Forman Christian College
(A Chartered University)

4-Year Baccalaureate Program
Advisors’ Handbook
2012-2013
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Introduction

The faculty of Forman Christian College is committed to the development of the whole student. This includes the intellectual, spiritual, cultural, social, emotional and physical growth of each student. The curriculum at FCC is designed to reflect the true spirit of liberal arts education. It provides depth of knowledge in the student’s chosen field of study as well as broadening the student’s knowledge of subjects outside that field. There are opportunities for participation in a variety of co-curricular activities and settings for community service, social interaction and increasing cultural awareness. The goal is to challenge students to develop their capabilities as leaders, to discover new talents and interests, and to learn the skills needed to become life-long learners.

The advising process at Forman provides students with a faculty member who guides them and supports them as they take on this challenge. Advisors work with the students, the administration, other advisors and faculty, as well as alumnae to provide our students with the support that they need to make decisions about the careers that they will choose and the kind of adults they will become.
Mission and Vision Statements of Forman Christian College

The mission of Forman Christian College (A Chartered University) is to impart, create and disseminate knowledge and to develop informed, ethical and responsible citizens who are prepared and committed to learn, lead and serve; persons who exemplify the FCC motto “By love, serve one another”

The vision of the college is to be recognized as one of the very best colleges in the entire subcontinent. This is in keeping with the distinguished reputation established during the first century in the life of the college.

Shared Commitment

In keeping with the mission and vision of FCC, we have all signed the Shared Commitment document. This document, with it’s statement of the Core Values, is an expression of our ideals and expectations as members of the FC community. Advising is a vital part of this expression. The advisement process allows us to impact students in ways that help them to be more able to reach the ideals presented in the core values and is, in itself, an expression of the motto, “By love, serve one another.”
Definition of Advising:

- Academic advising is a decision-making process and an opportunity for the student to set goals.
- An advisor is a guide to the course of instruction, to the general education program, for information about course loads and for degree requirements.

Purpose and Importance of Academic Advising:

- Assist students in choosing a program of study which will serve them in the development of their total potential.
- Promotes use of campus resources to make informed decisions about career and life goals.
- Improves retention.
- Stimulates and supports students in their pursuit of a quality life.
- Links students to academic life.

Advising: A Teaching Role:

- Actively involving students in the process.
- Promoting independent decision-making.
- Promoting accountability for life choices.
- Show students how to find information – do not find it for them.
- Assist students in independent decision making (enabling vs. advising)
Expectations of the Advisor and the Advisee

What the advisor can expect of the advisee:

1. That the student decided to attend Forman Christian College for a useful purpose and that he or she is seriously interested in making the most of the investment made in time, energy, and money.
2. That the student will have done some kind of thinking and planning ahead of time about personal goals, ability, and aspirations, perhaps even programs or courses that might be considered and that these plans will be discussed with the advisor as academic interests are explored.
3. That the student will be willing to consider many options and ideas and will listen to information and advice with an open mind.
4. That the student will ultimately accept responsibility for his/her choices.
5. That the student will learn and understand regulations and requirements of the various academic programs.
6. To remain up to date and to regularly consult the University website for information.

What the advisee can expect of the advisor:

1. That the advisor will treat the student with courtesy and respect.
2. That the advisor will be available and will spend time with the advisee (reasonably free from distractions) during Orientation and on a regular basis throughout the year. Students must realize, however, that faculty members do also teach, do research, are active on campus committees and advise other students.
3. That the advisor will be knowledgeable about regulations and requirements of the academic programs and the College and will be able to interpret them to the advisee if there is confusion.
4. That the advisor will be candid when he or she does not know the answer to a question and will help the advisee find out where to turn to receive reliable information.
5. That the advisor will give information and advice about academic options, programs, and careers, but will leave the final decision up to the advisee.
6. To know and communicate the changes occurring in policies affecting the advisee.
The roles of the advisor:

