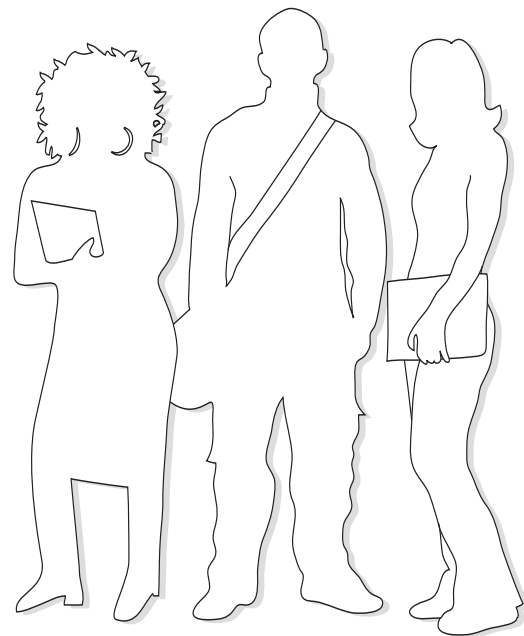


YOUR FIRST YEAR OF STUDY AT SMU:



IMPORTANT: This manual contains important safety, performance, and maintenance information. It will help you set up and operate your SMU education and enjoy all of its advanced features. Bring this manual with you to AARO, use it to take notes during sessions, and bring it back with you to campus for future reference. Failure to use the instructions in this manual properly may increase the risk of serious problems or possible burnout.

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THIS BOOK BELONGS TO:

E-MAIL: _____@smu.edu

2008-2009 ACADEMIC CALENDAR



FALL 2008

| | |
|------------|--|
| Aug 24 | Opening Convocation |
| Aug 25 | First Day of Classes |
| Aug 25-29 | Late Enrollment for Continuation Students |
| Aug 29 | Last Day to Enroll, Add, or Drop Courses without Record or Tuition Billing |
| Sept 1 | University Holiday - Labor Day |
| Sept 10 | Last Day to Declare Pass/Fail, No-Credit, and/or First-Year Repeat Option |
| Sept 19-21 | Family Weekend |
| Oct 13-14 | Fall Break |
| Nov 3 | Spring 2009 Enrollment Begins for Continuation Students |
| Nov 5 | Last Day to Drop a Class (Grade will be W) |
| Nov 20 | Last Day to Withdraw from the University (Grades will be W's) |
| Nov 26 | No classes |
| Nov 27-28 | University Holiday - Thanksgiving |
| Dec 5 | Last Day of Instruction |
| Dec 6-7 | Reading Days |
| Dec 8-13 | Final Examinations |

SPRING 2009

| | |
|-----------|--|
| Jan 19 | University Holiday – Martin Luther King, Jr. Birthday |
| Jan 20 | First Day of Classes |
| Jan 20-26 | Late Enrollment for Continuation Students |
| Jan 26 | Last Day to Enroll, Add, or Drop Courses without Record or Tuition Billing |
| Feb 4 | Last Day to Declare Pass/Fail, No-Credit, and/or First-Year Repeat Option |
| Mar 9-14 | Spring Break |
| Mar 30 | Summer 2009 and Fall 2009 Enrollment Begins for Continuation Students |
| Apr 8 | Last Day to Drop a Class (Grade will be W) |
| Apr 10 | University Holiday – Good Friday |
| Apr 24 | Last Day to Withdraw from the University (Grades will be W's) |
| May 4 | Last Day of Instruction |
| May 5 | Reading Day |
| May 6-12 | Final Examinations |

SUMMER 2009

| | |
|---------------|-----------------------------|
| May 13-31 | May Inter-Term, SMU-in-Taos |
| June 3-July 2 | First Summer Term |
| June 3-Aug 4 | Combined Summer Term |
| July 6-Aug 4 | Second Summer Term |



Go to www.smu.edu/registrar/academic_calendar.asp to review this and other academic calendars.



SMU

SOUTHERN METHODIST UNIVERSITY

Office of the Provost

May 2008

Dear New SMU Student,

I am honored to welcome you to the SMU community as one of our newest students. You are joining a many-faceted community of students, faculty members, staff members, alumni, and their families that will support you through your college years and well beyond. As you enter this exciting phase of your life, please remember that, although you are strongly supported by other people and systems, the ultimate responsibility for your success and happiness is your own. It is you who are the owner of your educational experience.

