

Teaching at JCU: A Guide for Faculty



John Carroll University

Compiled by the Office of the Provost and Academic Vice President,
the Boler College of Business, and the College of Arts and Sciences

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University Mission

John Carroll University is a private, coeducational, Catholic, and Jesuit university. It provides programs in the liberal arts, sciences, education, and business at the undergraduate level, and in selected areas at the master's level. The University also offers its facilities and personnel to the Greater Cleveland community.

As a university, John Carroll is committed to the transmission and enrichment of the treasury of human knowledge with the autonomy and freedom appropriate to a university. As a Catholic university, it is further committed to seek and synthesize all knowledge, including the wisdom of Christian revelation. In the pursuit of this integration of knowledge, the University community is enriched by scholarship representing the pluralistic society in which we live. All can participate freely in the intellectual, moral, and spiritual dialog necessary to this pursuit. Within this dialog, in which theological and philosophical questions play a crucial role, students have the opportunity to develop, synthesize, and live a value system based on respect for and critical evaluation of facts; on intellectual, moral, and spiritual principles which enable them to cope with new problems; and on the sensitivity and judgment that prepare them to engage in responsible social action.

In a Jesuit university, the presence of Jesuits and colleagues who are inspired by the vision of Saint Ignatius Loyola, founder of the Society of Jesus in 1540, is of paramount importance. This vision, which reflects the value system of the Gospels, is expressed in the *Spiritual Exercises*, the source of Jesuit life and mission. To education the Jesuit spirit brings a rationality appropriately balanced by human affection, an esteem for the individual as a unique person, training in discerning choice, openness to change, and a quest for God's greater glory in the use of this world's goods. Commitment to the values that inspired the *Spiritual Exercises* promotes justice by affirming the equal dignity of all persons and seeks balance between reliance on divine assistance and natural capacities. The effort to combine faith and culture takes on different forms at different times in Jesuit colleges and universities. Innovation, experiment, and training for social leadership are essential to the Jesuit tradition.

At the same time, John Carroll University welcomes students and faculty from different religious backgrounds and philosophies. Dedicated to the total development of the human, the University offers an environment in which every student, faculty, and staff person may feel welcomed. Within this environment there is concern for the human and spiritual developmental needs of the students and a deep respect for the freedom and dignity of the human person. A faculty not only professionally qualified, but also student-oriented, considers excellence in interpersonal relations as well as academic achievement among its primary goals.

The University places primary emphasis on instructional excellence. It recognizes the importance of research in teaching as well as in the development of the teacher. In keeping with its mission, the University especially encourages research that assists the various disciplines in offering solutions to the problems of faith in the modern world, social inequities, and human needs.

The commitment to excellence at John Carroll University does not imply limiting admissions to extremely talented students only. Admission is open to all students who desire and have the potential to profit from an education suited to the student's needs as a person and talents as a member of society.

The educational experience at John Carroll University provides opportunities for the students to develop as total human persons. They should be well grounded in liberalizing, humanizing arts and sciences; proficient in the skills that lead to clear, persuasive expression; trained in the intellectual discipline necessary to pursue a subject in depth; aware of the interrelationship of all knowledge and the need for integration and synthesis; able to make a commitment to a tested scale of values and to demonstrate the self-discipline necessary to live by those values; alert to learning as a lifelong process; open to change as they mature; respectful of their own culture and that of others; aware of the interdependence of all humanity; and sensitive to the need for social justice in response to current social pressures and problems.

Vision, Mission, Core Values and Strategic Initiatives Statement (VMCVSI)

Vision

John Carroll University will graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

Core Values

The University's core values include a commitment to learning in order to create:

- An environment of inquiry which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.

- An appreciation that our personal and collective choices can build a more just world.

Strategic Initiatives

The following initiatives are essential to the University being recognized as a center of learning and service:

- Create a diverse community of faculty, staff, alumni, and friends dedicated to advancing the University's vision, mission, and core values.
- Create a learning community of outstanding teacher-scholars characterized by the commitment to student achievement.
- Create a talented cohort of service-oriented staff committed to achieving and being recognized as a center of learning and service.
- Recruit, enroll, retain, and graduate a talented, diverse student body prepared for today's global reality and committed to learning, leadership, and service that will engage the world.
- Secure resources necessary to foster an extraordinary learning experience and promote John Carroll's mission as a Jesuit Catholic university.

Assist in responding to demographic, economic, and social challenges in our region in order to support investment and employment opportunities and build confidence in our shared future.

John Carroll University Learning Goals

Preamble: The vision of Jesuit higher education for the twenty-first century is to graduate individuals with a well-educated solidarity who are contemplatives in action morally responsible, aware of the fundamental challenges facing the modern world, with a depth of knowledge and strength of character to work creatively and compassionately for a more just and humane society. Within this vision, a John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning across the entire student experience. A commitment to excellence and academic rigor animates our way of proceeding graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

We express this commitment in terms of the following four University learning goals informed by our Jesuit, Catholic heritage.

Intellect: John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation.
- Understand the religious dimensions of human experience.
- Demonstrate an integrative knowledge of human and natural worlds.
- Apply creative and innovative thinking.
- Communicate skillfully in multiple forms of expression.
- Demonstrate a capacity to engage in respectful civil discourse.

Character: John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection.
- Understand, value, and respect their own and others' talents, unique characteristics, and sociocultural identities.
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good.
- Practice mature decision making and care for the whole person.
- Act competently in a global and diverse world.

Leadership: John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders.
- Apply a framework for examining ethical dilemmas.
- Employ leadership and collaborative skills.
- Live responsibly in accord with their personal belief system.

Service: John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice.
- Work actively toward creating a more inclusive, welcoming, and just community.
- Serve in their communities as engaged citizens and advocates.

Assessment of Student Learning

A coordinated program of assessing student learning is integral to understanding and improving the student experience. Assessment of student learning is a University-wide effort that has the full support of the administration. The assessment program requires the systematic collection of evidence to both document and improve student learning. Ultimately, the information collected as part of the assessment program serves as a basis for curricular reform, program development, and strategic planning.

Effective assessment of student learning relies on collaboration between students, faculty, and administrative staff. Assessment of student learning occurs in every academic program. Student participation in the assessment program—through surveys, tests, course assignments, and interviews, among other things—provides the essential information upon which the University evaluates and ensures its commitment to student learning.

The Institutional Assessment Committee is the primary oversight and recommending body for the assessment of student learning in all academic units, providing guidance to the director of academic assessment in the development, implementation, and review of assessment programs.

ACADEMIC YEAR 2020-2021

Fall 2020 Semester

Mo	Aug.	31	Fall classes begin
Mo	Sept.	7	Labor Day – classes held
Sa	Nov.	21	Thanksgiving break begins after last class
Mo	Nov.	30	All Classes resume On-Line (through end of semester)
Sa	Dec.	12	Last day of classes
Mo	Dec.	14	Final Examinations begin (All On-Line)
Fr	Dec.	18	Final Examinations end
Mo	Dec.	21	Final grades due in Registrar's Office

Spring 2021 Semester

Mo	Jan.	18	Martin Luther King Jr. Day – No classes; University closed
Tu	Jan.	19	Spring classes begin
Sa	Mar.	6	Spring vacation begins after last class
Mo	Mar.	15	Classes resume
Wed	Mar.	31	Easter break begins after last class Friday classes meet
Tu	Apr.	6	Classes resume Monday classes meet
Th	May	6	Last day of classes
Fr	May	7	Reading Day
Sa	May	8	Reading Day
Mo	May	10	Final Examinations begin
Fr	May	14	Final Examinations end
Mo	May	17	Final grades due in Registrar's Office
Sa-Su	May	22-23	COMMENCEMENT

Summer Sessions 2021

The calendar for the Summer Sessions will appear online about December 15, 2020, in the *Schedule of Summer Classes*.

Office of the Provost and Academic Vice President
8 July 2016 -- **UPDATED 7/17/20**

Religious Holy Days 2020 – 2021

DATE	HOLIDAY	FAITH TRADITION
19 – 20 September	Rosh Hashanah	Jewish
28 September	Yom Kippur	Jewish
3 – 9 October	Sukkot	Jewish
11 October	Simchat Torah	Jewish
17 – 26 October	Navrati	Hindu
1 November	All Saints Day	Christian/Catholic
14 November	Diwali	Hindu
29 November	Advent Begins	Christian/Catholic
8 December	Feast of the Immaculate Conception	Christian/Catholic
11 – 18 December	Hanukkah	Jewish
25 December	Christmas	Christian/Catholic
26 December – 1 January	Kwanzaa	African
1 January	Feast of Mary Mother of God	Christian/Catholic
6 January	Epiphany	Christian/Catholic
20 January	Bodhi Day	Buddhist
28 January	Mahayana New Year	Buddhist
12 February	Chinese New Year	Buddhist
17 February	Ash Wednesday (Lent begins)	Christian/Catholic
26 February	Purim	Jewish
12 March	Maha Shivratri	Hindu
28 March	Palm Sunday	Christian/Catholic
27 March – 4 April	Passover	Jewish
2 April	Good Friday	Christian/Catholic
4 April	Easter	Christian/Catholic

SNOW CLOSING ADVISORIES:

Integrated Marketing and Communications personnel will provide an advisory to the University community through the closing advisory phone line. If the University is closing, the system's message will be changed to give the details of the closing.

- **For the latest closing information, call 216-397-4666.**

Please wait until after 6:30 a.m. to begin calling, so the University personnel have an opportunity to make a decision and change the message.

