### MAJOR

**MINIMUM 33 CREDITS**

*all completed with “C-” or better, including:

- **at least 24 credits** of Chinese Language *(AP/I.B. count toward this)*
- **at least 9 credits** of Electives

### MINOR

**MINIMUM 21 CREDITS**

*all completed with “C-” or better, including:

- **at least 12 credits** at 300 level or above *(AP/I.B. count toward this)*

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<th><strong>Chinese Language</strong></th>
<th><strong>Electives</strong></th>
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<td>100 Character Drawing (1)</td>
<td>401 Internship in Chinese* (1)</td>
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<td>101 Beginning Chinese I (4)</td>
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<td>102 Beginning Chinese II (4)</td>
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<td>203 Intermediate Chinese I (4)</td>
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<td>300 Chinese for Oral Communication (SAC) (3)</td>
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<td>305 Advanced Chinese I (3)</td>
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<td>310 Chinese for Written Communication (3)</td>
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<td>315 Chinese for Business (3)</td>
<td>HST 305 Topics in History (3)</td>
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<td>320 Topics in Chinese* (3)</td>
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<td>401 Internship in Chinese* (1)</td>
<td>HST 372 Youth and Revolution in Modern China (3)</td>
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<td>402 Internship in Chinese* (2)</td>
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<td>491 Independent Study* (1)</td>
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<td>493 Independent Study* (3)</td>
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<tr>
<td>499 Honors Thesis (3)</td>
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* = repeatable with different topics

### FULFILLING CORE

- **CN 300 – Speaking Across the Curriculum (SAC)**
- Any three Culture/Literature courses exempt you from the Text & Ideas requirement
- Nine hours abroad exempt you from one Global & Historical Studies course

### INSIDE...

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**Butler Language Placement Credits (BLPC)**

Request 200-level elective BLPC after completing—each with a “C-” or better—two 300-level Butler courses in the same language.

- Begin in 203: eligible for three 200-level elective BLPC
- Begin in 204: eligible for six 200-level elective BLPC
- Begin at 300 level: eligible for nine 200-level elective BLPC

Placement and transfer credits below the 300 level are capped at nine. If you transfer in 100- or 200-level credits from another institution or dual enrollment, you may not receive as many credits as listed above.

**AP/I.B./CLEP**

Begin in a 300-level course at Butler and credits can be earned automatically from Advanced Placement (AP), International Baccalaureate (I.B.), and CLEP (College Level Examination Program) exams.

- 4 or 5 on each AP exam: three 300-level elective credits (for each)
- 5–7 on I.B. Level 1 SL exam: three 300-level elective credits
- 5–7 on I.B. Level 2 HL exam: six 300-level elective credits
- 5–7 on I.B. Level 1 HL Native Speaker exam: six 300-level elective credits
- 50+ on CLEP exam: meet with MLLC department chair to discuss placement

In addition to these, you’ll possibly still be eligible for nine 200-level elective BLPC. Note: AP/I.B./CLEP elective credits do not count as Butler courses toward BLPC eligibility.

**Important:** If you do not begin at the 300 level, you forfeit all language AP/I.B./CLEP placement credits.

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**Dual Enrollment**

“College credit” language courses completed in high school do not automatically transfer in to Butler.

You must first do the following:

1. Acquire credit equivalencies from the MLLC department chair by submitting your syllabus and appropriate form
2. Establish competency by completing a Butler course in the same language at a higher level (with a “C-” or better)

For instructions and forms:

- visit butler.edu/mllc
- click “Placement Credits” in the right-column navigation menu

You may be eligible for some 200-level elective BLPC. See info at left.

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**Transfer Credits**

To transfer in another institution’s language credits earned while a student at Butler, do the following:

1. Begin the transfer credit request or study abroad approval form for the course(s) you’ll complete (do not write in Butler equivalencies)
2. Attach a syllabus for any course listed and bring the documents to the MLLC department chair

For instructions and forms:

- visit butler.edu/mllc
- click “Placement Credits” in the right-column navigation menu

Courses must be assigned “CN” or “FL” equivalencies by the MLLC department chair to transfer in to Butler.

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**Interested in studying even more languages?**

Butler’s Multilingual Major is a program in which you’ll study three or more languages, as well as the countries and cultures in which they’re spoken.

You’ll develop proficiencies and intercultural competency, pursuing scholarly investigations in topics relevant to our disciplines, including: linguistics, literatures, cinema, contemporary culture, and peoples from around the world.

Sixty-six percent of job recruiters in the U.S. (and 90 percent elsewhere) say that multilingualism is crucial.

For information about the Multilingual Major:

- visit butler.edu/mllc
- click “Multilingual Major” in the right-column navigation menu
Opportunities at Butler for immersive, global learning are endless. Over 100 programs serve students in all the languages we offer, coordinated by Butler’s study abroad office: the Center for Global Education (CGE). Take advantage. Passport in hand, the lessons you learn venturing beyond the familiar can’t be taught in a classroom.

Surrounding yourself with native speakers is the best way to improve your fluency and utilize language confidently in real-world settings. Upon returning, your language ePortfolio, our FL 499 Senior Keystone, Internship and Career Services (ICS), and the CHASE office can help guide you in marketing your study abroad experiences to employers, graduate schools, and more.

For more information and a link to study abroad grants, visit:

butler.edu/mllc/study-abroad

Where to Begin

Talk to MLLC Faculty Academic Advisors
Discuss when to go and which courses to aim for.

Attend a Study Abroad Info Session (required)
You’ll learn about programs, locations, courses, finances, insurance, housing, passports, and more.

Research Program Offerings
CGE’s website includes over 200 program options: butler.edu/global-education/where-can-i-go

Meet with the Study Abroad Advisor (if needed)
If you still have questions, please see the CGE advisor: butler.edu/global-education/contact-center-global-education

Apply to a Program
Coordinate with the study abroad office.

For schedules and more, visit CGE online:
butler.edu/global-education

FEATURED PROGRAMS

Summer Internships in Asia
With faculty on hand to help you get settled, intern with a Chinese company in Beijing or Shanghai. Obtain professional experience that augments your academic programs (from the Humanities, Business, Health Sciences, Social Sciences, and more). Develop speaking and listening skills while immersing yourself in Chinese culture. With funds from the Freeman Foundation, if accepted, you’ll receive $5,000 to offset travel and housing costs.