1. The advisor will give advisees information about courses, programs, regulations, procedures, requirements, academic departments and majors, careers etc.
2. The advisor will seek to help advisees make decisions wisely based on reliable information with an appreciation for the possible consequences and implications of advisee actions.
3. The advisor will be the advisee’s advocate in relation to other departments and offices of the College. He or she may at times help the advisee make a case for an exception to policy.
4. The advisor is an agent of the institution and supports the regulations and policies of the College. An advisee may not register, withdraw from a course, add a course, apply for a major, or apply for transfer credit without the advisor’s approval.
5. The advisor is someone to seek when the advisee needs to talk about his or her academic program and, also, simply when he or she needs to talk.
6. The advisor will serve as a referral agent when it appears that the advisee’s needs will be met better by other campus professionals.

(Adapted from Advising Handbook, Trinity University) Courtesy of RMWC
First Year: A Year of Vulnerability

First year students are vulnerable when it comes to good academic planning. They are rather unsophisticated, unaware of the variety of resources available to them. Initially they must place a great deal of trust in their advisors, a trust that warrants quality programs and services. First-year students expect the academic advising relationship to be characterized by both caring and competence: advisors are expected to be available, knowledgeable, and accurate.

Advisors must first know who is entering the system and then determine student expectations, aspirations, and needs before they even begin general advising. In other words, advisors need to see the educational system from the perspective of the student who moves through it. (Kramer, 2000)

First-year students enter college with “pat, superficial, pseudo plans” (Blocher & Rapoza, 1981).

Half of all students who ever enter four-year colleges and universities never graduate from the institutions they enter as first-year students, and close to 60% of the students who drop out, do so after the first year (Green, 1983)

57% of first-year students change their majors during the first semester (Titley and Titley, 1985)

The Advisor’s Role:

Advisors should view this year as a period of adjustment. It is suggested that advisors encourage students to participate in programs which address these issues and that the institution establish a first-year course or seminar to focus on first-year student needs and expectations and to facilitate career development and the use of campus resources.

- Urge advisees to attend Career Development Centre programs.
- Make referrals to campus resources as needed.
- Encourage students, where applicable, to participate in sports and co-curricular activities.
- Assist student in making a plan for general education requirements.
Sophomore Year: A Reflection

If there is a time when students need assistance but find little outreach, it is in their sophomore year. The second year of college presents some aspects of identity crises better known as the sophomore slump. It is a year of reflection on what they have achieved academically and on what they want to accomplish in the future. (Kramer, 2000)

The sophomore is forced to question academic life in a way significantly different from the demand of the first year, different in that the student has become more introspective and philosophical, but without a resource base from which to resolve these questions (Margolis, 1976, p. 134).

Sophomores talk of changing majors, leaving school to work, and raise questions regarding transfer to another school, and various problems in personal relationships (Richmond and Lemons, 1985).

The Advisor’s Role:
Advisors should assist in easing the transformation of the sophomore year. Personal attention, i.e., “affective discussion,” may be an important factor in overcoming it (Herr and Cramer, 1968). Advisors should arrange appointments with sophomores to review their academic progress and more fully integrate them into the academic community; to assess and, where appropriate, encourage and reinforce their abilities to succeed academically; and to assist sophomores in crystallizing their academic plans.

- Arrange appointments with sophomores to review their academic progress.
- Encourage more intentional involvement in the academic community and advancement to leadership positions in extracurricular activities.
- Work with the student in exploring various major options.
- Urge participation in Career Development Centre programs involving exploration of major field options.
- Suggest the exploration of such Career Development Centre program options as job shadowing and informational interviewing.
- Inform the student about the availability of internships in the junior and senior years and refer him/her to the Career Development Centre to explore opportunities.
- Assist advisee in making tentative 4-year plan.
Junior Year: A Clarification

During the junior year, students are expected to stabilize their academic course of study, acquire the necessary background and study skill to perform maximally, pursue career information, and formalize relationships with faculty and significant others on campus. Clarifying and gaining confidence in both academic and career goals is an essential pursuit of the junior year. (Kramer, 2000)

Juniors are expected to stabilize their academic course of study, acquire the necessary background and study skills to perform maximally, pursue career information, and formalize relationships with faculty and significant others on campus (Medalie, 1981).