- **For decisions on evening classes, call after 2:00 p.m.**

Integrated Marketing and Communications uses a coded system to alert the media of a closing; this system is designed to prevent unauthorized personnel from calling the media. Closings will also be posted on the University's home page, www.jcu.edu by **6:30 a.m.**

DELAYED OPENING:

In the event inclement weather poses—for a limited period of time—an extraordinary risk to the safety of students and employees who drive to the University, the University will announce a

“Delayed Opening.”

- **This delay will be for two or three hours, using 8:00 a.m. as the *regular opening time*.**
 - An announced *2-hour delay* = 10:00 a.m. opening
 - An announced *3-hour delay* = 11:00 a.m. opening

Employees whose functions are required earlier than the normal office opening time should consult their area vice president for instructions.

- **Classes scheduled during the hours affected by the delay will be cancelled.**

As with classes cancelled when the University is forced to close early because of weather, faculty whose classes are cancelled as a result of a delayed opening may, at their discretion, attempt to schedule a make-up class. These make-up classes can only be scheduled if they do not penalize students who are unable to attend.

UNIVERSITY CODES

BUILDING/ROOM GUIDE: Room numbers have an alphabetic prefix indicating the building where the rooms are located. Please refer to the following guide.

AD	Main Administration Building (A Wing)
B	Administration Building Wing (between A Wing & O'Malley Center)
BR	Bruening Hall (Lower Level of Boler College of Business)
C	Campion Residence Hall
CHES	Chesteron Room
CONF	Departmental Conference Room
CTS	Racquetball Courts
D	Dolan Center for Science & Technology
FTNS	Fitness Center—Corbo Room
GY	Gymnasium (Tony DeCarlo Varsity Center)
IDLE	Idlewood Room (D.J. Lombardo Student Center)
KU	Kulas Auditorium (Main Administration Building)
LC	D.J. Lombardo Student Center
LI	Grasselli Library & Breen Learning Center
LT	Marinello Little Theatre (D.J. Lombardo Student Center)
MU	Music Room (D.J. Lombardo Student Center)
OC	O'Malley Center for Communications & Language Arts
RC	RecPlex (D.J. Lombardo Student Center)
SB	Boler College of Business (C Wing—First & Second Levels)
TN	Tennis Courts
TRAK	Track
TRN	Training Room
WTRM	Weight Room

Department and Course Codes

The department or program and course subject codes for all units of the University are arranged in the single alphabetical list that appears below. The subject course code is the registrar's official symbol for the subject and is used in records, reports, schedules, transcripts, and other references to a department, program, or course.

Numbering indicates the level of the material covered in courses:

100 – 199 Introductory courses

Seniors should exercise due consideration before taking 100-level courses, since elementary courses generally appear inappropriate on a senior's transcript.

200 – 299 Lower-division courses

300 – 399 Upper-division courses open to undergraduate students

400 – 499 Advanced courses open to both undergraduate and graduate students

500 – 599 Graduate courses open only to graduate students and listed in the *Graduate Studies Bulletin*

When courses are cross-listed by more than one department or program, the full description of the course is found under both the department/program administering the course and the other department/program. At the time of the registration, students who register for a cross-listed course must choose the department/program in which they desire credit for the course.

Hyphenated numbers – for example, 153-154 – are attached to courses that run for two semesters and indicate that the first course is prerequisite for the second course. Double numbers with a comma between them – for example, 161, 163 – are attached to courses that run for two semesters but may be taken in any sequence.

A number in parentheses following a course number or title refers to the number of the same course as it appeared in previous issues of the [*Undergraduate and Graduate Bulletin*](#). If the number is preceded by a departmental symbol, it indicates a cross-listed course.

Department, Program and Course Subject Codes

The following table below provides a list of course subjects and their codes. Affiliated program or department codes are listed in parentheses if different than the course subject codes.

Accountancy	AC	Honors Program	HP
Art History and Humanities	AH	International Business with Language and Culture	IB
Arts and Sciences	AR	International Cultures (CMLC)*	IC
Biology	BL	Italian Language (CMLC)*	IT
Boler Professional Development	BPD	Japanese Language (CMLC)*	JP
Business Information Systems (MNMK)*	BI	Latin Language (CMLC)*	LT
Career Education	CE	Leadership	LP
Chemistry	CH	Management and Human Resources (MMSC)*	MHR
Chinese Language (CMLC)*	CN	Marketing (MMSC)*	MK
Classics (CMLC)*	CL	Mathematics (MT/CS) *	MT
Communication	COMM	Military Science	MS
Computer Science (MT/CS)*	CS	Modern Languages (CMLC)*	ML
Data Science (MT/CS)*	DATA	Peace, Justice, and Human Rights	PJHR
East Asian Studies	EA	Philosophy	PL
Economics (EC/FN)*	EC	Physical Education (ESSS)*	PE
Education and School Psychology	ED	Physics	PH
Engineering Physics (PH)*	EP	Political Science	PO
English	EN	Population and Public Health	PPH
Entrepreneurship	ER	Pre-Health Professions	PHP
Exercise Science (ESSS)*	EPA	Psychology	PS
Finance (EC/FN)*	FN	Slovak Language (CMLC)*	SL
Fine Arts	FA	Sociology and Criminology	SC
French and Francophone Studies (CMLC)*	FR	Spanish and Hispanic Studies (CMLC)*	SP
Gender, Sexuality and Women's Studies	GEND	Sports Studies (ESSS)*	SPS
German Language (CMLC)*	GR	Supply Chain Management (MMSC)*	SCM
Greek Language (CMLC)*	GK	Theology & Religious Studies	TRS
History	HS		

*Affiliated program or department code list:

CMLC: Department of Classical and Modern Languages and Cultures

EC/FN: Department of Economics and Finance

ESSS: Department of Exercise Science and Sports Studies

PH: Department of Physics

MMSC: Department of Management, Marketing and Supply Chain

MT/CS: Department of Mathematics and Computer Science

Registrar Policies and Procedures

Registration, Course Withdrawal, Class Lists, Grades, Important Semester Dates

Registration

Dates: Please consult the [Registrar's Calendar](#) for all important registration dates and deadlines.

Course Capacity Overrides: Many courses are “closed“, i.e. student enrollment equals (and in some cases exceeds) course capacity. In special circumstances and with permission, students may request a capacity override in order to register for a course. Students should see the departmental chairperson to make the request.

Withdrawal

In the event a student withdraws from one of your courses after course change week, you will be emailed a notice of withdrawal. Full-term and part of term courses have different registration and withdrawal dates. A full list of the part of term registration dates and deadlines can be found on the [Registrar's Calendar](#).

Note that students in their first semester need advisor permission to add/drop/withdrawal from any courses. Advisors may release the Advisor Permission to Register hold on new student accounts in order to let students proceed with registration changes.

Class Lists

Your **CLASS LIST(S)** will be available online via Banner@JCU throughout the semester. **You will find instructions for accessing class lists just below the following information.**

Preliminary Class List: A list of students currently registered for your course(s). This is valid through the Add/Drop week.

Official Class List: A list of students officially registered for your course(s). This list is valid (after the Course Change Week). Please access your official class list on this day and note the following:

- Any student who is present in your class and is **NOT** on the **Official Class List** is **not permitted to attend your class**. Please advise the student to register via their Student Profile, or visit Rodman 249 where a Student Service Counselor will assist them in resolving registration issues.

If you have any questions concerning a student's registration in or withdrawal from your course(s), please contact a Student Service Counselor at x6000.

Follow these steps to access your class list:

1. Go to banner.jcu.edu/bannerweb and enter your campus network ID and password.
2. Click on ***Faculty & Advisors***
3. Click on ***Summary Class List*** (Click on ***Detail Class List*** if you wish to see additional student information, e.g., class year, major, term the student was admitted, etc. Note that there are several other menu options available to your from the Faculty & Advisor menu, e.g. Faculty Schedule by Day Tim, Final Grades, etc.)
4. Select the appropriate term
5. Select course from the drop down menu of courses you are teaching and click on the Submit Button.

Grades: Grades will be submitted via the Banner@JCU page. The Registrar's Office will send you an email approximately one week before grades are due with instructions for submitting grades.

Midterm Grades - Midterm grades are due for ALL students by 3pm on the Wednesday of the 8th week of the semester. Please consult the [Registrar's Calendar](#) for actual date.

Final Grades – Final Grades are due by 3:00 PM the Monday after Final Exam week. Please consult the [Registrar's Calendar](#) for actual date.

- The exam schedule is posted at the following link:
<https://jcu.edu/registrar/registration-semester-schedule-information-registrar>
- Refer to the explanation of grades in the John Carroll University undergraduate and graduate school bulletins for the appropriate grades.

If you have any questions concerning the information on this handout, please call the Registrar's Office at x6650.

MIDTERM GRADE ENTRY

Midterm grades are **REQUIRED** for all undergraduate and graduate students in full-term courses. Grades for first five and first seven week courses may be entered, but are not required.

NOTE: Grades of C-, D+, and D- are not valid for Graduate students.

Follow these simple steps to enter your grades electronically:

1. Go to banner.jcu.edu and from the Faculty drop-down menu, choose Grade Entry.
2. Enter your Campus Network ID and password. (If you need assistance with your login, please contact the ITS Service Desk at 216-397-3005, or helpdesk@jcu.edu)
3. If the Midterm Grades tab at the top of the screen does not automatically load, click on the Midterm Grades tab to see your courses. Select the **course** you wish to grade and the roster will appear at the bottom of the screen.
4. Using the **drop down box** next to each student's name, select the appropriate **grade** for that student.
5. When all grades are entered, click **SAVE** at the bottom of the screen. Remember that there is a 60 minute time limit for your grade page to be opened. If you are nearing that time limit, **SAVE** what you have completed and then continue to add grades, **or the grades you have entered will be lost!** Click on **SAVE** again when you have completed all grade entry for the course.
6. Students who have withdrawn from your class after the first week of the semester will *not* appear on your grade list and a grade of **W** will automatically be assigned during final grading.
7. Students who appear on your grade list but have stopped attending your class should receive a grade of **WF**. ***NOTE: Please maintain a record of the last date of attendance for those students. You will be required to submit the WF grade AND the last date of attendance when final grades are submitted.***
8. If you wish to enter grades for another course/section, click on the course at the top of the screen. You will then be shown the roster for grading.
9. After you are finished submitting all of your grades, log out and close your browser.