Summer Intensive in China
Open to Butler students, IUPUI’s Confucius Institute leads a four-week summer program. Attend intensive language and culture classes at Sun-Yat University in GuangZhou, followed by group trips through Xi’an and Beijing. Health Sciences students visit hospitals three times weekly. Obtain scholarships up to $1,500.
**Internships**

Pre-professional experiences—both in the U.S. and abroad—are vital for résumés and applications. From a liberal arts perspective, experiential education offers time for self-assessment and reflection.

Local internships have included the Marion County Prosecutor’s Office, the Christian Neighborhood Legal Clinic, Salesforce, and Indianapolis Public Schools.

To pursue a language internship:

- Find an internship: butler.edu/ics
- Consult with a full-time MLLC faculty member on the internship (and how many credits it might be worth), and ask them to be your instructor.
- Note: Typically, per credit hour, a student spends a combined 42 hours on site and doing reflection work.
- Apply for the internship.
- While awaiting a decision on your application, draft a syllabus (with your instructor), attaching the LAS internship contract (your instructor has access to all forms and sample syllabi on the MLLC Moodle page).
- Submit the syllabus, contract, and a blue registration card (from our administrative specialist) to the MLLC department chair for their approval and signature.
- If accepted into the internship, complete the University agreement release form (with signatures from both your instructor and on-site supervisor) and turn it into our administrative specialist.
- Then, obtain any remaining needed signatures on your blue registration card and take it to the registrar’s office (Jordan Hall 133). Note: It may take up to two weeks for the internship course to appear in my.butler and Moodle.

**Senior Keystone**

It’s vital that you continue improving your language proficiencies after graduation and know how to market your abilities in pursuit of scholarships, post-graduate apprenticeships, teaching positions, for-profit/non-profit/government careers, success with graduate school applications, and more.

In FL 499 Senior Keystone, you will:

- Complete the internationally-recognized STAMP Proficiency Assessment.
- Work with ICS, CHASE, and outside employment and marketing experts.
- Apply for post-graduation opportunities.
- Polish your online presence.
- Organize your Departmental High/Highest Honors materials (if eligible).
- Create a plan for continued proficiency after Butler.

FL 499 is a course for all senior language majors and minors. The course is one credit, pass/fail, and taught in English. (It does not count toward your major/minor.)

**Research Opportunities**

Our students and faculty collaborate on diverse research, exploring topics ranging from Europe’s responses to recession, the Sephardic Jewish population in Spain, and the translation of humor between languages.

1.) The Butler Summer Institute (BSI) is a research program that allows up to 30 students of any discipline to complete a nine-week research project alongside faculty. BSI Scholars receive a $2,500 stipend, free housing on campus during the Institute, and admittance to cultural/community building events. BSI Projects often form the basis of an Honors Thesis.

2.) Butler offers a competitive grants program to fund students traveling to present their research findings up to $250 and/or students conducting research for their honors thesis research up to $500.

3.) The Butler Undergraduate Research Conference (URC) provides you the opportunity to share your original research with others. You may submit a complete paper in any discipline for competitive review and the opportunity to earn $300, $150, or $50 as Top Paper recipients. You may also submit an abstract of a current research project in any discipline as an oral presentation, poster presentation, or art exhibit. Competitive Paper and Presentation submissions must be sponsored by a faculty member.

For contacts, application deadlines, and more, visit: butler.edu/chase
Prestigious Scholarships and Fellowships

Butler’s Center for High Achievement and Scholarly Engagement (CHASE, Jordan Hall 153) can guide you through the process of identifying awards suited to your strengths and help you develop competitive applications.

Below, you’ll find contact information for Butler’s Director of Undergraduate Research and Prestigious Scholarships. Don’t hesitate to reach out to her!

You’ll also find a semester-by-semester breakdown of when to apply for important scholarships and fellowships. Deadline dates can vary year-to-year, so be sure to monitor them.

- **Study/Teach Abroad**
  - Boren, Fulbright UK Summer Institute, Gilman, JET, TAPIF

- **Research Abroad**
  - Fulbright, DAAD

- **Tuition and Books**
  - Goldwater, Udall

- **Graduate or Medical Education**
  - DAAD, Fulbright, Gates Cambridge, Marshall, Mitchell, Rhodes, Truman, NSF GRFP, National Health Service Corps

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<th>FIRST YEAR</th>
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<td>BSI/CHASE Scholars</td>
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<td>Gilman</td>
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<td>Fulbright UK Summer Institute</td>
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<th>JUNIOR</th>
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<td>Goldwater</td>
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<td>DAAD Rise</td>
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<td>Udall</td>
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<td>Submit to/Present at: URC</td>
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Have others pay for your educational adventures, develop self-confidence, improve your communication skills, enhance your résumé, and develop relationships with faculty mentors who will then be able to write detailed letters of recommendation for you!
Prestigious Scholarships and Fellowships continued

If you have any questions about programs, applying, or interviewing, the CHASE office (JH 153) should be your first stop. Some programs require University nomination or endorsement, so be sure to inquire early. Some awards are open to alumni.

For a full listing of programs, scroll down to "language study" on this webpage:
butler.edu/chase/scholarships-fellowships

EXAMPLES

Fulbright Summer Institute
Offers funding to first year and sophomore students with a 3.7 GPA or higher and two years of undergraduate study left to complete. Students travel to the U.K. to participate in 3-6 week academic and cultural summer programs. The majority of costs are covered, including tuition, room and board, and airfare.

Deadline: February

Boren Scholarships for International Study
Provides up to $20,000 for U.S. undergraduate students studying in Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East. Requires rigorous language study and the majority of awardees spend a full academic year overseas. In exchange for funding, recipients commit to working in the federal government for at least one year after graduation.

Deadline: January

Critical Language Scholarship
Provides funding for a summer overseas language and cultural immersion program for U.S. undergraduate students in 13 critical need languages, including: Azerbaijani, Bangla, Hindi, Indonesian, Korean, Punjabi, Swahili, Turkish, Urdu, Arabic, Persian, Chinese, Japanese, and Russian.

Deadline: November

Benjamin A. Gilman International Scholarship Program
Provides undergraduate students receiving Pell Grants up to $5,000 for study abroad or internship opportunities.

Deadlines: March & October

Barry Goldwater Scholarship
Provides up to $7,500 per year for a maximum of two years to outstanding undergraduates who are studying mathematics, natural sciences, or engineering who intend to pursue a research career. Sophomores or juniors with a 3.0 GPA or higher are invited to apply.