We are providing you with this *Owner's Manual* to assure that you will have the best and most helpful information as you begin your career with us. As with any owner's manual, you will find in the pages that follow various useful instructions, tips, and other information, including "help lines" to use in case you need assistance (which everyone eventually does).

I wish for you a productive and enjoyable time at SMU, and look forward to joining those who congratulate you at your commencement ceremony.

Sincerely,

Thomas W. Tunks
Associate Provost for Educational Programs
Southern Methodist University

PO Box 750181 Dallas TX 75275-0181
214-768-2058 Fax 214-768-0202

ACKNOWLEDGMENTS



This second edition of the *Owner's Manual* would not be possible without the contributions of many, many members of the SMU community. In particular, we wish to thank

- Mr. Brian Argenbright, A-LEC
- Ms. Missy Bryant, New Student Programs
- Associate Vice Provost Dennis Cordell, Dedman College
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- Professor Joseph Kobylka, Political Science
- Ms. Rebecca Marin, Disability Services
- Ms. Barbara Mohrle, Advising Center
- Professor Beth Newman, English
- Associate Dean Robb Pocklington, Dedman College
- Ms. Kathy Rowe, Enrollment Services
- Ms. Ann Shattles, A-LEC
- Professor Dennis Simon, Political Science
- Ms. Nancy Skochdopole, Enrollment Services

! The *Owner's Manual* is designed to make your transition to SMU easier. As we revise it for 2009-2010, we hope to hear from you—the students and parents who use it. How could it be revised to improve your **academic** transition to SMU? What worked? What didn't? What's missing? What didn't make sense? Direct your comments to vhill@smu.edu; please put "Owner's Manual Revisions" in your subject line.

Every February, the Department of Residence Life and Student Housing holds a reception honoring new students who earned GPAs of 3.75 and above during their first semester at SMU. In February 2008, we asked these students what academic advice they'd give to entering students. Some of their comments appear throughout your Owner's Manual. We thank these students for their insights.

Southern Methodist University will not discriminate on the basis of race, color, religion national origin, sex, age, disability, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation.

graphic design by Buell Design, Dallas, Texas www.buelldesign.com

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READ BEFORE OPERATING



► THINKING ABOUT YOUR FIRST YEAR OF COLLEGIATE STUDY: NEW FROM HIGH SCHOOL

All trips start somewhere, and you are starting your college journey at SMU right here and right now. You are holding your own *Owner's Manual*, and in it you will find information to help you think about Academic Advising, Registration, and Orientation (AARO) and Mustang Corral. We have designed your *Owner's Manual* to do more, though: It is your guide when you need to check under the hood to diagnose the occasional noises common to the operation of your engine during the first year of your journey to your destination. SMU is your current destination, but it really is an all-too-brief staging ground for the journey of your life. Your *Owner's Manual* should help you tune up for both destinations, the now and the now to come.

In many ways, your first year in college is daunting. You are at a new beginning. You will govern yourself, likely for the first time, away from the loving oversight of your parents and without the various safety nets that protected you in high school. Further, you are beginning the next stage of your academic self-definition, surrounded by a plethora of alien requirements and expectations. How are you going to meet all of them? What happens if you can't get into all of the classes you think you need to take in your first year? Can you accomplish all you want to in just four years? As you ponder your situation, remember the sage advice of another "guide": **DON'T PANIC.**¹

Your first year in college is just that: your first year. You don't have to do *everything* within its compass; you have three more years to meet your requirements. We have designed the SMU curriculum to facilitate your journey. Don't treat it as a straightjacket. As you will see in "Advising Center Guidelines for the Proud New Owner" section of this manual, your curriculum is broken into *three roughly equal parts*: courses for your major, your general education requirements, and your "free" electives. In consultation with your advisor, think about nailing down some "required" courses in your first year, but also think about taking "elective" courses in areas that you've never had the opportunity to explore. SMU is a wonderful place for you to seek out a wealth of experiences, and the earlier you turn on to a previously untraveled road, the sooner you will be exposed to classes that might trigger life-long affections. This is the one time in your life when you can pursue studies without hyper specialization. Take advantage of it. If you do it well, your SMU journey will not proceed in a straight line. It will oscillate around your present interests and introduce you to new ones. Approach your first year's studies with this in mind. Use your course selections to discover new places. Your journey does not end after four years here. You are preparing yourself for yet another new beginning. What you start in your first year of study will drive you toward your undergraduate degree, and your life after college. That life will include a job and a career, but it would be sad if that was all it included. Use your first year in college to prepare you for more than economic subsistence.