FINAL GRADE ENTRY

Follow these steps to enter your grades electronically:

- 1) Go to banner.jcu.edu and under the Faculty drop-down, select Grade Entry. Log in with your JCU Network ID and password. (If you do not have your ID or password, please contact the IT ServiceDesk at servicedesk@jcu.edu)
- 2) Select the **course** you wish to grade from the menu of your courses.
- 3) Using the **drop down box** next to each student's name, select the appropriate **grade** for that student.
(Please note: there is a **60 minute time limit** for your grade page to be open. If you are nearing that time limit, save what you have completed and then continue to add grades, or the grades you have entered will be lost. Click on **Save** again when you have completed all grade entry for the course.)

Please see the Undergraduate Bulletin or Graduate Studies Bulletin for a grading key.

A **W** grade will automatically be assigned to any student who has withdrawn from your course, and the student's name will not appear on your grade list.

F and WF grades – be certain to assign the appropriate grade, as a student's financial eligibility can be affected:

F – Failure. No credit hours, no quality points. The student attended class all semester, and the student's work in the course does not warrant a passing grade.

WF – Withdrawal without following proper procedure. The student stopped attending class at some point in the semester and did not officially withdraw from the course. ***** If a grade of WF is assigned, a last date of attendance (or last date work submitted) must be provided*****

Click on the **Last Attend Date** field and enter the date and use the calendar to select the date that the student last attended your class or the date for which you have a record of the student's last participation in a course activity.

If the last date of attendance is not entered, an error message will appear when you save your grades, requiring you to add the last date of attendance and resubmit your grades.

If you have assigned a grade of WF, the message "*The student has not withdrawn from the class*" will appear when you submit your grades

- 4) When you have entered all of the grades for the course, review them for accuracy and click **SAVE**. The message "*The changes you have made were saved successfully*"

will appear at the top of the page. If you refresh the page, or leave the page and come back, the word Completed should appear next to the course under the Grading Status column.

- 5) If you wish to enter grades for another course/section, click on the course at the top of the screen. You will then be shown the roster for grading.
- 6) You may go back and make corrections to your grades until you see **Completed** in the **Rolled** column of the grade entry screen which indicates that the grades have already been moved to academic history and grade changes can be made through the Registrar's office only. A grade change form is required to initiate the grade change process. The new electronic grade change form is available through BannerWeb under the Faculty tab.

FERPA (Family Educational Rights & Privacy Act) What Faculty, Staff, & Administrators Need to Know

FERPA (Family Educational Rights and Privacy Act), also known as the Buckley Amendment, was passed by Congress in 1974. It grants four specific rights to a post-secondary student:

- To review and inspect his/her educational records
- To request an amendment to his/her records and in certain cases append a statement to the record
- To withhold the disclosure of his/her educational records (except for situations involving legitimate educational interest or as may be required by law)
- To file a complaint with the U.S. Dept. of Education (FERPA Family Compliance Office)

FERPA applies to all educational agencies or institutions, including John Carroll University, that receive funds under any program administered by the Secretary of Education. FERPA governs what **may** be released, but does not require that any information be released.

IT'S YOUR RESPONSIBILITY

As an administrator, faculty or staff member, you have a legal responsibility under FERPA to protect the confidentiality of student educational records in your possession. You have access to student information only for legitimate use in the completion of your responsibilities as a university employee. **"Need to know" is the basic principle.** Student information stored in electronic format must be secure and available only to those entitled to access that information.

Your access to student information, including directory information, is based on your faculty, administrator or staff role within the university. ***You may not release lists or files with student information to any third party.***

STUDENT INFORMATION TYPES

Student educational records include grades, notes, personal information (name, etc.) schedules, student exams or papers and information provided by a student for use in the education process at the university. FERPA requires institutions to allow students to review their educational records upon request. **Personal notes maintained by and for a sole individual and not made available to any other faculty or staff members are exempted from this requirement under FERPA.** Note, however, such **"sole possession notes" could be subject to discovery through a court subpoena.** Exclusions to student educational records include law enforcement records, medical records, non-matriculant records and post-graduation alumni records.

Directory/Public Information and John Carroll University Directory Information

"Directory information is...information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed." (FERPA Regulations, Code of Federal Regulations, Title 34, Part 99.3)

Directory Information is considered public and can be released without the student's written permission. *However, the student may choose to keep this information confidential. In those cases, you will see the word CONFIDENTIAL on the students' electronic records.*

Directory Information can NEVER include:

- Ethnicity
- Gender
- Nationality
- Race
- Social security number
- Student ID number

Storage media for an educational record may vary and can include one or more of the following:

- Class list on your desktop
- Computer display screen
- Computer printout in your office
- Document in the registrar's office
- Electronic document or e-mail
- Notes taken during an advising session

Directory Information at JCU

- Name
- Campus, local, home & e-mail addresses
- Campus, local, home & cell telephone numbers
- Major(s)
- Class year
- Year of graduation
- Degrees & awards received
- Date & place of birth
- Photograph
- Dates of attendance
- Full or part-time status
- Participation in officially recognized activities & sports
- Previous educational institution attended
- Weight & height of members of athletic team

QUESTIONS AND ANSWERS

How can a student withhold release of directory information?

A student who wishes to prevent the release of directory information must go to the registrar's office by the end of the second week of the fall semester to complete a non-disclosure form. The records of students who have filed a request to withhold directory information will have a CONFIDENTIAL annotation attached to them. Watch for that annotation!

Can student directory or public information always be released?

At its discretion, the university may release directory information. Requests for student directory information from third parties (outside inquiries) should always be referred to the registrar's office.

Can student non-directory information ever be released?

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

What if someone needs to reach the student because of an emergency?

All such inquirers should be directed to the registrar's office during normal office hours. After hours, such inquirers should be referred to Campus Safety Services.

What are parental rights under FERPA?

When a student reaches the age of 18 or begins attending a post-secondary institution regardless of age, FERPA rights transfer to the students. Parents may obtain directory information at the discretion of the institution. Parents may obtain non-directory information (grades, GPA, etc.) by providing a signed consent from their son or daughter.

DO NOT!

- Use the social security number or student ID number in a public posting of grades or any other information.
- Link the name of a student with that student's social security number or student ID number in any public manner.
- Leave graded tests, papers, or other student materials for students to pick up in a stack that requires sorting through the papers of all students.
- Discuss the progress of any student with anyone other than the student or the student's advisor without the written consent of the student. Refer any inquiries from other parties to the Registrar's Office.
- Provide anyone outside of the University with lists or files of students enrolled in your classes.
- Provide anyone with student schedules or assist anyone other than university personnel in finding a student on campus. Refer inquiries to the Registrar's Office.

FERPA (Family Educational Rights & Privacy Act): Notification of Rights-What Students Need to Know

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, chair of the academic department, or other appropriate official, written requests that identify the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that person will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to amend such a record should write to the University official responsible for the record, clearly identify the part of the record s/he wants changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested, the University will notify the student of the decision in writing and advise the student of his or her right to a hearing regarding the request for amendment.

Student requests for formal hearings must be made in writing to the academic vice president who, within a reasonable time of receiving such requests, will inform students of the date, place, and time of the hearing. The academic vice president, the vice president for student affairs, the associate dean for Graduate Programs, and the academic dean of the student's college or school will constitute the hearing panels for challenges to the content of education records. Upon denial and subsequent appeal, if the University still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or

company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The University may also disclose student information without consent during audits/evaluations, in connection with financial aid, during certain studies, to accrediting organizations, to comply with a judicial order, and during health and safety emergencies. The University may disclose student information to a student's parent during health and safety emergencies, or when that student is a financial dependent of the parent, or when the student is under age 21 and has violated Federal, State, or local law, or any rule or policy of the University governing the use or possession of alcohol or a controlled substance.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by John Carroll University to comply with the requirements of FERPA.

Students may file complaints with The Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5901.

5. The right to withhold directory information. The University has designated the following as directory information: student name, address (including e-mail address), telephone number, date and place of birth, photograph, major field of study, class year and enrollment status, dates of attendance, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and weights and heights of members of athletic teams.
6. Students may refuse to allow the University to designate the above information about them as directory information by notifying the registrar in writing within two weeks after the first day of class for the fall semester. Students must submit an annual written notification of refusal to allow the designation of directory information.
7. The right to annual notification.

The University must notify students annually of their rights under FERPA. The actual means of notification is left to the discretion of the University.

August 19, 2020

MEMORANDUM

TO: JCU FACULTY
FROM: James Krukones, Associate Academic Vice President
SUBJECT: Selected University Policies for Academic Year 2020-2021

Please note the following policy statements that affect your classes and students directly. Most of them can be found in the current [\(2020-2021\) Undergraduate Bulletin](#).

Academic Honesty. Please note the statement about academic honesty—in particular, plagiarism—in the [2020-2021 Undergraduate Bulletin](#). All instructors are expected to make reference in their syllabus to this statement in addition to any departmental or individual statements which they may make on the subject.