Deadline: January

 Udall Scholarships
Provides $7,000 to sophomores or juniors on the basis of leadership, public service, and commitment to issues related to the environment or American Indian nations. Applicants should be committed to a career related to the environment, tribal public policy, or American Indian health care as demonstrated through peer leadership, public service (paid or unpaid), and academic achievement.

Deadline: March

 Harry S. Truman Scholarship
Provides $30,000 toward graduate school for future public service leaders. Juniors who plan to go on to careers in public service with outstanding service, leadership, and academic records are invited to apply.

Deadline: February

Thomas R. Pickering Fellowship Programs
Provides academic and professional preparation for outstanding candidates to enter the US Department of State Foreign Service. Fellows receive up to $37,500 annually for academic expenses covering the last year of undergraduate study and the first year of graduate study and participate in two paid summer internships. Applicants must be juniors, have a 3.2 GPA or higher, and plan to enroll in academic programs relevant to the work of Foreign Service generalists.

Deadline: January

Fulbright Grants
Provides funding to graduates or graduate students to facilitate cultural exchange through direct interaction on an individual basis. Applicants may apply for a Study/Research or an English Teaching Assistantship grant. Funding covers transportation, room/board, and incidental costs.

Butler Deadline: mid-September

Marshall Scholarship
Awards young Americans of high ability funding to study for a graduate degree in the U.K. (scholarship valued around $47,000). Applicants must have a 3.7 GPA or higher and are evaluated on their academic merit, leadership potential, and ambassadorial potential.

Deadline: October

George J. Mitchell Scholarship
Provides scholarships to U.S. graduates to pursue a year of post-graduate study at institutions of higher learning in Ireland and Northern Ireland. Applicants must have a 3.5 GPA or higher and will be evaluated based on their academic excellence, leadership experience, and a commitment to community or public service.

Deadline: October

Gates Cambridge Scholarship
Scholarships are awarded to extraordinary applicants with a 3.7 GPA or higher to pursue a full-time postgraduate degree in any subject available at the University of Cambridge. Applicants should have outstanding intellectual ability, leadership potential, a commitment to improving others’ lives, and a clear direction of study.

Deadline: October
Butler offers a flexible Chinese major and minor that include rigorous courses from the following catalog, as well as immersive study abroad and internship opportunities. Infused with the humanities, our program will challenge and develop your mind and heart, preparing you to lead a flourishing and socially productive life.

**CN 100, Chinese Character Writing:** In this course, you will learn and master Chinese character writing by understanding the evolution and basic structure of its system, and putting character construction into practice. You'll study the elementary radicals from which characters are created, and become familiar with correct stroke order. And, by the end of the course, you will master approximately 150 basic Chinese characters. The understanding of the origin, history, and organization of these characters will greatly facilitate the continued development of your reading and writing proficiencies, whether you're a beginner or a continuing student wishing to review. If your past experience focused on the Traditional Chinese Character System, this course will help in your transition to the new, Simplified Chinese Character System. This course augments the work you're completing in other Chinese courses. Prerequisite: None. (U)(1).

**CN 101, Beginning Chinese I:** Development of speaking, listening, and writing skills, and insights into Chinese culture. Prerequisite: No previous Chinese instruction, placement at the 101 level, or permission of the department chair. (U)(4).

**CN 102, Beginning Chinese II:** Development of speaking, listening, and writing, and insights into Chinese culture. Prerequisite: completion of CN 101, placement at the 102 level, or permission of the department chair. (U)(4).

**CN 103, Beginning Chinese Conversation:** This course is designed for students who have no background in Chinese language. Because of the need to study abroad and complete internships, among other business and academic purposes, at least a basic understanding of Chinese (particularly the Mandarin dialect and Simplified Character System) is necessary. This course will introduce you to Chinese to help you prepare to "survive" in China or Chinese-speaking environments (for example, this will help prepare you if you're taking part in an internship program in China). You'll learn how to greet people appropriately, navigate social situations politely, order food, locate bathrooms, take taxis, shop, and more. You'll participate in an introductory analysis of some cultural differences between Chinese society and that of the U.S. Prerequisite: None. (U)(1).

**CN 200, Chinese Conversation:** As you enter the intermediate level, this course will help you develop your oral proficiency. You'll build up your vocabulary and learn to use correct grammar and sentence structures, as well as handle social protocols properly in various situations. You'll engage in extensive class discussions to increase accuracy and fluency. By the end of the course, you'll not only be able to engage with your classmates in various conversations, but also present general descriptions and make brief arguments. This course augments the work you're completing at the intermediate level. Prerequisite: completion of CN 102, placement at the CN 200 level, or permission of the department chair. (U)(4).

**CN 203, Intermediate Chinese I:** Practice in listening, speaking, reading, and writing for communication skills. Review of fundamentals. Prerequisite: completion of CN 102, placement at the CN 203 level, or permission of the department chair. (U)(4).

**CN 204, Intermediate Chinese II:** Continuing practice in listening, speaking, reading, and writing for communicative skills. Further review of fundamentals. Prerequisite: completion of CN 203, placement at the CN 204 level, or permission of the department chair. (U)(4).

**CN 300, Chinese for Oral Communication:** Continuing practice in listening, speaking, reading, and writing for communicative skills. Further review of fundamentals. Prerequisite: completion of CN 203, placement at the CN 204 level, or permission of the department chair. (U)(4).

**CN 305, Advanced Chinese I:** Further develop students' overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Prerequisite: completion of CN 204, placement at the CN 305 level, or permission of the department chair. (U)(3).

**CN 306, Advanced Chinese II:** Continue to develop students' overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Prerequisite: completion of CN 304, placement at the CN 306 level, or permission of the department chair. (U)(3).

**CN 310, Chinese for Written Communication:** In this course, you will improve your Chinese writing skills via a variety of contexts and genres, achieving improved expression of ideas and arguments utilizing the Simplified Character System of writing. The styles of writing include short story, biography, autobiography, essay, news, letter, diary, email, blog, resume, and art review (e.g., book, film, dance performance, etc.). You'll further develop organizational and critical thinking skills, while demonstrating an awareness of language and culture through written work. This course includes time in class for instructor-guided peer review and editing, as well as discussions based upon student writings and selected Chinese readings. Prerequisite: completion of CN 204, placement at the CN 300 level, or permission of the department chair. (U)(3).