Reflecting and gaining confidence in both one’s academic and career goals are essential activities of the junior year (Medalie, 1981).

The Advisor’s Role:
Advisors should recognize that for juniors this is a year of “mastery” and “commitment”.

• Focus on providing a supportive environment in which students are stimulated to evaluate their own academic progress.
• Recognize their academic accomplishments.
• Assist the student in establishing vital contacts with personnel within, i.e., departmental faculty, pre-professional advisors, and outside the institution, e.g., alumnae contacts. Watch for program with alumnae provided by the Alumnae Office and urge advisees to attend.
• Inform the student concerning the value of internships and refer him/her to the Career Development Centre for assistance.
• Encourage advisees, where appropriate, to research graduate schools.
• Work with advisee to create a road map for the completion of their major by the end of the senior year.
• Encourage advisees to complete a personal degree audit.
Senior Year: A Transition

Seniors have high expectations and are a captive audience. Because they are nearing the completion of their studies, they stand before transition into a graduate or work career. Add another dimension of the senior year: assessment. Seniors are prone to ask: How do all these ideas fit together? What is important about what I’ve done? Where is this leading me? What are the implications of what I’ve studied for how I’ll live my life? Thus, the senior year is not only a transitional one but also a period of questioning and reflecting. Advisors would do well to engage seniors in the assessment process. (Kramer, 2000)

Seniors need to know how to write a resume, how to interview for a job, how to pursue job-search strategies, and how to apply to graduate or professional schools.

Seniors need to know exactly where they stand in meeting academic requirements.

Seniors need to prepare for commencement.

The Advisor’s Role:

Four years of undergraduate study should be capped by a successful transition into the world of work or graduate school.

- Urge seniors to participate in Career Development Centre workshops on resume writing, interviewing, job search strategies, and alumnae networking.
- Assist seniors in applying to graduate or professional schools.
- Reinforce the importance of the degree audit.

Courtesy of Randolph Macon Women’s College Academic Advisor Handbook
Definitions of Terms and Ideas

**Semester** – a division of an academic year consisting of 15 to 18 weeks (15 weeks at FCC)

**Credit hour** – The number of contact hours in a course determines the credit a student receives for that course. Typically, one contact hour per week or two lab hours per week equals one credit hour.

**GPA** – Grade Point Average. The number of academic points a student receives for a class based on the grade and number of credits received for the class.

**CGPA** – Cumulative Grade Point Average. Average of all of the academic points received by a student over a series of semesters.

**Academic probation** – The warning a student receives if their CGPA falls below the acceptable level of academic progress. This is 1.50 for students with less than 36 credit hours, 1.75 for students with 36 to 64 credit hours, and 2.0 for students with 65 or more credit hours.

**Vice Rector’s List** – an award given to students who have a 3.75 GPA in any semester.

**Dismissal from the university** – Students may be dismissed for academic or disciplinary reasons. The cause for dismissal determines whether or not a student can return and when. This will be determined by the Vice Rector’s office or the disciplinary committee.

**Add/Drop** – The period of time in which a student is able to change courses or sections with no penalty. This is typically the week before the beginning of the semester through the first week of classes.

**Withdrawal** – Students may choose to leave a class after the add/drop period but a WFail or WPass will appear on their transcript. This grade is assigned by the classroom professor based on the student’s work at the time of withdrawal. The dates for this are on the academic calendar each year. Usually, this is the week before the last week of classes.

**Competency exams** – These exams must be taken and passed by all students, preferably by the end of the sophomore year. They are written and spoken English, written Urdu, quantitative skills and IT skills.

**Comprehensive exams** – These exams are taken during the senior year in each major. They cover the core content of the major. A student must pass the comprehensive exam in his/her major in order to graduate.
**Prerequisite** – Courses required to be taken before another course can be taken. For example ENGL 101 or exemption is required before ENGL 103 can be taken so ENGL 101 is a prerequisite of ENGL 103.
Clarifications regarding courses students may take

LANG 100 and 110
- Placement in these course is done based on FEAT Accuplacer score.
- Students may not choose them themselves.
- Students must pass the repeated taking of Accuplacer in order to move to ENGL 101
- Students only receive credit for one semester of LANG courses. IF they have to take more than one semester, they will not receive credit for them.