Appeal of a Course Grade. The Policy and Procedure for Appeal of a Course Grade [\(2020-2021 Undergraduate Bulletin\)](#) states in part, ". . . every student has the right to know at the beginning of any semester how the final grade for any particular course will be determined. This means knowing what percentage of the final grade the assignments . . . will comprise." The policy calls for the instructor to present this information as part of the course syllabus, to make no substantial changes in the policy once the semester begins, and to inform students of even minor changes. The policy concludes: "If an instructor does not provide such information, the student has the right to seek redress."

Missed Final Examination. In 1991 the Policy and Procedure for Making Up Missed Final Examinations was passed and approved. It is stated in the [Undergraduate Bulletin](#). The individual instructor has the major responsibility in implementing this policy.

Attendance Regulations. These are published in the [Undergraduate Bulletin](#). I call your attention to the following paragraph in particular:

During the first week of a semester each instructor will provide, as part of the class syllabus, a written statement of the attendance policy for that class. The statement will contain an explanation of the consequences for absences as well as a policy on excused absences, and will be made available to each student properly enrolled in the class.

Disabilities Statement:

A statement about students with disabilities must be included on every syllabus. Allison D. Kaskey, JCU's Director of Student Accessibility Services, has provided the following statement, which you may copy into your syllabus:

In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical), you may be eligible to request accommodations from the Office of Student Accessibility Services (SAS). Please contact the Director, Allison Kaskey, at (216) 397-4967 or come to the office, located in room DE 109 in the Dolan Science Center. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SAS will be recognized in the classroom. Please contact SAS if you have further questions.

Classroom Management Procedures: A Guide for Faculty

Introduction for Faculty in Working with Disruptive Students

Students and faculty each have responsibility for maintaining an appropriate learning environment. At times, members of the John Carroll University community may come into contact with classroom behaviors that are of concern. Specifically, students who are disruptive in the classroom warrant attention from faculty. Disruptive students in the academic setting hinder the educational process. These procedures provide information for faculty to resolve behavioral issues with disruptive students. Disruptive students who fail to adhere to behavioral standards may be subject to University disciplinary action. These procedures apply to both undergraduate and graduate students.

1. Definition of Disruption

Disruptive behavior in the classroom is defined as repeated, continuous or multiple student behaviors that prevent an instructor from teaching and/or prevent students from learning. Examples of disruptive behavior include but are not limited to: persistently speaking without being recognized or interrupting other speakers, harassing behavior or personal insults, and/or using electronic equipment such as cell phones and iPods in class without the express permission of the instructor.

2. Procedures for Resolving Disruptive Behavior

The primary responsibility for managing the classroom environment rests with the faculty. The following process should be followed by faculty:

Responding to disruptive behavior:

- If the student's behavior is irritating, but not particularly disruptive, the faculty member should consider talking with the student privately after class.
- If it is necessary to deal with a student's behavior during class, the faculty member should calmly but firmly inform the student that the behavior is disruptive and ask that it be stopped. Example: "Your use of your cell phone is bothering me and disrupting the class. Please end your conversation now and refrain from in-class phone calls in the future."
- If the disruptive behavior continues during either the present or some future class, the faculty member should warn the student (perhaps in private) that such behavior may result in student conduct action. Example: "I've already warned you about talking when I am speaking to the class. If you disrupt the class again in this manner, you will be referred to the Academic Dean's Office for student conduct action."
- If the student continues the disruptive behavior despite this warning, the student should then be asked to leave the classroom. Following the class, the instructor should contact the Department Chair and the Associate Dean in the college/school offering the course and provide pertinent information about the student's behavior. The Associate Dean will determine if student conduct action will be pursued.

- If the student refuses to leave the classroom after being instructed to do so, they should be informed that this refusal is a separate instance of disruptive behavior subject to additional student conduct action.
- If the student continues to refuse to leave the classroom, the instructor may choose to adjourn class for the day or call security and have the student removed.
- If the faculty member suspects that the disruptive behavior indicates distress of some kind (see the addendum), it is appropriate either to encourage the student to seek assistance via the University Counseling Center or to contact the Associate Academic Vice President to encourage that an Assessment Team be convened.
- Faculty members are encouraged to keep a log of the date, time, and nature of all incidents of disruptive behavior and any meetings they have with the student. They should document incidents and meetings immediately, while specifics and details are still fresh in their memory.

The student conduct process:

- If the student has been given a verbal warning, and the behavior continues, the faculty member should file a Disruptive Classroom Incident Report with the Academic Dean's Office. The faculty member should talk with the Associate Dean about what action they would like to take regarding the student.
- If the faculty member has removed the student from class, the student will need to attend a meeting with the faculty member and Academic Dean's Office representative to discuss the behavior. At this meeting, expectations will be provided to the student about future classroom behavior. The Associate Dean will provide the student with a letter that summarizes the meeting and states that any further classroom disruptions may result in permanent withdrawal from the course.
- If the student continues the disruptive behavior, and the faculty member wishes to remove the student permanently from the course, there will be a meeting with the student, faculty member, and the Academic Dean's Office representative. At that meeting, the student will be told that they are being permanently withdrawn from the course. The student will receive a letter from the Academic Dean's Office indicating that they are removed from the course. The letter will also inform the student that if they wish to appeal the decision, the student will have two class days from the meeting to notify the appropriate Academic Dean in writing of the appeal. During the appeals process, the student will not be allowed to attend class. If the student is reinstated, it is at the instructor's discretion as to whether the student can make up missed work.
- The Academic Dean will review the written appeal and respond in writing within five class days to the student. The Academic Dean can uphold or change the decision, which will be final and binding. If the decision is upheld, a note of the course removal will be included in the student's file.
- Students who have been found responsible for multiple violations of the student code of conduct may be subject to additional disciplinary action, which could include suspension or dismissal from the University.

Students should be made aware of these procedures.

Responding to Distressed Students: An Addendum

The purpose of this document is to articulate procedures designed to inform and support faculty members who may encounter disruptive students. It is worth noting, however, that any member of the John Carroll University community may come into contact with a distressed student. Distress is a separate category that would not trigger the student conduct process. There are no prescribed procedures for dealing with students in distress. Still, the situation is worthy of consideration in this context. Being aware of behaviors and sources of help for the student can assist faculty in effectively addressing these types of situations. Examples of behaviors suggesting that a student is distressed include, but are not limited to, poor concentration, changes in hygiene, skipping class, expressions of severe anxiety or irritability, expressions of hopelessness or worthlessness, changes in sleep patterns, loss of self-esteem, or other behaviors that give the faculty member cause for concern. For more information about this subject, faculty are encouraged to consult the [“Responding to Students in Distress” handbook](#).

Faculty who would like to talk about a distressed student should contact the Associate Academic Vice President. The AAVP may bring the matter to the attention of an assessment team, which would include representatives from the Academic Dean’s Office, the Dean of Students Office, the John Carroll University Police Department, the Office of Services for Students with Disabilities, and the University Counseling Center. This group will meet with the faculty member to hear the concerns and develop an action plan.

Revised 02-06-17

COLLEGE OF ARTS AND SCIENCES

Each section of each course must have a [syllabus](#) containing information that describes the content of the course, the way the course will be conducted, and how grades will be determined. Difficulties have arisen when there is no syllabus to describe class policies and procedures or when the syllabus contains inadequate information to explain how a grade is determined. The [Undergraduate Bulletin](#) and [Graduate Bulletin](#) describe academic policies and procedures that pertain to these issues. [The Assessment Office also has syllabus expectations and examples available on their site.](#)

As you prepare your course syllabi, please include the following items in any format that is appropriate for your course.

Descriptive Information

1. Course name, number, section, semester, year, and time offered
2. Any prerequisites for the course
3. Instructor's name, office number, office phone number, and office hours. Include a minimum of six office hours per week for full-time faculty.
4. Course description, including mode of delivery
5. Required texts and other materials necessary for the course. All citations should be complete, and the syllabus should indicate whether readings are on reserve in the library, are general library items, or are available electronically.
6. Description of major assignments and due dates
7. Grading information including the weighting of all components of the final grade. Please note that students need to have sufficient information of their performance BEFORE the withdrawal dateline, therefore more than 50% of the grade should be determined (and students notified) before that date. It is recommended that students have early feedback in a course so that they can address problems before they become insurmountable. Also include your grading scale (A, A-, etc.).
8. Schedule of topics covered and relevant assignments due by day or by week

Student Learning Goals and Assessment Information

1. [Learning goals](#) for the course and an explanation of how those goals connect to major/minor goals and to the [university's learning goals](#). Formats for showing alignment between different levels of learning goals are [available](#).
2. Information on how you plan to assess learning goals for the course.

Policy Information

1. Absences (refer to current [undergraduate or graduate bulletin](#))
2. Academic honesty (refer to current [undergraduate or graduate bulletin](#))
3. Accommodations for students with disabilities (refer to [undergraduate, graduate bulletin](#) or the [Director of the Office of Student Accessibility Services](#)). We request all faculty to include the Student Accessibility Services' [Accessibility Syllabus Statement](#) to ensure campus-wide consistency.
4. [Classroom conduct](#) (cell phone or computer usage, late work, professionalism, etc.)

5. [Syllabus Statement on Discrimination, Harassment, and Bias](#)
6. [Final exam policy](#) for faculty (also [undergraduate or graduate bulletin](#)). The day and time assigned for the final can be found on the [Office of the Registrar's Registration and Semester Schedule Information](#).