**CN 315, Chinese for Business:** You will learn how to do business within Chinese society via acquisition of basic terminology and by familiarizing yourself with common practices in China's marketplace—including trading, banking, marketing, finance, investment, etc. This course will be taught entirely in Chinese. Prerequisite: completion of CN 204, placement at the CN 300 level, or permission of the department chair. (U)(3).

**CN 319, Chinese Civilization (in English):** An overview of Chinese civilization from the early dynasties through the present. Prerequisite: None. (U)(3).

**CN 320, Chinese Civilization (in English):** Study in depth of a selected topic in Chinese-, French-, German-, or Spanish-speaking cultures, such as historical or social conditions, individual writers, artists, political figures, or literary genres. Prerequisite: None. (U)(3).

**CN 330, Seminar in Chinese (in English):** Study of a selected topic in the culture of China. Themes may deal with literary, social, political, economic, and/or ethical concerns. Prerequisite: None. (U)(3).

**CN 491/2/3, Independent Study in Chinese:** Independent study of Chinese culture, literature, and language. Prerequisites: Completion of at least two CN 300-level courses, acquisition of a Chinese instructor, and permission of the department chair. (U)(1/2/3).

**CN 498, Honors Thesis:** A written Honors Thesis (and its public presentation) can be used to help earn Modern Languages Departmental High or Highest Honors for your major (when eligible). The purpose of CN 498 Honors Thesis is to equip you with research techniques, terminology, methodology, and other language-specific knowledge that you'll need in order to successfully complete a thesis proposal and undertake the thesis; help you prepare for the public presentation of your work; and help you prepare for and take the department's approved language assessment exam. Prerequisites: One course from CN 305-498; acquisition of a thesis advisor, and permission of the department chair. (U)(3).

**FL 320, Chinese Civilization (in English):** Study of selected topics in the culture of China. Themes may deal with literary, social, political, economic, and/or ethical concerns. Prerequisite: None. (U)(3).

**FL 480, Topics in Chinese Studies (in English):** Study of a selected topic in the culture of China. Themes may deal with literary, social, political, economic, and/or ethical concerns. Prerequisite: None. (U)(3).

**FL 499, Senior Keystone (in English):** In this capstone course, you'll polish your online presence (including your language ePortfolio and profiles on professional networking sites), complete an official language assessment, and work with campus resources to create a plan for continued language proficiency while leveraging those language skills in the marketplace. Majors and minors with senior standing are strongly encouraged to enroll. Prerequisite: Senior standing with a Chinese, French, German, or Spanish major/minor, or a Multilingual major. (U)(1). Does not count toward major/minor.
HST 305, Topics in History (Chinese related):
Selected topics of significance in contemporary historical scholarship. First-year students admitted only by permission of the department chair of History and Anthropology. (U/G)(3).

HST 371, Modern China: Political and social history of China since the Opium War (1839) with emphasis on the revolutionary upheavals of the 20th century. First-year students admitted only by permission of the department chair of History and Anthropology. (U/G)(3).

HST 372, Youth and Revolution in Modern China: This course focuses on the intersections between youth and revolution in 20th century China. Students will consider what it meant to be young in China, as well as the shape and nature of revolutionary politics in Chinese society. We will explore the role of students in history, how the category of “youth” was fluid and shaped by historical circumstances, and how young people conceived of themselves outside of traditional power structures. This course will touch on a diverse series of topics, including anarchism and communism, social structures, language, gender, health, education, philosophy, and historical methods, and will utilize fiction, memoirs, historical texts, testimonials, and primary sources to address these topics. First-year students admitted only by permission of the department chair of History and Anthropology. (U/G)(3).

HST 373, China and the World: This seminar course focuses on China’s changing position in the world, China’s changing relations with the world, and China’s changing perceptions of the world from ancient times to the present. It examines China’s contact with the major regions of the world in different historical periods and the impact of such contacts on both China and the world. First-year students admitted only by permission of the department chair of History and Anthropology. (U/G)(3).

PO 380, Topics in Political Science (Chinese related): Selected topics of contemporary significance in scholarship in political science. Prerequisite: completion of at least one PO course, junior standing, or permission of the political science department chair. (U)(3).

Sample Topic: FRENEMIES: UNDERSTANDING U.S.-CHINA RELATIONS. U.S.-China relations is arguably the most important bi-lateral relationship of the 21st century, but what do we really know of China and our relationship with China? This course will empower students with the historical and theoretical lenses necessary to develop a nuanced understanding of China and the patterns of interaction that have shaped this relationship, with the ultimate purpose of critically evaluating media representations and current U.S.-China policy.

Sample Topic: CHINESE FOREIGN POLICY. This course introduces students to the international relations of China by examining the various sources of conflict and cooperation and competing explanations for key events and policies. It begins by looking at how Imperial China related to the world, then examines China’s foreign relations during the Cold War before investigating contemporary diplomatic, security and economic issues that shape its foreign policy goals.

RL 391, Seminar on Religion and Global Affairs (Chinese related): The Seminar on Religion and Global Affairs is a program of the Center for Faith and Vocation at Butler University, promoting understanding of interfaith and intercultural relations through the discussion of religious issues in global perspectives. The seminar meets four times per semester: two Saturday morning classes and two evening events during the week. Breakfast is provided before the Saturday morning classes and students eat dinner with the speakers and guests before the public lectures. The yearlong course is worth 3 credit hours. Students are encouraged (but not required) to enroll in both semesters of the course. (U)(1).

Student Modern Language Center
Get free tutoring help or hang out with friends in Jordan Hall 391. Located inside our department’s main office suite, the Center houses a vast foreign film and TV collection, as well as fun events—think sing-a-longs to Frozen in Chinese or acting out Star Wars in German. Take advantage of our many viewing areas, including a big screen TV with comfy couches. Hop on PCs and Macs hooked up to a high-speed printer. Borrow one of our many dictionaries and grammar guides. And, enjoy our always-stocked station of free coffee, tea, hot chocolate, and water.