ENGL 101 and ENGL 103
- May not be taken together
- ENGL 101 must be taken before ENGL 103 unless it is waived
- ENGL 101 may be waived if the student scores high enough on the FEAT Accuplacer test. IF so, an additional humanities course must be taken

MATH 100
- May only be taken by students who are placed in it due to score on FEAT Accuplacer test. All others must take MATH 101 or higher.

URDU 101
- May be exempted by students who did not take Urdu in High School or A-Levels. This must be done by the Vice Rector

BIOL 100, PHYS 100, CHEM 100
- May only be taken by students who did NOT take these sciences in intermediate, A-Levels or high school.

UNIV 100
- Must be taken by all students entering FC as freshmen or as transfers with less than 60 credit hours.
- LANG students will take this course after completion of LANG courses
Graduation Requirements

BA Honors, BS Honors, BS Bus, BEd, BIT/BCS
- 130 credit hours completed
- Cumulative GPA (grade point average) of 2.0 or better
- Major GPA of 2.0 or better
- 12 courses labeled as upper level (300 or 400)
- Completion of all General Education courses
- Competency on college assessment examinations in:
  - Written communication in Urdu
  - Written communication in English
  - Oral communication in English
  - Quantitative Skills
  - Information Technology Skills
- Pass a comprehensive exam in the major field of study

BA Honors
- Completion of 36 credit hours in chosen major including all core courses required by the department

BS Honors and BEd
- Completion of 48 credit hours in chosen major including all core courses required by the department

BS Business, BIT/BCS, Biotech
- Completion of 64 credit hours in chosen major including all core courses required by the department
General Education Requirements for Students Entering During or After Fall 2011

Humanities and the Arts:
- ISLM 101/CRST 152
- 1 Additional course from the following departments:
- (at least one not in Religious Studies)
  English, Urdu, History, Religious Studies, Philosophy, Mass Communication (Foreign Languages, Art, Music, Drama)

- WRITTEN AND ORAL COMMUNICATIONS:
  - MCOM 100
  - URDU 101 (If waived, one additional course from humanities)
  - ENGL 101 (If waived, one additional course from humanities)
  - ENGL 103

Social and Behavioral Sciences:
- PKST 101
- 2 Additional courses from the following departments:
  Economics, Education, Geography, Pakistan Studies, Political Science, Anthropology, Psychology and Sociology.

Science and Mathematics
- 2 courses from biology, chemistry or physics departments (Two different depts)
- 1 course from computer science/IT (normally CSCS 100)
- 1 course from mathematics (MATH 100 or other depending on placement)
- 1 additional course from any of the following departments OR a course in logic
  Biology, Chemistry, and Physics (Must be a 4 credit course including a lab)
  Mathematics, Computer Science/Information Technology, Statistics

University Education:
UNIV 100
All general education courses should be completed by the end of the Sophomore year.
General Education Requirements for Students Entering Before Fall 2011

Humanities and the Arts:
- ISLM 101/CRST 152
- 2 Additional courses from the following departments:
  (at least one not in Religious Studies)
  English, Urdu, History, Religious Studies, Philosophy, Mass Communication (Foreign Languages, Art, Music, Drama)

  - WRITTEN AND ORAL COMMUNICATIONS:
    - MCOM 100
    - URDU 101 (If waived, one additional course from humanities)
    - ENGL 101 (If waived, one additional course from humanities)
    - ENGL 103

Social and Behavioral Sciences:
- PKST 101
- 2 Additional courses from the following departments:
  Economics, Education, Geography, Pakistan Studies, Political Science, Anthropology, Psychology and Sociology.