Boler School of Business Class Management Policies

Updated August 2018

Syllabi

1. A syllabus prepared in accordance with the BSOB Syllabus Content Policy (below) must be provided students at or by the first class meeting. Instructors should provide all course syllabi to the department administrative assistant (in MS Word or pdf form) no later than the end of the first week of class.
2. Instructors should not cancel class meetings, except in unusual circumstances. Wherever possible, instructors should secure department chairperson approval in advance. In the event of an approved instructor absence, arrangements for a substitute are the responsibility of the class instructor. In the rare circumstance that a class is cancelled, the instructor must notify the department chairperson of the reason for the cancellation. If a class must meet at an alternate time, the chairperson and departmental administrative assistant should be notified of the alternate time and location of the class.
3. Classes are to be held at the time scheduled and for the duration of the period. Early dismissal of classes should be infrequent.

Office Hours and Student Contact

4. Office hours should be posted outside faculty offices no later than the first day of class.
5. Full-time faculty are expected to hold six hours of office hours per week. Office hours are to be held in person and on campus for on-site courses.
6. Part-time faculty members should make themselves available to students in person before or after class, by phone and/or by email, particularly during final exam week.
7. During posted office hours, faculty should avoid activities that detract from service to students. Instructors should adequately notify students of any changes to office hours. Faculty members should respond to student e-mails or calls in a timely fashion.

Exams

8. Exams are required; at least a mid-term (or substantive graded work during the semester) and a final examination must be given. In the case where evaluation of student performance is best determined entirely through means other than examinations, prior approval must be obtained from appropriate the department chairperson.
9. Accommodation for students with disabilities must be granted consistent with University policy and practice when students satisfy the required notification.
10. Faculty members are expected to grade exams and other course assignments; all assignments and tests should be returned to students in a timely manner.

11. Faculty must adhere to all provisions of the University policy related to final examinations.
12. Instructors must retain students' final exams (and all other course material not returned to the student) through the end of the next semester. Part-time instructors should provide students' final exams to the department administrative assistant to hold.
13. Instructors must submit to the department administrative assistant an electronic copy of their final exam promptly after the final exam is given. The Boler College Electronic retains the electronic copies of final exams.

Course Grades

14. Grades should be distributed from A to F according to the appropriate (graduate and undergraduate) catalogue definition of grades. "A" grades are for outstanding scholarship only. Faculty should not be reluctant to assign a grade of D or F if such is earned by the student.

Grade distributions will be reviewed by each department chairperson and unusual patterns will be discussed with the instructor. In general the course GPA for undergraduate BSOB core courses should be between 2.40 and 2.60.

15. Final course grades are not temporary grades; grade changes are not to be processed at some future date for any reason other than a grading error. "Extra-credit" work or special projects should not be assigned to an individual student as a vehicle to improve the student's final grade. The determination of the course grade should include only assigned work for the semester as noted on the syllabus.
16. Faculty should familiarize themselves with and follow the prescribed processes outlined in the University policies related to grade appeals, academic honesty and disruptive behavior in the classroom. Policies related to grade appeals and academic honesty can be found in the Undergraduate and Graduate Bulletins and the policy on disruptive behavior in the classroom can be found at: <http://sites.jcu.edu/provost/pages/policies-of-interest-to-faculty/classroom-management-policy/>

Learning Management System (Canvas)

17. All Boler courses are to be published on the learning management system by the second class-day of the term.
18. Instructor contact information should be posted to Canvas.
19. Instructors may use Canvas to disseminate class policies including the syllabus and required statements (below) to students.
20. Instructors may refer in the syllabus to the Syllabus Resources folder on the home global navigation bar on all Canvas courses.

21. All instructors are expected to participate in the evaluation of teaching in all class sections every semester which is currently administered through Canvas.

Syllabus Content Policy

Updated August 2016

All syllabi for Boler School of Business courses must include, *at a minimum*, the following:

- **Course information:** title, number, section, semester in which the course is offered and course prerequisites.
- **Instructor's contact information:** name, office number, office hours (minimum of 6 hours per week for full-time faculty), phone and email address. Part-time faculty should include a statement indicating how they will make themselves available to students.
- **Course description** including the primary mode in which the course will be conducted – online, onsite or hybrid – as well as the primary pedagogy - lecture, discussions, problem solving, etc.
- **Learning goals:** syllabi must contain learning goals for the course and an explanation of how those goals connect to major/minor goals and to the [university's learning goals](#). Sample formats this information are available on the [Syllabus Expectations and Examples](#) page.
- **Assessment:** syllabi must contain an explanation of how student learning will be assessed.
- **Required text (s)** and all other materials necessary in the course. All citations should be complete, including title, authors, publishers, edition/publication date and ISBN number.
- **Description of the major written and oral assignments** (homework, reports, quizzes, exams) including an indication of how these assignments will be graded and any deadlines. If this information is conveyed in a separate document, reference to that document should be included on the syllabus. Frequent changes to the syllabus are strongly discouraged and any changes must be conveyed to the class well in advance.
- **Components of final course grade** including weighting of different assignments and grading scale.
- **Rules for classroom conduct** including absences, tardiness, late work, make-up examinations, cell phone usage, etc.

- **Academic Honesty:** statement on expectations with a clear indication of consequences of violations (can include reference to policy and procedures detailed in the appropriate *Bulletin*).
- **Students with Disabilities, Bias Reporting:** Reference to statements related to accommodations consistent with the recommendation from Services for Students with Disabilities (Syllabus Disability Statement), and the Syllabus Statement on Discrimination, Sexual Harassment, and Bias, on Canvas should be included on syllabi. The University statements are included in the syllabus resources folder on the home global navigation bar on Canvas courses
- **Schedule of topics** (not just chapter numbers) **and reading assignments** (with relevant page numbers, if appropriate) listed preferably by class period, but, at a minimum, by week.

Recommendations for online and blended courses

- Syllabi for courses with significant online content and pedagogy delivery should include
- Clear identification of approach to communication with students such as times when the instructor is available by phone or chat.
- Clear description of the format – online, blended (online/onsite), synchronous, asynchronous.
- Guidelines for online participation.
- Technical requirements and technical support contacts for online resources.

JCU FINAL EXAMINATION REGULATIONS FOR FACULTY

I. Conduct of Final Examinations

As a rule, every course should include a final examination or another form of summary evaluation that enables students to demonstrate their learning for the semester. The final evaluation could be an in-class or take-home examination or a major paper, project, or presentation.

In cases where the final evaluation is not an examination (ex., a paper or presentation), a final class meeting still must be held during the period scheduled for the examination. The period counts toward the fulfillment of contact-hour requirements for the semester as determined by the Ohio Department of Higher Education. Regardless of the nature of the final evaluation, all classes meet during Finals Week according to the University's exam schedule.

Final examinations must be held according to the Final Exam Schedule posted on the Office of the Registrar's webpage. During the last week of class, major examinations are prohibited unless the syllabus distributed at the beginning of the semester clearly indicates they will be given at that time. Any examinations given during the last week of class may **not** take the place of final examinations.

An instructor who seeks an exemption from giving a final examination/evaluation must request permission in writing from the chair of the department. The chair can deny, modify, or accept the request. A chair who approves an exemption must forward it to the appropriate dean for further approval. The approval process should be completed prior to the beginning of the semester.

Major papers or projects should not be due later than the thirteenth week of class. No paper should be due during the week of final examinations, unless the paper is the final evaluation for the course. **Instructors who assign a paper as the final evaluation still must hold a final class meeting during the period scheduled for the examination for contact-hour compliance.**

Instructors must spell out course requirements in the syllabus, including the nature of the final examination and its weight in the final grade for the course.

All in-class final examinations must be adequately proctored. Normally, the regularly assigned instructor will act as proctor. In no instance is a student to act as proctor.

Instructors are expected to be available for student consultation throughout the period of final examinations. Any request for early departure by an instructor from the campus during the final examination period should be cleared in writing with the department chair and the appropriate dean.

If instructors plan on leaving the Cleveland area anytime during the two weeks immediately following the final examination period, they should leave contact information with their department chair and the appropriate dean.

II. Retention and Explanation of Examination Papers

In accord with the policy for the appeal of a final grade as found in the *Undergraduate Bulletin*, instructors should retain all final examinations through the *sixth* week of the subsequent (spring or fall) semester. Upon request of a student during this time period, instructors shall show, and explain the grading of, the student's examination paper.

3/25/19

JCU FINAL EXAMINATION REGULATIONS FOR STUDENTS

Students are advised to consult the University's Final Examination Schedule as part of the academic planning and registration process to understand their academic responsibilities regarding Finals and to adjust their schedules as necessary. The schedule is posted on the Office of the Registrar's webpage: <http://sites.jcu.edu/registrar/pages/f-a-q/course-schedule-information/>

Final examinations are held according to the University's Final Examination Schedule. Students shall adhere to the posted exam schedule, as well as the provisions for taking the examination as explained by their instructor.

During the last week of class, major examinations are prohibited unless the syllabus distributed at the beginning of the semester clearly indicates they will be given at that time. Any examinations given during the last week of class may not take the place of final examinations.

In cases where the final evaluation for the course is not an examination (for example, a paper or presentation), a final class meeting still must be held during the period scheduled for the examination. In other words, all classes meet during Finals Week, according to the University's exam schedule.

A student may be allowed to make up a missed final examination only under extraordinary circumstances. Reasons such as misreading the examination schedule, having three examinations on the same day, and oversleeping do not normally qualify. Students should consult the *Undergraduate Bulletin's* Policy and Procedure for Making up Final Examinations for guidelines.