For office hours, tutoring schedules, ePortfolio help, an online database of our video library, and more:

• visit butler.edu/mllc
• click “Student Modern Language Center” in the right-column navigation menu
Establish a Plan and Get Started

- Calculate the GPA within your MLLC major (tool available at butler.edu/mllc)
- Decide if you’ll pursue an Honors Thesis, the examination process (including an Honors ePortfolio and the STAMP Proficiency Assessment), or both
- Acquire an Honors Advisor (or Advisors)
  - Approach and secure a full-time MLLC faculty member to be your advisor
  - Students completing an Honors Thesis should try to acquire an advisor (and second thesis reader) no later than the end of their third year
  - Students completing the examination process should try to acquire an advisor during their penultimate semester
- Apply for Honors Thesis grant money: butler.edu/chase/student-grants
- Consider enrolling in Honors Thesis and Senior Keystone courses (Info at right.)
- Contact our student language center director to set up (if applicable):
  - your Honors ePortfolio
  - your STAMP Proficiency Assessment prep and exam time
- Decide roughly how and when you’ll do your public presentation(s)

SP 499, Honors Thesis
If writing an Honors Thesis, you may find this elective course helpful. It’s best taken your penultimate semester. The objective is to equip you with research techniques, terminology, methodology, and other language-specific knowledge.

FL 499, Senior Keystone
Alongside planning for life after graduation, this elective course—open to all senior MLLC majors and minors—will have you polish your Honors ePortfolio, practice for your public presentation(s), and study for and take the internationally-recognized STAMP Proficiency Assessment language exam (info on following pages).

Honors Thesis Requirements
Pursuing this route involves the following:
- Propose, Research, Write, and Submit Honors Thesis
- Present Honors Thesis Orally in Public Forum

Your Honors Thesis can be written in English. However, a significant portion of the primary sources and data collection/quotes should be in Spanish.

Choosing a Thesis Advisor
Having a thesis advisor with whom you can work well is key to a successful thesis. You’ll want someone conversant with the subject matter, who you understand easily, and who understands you.

If you aren’t taking the SP 499 Honors Thesis course, find an advisor willing to meet regularly. (Your contacts should not be limited to chance meetings in the hall.)

Remember: You are expected to put your best work into the thesis. This is a time-consuming process.
Honors Thesis Requirements continued

Choosing a Topic

Talk with your thesis advisor about possible ideas.

- What themes or topics in your courses have most engaged you?
- What are you most curious about?
- What do you love?

It’s important to select a topic that you truly care about, so that your thesis will continue to interest you during the year-and-a-half or more that you’ll be working on it.

Honors Thesis Proposal

Your thesis proposal will be read by the LAS Honors Board. Please write your proposal so that any educated person can easily read and understand it. This means avoiding jargon and special terminology where possible and completely defining all special terms that must be used. Please submit your thesis proposal electronically as a PDF and title the file as “lastnamefirstnameproposal.” The proposal should be five-to-seven pages long (not including the bibliography). It must present the following information:

- Completed thesis proposal cover sheet and advisor form (template available: butler.edu/honors/honors-thesis-proposal)
- Title
  - This should accurately describe the focus of your thesis. You do not need a title page.
- Background
  - Briefly explain how you arrived at your thesis idea. If your thesis grew out of your previous academic work, please describe how. What have other scholars/artists had to say about this question or problem? How does your thesis fit into the work these scholars/artists have already done? What is the significance or importance of your thesis? How will this project contribute to your learning?
- Thesis description
  - Describe in a sentence or two the precise question or problem which you are going to address. Then, identify possible explanations based on the literature in your field. If appropriate, identify a position you will defend. It is insufficient to state simply that you are going to “research,” “investigate,” or “look into” a question or problem.
- Method and documentation
  - In this section, explain HOW you plan to get your project done. What will you do? Why? How will you support or refute your thesis statement? What are you looking for, specifically? Why have you chosen these texts/survey questions? Support with reasonable arguments (not “because I feel like it” or “my advisor told me to”). What will your scholarship consist of? It’s not enough to simply state what you’re going to read. Explain the questions you will pose and the methods (e.g., type of formal analysis, literary criticism, etc.) you intend to use to investigate, test, or interpret your thesis. Explain why these methods are feasible and adequate to demonstrate the validity of your work. What resources are necessary to undertake this type of research? Are they readily available? How do you plan to secure them?
- Schedule
  - List the dates by which you’ll complete all aspects of the work on your thesis (e.g., gathering resources, initial research, analysis of data, interview times for subjects, completion of literature review, first draft, etc.). The Honors Program asks for a schedule in order to assess how well you and your advisor have thought through this project. How long will it actually take you? Breaking it up into smaller sections helps you to envision the process from beginning to end.
- Bibliography
  - Append a bibliography of books, journal articles, and other sources that will convince the reviewers that adequate resources exist to do the thesis and that you have done initial background research in this area. Please divide your bibliography into two parts: works you have already consulted and works you plan to consult.
- Submission
  - The proposal should be submitted to the Honors Program. It will be reviewed by the LAS Honors Board. In no more than three weeks (provided you have met the submission deadline), your proposal will be accepted or returned with suggestions for revision. Failure to include any of the aforementioned information will be cause for return. (Any revisions of your proposal should be submitted to the honors office.) The Honors Program will notify you of the Honors Board’s decision.

A thesis approved for the University-wide Honors Program will only qualify for MLLC departmental honors if it has been approved by the MLLC department chair for that purpose.

The Thesis

Advisors and students should decide on deadlines for drafts of chapters and sections of the thesis and observe them. Failure to meet such deadlines is grounds for abandoning the thesis.

Written drafts should be prepared as early as possible. Sometimes introductions can be written before research is completed.

The penultimate “final” draft is the completed thesis bearing your advisor’s approval. It should be sent to the second reader via email (CC’ing the Honors Program director). Remember, your second reader may need a few weeks to read and return comments.

- If the second reader approves the thesis, they may still ask for revisions, including mechanical errors (typos, punctuation, grammar, etc.) and minor substantive problems (organization, refinement of terminology, etc.). They’ll sign their approval, returning the thesis to you, requesting that you make the revisions (CC’ing your advisor).
- The reader may postpone approval until they see substantive revisions. In that case, the Honors Director should be notified, and the thesis will be returned to the student and advisor to discuss the needed changes.
- If there is a dispute, another reader may be assigned. The thesis must be acceptable to all readers before it is approved.
You’ll then prepare the final version according to technical specifications, including the signed cover sheet (signed by your advisor, second reader, and the Honors Program director).