Physical and Natural Sciences:
Must be a 4 credit course including a lab
- 1 course from the Biology department
- 1 course from either the Physics or the Chemistry department
- 1 additional course from the following departments:
  Biology, Chemistry, and Physics

Mathematics and IT:
- 1 course from computer science/IT (normally CSCS 100)
- 2 additional courses from the following departments:
  (at least one not in Comp or IT)
  Mathematics, computer science/information technology, statistics

All general education courses should be completed by the end of the Sophomore year.
Course Road Map for Baccalaureate Honors Students

<table>
<thead>
<tr>
<th>Freshman (1st) Year</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>University 100</td>
<td>3 General education courses</td>
<td></td>
</tr>
<tr>
<td>English 101/103</td>
<td>2 General education courses</td>
<td></td>
</tr>
<tr>
<td>2 General education courses</td>
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<tr>
<td>Major/Elective</td>
<td>Major/Elective</td>
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<th>Sophomore (2nd) Year*</th>
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<tr>
<td>General education course</td>
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<td>2-3 Major/Elective courses</td>
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<tr>
<th>Junior (3rd) Year*</th>
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<th>6</th>
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<td>General education course</td>
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<tr>
<td>4-5 Major/Elective courses</td>
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<tr>
<th>Senior (4th) Year*</th>
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<th>8</th>
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<tr>
<td>5-6 Major/Elective courses</td>
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</table>

*students may need to take courses during summer semesters in order to reach 130 credits

The following courses must be taken during freshman year:
- UNIV 100
- ISLM 101/CRST 152
- ENGL 101 (greater than 110 on ACCUPLACER are exempt and choose another course from humanities)
- ENGL 103
- MATH 100 (<75 on ACCUPLACER) or another MATH course (≥ 75 on ACCUPLACER)
- CSCS 100 (BCS/BIT students must take workshop instead)
- URDU 101 (non-native speakers may be exempt on a case-by-case basis and choose another humanities course)
- MCOM 100

* These courses are taken during freshman year because they help prepare students for taking Competency Exams taken during sophomore year.

The following courses can be taken during sophomore and junior years (not senior year):
- PKST 101
- Humanities course
- 1st Social/Behavioral Science course
- 2nd Social/Behavioral Science course (from a different department than 1st course)
- 1st Natural Science course (Biology, Chemistry, or Physics)
- 2nd Natural Science course (Biology, Chemistry, or Physics from a different
department than 1st course)

- Additional Natural Science, Math, Statistics, or Logic course
# Course Road Map for Baccalaureate Hons Students Who Need One Semester of LANG

<table>
<thead>
<tr>
<th>Freshman (1st) Year</th>
<th>Sophomore (2nd) Year*</th>
<th>Junior (3rd) Year*</th>
<th>Senior (4th) Year*</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>LANG 100/110 (12 credits)</td>
<td>University 100</td>
<td>English 101</td>
<td>Major/Elective course</td>
</tr>
<tr>
<td>Urdu</td>
<td>2 General Education courses</td>
<td>3 General Education courses</td>
<td>2-3 Major/Elective courses</td>
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</table>

*students may need to take courses during summer semesters in order to reach 130 credits

The following courses must be taken during freshman year
- UNIV 100
- ISLM 101/CRST 152
- ENGL 101 (greater than 110 on ACCUPLACER are exempt and choose another course from humanities)
- ENGL 103
- MATH 100 (<75 on ACCUPLACER) or another MATH course (≥ 75 on ACCUPLACER)
- CSCS 100 (BCS/BIT students must take workshop instead)
- URDU 101 (non-native speakers may be exempt on a case-by-case basis and choose another humanities course)
- MCOM 100

* These courses are taken during freshman year and first semester of the sophomore year because they help prepare students for taking Competency Exams taken during second semester of sophomore year.