03/28/19

UNDERGRADUATE GRADING KEY

A	Outstanding scholarship. 4 quality points per credit hour.
A-	3.7 quality points per credit hour.
B+	3.3 quality points per credit hour.
B	Superior work. 3 quality points per credit hour.
B-	2.7 quality points per credit hour.
C+	2.3 quality points per credit hour.
C	Average. 2 quality points per credit hour.
C-	1.7 quality points per credit hour.
D+	1.3 quality points per credit hour.
D	Work of the lowest passing quality. 1 quality point per credit hour.
D-	Work of the lowest passing quality. .7 quality points per credit hour.
F	Failure. If the subject is required, the course must be repeated. No credit hours, no quality points.
W	Withdrawal through proper procedure.
WF	Withdrawal without following proper procedure.
AD	Audit.
AW	Auditor who fails to fulfill attendance requirements.
SA	Satisfactory. This grade is used in noncredit courses.
I	Incomplete. Work incomplete. Work is to be completed within one month following the last normal examination date of the semester in which the grade is incurred or the grade of I converts to F. An extension may be granted by the appropriate dean for very serious reasons, usually medical.
CR	Credit granted for master's thesis upon approval, student teaching, and other designated courses. Also indicates achievement of a grade of C or better in courses taken on the Pass/Fail basis.

Courses in which the grades of F or WF have been assigned are counted among attempted courses in the computation of the overall average.

GRADUATE GRADING KEY

A	Superior graduate-level work. 4 quality points per credit hour.
A -	Excellent graduate-level work. 3.7 quality points per credit hour.
AD	Audit. (Awarded only if student attends class regularly throughout the semester.)
AW	Auditor who fails to fulfill attendance requirements.
B +	Good graduate-level work. 3.3 quality points per credit hour.
B	Above average graduate-level work. 3 quality points per credit hour.
B -	Average graduate-level work. 2.7 quality points per credit hour. (Acceptable in 500-level courses only).
C +	Fair graduate-level work. 2.3 quality points per credit hour. (Acceptable in 500-level courses only.)
C	Poor graduate-level work. 2 quality points per credit hour. (Acceptable in 500-level courses only.)
CR	Credit. (For use with departmental approval only. This is the normal grade for satisfactory completion of the master's thesis, certain workshops, and student teaching.)
D	Not acceptable for graduate credit.
F	Failure.
I	Incomplete. Work incomplete. Work is to be completed within one month following the last normal examination date of the semester in which the grade is incurred, or by the postponed examination date for that semester, whichever is later. An extension may be granted by the dean for serious reasons.
PR	Course in progress. (For use with departmental approval only.)
X	Absent from final examination.
W	Withdrawal through proper procedure while passing, or without prejudice to standing.
WF	Withdrawal without following proper procedure.
SA	Satisfactory for use with noncredit courses only.

Information Technology Services

Introduction for Faculty

Activating Your Campus Network ID

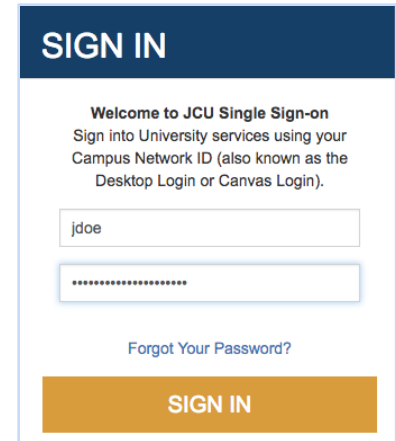
You will use your Campus Network ID and password to log into most John Carroll University (JCU) systems and services. You should have received **your Campus Network ID (based on your first initial and last name) and a password reset PIN, which you will use to activate your account, by mail from the University Registrar.**

Go to <https://password.jcu.edu/pin> and follow the prompts to activate your account. All passwords must be at least 12-characters in length.

If you forget the password for your Campus Network ID, or wish to change your password, use the **Self-Service Password Reset** page at <https://password.jcu.edu/>.

If you enter your password incorrectly multiple times in a row, you may find your account has been locked. If this occurs, Contact the JCU Service Desk, who will unlock your account after verifying your identity.

Your account is for your use only. Never share your account's password with anyone for any reason. No member of John Carroll University will ever request your account's password by Email or Phone.



Campus Single Sign-On

John Carroll University (JCU) uses a web-based Single Sign-On (SSO) login page for many of the University's online services. When accessing any SSO-enabled service, you will see this login screen. Login to the SSO page using your Campus Network ID and Password.

A Quick Word About Security:

Any large organization's employees are subjected to attempts by hackers to collect login credentials, which are then used to access your accounts. If you suspect you are being asked for your credentials inappropriately, you should immediately contact the JCU Service Desk.

University Computers

If you have been provided with a Windows-based university computer, or wish to use a university managed computer in a technology-enabled classroom or public computing lab, you will need to login to that computer using your Campus Network ID and password.

Remember: If you are using a computer in a classroom or public computing lab, always log out of the computer before walking away.



Google Email, Calendar, Drive, and other Google Services

John Carroll University utilizes the Google Apps for Education service as the provider of the campus' official Email (Google Mail/GMail), Calendaring (Google Calendar), and Collaborative Document (Google Drive) environment.

You should have received your JCU Email Address by mail from the Office of the University Registrar.


The primary Google Services can be accessed at the following URLs:

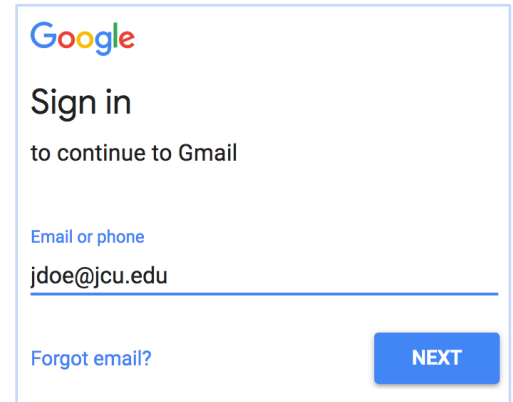
Google Mail: <https://mail.google.com>

Google Calendar: <https://calendar.google.com>

Google Drive: <https://drive.google.com>

You will login to these Google Services using your JCU Email Address (including the @jcu.edu) and the same password you set when you activated your Campus Network ID.

 Once you are logged in to one Google service, you can access a complete list of available services using the Google Applications menu , located in the upper right corner of the page



The image shows a Google sign-in interface. At the top is the Google logo. Below it, the text reads "Sign in to continue to Gmail". There is a text input field containing "jdoe@jcu.edu" with a blue underline. To the left of the input field are the links "Email or phone" and "Forgot email?". To the right is a blue button labeled "NEXT".

Banner

John Carroll University uses the Banner suite of applications to manage and display employee and student information. You will utilize Banner Self-Service for entering your work time, maintaining your leave reporting, and viewing your online paycheck information.

All Banner services utilize the JCU Single Sign-On server for access.

To access Banner services, go to the Banner Home Page at <https://banner.jcu.edu/> and choose the service from the menus at the top of the page.

If your job requires that you have access to Banner Admin Pages, please contact Information Technology Services directly. Your supervisor can give you more information.



Banner Tools for Faculty

The Banner Home Page has specific tools dedicated to the needs of University Faculty which are located under the **Faculty** menu. The most commonly used are:

Registration and Planning

Under Registration and Planning, you will find the University Course Catalog (all University courses, based on catalog term) and semester class offerings, including seat availability.

Course Offerings (by semester)

The Course Offerings items, listed by semester, provide a quick view of all classes currently offered in semester, including up to date seat counts and wait lists. These options are especially useful during registration. This information is updated once per hour.

Grade Entry

John Carroll University has recently begun using the new Banner Grade Entry capabilities, and these are found under this menu.

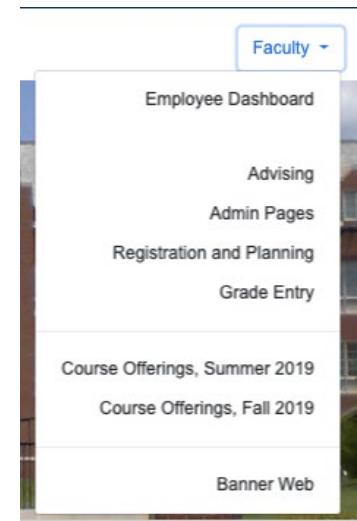
Employee Dashboard

The Employee Dashboard is your starting point for you to review your employee record, including your leave balances, pay information, benefit summary, tax information, and your job and employment summaries.

In addition, the Employee Dashboard contains links to additional tools useful for University Faculty, and can be found in the Banner Application Menu (four squares at the upper left of the page), under Banner → Faculty & Advisors.

Advising

If you are advising students, the Advising option allows you to view all of your assigned advisees, as well as see information about these students specifically tailored to the needs of the Faculty Advisor.



Canvas

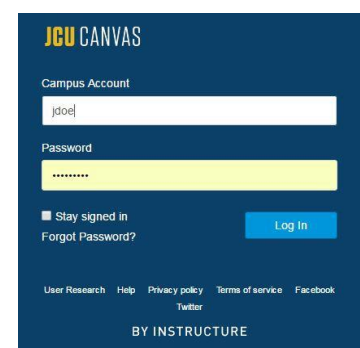
Canvas is the Learning Management System (LMS) used to support and enhance teaching and learning at John Carroll University.

To access Canvas, go to <https://canvas.jcu.edu> and login with your Campus Network ID and Password.

Please note that Canvas does not utilize the JCU Single Sign-On service at this time.

Common Canvas Question:

I can log into Canvas, but I do not see my courses.



- You have not been assigned as the instructor for the course yet. Please contact your department chair or the University Registrar's office.
- If you were just assigned to a course, these changes are sent to Canvas every evening after 11 PM.

If you need assistance, Please contact Jay Tarby, Faculty Liaison in the Center for Digital Media at 216-397-1703 or tarby@jcu.edu. The CDM also offers frequent workshops about using Canvas and has posted video tutorials about using Canvas at the CDM website <http://sites.jcu.edu/cdm/>. In addition, extensive written documentation for using Canvas is at their Help Center at <http://guides.instructure.com>. The best place to start is probably the Canvas Instructor Quickstart Guide <http://guides.instructure.com/m/8472>. It is also available to download as a .pdf, as are all the other guides at the site.