**The Oral Presentation**

You are required to give an oral presentation of the thesis publicly. Please inform both the MLLC department chair and Honors Office of the date and location of your presentation. The presentation may be made in any of several different settings:

- Butler’s Undergraduate Research Conference
- a setting open and advertised to the MLLC department, arranged by you and your advisor (e.g., a lecture in our language center)
- a regional or national conference in our discipline

**Technical Specifications**

- The thesis must begin with both the Honors Program’s certification page (including your advisor’s signature) and title page, both found here: [butler.edu/honors/thesis-guidelines](butler.edu/honors/thesis-guidelines)
- Footnotes, bibliography, table of contents, and other aspects of form and style must be consistent with standards of the discipline and uniformly applied throughout the thesis. It is up to your advisor to mandate the style to be followed.
- The body of the thesis must be double-spaced and single-sided (if printed). Extended quotations, footnotes, and bibliography should be spaced according to the style being used. Pages must be numbered consecutively.
- Margins must be uniformly 1.5 inches on the left and one inch on the other three sides. The top margin may be increased to reflect chapter and section divisions. (The larger left margin accommodates any binding process.)
- All figures, diagrams, and illustrative material must be clearly presented, numbered, labeled, and referenced in the text.

**Examination Process Requirements**

Pursuing this route involves all of the following:

- Complete STAMP Proficiency Assessment
  - at least one “Advanced Low” score or higher (info below)
  - nothing below “Intermediate High”
- Construct Honors ePortfolio in the target language
- Present Honors ePortfolio in the target language
  - a faculty panel convened by your advisor
  - a roughly 30-minute presentation, including Q&A

**STAMP Proficiency Assessment**

The Standards-Based Measurement of Proficiency (STAMP) assessment is an internationally-recognized exam that determines your language proficiency in four domains (Reading, Writing, Listening, and Speaking). STAMP is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions will engage you. Because it’s adaptive, you’ll demonstrate your proficiency levels without pre-set upper limits.

For each of the exam’s four sections, you’ll receive a STAMP Benchmark Level score. The scores are grouped by major levels (Novice, Intermediate, and Advanced). Within each of those are three sub-levels, aligned to the American Council on the Teaching of Foreign Languages’ (ACTFL) low, mid, and high designations.

You must score:

- at least one “Advanced Low” or higher
- AND, nothing below “Intermediate High”

For organization websites and scoring information:

- visit [butler.edu/mlc](butler.edu/mlc)
- click “Departmental Honors” in the right-column navigation menu

**Honors ePortfolio Materials**

This is expected to be a collection of material and experiential oral and written narrative descriptions of important moments and stages in development throughout your years of language study at Butler. These “artifacts” and syntheses (in the target language) will serve to demonstrate a clear line of growth and improvement in key components of language study, as well as a careful reflection on your educational development in general.

Length of the project is flexible but the content should guarantee a comprehensive overview of your undergraduate experience.

The Honors ePortfolio must contain the following six sections of written narratives and “artifact” collections, based upon the listed criteria and examples:

- **SPEAKING**

You should, through your presentation and examples provided, offer evidence of the ability to conduct a sophisticated oral argument on abstract and concrete topics in the target language.

- How have you improved your skills in this area over time?
- Mention specific situational examples (presentations, trips, meetings with native speakers) which demonstrate this improvement.
- Is there a recent oral presentation of which you are particularly proud?
- How did in-class and study abroad experiences help in this area?

**EXAMPLES:**

- Narrative examples of positive growth or improvement: “After first-year French, I could not order wine in a restaurant, but after the 300 level, I was joking with the waiter about different kinds of caviar.” Or, “After 300-level French, I had this amazing discussion about communism in Paris with a guy named Jacques.”
- Audio/video recording of a 300- or 400-level class presentation.
- Note cards, visuals, and summaries of discussion from presentations.
- Accounts of participation/discussions/contributions in upper-level seminar classes.
Examination Process Requirements continued

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**READING**

You should show evidence of your ability to read extensive and authentic texts with a high degree of understanding.

- What have you read? Which texts have had deeper meaning for you?
- How has your progression in ability been reflected in the types of texts you read in the 200 level to the present level?
- How did in-class and study abroad experiences help in this area?

**EXAMPLES:**
- Offer texts you have read, novels, poetry, newspaper clippings, advertisements, letters, etc.
- Offer summaries of texts you have dealt with and how they have influenced you. For example, after reading Goethe’s Werther, what was your reaction? Emotional? Rational? Intellectual?
- Comment especially on the intellectual influence these texts have had on you.

---

**WRITING**

You should be able to structure coherent and sophisticated arguments in the target language. Your writing should display sound acquisition of grammatical structures and vocabulary with competent linguistic accuracy.

- How have you improved your skills in this area over time?
- What examples of papers, compositions, essays, and homework assignments could you provide?
- What authentic writing experiences have you been able to accumulate (pen pal, applications, email, web chat)?

**EXAMPLES:**
- Compare a composition from SP 204 and a film review of the latest Almodóvar film for your 400-level Hispanic Films class. How has your writing changed? Show evidence of improvement and expansion.
- Synthesize your writing experience in a brief narrative. Are you satisfied today with the level attained? How might you continue to improve?

---

**LISTENING**

You should demonstrate your ability to comprehend spoken utterances of native speakers with little difficulty.

- What contact have you had with real native speakers? Describe the experiences and how your comfort level has changed over time.
- Can you now watch a French movie without subtitles? Do you find yourself irritated by those subtitles or hate the dubbed voices of American productions?
- Describe your comprehension level of sophisticated auditory samples (i.e., news, DJ talk, songs, university lectures, etc.).

**EXAMPLES:**
- A narrative of your comprehension of Spanish news reports about recent elections in Mexico.

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**CULTURAL UNDERSTANDING**

You should demonstrate knowledge of formal and informal aspects of international cultures, as well as the ability to think effectively about social, political, ethical, and moral issues.

- What impressions do you have of cultural differences and similarities?
- What particular literary, artistic, historic, cinematic movement/genre have you investigated in greater depth over the course of your career?
- What political, social, economic, religious issues have you encountered, studied, dealt with, discussed at parties or been moved to argue over at any length?

**EXAMPLES:**
- Give a concrete description of a moment in which you felt culturally sophisticated in your field, or in which you felt truly “at home” in the target language.
- What did you not know as a freshman that is in your back pocket today?
- Bring in the 1789 Declaration of the Rights of Man and compare it to your understanding of your own identity or idea of citizenship.
- Tell which German stereotypes are, after your closer inspection, completely untrue or unjustified.

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**SUMMARY AND SYNTHESIS, INTELLECTUAL GROWTH**

You are asked here to synthesize your experiences and comment on your intellectual growth during your studies.