Your arrival at SMU is a new beginning in your life-long journey: the journey to yourself. Don't look at your first year solely as a checklist of paper requirements to satisfy; view it as an opportunity to broaden and deepen your appreciation of the knowledge that we have collected for you. **DON'T PANIC** if you meet unexpected obstacles during your sojourn. Check your *Owner's Manual*, think about your options, and talk with others. As with life generally, your college experience will be what you make it. You are not lost as you come to us, but SMU — if approached with eyes and mind open — can help you find yourself. Make the most of your time here. There is no better time to start than at the very beginning. Relax, pace yourself, and revel in your journey. It is a once in a lifetime opportunity.

¹ Adams, Douglas. *The Hitchhiker's Guide to the Galaxy*. (In *The Ultimate Hitchhiker's Guide*. New York: Gramercy, 2005.)

► THINKING ABOUT YOUR FIRST YEAR AT SMU: NEW TRANSFER STUDENTS

If you're a transfer student, you may very well be wondering how any of this applies to you. After all, you've already made the transition from high school to college—and you did so quite successfully, otherwise you wouldn't have been admitted to SMU. Congratulations. Seriously.

Nevertheless, the central motif of the *Owner's Manual* still applies—you've driven a car before, but not this particular make and model. You've traded up, and you need to know the finer points of the new vehicle.

In some ways, first-year students have the advantage. Most of them know they don't know what they don't know. You, on the other hand, know what you know, but you probably don't know what you don't know, and you may not even know that you don't know what you don't know.

Every university is different. Let your *Owner's Manual* help you fill in the gaps. Skim it to see what's different about SMU. At the very least, read "Transfer Shock Absorbers" and review the section on "Academic and Financial Rules of the Road." Every school's registration system has its own idiosyncrasies. Learn ours. Review the discussion of the General Education Curriculum (GEC). Maybe there really is a course for which you should have received credit and didn't. Course descriptions and syllabi may help you articulate your appeal more concretely. Researching and talking with your advisor will help. Or maybe why we require what we require will make more sense to you.

You are a new transfer student; be new. Let your professors know that you are a transfer student and that you took your introductory courses at a different school. SMU faculty may have standards and expectations that differ from those in effect at your first university. Find out. Take the draft of your first SMU writing assignment to the Writing Center for review. Go to your professors' office hours. Ask questions, lots of questions!

As a transfer student, you may already have decided on a major, and you may have less flexibility when it comes to course exploration and selection. As much as possible, however, take advantage of SMU's many resources—both in the classroom and beyond. The most successful transfer students tend to be those who actively connect with the campus, who make it their own both in the classroom and beyond. You may not have started here, but we hope you'll finish here.

Explore. Enjoy. Ask more questions.

Don't be afraid to go to professors' office hours. They are waiting for you to come! Office hours are a great way to have your questions answered, get help with difficult concepts, and establish a strong rapport with your professors. You will end up learning more and getting more out of the class if you put in the extra effort.

Milena Fertitta - Colleyville, Texas

► ADVISING CENTER GUIDELINES FOR THE PROUD NEW OWNER

Your first year of study at SMU belongs to you, and it always will. Such an exciting time both requires and deserves special attention. In addition to the challenges and rewards, being a new owner requires much responsibility. You will be taking charge of opportunities by choosing classes, experiencing challenging new topics, encountering new information, and making decisions about options for majors and minors. You are now the owner of—that is, responsible for—your education, your future. Claim it.

THE BREAKING-IN PERIOD

To achieve maximum performance from your first year at SMU, you must respect the power of your choices. Approach your first experience with both exuberance and caution. Be aware of required functions, such as enrolling in the appropriate math or writing course, but also understand your options. As you choose your course of travel, consult your *Owner's Manual* and the University catalog, and meet often with your Academic Advisor. It is important to understand the consequences of owning your educational experience.