The following courses can be taken during sophomore and junior years (not senior year)
- PKST 101
- Humanities course
- 1st Social/Behavioral Science course
- 2nd Social/Behavioral Science course (from a different department than 1st
course)
• 1st Natural Science course (Biology, Chemistry, or Physics)
• 2nd Natural Science course (Biology, Chemistry, or Physics from a different department than 1st course)
• Additional Natural Science, Math, Statistics, or Logic course
Course Road Map for Baccalaureate Honors Students Who Need Two Semesters of LANG

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<th>Freshman (1st) Year</th>
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<td>1</td>
<td>2</td>
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<tr>
<td>LANG 100 (12 credits)</td>
<td>LANG 110 (0 credits)</td>
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<tr>
<td>Urdu</td>
<td>Islamic Studies/Christian Ethics</td>
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<th>1st Summer</th>
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<td>General education/Major/Elective course</td>
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<th>Sophomore (2nd) Year*</th>
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<td>3</td>
</tr>
<tr>
<td>English 101</td>
</tr>
<tr>
<td>University 100</td>
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<tr>
<td>2 General Education courses</td>
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<td>Major/Elective course</td>
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<th>2nd Summer</th>
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<tr>
<td>General education/Major/Elective course</td>
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<tr>
<th>Junior (3rd) Year*</th>
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<tr>
<td>2 General Education courses</td>
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<tr>
<td>3-4 Major/Elective courses</td>
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<tr>
<th>3rd Summer</th>
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<td>General education/Major/Elective course</td>
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<th>Senior (4th) Year*</th>
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<td>7</td>
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<tr>
<td>General Education course</td>
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<tr>
<td>4-5 Major/Elective courses</td>
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</tbody>
</table>

*students may need to take courses during summer semesters in order to reach 130 credits

The following courses must be taken during freshman year
- UNIV 100
- ISLM 101/CRST 152
- ENGL 101 (greater than 110 on ACCUPLACER are exempt and choose another course from humanities)
- ENGL 103
- MATH 100 (<75 on ACCUPLACER) or another MATH course (≥ 75 on ACCUPLACER)
- CSCS 100 (BCS/BIT students must take workshop instead)
- URDU 101 (non-native speakers may be exempt on a case-by-case basis and choose another humanities course)
- MCOM 100

* These courses are taken during freshman and sophomore years because they help prepare students for taking Competency Exams at the end of the sophomore year.
The following courses can be taken during junior and senior years

- PKST 101
- Humanities course
- 1st Social/Behavioral Science course
- 2nd Social/Behavioral Science course (from a different department than 1st course)
- 1st Natural Science course (Biology, Chemistry, or Physics)
- 2nd Natural Science course (Biology, Chemistry, or Physics from a different department than 1st course)
- Additional Natural Science, Math, Statistics, or Logic course
Course Road Map for Baccalaureate Honors Students Starting Spring Semester

<table>
<thead>
<tr>
<th>1st Year</th>
<th>1st Summer</th>
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<tbody>
<tr>
<td>Up to 30 credits = Freshman</td>
<td>General education/Major/Elective course</td>
</tr>
<tr>
<td>31 to 60 credits = Sophomore</td>
<td></td>
</tr>
<tr>
<td>61 to 90 credits = Junior</td>
<td></td>
</tr>
<tr>
<td>90+ credits = Senior</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year*</th>
<th>2nd Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 103 or other</td>
<td>General education/Major/Elective course</td>
</tr>
<tr>
<td>3 General Education courses</td>
<td></td>
</tr>
<tr>
<td>Major/Elective course</td>
<td>2-3 Major/Elective courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Year*</th>
<th>3rd Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 General Education courses</td>
<td>General education/Major/Elective course</td>
</tr>
<tr>
<td>3-4 Major/Elective courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Year*</th>
<th>4th Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 Major/Elective courses</td>
<td>General education/Major/Elective course</td>
</tr>
<tr>
<td>5-6 Major/Elective courses</td>
<td></td>
</tr>
</tbody>
</table>

*students may need to take courses during summer semesters in order to reach 130 credits

The following courses must be taken during freshman year

- UNIV 100
- ISLM 101/CRST 152
- ENGL 101 (greater than 110 on ACCUPLACER are exempt and choose another course from humanities)
- ENGL 103
- MATH 100 (<75 on ACCUPLACER) or another MATH course (≥ 75 on ACCUPLACER)
- CSCS 100 (BCS/BIT students must take workshop instead)
- URDU 101 (non-native speakers may be exempt on a case-by-case basis and choose another humanities course)
- MCOM 100