**EXAMPLES:**
- How has your study of language, literature, and culture enhanced your life and your global appreciation?
- In the film *Dances with Wolves*, the Kevin Costner character experiences a gradual transformation from understanding virtually nothing of the language and the culture of Native Americans, to slowly understanding some things, and finally becoming culturally and linguistically fluent. Would you describe your experience with your language of study in these terms, or would you propose a different analogy which better fits your “transformation”?
- Have you had experiences throughout this language-learning process which you would describe as emblematic (Symbolic? Metaphoric?) for your development? Why?
- What were some of your motivations in learning this foreign language? Did these change over time? Which things helped you most along the way, and which impeded your progress? Were there things you would have done differently, if you were to go through the program again? Why?

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**ePortfolio How-To Guides:** butler.edu/mllc/eportfolio
# Core Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Code</th>
<th>Term Completed</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS: First Year Seminar (2-semester sequence; 6 cr. hours)</td>
<td>FYS101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemption: None</td>
<td>FYS102</td>
<td></td>
<td></td>
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<tr>
<td>GHS: Global &amp; Historical Studies (6 cr. hrs.)</td>
<td>GHS 201</td>
<td></td>
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<tr>
<td>Exemption: If a student studies abroad in a Butler-approved program AND</td>
<td>GHS 202</td>
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<tr>
<td>completes 9 or more credit hours of coursework while abroad, the student</td>
<td>GHS 203</td>
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<tr>
<td>automatically receives a 1-semester/3 credit hour waiver from GHS.</td>
<td>Transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR: Analytical Reasoning (3 cr. hours)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exempt for students who have completed at least 5 hours of mathematics</td>
<td>Transfer:</td>
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<tr>
<td>or computer science courses above algebra and pre-calculus; students in</td>
<td></td>
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<tr>
<td>professional colleges (COPHIS or COB) with college mathematics requirements;</td>
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<tr>
<td>or students receiving a 4 or higher on the AP Calculus AB, Calculus BC,</td>
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<tr>
<td>Computer Science A, Computer Science B, or Statistics</td>
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<tr>
<td>NW: The Natural World (5 cr. hours, with lab)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
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<tr>
<td>Exempt for students who have completed at least eight hours of laboratory</td>
<td>Transfer:</td>
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<tr>
<td>science; students receiving a 4 or higher on the AP Biology, Chemistry,</td>
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<tr>
<td>Environmental Science, Physics B, or Physics C (Electricity and Magnetism</td>
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<tr>
<td>or Mechanics)</td>
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<tr>
<td>PCA: Perspectives in the Creative Arts (3 cr. hours)</td>
<td>Course:</td>
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<td>Term Completed:</td>
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<tr>
<td>Exempt for students taking at least 9 hours in art, dance, theater,</td>
<td>Transfer:</td>
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<tr>
<td>music, digital media production, recording industry studies, or creative</td>
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<tr>
<td>writing</td>
<td></td>
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<tr>
<td>PWB: Physical Well Being (1 cr. hour)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
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<tr>
<td>Exemption: None</td>
<td>Transfer:</td>
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<tr>
<td>SW: The Social World (3 cr. hours)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
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<tr>
<td>Exempt for students taking at least 9 hours in the social sciences,</td>
<td>Transfer:</td>
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<tr>
<td>including anthropology; international studies; journalism;</td>
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<tr>
<td>organizational communication &amp; leadership; media, rhetoric &amp; culture;</td>
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<tr>
<td>strategic communication; political science; sociology; economics;</td>
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<tr>
<td>psychology; STS; communication science &amp; disorders; or majors in the</td>
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<tr>
<td>College of Education; or students receiving a 4 or higher on the AP</td>
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<tr>
<td>Economics-Macro, Economics-Micro, or Psychology</td>
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<tr>
<td>TI: Texts and Ideas (3 cr. hours)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
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<tr>
<td>Exempt for students taking at least 9 hours in Humanities courses,</td>
<td>Transfer:</td>
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<tr>
<td>including most English, history, philosophy, and religion courses,</td>
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<tr>
<td>as well as literature courses taught in classical and modern languages;</td>
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<tr>
<td>or students receiving a 4 or higher on the AP English Composition &amp;</td>
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<tr>
<td>Literature</td>
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<tr>
<td>Speaking Across the Curriculum (C)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer:</td>
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<tr>
<td>Writing Across the Curriculum (W)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer:</td>
<td></td>
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</tr>
<tr>
<td>Indianapolis Community Requirement (1 or S)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butler Cultural Requirement: Exemption: None</td>
<td>Recorded attendance at 8 events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN101 (if required)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
</tr>
<tr>
<td>MA101/102 (if required)</td>
<td>Course:</td>
<td></td>
<td>Term Completed:</td>
</tr>
</tbody>
</table>
CORE CURRICULUM continued

- As part of this conversation with your advisee, help them to understand that the Core Curriculum must be completed prior to graduation; much of it need not be completed only in the first two years. The six areas of inquiry can be completed at any time.

- New students should not register for Global and Historical Studies (GHS) since this is a sophomore-level course that builds on the skills developed during the First Year Seminar.

- Please encourage students to seek out ICR-designated courses early and to take these experiences seriously as part of their academic learning.

- Exemptions for Core courses are listed on the front page of this sheet.

- Contacts for permission numbers for Core Curriculum courses can be found on the Registration and Records website: http://www.butler.edu/registrar/registration/permission-numbers.

- In an effort to offer new and continuing students opportunity to enroll in Core courses, enrollment limits on Core courses will be established. As new student registration events occur throughout the spring semester, enrollment limits will be increased until the course is at its maximum capacity.

- Additional information about the Core is online at http://www.butler.edu/core/—this includes information about the Indianapolis Community Requirement and the Butler Cultural Requirement.

First Year Seminar — First Year Students

- All incoming first year students must register for FYS 101 in the fall semester and FYS 102 in the spring semester. All first year students must take a full year of the First Year Seminar. No exceptions.

- Since there is no AP course equivalent to FYS, advanced placement credit does not apply towards First Year Seminar. No university credits taken during high school can replace FYS.

- When advising incoming students, discuss the students’ interests and how FYS is an opportunity to explore those interests during their first year at Butler. Topics vary widely so as to have broad appeal.

- If possible, consider the student’s entire first-year plan when choosing FYS, so that the student’s year long experience in the course can be maintained. This course is intended to be a year-long sequence and it is recommended that students remain in the same section both fall and spring semesters; course descriptions will indicate which sections do not require FYS 101 as a prerequisite and are therefore open for enrollment.