YOUR FIRST ADVISING APPOINTMENT

During AARO you may feel a bit overwhelmed, and your hour-long appointment with your advisor may seem way too short. Still, it's a good time to begin establishing a one-on-one relationship as you decide on your curriculum for our first semester. Once classes have started, make a follow-up advising appointment just to discuss your dreams, plans, and goals. You will begin to understand the ins and outs of degree requirements, choices of majors/minors, course scheduling, and other academic concerns. Advisors provide up-to-date academic information and suggest strategies for decision making, but the final decision on what you will do remains with you. By the time you declare your major (most likely during your third or fourth semester), you will be ready to leave your first advisor for specialty help in the department of your choice.

Because we believe in the importance of one-on-one relationships between students and advisors, SMU asks that parents **not attend** these initial advising appointments. Look at that meeting—on your won—as an opportunity to begin making decisions about your academic career.

COURSE SELECTION

Right away, you'll want to begin work on your forty-one-hour General Education Curriculum (GEC), which emphasizes the ability to read, write and think critically, as you acquire a basic understanding of human society in its many dimensions. This curriculum forms a broad foundation upon which to build the knowledge and skills you need to compete in a rapidly changing contemporary world.

Written English Fundamentals: You must enroll in the appropriate writing class until you successfully complete the requirement. Typically, students take English 1301 in the fall and English 1302 in the spring; or English 2305 in the fall and English 2306 in the spring, for those in the Honors Program. Consult with your advisor to see how transfer credits or AP credits may affect this requirement.

Math Fundamentals: First-year students must complete the math fundamentals by the end of the 4th semester, and transfer students must do so by the end of the 2nd semester.

Your academic background, personal interests and attitudes, and educational goals will directly influence other first- and second-semester choices.

STOP.. and BREATHE! Instead of wasting time stressing and telling others about the amount of homework you have, sit down and get started; it will relieve you of your stress greatly.

James Parker - Boerne, Texas

COURSE LOAD

A typical first-semester course load consists of 16 hours: five, three-hour classes and Wellness 1101. However, several factors may affect recommendations for your course load from term to term, including whether you have a job, your scholastic ability and skills, the types of courses you select, and your anticipated extracurricular activities. A *general guideline is that professors will expect you to work two or three hours outside of class for every credit hour you take; so, a three hour class presupposes six to nine hours of preparation on your part every week.* With most majors, in order to graduate in four years, you must complete 15 term hours per regular term (plus an extra hour for Wellness during two semesters). The minimum load for full time is 12 hours, and the maximum is 18 hours. Students wishing to take additional hours must seek permission to do so, and pay additional tuition. Consider courses you may be taking. How do you think your first semester will look?

List 5 or 6 courses you are considering:

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

WHAT YOUR ADVISOR EXPECTS FROM YOU

The best way to prepare for a meeting with your advisor is to bring some ideas about your goals, share your interests, and be ready for the journey. You must make sure that Enrollment Services has received all information regarding your previous college coursework, dual credit or otherwise, so you will be enrolling in appropriate courses. For the same reason, you must provide any AP or IB score that you have.

Your advisor will expect that you have read your *Owner's Manual*, perused the SMU catalog, and/or studied the Academic Advising website in order to understand requirements, options and possibilities.

List any Dual Credit, AP scores (4 or better) or IB scores (5, 6 or 7) on Higher-level exams:

WHAT YOU CAN EXPECT FROM YOUR ADVISOR

Developing a good relationship with your advisor is important. Advisors help students make the best possible decisions based on goals, values and interests. After assessing your previous coursework, your advisor will explain requirements for specific majors and minors, answer questions about academic issues, and provide information on various services on campus. Your advisor will work with you as you learn to plan for the future by developing at least one *Four Year Academic Plan*. In addition to assisting you with academic questions, your advisor may also direct you to other campus resources as your needs change or emerge. You are welcome in your advisor's office and encouraged to visit often.

Questions to ask your advisor: Course load? Major/minor requirements? GEC? Services on campus?

Do not spend countless hours on Facebook; seriously, the hours add up fast. Keep ahead in your classes; you'll find all the work adds up quickly over a short period of time.

J.J. Wojcik - Geneva, Illinois

► **REGISTERING FOR CLASSES**

Your initial registration will occur during AARO immediately after your advising conference. In subsequent terms, advising and enrollment times are based on the number of total hours earned. Seniors have access to classes first, then juniors, followed by sophomores, and then first-year students. A class that's not available your first year will likely be available later in your SMU career.

