class. Reassure faculty members that your accommodations simply help you to show what you have learned. It is important to stress how much time you are devoting to the course, methods you are using to learn, tutors or labs you are using, and any study skills assistance you are receiving. Also assure them that you will maintain confidentiality if you take tests at a different time from the rest of the class.

Faculty members also will be concerned that they remember your academic adjustments. **It is difficult to remember each student’s individual needs, and you should assure your faculty members that you will remind them before each test of in-class assignment if you need adjustments.** Remember that if you communicate honestly and often with your faculty members, you can alleviate most of their concerns.

Part-time or adjunct faculty members are not on campus as often as other faculty members; therefore, you may have to make unique arrangements to meet privately with them. Adjunct faculty members may not be as aware of disabilities services and procedures at TCU as other faculty members. If they have not received a copy of TCU’s *Faculty and Staff Guide to Academic Accommodations for Students with Disabilities*, you can suggest to them that they can get a copy from their Department Chair, Dean, or the Coordinator and/or access the information on the disabilities website at [http://www.acs.tcu.edu/disability.htm](http://www.acs.tcu.edu/disability.htm). The Guide and the Faculty and University Staff Handbook contain the policies and procedures for students with disabilities. Any faculty can contact the Coordinator with questions or concerns at 817-257-7486 or come by Sadler Hall, Room 11.

By taking these few steps you will take the initiative in your academic success while at TCU. You are now your best advocate – enjoy your experience at TCU!
<table>
<thead>
<tr>
<th>Resource</th>
<th>Services</th>
<th>Ext.*</th>
<th>Web Site</th>
<th>Location</th>
</tr>
</thead>
</table>
| Center for Academic Services | • Academic advising for pre-majors and first-year AddRan/DEMT students  
• Career exploration  
• Study skills tutoring and workshops  
• Academic assistance for warning/probation students  
• General academic questions | 7846 | [http://www.acs.tcu.edu](http://www.acs.tcu.edu) | Sadler Hall 11 |
| Campus Life | • Assistance for students in crisis  
• Processes official University absences  
• Assists students who have a serious illness or a family emergency  
• Makes appropriate referrals | 7926 | [http://www.campuslife.tcu.edu](http://www.campuslife.tcu.edu) | Sadler Hall 101 |
| Career Services | • Career exploration and advising  
• Career assessments  
• Resume-writing, interviewing skills, job/internship searches | 2222 | [http://www.careers.tcu.edu](http://www.careers.tcu.edu) | Jarvis Hall and Dan Rogers 140 |
| Counseling, Testing, and Mental Health Center | • Short-term counseling, psychological/educational testing, psychiatric consultation, and referrals  
• Crisis intervention  
• Credit-by-exam (CLEP) | 7863 | [http://www.counseling.tcu.edu](http://www.counseling.tcu.edu) | Brown-Lupton Health Center |
| Services for Students with Disabilities | • Coordinates accommodations for students with disabilities | 7486 | [http://www.acs.tcu.edu/Disability.htm](http://www.acs.tcu.edu/Disability.htm) | Sadler Hall 11 |
| Scholarships and Financial Aid | • Financial aid advising and assistance  
• Scholarship applications  
• Information about grants, loans, and work study | 7858 | [http://www.fam.tcu.edu](http://www.fam.tcu.edu) | Sadler Hall 108 |
| Brown-Lupton Health Center | • General medical care  
• Immunizations  
• Referrals to specialists  
• Routine gynecological procedures  
• Pharmacy | 7940 | [http://www.healthcenter.tcu.edu](http://www.healthcenter.tcu.edu) | Brown-Lupton Health Center |
| Inclusiveness and Intercultural Services | • Education equity  
• Retention  
• Institutional planning and policy formation regarding diversity and inclusiveness | 5557 | [http://www.diversity.tcu.edu](http://www.diversity.tcu.edu) | Jarvis Hall Second Floor |
| Mary Couts Burnett Library | • Books, journals, CDs, DVDs, and videos  
• Research assistance  
• Computer lab | 7117 | [http://lib.tcu.edu](http://lib.tcu.edu) | 240 Tucker Technology Center |
| Mathematics Clinic | • Math tutoring | 7335 | [http://www.math.tcu.edu/mathClinic/](http://www.math.tcu.edu/mathClinic/) | 3025 Lubbock Avenue |
| TCU Police Department | • Crime prevention  
• Emergency assistance  
• Parking permits and parking regulations | 7930 | [http://www.cap.tcu.edu](http://www.cap.tcu.edu) | Brown-Lupton University Union |
| Office of Religious and Spiritual Life | • Provides information about various religious groups  
• Coordinates religious programs and activities  
• Provides pastoral care  
• Promotes spiritual wellness | 7830 | [http://www.faith.tcu.edu](http://www.faith.tcu.edu) | Jarvis Hall First Floor |
| Student Development Services | • Coordinates academic orientation  
• Frog Camp  
• TCU Transitions  
• Leadership Center  
• Alcohol and Drug Education Center  
• Provides list of student organizations | 7855 | [http://www.sds.tcu.edu/](http://www.sds.tcu.edu/) | Brown-Lupton University Union |
| TRIO/Student Support Services | • Academic assistance for qualifying students | 7946 | [http://www.trio.tcu.edu/support.asp](http://www.trio.tcu.edu/support.asp) | Rickel 163 |
| William L. Adams Center for Writing | • Individual writing tutoring  
• Writing workshops  
• Citation information  
• GSP (Grammar-Spelling-Punctuation) study guides/workshops | 7221 | [http://www.wrt.tcu.edu](http://www.wrt.tcu.edu) | Reed 419 |
Works Cited