- Students who fail FYS 101 should take FYS 102 in the spring. Students who fail or withdraw from FYS 102 and students who fail FYS 101 must meet with the FYS Coordinator before enrolling in another FYS.

First Year Seminar — Mid-Year Enrollees and Transfer Students

- A first year student entering college for the first time in spring semester or a first year transfer student will enroll directly into a section of FYS 102 that does not require FYS 101 as a prerequisite.

- To fulfill the FYS 101 portion of the Core requirement, the student can subsequently or concurrently enroll in an additional Text and Ideas or humanities course.

- These students will not enroll in FYS 101 the following semester or year.

- Transfer students who do not transfer in courses that replace FYS may substitute two humanities courses and a speech course for FYS.
Campus Resources

- **Academic Support - The Learning Resource Center (LRC) (Jordan Hall 144):**
  Coordinates services and resources that promote academic success for Butler students. Academic success resources include LC100 (Strategies for Success course), Academic Success Workshops, and individualized academic coaching sessions. The office also supports students who may be in transition between majors, as well as students who have not yet decided on a particular field of study. For more information about the LRC, call 940-9308, email learning@butler.edu, or visit the Learning Resource Center webpage.

- **Tutoring:**
  - **Departmental Study Tables** are open to all students seeking tutoring assistance. The study tables schedule is available to students from course instructors or the LRC office (Jordan Hall 144) or webpage.
  - **Individualized Peer Tutoring** is available upon professor recommendation. For additional information about individual tutoring, contact the LRC office at 940-9308, email learning@butler.edu, or visit the LRC webpage.
  - **Speakers Lab (Fairbanks 114, 140, & 244)** assists students with speeches and presentations (both individual and group). Peer tutors can help you or your group with refining and researching your topic, organizing your research, and effectively presenting your speech. For more information or to schedule an appointment, call 940-8354, or visit the Speakers Lab webpage.

- **Student Modern Language Center (Jordan Hall 391)** provides language and homework help, movie nights, cultural activities, and a video library. Language help is offered through faculty office hours and one-on-one tutoring. For more information, call 940-9754, or visit the Student Modern Language Center webpage.

- **Writers’ Studio Peer Tutoring Program (Jordan Hall 304)** assists students with any writing task (e.g., generating ideas, forming a thesis, essays, lab reports, applications, resumes, etc.). Students may drop in or call for an appointment. For more information or to schedule an appointment, call 940-9804, go to the online scheduling tool (butlerws.setmore.com), or visit the Writers’ Studio webpage.

- **Center for Faith and Vocation (“Blue House” across from the Schrott Center):**
  Provides students with space to reflect on faith and spirituality during their time at Butler. For additional information, call 923-7253, email cfv@butler.edu, or visit the Center for Faith and Vocation webpage.

- **Center for Global Education (Jordan Hall 138):**
  Provides information to students about obtaining a global education by studying abroad. For more information, contact the office at 940-6567, email imalarne@butler.edu, or visit the Center for Global Education webpage.

- **Center for High Achievement and Scholarly Engagement (CHASE) (Jordan Hall 153):**
  Houses the Honors Program, and supports students interested in pursuing undergraduate research and students writing an undergraduate thesis. This office also offers graduate and professional school advising. For more information, call 940-9581, email chase@butler.edu, or visit the CHASE webpage.

- **Counseling and Consultation Services (Health and Recreation Complex 120):**
  Provides individual, couples, and group counseling for students dealing with issues related to personal, academic, career, and social areas of life. This is an excellent resource for students who have concerns about test anxiety or stress management. For more information or to schedule an appointment, call 940-9385, or visit the Counseling and Consultation Services webpage.

- **Financial Aid (Robertson Hall, Lower Level):**
  Provides information about financial support and information on the cost and value of a Butler education, what to expect throughout the year, and financial aid tips and strategies. For assistance from a financial aid counselor, call 940-8200, email finaid@butler.edu, or visit the Financial Aid webpage.
Campus Resources (continued)

- **Greek Life (Atherton Union 312):**
  For information regarding fraternities and sororities, contact the Director of Greek Life and Orientation at 940-6590, email bduetzl@butler.edu, or visit the [Greek Life](#) webpage.

- **Health Services (Health and Recreation Complex 110):**
  Provides enrolled students with outpatient health care services and patient education from a team of RNs and medical doctors. For information regarding health-related issues, contact the office at 940-9385, or visit the [Student Health Services](#) webpage.

- **Internship and Career Services/Student Employment (Atherton Union 315):**
  Provides the following services to students: career planning, internship and job search resources, career expo and job fairs, workshops and networking events, and on-campus employment services. Contact the office at 940-9383, email career@butler.edu, or visit the [Internship and Career Services](#) webpage.

- **Libraries:**
  The Irwin Library and Ruth Lilly Science Library are both available to students. For additional information, call the Irwin Library at 940-9227 or the Science Library at 940-9401, or visit the [Library](#) webpage.

- **Office of Diversity Programs (Atherton Union 004):**
  Focuses on promoting diversity and multicultural awareness by holding and sponsoring events and programs throughout the year. For information regarding multicultural and international programming and services, call 940-6570, email diversitycenter@butler.edu, or visit the [Diversity Programs](#) webpage.

- **Programs for Leadership and Service Education (PuLSE) (Atherton Union 101):**
  Provides students an opportunity to learn about, and get involved with, campus events and organizations and to work on team-building and goal-setting within organizations. For information, call 940-9262, email involvement@butler.edu, or visit the [PuLSE](#) webpage.

- **Registration and Records (Jordan Hall 133):**
  For information about the academic calendar, registration, grades, transcripts, transfer and AP credit information, call 940-9203, email registrar@butler.edu, or visit the [Registration and Records](#) webpage.

- **Residence Life (Atherton Union 303):**
  For information about residence hall living, room and board agreements, etc., contact the office at 940-9458, email reslife@butler.edu, or visit the [Residence Life](#) webpage.

- **Student Accounts (Jordan Hall 102):**
  Provides electronic billing statements, payments, and free check-cashing service; administers student paychecks; and issues refund checks. For questions, call 940-9353, email studentaccounts@butler.edu, or visit the [Student Accounts](#) webpage.

- **Student Disability Services (SDS) (Jordan Hall 136):**
  To report a documented disability, request accommodations, and inquire about services, call the SDS office at 940-9308, email sds@butler.edu, or visit the [Student Disability Services](#) webpage.