Zoom (Video Conferencing)

As a member of the JCU community, you have access to the Zoom web conferencing platform which provides unified video conferencing and online meetings in one, easy-to-use platform.

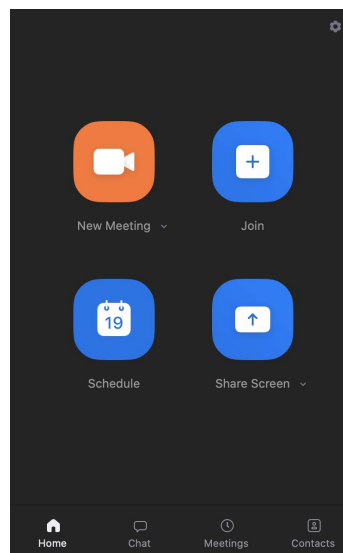
To activate your Pro license please visit

<http://johncarrolluniversity.zoom.us>

and sign in with your SSO credentials.

Zoom is also integrated into the Canvas Learning Management System in support of the University's Hyflex learning model.

You can find Zoom guides and How-To information, including more information on how to use Zoom as part of your Canvas course, at <https://jcu.edu/its/services/email-and-collaboration/zoom>



Wireless Network

John Carroll University offers Wireless Network (WiFi) access to all employees. To connect to the wireless network, add the network **eduRoam** to your device. You will login to this eduRoam network using your Campus Network ID and Password, although note that you will need to enter your Campus Network ID and '@jcu.edu' in the user name field (example: jdoe@jcu.edu). You may be asked to accept a security certificate upon joining the network. This is expected and fine to accept.

If you need help connecting your specific device to the wireless network, please contact the JCU Service Desk.

The IT Service Desk

The John Carroll University IT Service Desk (servicedesk@jcu.edu or **(216) 397-3005**) is your first point of contact when you need technical support for campus information technology services, including:

- University accounts and passwords
- Campus network, Internet, and telephone connections
- JCU email (Gmail), Canvas, and other system-wide applications
- Software licenses
- PC and Mac problems
- Hardware Purchases

The IT Service Desk also provides a number of training resources, both online and in-person. For more information visit <https://jcu.edu/its/training>

Frequently Asked Questions

Are there limitations on file sizes within the JCU Google account?

John Carroll University utilizes the Google Apps for Education program which provides unlimited storage for documents and email when using your JCU Google account.

Am I required to use my JCU Gmail account?

Utilizing the JCU Gmail account guarantees that users will receive notices and messages from the University.

Can I forward my JCU Email to another address?

To protect the security of John Carroll's email system and data, forwarding from the JCU Email account is not permitted.

Can I change my Campus Network ID or JCU Email address?

Your Campus Network ID and email address are based on your first and last name, with necessary additions to provide uniqueness, and cannot be changed. If you have legally changed your name, contact the Human Resource Department for guidance.

Can I import contacts I already have into my JCU Gmail accounts?

You can import your address books (from Outlook or other services) into Gmail. Importing your contacts isn't difficult. To get started, follow these steps:

- First, you'll need to format your contacts as a CSV file—often, address books exported from other mail providers are already formatted as CSV files.
- Once you have a CSV file with all your contacts' information, import the file and transfer your contacts to Gmail. You can only import up to 3000 contacts at a time. Note: If you have more than 3000 contacts, you'll need to create multiple CSV files to upload.

How do I find other JCU email addresses?

Utilize the JCU Online Directory to find other John Carroll addresses, and as you send messages from your JCU Gmail account, addresses are automatically added to your address book.

Can I access my JCU Email on my SmartPhone?

Google provides a free Google Mail application for both iOS and Android, downloadable from the App Store/Play Store. Log into the Google Mail app using your JCU Email account. Google also offers a similar Google Calendar app. To ensure the security and privacy of your JCU email, the University does not recommend or support using other remote methods (example: IMAP) to access your JCU Email.

What if I forget my Campus Network or JCU EMail password?**How do I change my Campus Network or JCU EMail password?**

If you forget your Campus Network ID or Gmail password, or wish to change your password, visit <https://password.jcu.edu/> and follow the provided directions. If you need additional assistance, please contact the Service Desk.

How do I set-up forwarding/vacation responses for my JCU Gmail account?

You can create a vacation response in your JCU Gmail account that will automatically reply to anyone who emails you.

1. Log into your Gmail account.
2. In the top-right, click the gear.
3. Select Settings.
4. Scroll down to the Vacation responder section (stay in the “General” tab.)
5. Select Vacation responder on.
6. Fill in the date range, subject, and message.
7. Click Save Changes at the bottom of the page.

While the vacation responder is on, you’ll see a banner across the top of your Gmail that shows the subject of your vacation response. Click the End now link in the banner to turn off the vacation responder, or click Vacation settings to edit your response.

What if I need more help / have additional questions?

For help with Google services, the Google Help Center is a great resource for all questions and is updated often. For help with Banner services, each of the Banner tools provides embedded help.

You can also always contact the ITS

Grant Opportunities and Research Compliance

The Office of Sponsored Programs handles pre-award and post-award administration for sponsored programs and oversees research compliance. This office assists faculty from idea-to-submission with proposals for external support. Faculty are encouraged to contact the office early in the process as proposals must be reviewed by this office prior to submission to ensure compliance with John Carroll and sponsor policies.

The Office of Sponsored Programs reviews and negotiates grant agreements, research contracts, material transfer agreements (MTAs), and other research and program-related documents. Projects involving human subjects or animals, regardless of funding, must be reviewed and approved prior to the start of the project.

For more information on Sponsored Programs, visit www.jcu.edu/research

Grant Opportunities

There is a wide range of funding opportunities for the John Carroll University research community to apply to within the federal government, foundations, nonprofit organizations, and corporations. To assist you in identifying external funding opportunities, the Office of Sponsored Programs provides all members of JCU with access to funding opportunities databases. Contact ekennedy@jcu.edu for more information.

Research Compliance

Research with Human Participants

The mission of the Institutional Review Board (IRB) is to safeguard the rights and welfare of all human subjects who participate in research conducted at John Carroll University. In compliance with federal regulations and institutional policy, all research projects involving human subjects, human material, or identifiable human data must be reviewed and approved by the IRB. The IRB is the cornerstone of JCU's Human Research Protections Program (HRPP).

CITI training in the ethical conduct of human subjects research is required for all researchers (including students and their faculty sponsors) listed on an IRB application.

Animal Research

The Institutional Animal Care and Use Committee (IACUC) at John Carroll University is responsible for reviewing all research and teaching protocols involving the use of live vertebrate animals in order to ensure compliance with federal, state, and local regulations. The IACUC also conducts semiannual inspections of the John Carroll animal research program and facilities.

The role of the IACUC is to ensure that all animals used for teaching and research purposes are treated in a humane and sensitive manner and that no animals are used unnecessarily for these activities.

For more information on Research Compliance, visit www.jcu.edu/research.

ACADEMIC SUPPORT SERVICES

Cashier

Location: Rodman Hall, Ground Floor, Room 129

Hours: M-Th 9:00 am – 12:00 pm, 1:00 pm – 5:00 pm;
F 8:30 am – 12:00 pm, 1:00 pm – 4:30 pm

Phone: 216-397-4494

The Cashier is the place to go when you have questions about bills received from John Carroll University. The staff can answer questions about bills and money owed to John Carroll. If you are in need of spending money, checks of up to \$25.00 can be cashed here (JCU picture ID required.)

Website: <http://sites.jcu.edu/aid/pages/cashiers-office/>

Center for Student Diversity and Inclusion

Location: D.J. Lombardo Student Center, Suite 202

Phone: 216-397-4185

Website: <http://sites.jcu.edu/inclusion/>

Center for Career Services

Location: 2563 Belvoir Blvd. (house next to the tennis courts)

Hours: M-F 8:30 am - 5:00 pm ; T till 7:00pm

Phone: 216-397-4237

Website: <http://sites.jcu.edu/careercenter/>

Dean's Office, Boler College of Business

Location: Administration Building, SB117

Hours: M-F 8:30 -5:00 pm

Phone: 216-397-4391

Website: <http://jcu.edu/boler/>

Dean's Office, College of Arts and Sciences

Location: Administration Building, B-wing, Room 101B

Hours: M-F 8:30-5:00 pm

Phone: 216-397-4287

Website: <http://sites.jcu.edu/cas/>

Grasselli Library and Breen Learning Center

Location: Grasselli Library

Phone: 216-397-4233

Website: <http://lib.jcu.edu/page/10000>

The Language Learning Center

Location: O'Malley Center 101

Phone: 216-397-1686 (lab) or 216-397-4729 (coordinator: Dr. Jeffrey La Favre)

Website: [Language Learning Center](#)

The Learning Commons

Location: Lower Level, Grasselli Library

Website: <http://researchguides.jcu.edu/c.php?g=130360>

Registrar

Location: Administration Building, B Wing, B102

Phone: 216-397-6650

Website: <http://sites.jcu.edu/registrar/>

Student Accessibility Services

Location: Dolan Science Center, DE 109

Phone: 216-397-4967

Website: <http://sites.jcu.edu/accessibility/>

Student Success Center

Website: <https://jcu.edu/academics/resources-advising/advising-academics>

University Counseling Center

Location: 2567 South Belvoir Blvd. (second house from the tennis courts)

Phone: 216-397-4283

Website: <http://sites.jcu.edu/counselingcenter/>

The Writing Center

Location: O'Malley Center 207

Phone: 216-397-4529

Website: <http://sites.jcu.edu/writingcenter/>

Center for Digital Media

Location: Grasselli Library

Phone: 216-397-4930

Website: <http://sites.jcu.edu/cdm/>

The Center for Digital Media can help with teaching technologies or to refer students for help with digital class projects.