* These courses are taken during freshman year and first semester of the sophomore year because they help prepare students for taking Competency Exams taken during second semester of sophomore year.
The following courses can be taken during sophomore and junior years, but not senior year

- PKST 101
- Humanities course
- 1st Social/Behavioral Science course
- 2nd Social/Behavioral Science course (from a different department than 1st course)
- 1st Natural Science course (Biology, Chemistry, or Physics)
- 2nd Natural Science course (Biology, Chemistry, or Physics from a different department than 1st course)
- Additional Natural Science, Math, Statistics, or Logic course
### Course Road Map for BS Business Students

<table>
<thead>
<tr>
<th>Freshman (1st) Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 101/103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSN 101</td>
<td>BUSN 121</td>
<td></td>
</tr>
<tr>
<td>BUSN 170</td>
<td>BUSN 160</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore (2nd) Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>2 General education courses</td>
</tr>
<tr>
<td>BUSN 201</td>
</tr>
<tr>
<td>BUSN 206</td>
</tr>
<tr>
<td>BUSN 280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior (3rd) Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>2 General education courses</td>
</tr>
<tr>
<td>BUSN 321</td>
</tr>
<tr>
<td>BUSN 360</td>
</tr>
<tr>
<td>BUSN 301/BUSN 364/ BUSN 380</td>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 390</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior (4th) Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
<tr>
<td>1 General education course</td>
</tr>
<tr>
<td>BUSN 460</td>
</tr>
<tr>
<td>BUSN 401/BUSN 461/BUSN 480</td>
</tr>
<tr>
<td>BUSN 404/BUSN 464/BUSN 484</td>
</tr>
<tr>
<td>elective</td>
</tr>
</tbody>
</table>

*students may need to take courses during summer semesters in order to reach 130 credits

The following courses must be taken during first three semesters:
- UNIV 100
- ISLM 101/CRST 152
- MCOM 100
- *CSCS 100
- ENGL 101 (greater than 110 on ACCUPLACER are exempt and choose another course from humanities)
- URDU 101 (non-native speakers may be exempt on a case-by-case basis and choose another humanities course)
• ENGL 103
• MATH 100 (<75 on ACCUPLACER) or another MATH course (≥ 75 on ACCUPLACER)

* These courses are taken early to help prepare students for Competency Exams

**The following courses should be taken before final semester**
• PKST 101
• Humanities course
• 2 Social/Behavioral Science courses (from 2 different departments)
• 2 Natural Science courses: Biology, Chemistry, or Physics (from 2 different departments)
• Additional Natural Science, Math, Statistics, or Logic course
# Course Road Map for BCS/BIT Students

| Freshman (1st) Year |  |  
|---------------------|---|---
| 1                   | 2 |   
| University 100      | English 103 or other |   
| English 101/103     | STAT 102 |   
| General education course | General education course |   
| COMP 102            | COMP 111 |   
| MATH 101 (or other math)/COMP-113 | COMP 113 |   

<table>
<thead>
<tr>
<th>Sophomore (2nd) Year*</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 General education courses</td>
<td>3 General education courses</td>
<td></td>
</tr>
<tr>
<td>COMP 206/COMP 220</td>
<td>COMP 206/COMP 220</td>
<td></td>
</tr>
<tr>
<td>COMP 200</td>
<td>COMP 213</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior (3rd) Year*</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education course</td>
<td>General education course</td>
<td></td>
</tr>
<tr>
<td>COMP 301</td>
<td>COMP 311</td>
<td></td>
</tr>
<tr>
<td>COMP 303/ COMP 350</td>
<td>COMP 303/ COMP 350</td>
<td></td>
</tr>
<tr>
<td>CSCS 302/CSIT 313/CSE 313</td>
<td>CSCS 350/CSIT 450/CSE 400</td>
<td></td>
</tr>
<tr>
<td>CSCS 323/CSIT 421/CSE 351</td>
<td>Major Elective course</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior (4th) Year*</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 400A</td>
<td>COMP 400B</td>
<td></td>
</tr>
<tr>
<td>COMP 401 (1 credit)</td>
<td>Major Elective Course</td>
<td></td>
</tr>
<tr>
<td>Major Elective Course</td>
<td>COMP 340/440/461/462/463/464</td>
<td></td>
</tr>
<tr>
<td>COMP 340/440/461/462/463/464</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>2 Electives</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