The numbers listed below are extension numbers. The department or office phone number will consist of this four-digit number preceded by **216-397-**.

<http://sites.jcu.edu/about/pages/directories/>

Office/Department/School	Ext #	Location
A		
Academic Vice President & Provost	4207	Administration Building, 1 st Floor A, Room 133
Accountancy	4393	Boler College of Business, Bruening Hall, Garden Level
Accounts Payable	4440	
Admission	4650	Rodman Hall, 2 nd Floor
Admission, Transfer and Part-Time, and International	1943	Rodman Hall, 2 nd Floor
Affirmative Action/EEO Officers	4762/4976	
Alumni Relations	4336	Rodman Hall, 3 rd Floor
Art History and Humanities	1822	Dolan W 144
Arts and Sciences, College of	4287	Administration Building, 1 st Floor, B101
Assistant Deans, CAS	4211	Administration Building, 1 st Floor, 125
Assistant Deans, BCOB	4391	Boler College of Business, 1 st Floor, SB 117
Associate Dean, Humanities and Social Sciences	4987	Administration Building, 1 st Floor, B103
Associate Dean, Science, Math and Health	4215	Administration Building, 1 st Floor, B101
Associate Dean, Graduate and Professional Studies	4284	Administration Building, 1 st Floor, B104
Associate Provost, Academic Advising	6674	Administration Building, 1 st Floor, Rm. 125
Associate Deans, BCOB	4391	Boler College of Business, 1 st Floor, SB 117
Athletics	4661	DeCarlo Varsity Center
Auxiliary Services	3015	
Audio Visual (See Instructional Media)		
B		
Band (See Music Performance)	4498	
Biology	4251	Dolan Science Center, 2 nd Floor West Wing
Board of Directors	6630	Administration Building, 1 st Floor, Room 130
Boiler House	4407	
Boler (John M. and Mary Jo) School of Business	4391	Boler College of Business, 1 st Floor, SB117
Bookstore	4411	D.J. Lombardo Student Center, 1 st Floor, Atrium Level
Business Office		Rodman Hall, 1 st Floor

C		
Campus Ministry	4717	D.J. Lombardo Student Center, 1 st Floor, Fritzsche Religious Center
Career Planning (See Center for Career Services)	4432	
Cashier	4494	Administration Building, Lower Level
Center for Career Services	4432	2563 South Belvoir Blvd.
Center for Global Education	4320	Administration Building, 1 st Floor, B104
Center for Service and Social Action	4698	Administration Building, Lower Level, Room 30
Center for Student Inclusion & Diversity	4185	D.J. Lombardo Student Center, Room 202
Chemistry	4241	Dolan Science Center, 3 rd Floor West Wing, Room 301
Classical and Modern Languages and Cultures	4371	O'Malley Center, 1 st Floor
Tim Russert Department of Communication and Theatre	4378	O'Malley Center, Lower Level
Computer Help Line	3005	Rodman Hall, 4 th Floor
Cooperative Education (See Center for Career Services)	4432	
Copy Center	4916	Administration Building, Lower Level
D		
Dean of Students	3010	D.J. Lombardo Student Center
E		
East Asian Studies	6647	Administration Building, Lower Level
Economics and Finance	4508	Boler College of Business, 2 nd Floor
Education and School Psychology	1900	Administration Building, 3 rd Floor
EMS (JCU) – Emergency Medical Services	1745/1234	
English	4221	O'Malley Center, 2 nd Floor
Enrollment Services	4650	Rodman Hall, 2 nd Floor
Exercise Science and Sports Studies	4331	Dolan Science Center, 2 nd Floor East Wing, Room 234
F		
Facilities (Ground Level)	4314	D.J. Lombardo Student Center, Room 7
Fleet Services	4581	
Facility Scheduling	3015	
Room scheduling/reservation	3015	
Financial Aid	4248	Rodman Hall, 2 nd Floor
Food Service	3007	D.J. Lombardo Student Center, Cafeteria Level
G		
Global Education, Center For	4320	Administration Building, 1 st Floor, B104

Graduate Studies	4284	Administration Building, 1 st Floor, B103
Guard Houses	4600	
Gym Guard/Pool	1610	D.J. Lombardo Student Center
H		
History	4366	Administration Building, 2 nd Floor B Wing
Honors Program	4993	Administration Building, 1 st , Room 125
Health Center	4349	Murphy Hall, Lower Level, Room 63
Housekeeping	4326	
Human Resources	4976	Rodman Hall, 1 st Floor
I		
Ignatian Spirituality Institute	1678	Administration Building, 1 st Floor, Annex
Information Technology	3005	Rodman Hall, 4 th Floor
Institute of Catholic Studies	4558	Administration Building, Room 236
Institutional Effectiveness	1600	Administration Building, 1 st Floor A, Room 133
Institutional Review Board (IRB)	1527	Administration Building, 2 nd Floor A, Room 250
Instructional Media Services (Center for Digital Media)	1703	Grasselli Library
Help Line (for immediate equipment service)	3005	
Integrated Marketing and Communications	4321	Rodman Hall, Room 304
J		
Jesuit Residence	4591	Schell House - 2520 Miramar Boulevard
JCU Police	1234	D.J. Lombardo Student Center, Ground Level, Room 14
Judicial Affairs (See Dean of Students)	3010	D.J. Lombardo Student Center, 2 nd floor
L		
Language Learning Center	1686	O'Malley Center, 1 st Floor, Room 101
Learning Commons		Grasselli Library and Breen Learning Center
Legal Affairs, Office of	1590	Rodman Hall, 1 st Floor
Library	1637	Grasselli Library and Breen Learning Center
Liturgical Music and Musical Arts	4721	D.J. Lombardo Student Center, Ground Level, Music Room
Lost and Found	4600	
M		
Mail Center	4680	Administration Building, Lower Level
D.J. Lombardo Student Center	4415	
Management, Marketing, and Supply Chain Management	4386	Boler College of Business, 2 nd Floor

Mathematics and Computer Science	4351	Dolan Science Center, 2 nd Floor East Wing, Room 201
Military Science	4421	4070 Carroll Blvd.
Mission and Identity	4953	Administration Building, Room 128
Musical Arts, Liturgical Musical Arts	4721	D.J. Lombardo Student Center, Ground Level, Music Room
N		
Natatorium	4405	D.J. Lombardo Student Center
P		
Philosophy	4311	Administration Building, Lower Level
Physics	4301	Dolan Science Center, 1 st Floor East Wing, Room 101
Political Science	4311	Administration Building, Lower Level
Pre-Health Professions Studies	4991	Dolan Science Center, 2 nd Floor West Wing, Room 205
President	4281	Administration Building, 1 st Floor, Room 136
Psychology	4355	Dolan Science Center, 3 rd Floor East Wing, Room 301
Public Affairs/Relations (See University Marketing and Communications)	4321	
Purchasing	4275	Rodman Hall, 1 st Floor
R		
Registrar	4294	Administration Building, Annex, 1 st Floor
Religious Studies, Theology &	4708	Administration Building, 2 nd Floor B
Research Compliance	1527	Administration Building, 2 nd Floor A, Room 250
Residence Halls – RA office		
Bernet	4449	
Campion	3099	
Dolan A.	4429	
Hamlin	3000	
Millor	1655	
Murphy	4441	
Pacelli	4446	
Sutowski	4452	
Residence Life (Ground Level)	4408	D.J. Lombardo Student Center
S		
School of Business (See Boler College of Business)	4391	Boler College of Business, 1 st Floor, SB117
Security (See Campus Safety Services)	1234/4600	D.J. Lombardo Student Center, Ground Level, Room 14
Snack Bar – In Between	4195	
Snowline	4666	

Sociology and Criminology	4381	Administration Building, 3 rd Floor
Sponsored Research	1527	Administration Building, 2 nd Floor, Room 250
Sports Information	4676	
Sports Studies, Mike Cleary Program in	4331	Dolan Science Center, 2 nd Floor East Wing, Room 234
Student Accessibility Services	4967	Dolan Science Center, DE 109
Student Activities	4288	D.J. Lombardo Student Center, Room 207
Student Affairs, VP	4213	D.J. Lombardo Student Center, Ground Level
Student Health Center	4349	Murphy Hall
Student Service Center, Cashier	4942	Rodman Hall, Lower Level
Student Union	4230	D.J. Lombardo Student Center, Ground Level
Student Union Programming Board	4230	D.J. Lombardo Student Center, First Level, O'Dea 3
U		
University Advancement	4336	Rodman Hall, 3 rd Floor
University Counseling Center	4283	2567 S. Belvoir Boulevard
University Legal Counsel	1590	
W		
Web Development	4995	
Writing Center	4529	O'Malley Center - C207

HUMAN RESOURCES STAFF

[Website](#)

The Human Resource Department is located on the first floor of Rodman Hall. Hours of operation are 8:30 a.m. to 5:00 p.m. Monday through Friday.

Jennifer Rick

Assistant Vice President of Human Resources

(216) 397 – 1905

jrick@jcu.edu

Ryan Armsworthy

Director of Total Rewards

(216) 397 – 1576

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216-397-4962

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1 John Carroll Boulevard
 University Heights, Ohio 44118
 (216) 397-1886 (Switchboard)
 (216) 397-4294 (Admission)
 (216) 397-4321 (Marketing and Communications)