*students may need to take courses during summer semesters in order to reach 130 credits

**The following courses must be taken during first three semesters**
- 0s and 1s workshop must be taken at the beginning of the 1st semester by all BCS/BIT students
- UNIV 100
- MCOM 100 ISLM 101/CRST 152
- ENGL 101 (greater than 110 on ACCUPLACER are exempt and choose another course from humanities)
- URDU 101 (non-native speakers may be exempt on a case-by-case basis and
choose another

• humanities course
• ENGL 103
• MATH 100 (<75 on ACCUPLACER) or another MATH course (≥ 75 on ACCUPLACER)

* These courses are taken early to help prepare students for Competency Exams

The following courses should be taken before final semester
• PKST 101
• Humanities course
• 2 Social/Behavioral Science courses (from 2 different departments)
• 2 Natural Science courses: Biology, Chemistry, or Physics (from 2 different departments)
• Additional Natural Science, Math, Statistics, or Logic course
Resources on Campus

Dean of Students Office       Ahmed Saeed Bldg Rm. 010       ext 321
Advising Coordinator         Ahmed Saeed Bldg Rm. 010       ext 321
Director of Student Affairs  Ahmed Saeed Bldg Rm. 012       ext 355
Counselor                    Ahmed Saeed Bldg Rm. 016       ext 354
Financial Aid Office         Ahmed Saeed Bldg Rm. 007       ext 331
Chief Proctor                Susheela Bldg Rm 002           ext 422
Career Services              Ahmed Saeed Bldg Rm. 014       ext 363
Internships                  Ahmed Saeed Bldg Rm. 013       ext 317

For other offices, consult the website or dial 0 for information desk.

Academic Policies and Procedures
Attendance Policy
Academic Dismissal and Reentry
Academic Integrity
Academic Due Process and Grievance procedure
Academic Probation
Drop Add and withdraw
Course load policy
Withdrawal Policy
Major and change of major

Please refer to the website (www.fccollege.edu.pk) or the student handbook pages 22 – 32.

Updated Academic Calendar, faculty lists and policy information can be found on the website.
Calculating Your GPA (Grade Point Average)

Current Academic Standing

1. List below all courses in which a grade has been received.
2. Use the table below to calculate your cumulative GPA.

A = 4.0       B = 3.0       C = 2.0       D = 1.0       F = 0.0

<table>
<thead>
<tr>
<th>Grade Received</th>
<th>Grade Received</th>
<th>Grade received</th>
<th>Grade received</th>
<th>Grade received</th>
<th>Grade received</th>
<th>Total Course Point Values</th>
<th>Total Credit Hours</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>X 3.0</td>
<td>= 6.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CSCS</td>
<td>100</td>
<td>A</td>
<td>4.0</td>
<td>3.0</td>
<td>12.0</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BIOL</td>
<td>102</td>
<td>B-</td>
<td>2.7</td>
<td>4.0</td>
<td>10.8</td>
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</tr>
<tr>
<td>ENGL</td>
<td>101</td>
<td>C+</td>
<td>2.3</td>
<td>3.0</td>
<td>6.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKST</td>
<td>101</td>
<td>B+</td>
<td>3.3</td>
<td>3.0</td>
<td>9.9</td>
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<td></td>
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<tr>
<td>URDU</td>
<td>101</td>
<td>A-</td>
<td>3.7</td>
<td>3.0</td>
<td>11.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16.0</td>
<td></td>
<td></td>
<td>3.17</td>
</tr>
</tbody>
</table>

Total Course Point Values / Total Credit Hours = Cumulative GPA

50.7 / 16.0 = 3.17