Advanced enrollment for continuing students occurs in November and April with class placement on a space availability basis. Check ACCESS.SMU for the *Schedule of Classes*. You must complete a Student Enrollment Request Form during each pre-enrollment conference and have it signed by your academic advisor. If you enroll without first meeting with your assigned academic advisor, you may be subject to sanctions including, but not limited to, cancellation of your enrollment and restriction from self-service enrollment functions. (You don't want this to happen. It's a big hassle, and it may upset your graduation plans.) Always contact your advisor for help answering any questions or an explanation of scheduling considerations.

Questions about registration: What if you don't get the classes you want? Do you have other questions?

ADDING, DROPPING OR SWAPPING CLASSES

The period for adding, dropping, or swapping a class without official withdrawal (a grade of "W") extends through the 5th day of class. Every semester, the specific deadline date is posted, both on the official University Calendar and on ACCESS.SMU. Although you are not required to have advisor approval to drop a class, be careful. A misstep can have serious consequences in your progress toward a degree and possible eligibility for financial aid and scholarships.

If you drop a class after the initial five-day, "no record" period, a "W" (for withdrawal) will appear on your transcript. Be certain you really want or need to drop a class. Wait until you have received grades in the class. Discuss the potential drop with your professor, as well as your advisor. If you do need to drop a class, make certain it is the right one. The last day to drop a class in Fall 2008 is Wednesday, November 5; in Spring 2009, it's Wednesday, April 8.

Questions about adding, dropping, or swapping a class:

PLANNING A DEGREE PROGRAM

Beyond the first year of study, educational planning embraces broader questions of overall direction. In formulating degree plans, you select at least one major but may also decide on a second major and/or a minor. Department requirements may differ in regard to minors, so be sure to do your research. You may benefit if you . . .

- Talk with upper level students/graduates about their experiences with classes;
- Discuss the details and benefits of a major choice with a professor;
- Become familiar with requirements (GPA, foreign language, etc.) for a number of possible majors;
- Take a course for exploration;
- Investigate internship possibilities and career options; and
- Explore how summer school may help you achieve your goals.

Whatever you choose, think carefully and creatively to craft a degree plan with major(s) and minor(s) that support your broader educational goals. Final selection of a major is a highly individual matter that evolves from careful consultation and thought about personal values, interests, aptitudes, and goals. Most importantly, bring to this experience is a sense of excitement, intellectual stimulation, and personal challenge.

For a list of majors and minors, see www.smu.edu/admission/academics_majorsminors.asp

What are your current thoughts about majors/minors?

PRE-MED/PRE-HEALTH AT SMU

If you are already planning to apply to a medical school, a college of dentistry, or post-graduate education in one of the other health professions (for example, pharmacy, physical therapy, optometry, or veterinary medicine), we hope you'll take special care to enjoy the general part of your education as well as the hard science. You'll need to do well in all your classes. In 2008, the mean GPA for those accepted for medical school at the Texas schools was 3.66. Enjoyment eases the burden of studying twelve to sixteen hours every week, as you will need to do for your biology and chemistry classes.

Pre-med/pre-health isn't a major, but it does include pre-requisite courses necessary for further study. Check specific requirements for the schools to which you plan to apply. Expect to enroll in courses in general chemistry, introductory biology, organic chemistry, advanced biology, physics, and calculus. Your advisor can help you determine when to include these courses in your schedule.

Stop in at the Pre-Med/Pre-Health Office (Room 135 Dedman Life Sciences). Schedule an appointment to introduce yourself to Dr. de Olivares. Sign up for the Pre-Med/Pre-Health Listserv. Cards to register for the Listserv are available from your advisor or in 108 Clements Hall. You can learn more about Pre-Med/Pre-Health at smu.edu/premed. As you think about applying for graduate study in one of the health professions, consider these three questions.

Why are you interested in a pre-med/pre-health career?

Do you like science? _____

Do you have a Plan B? _____

PERFORMING AT PEAK INTELLECTUAL CAPACITY: PRE-LAW

To be a competitive law school applicant, you must perform consistently at optimum intellectual capacity. Doing so requires that you start strong and stay strong academically, beginning the first day of your college career. Why is this important? Application to law school occurs in the fall of the senior year, which means you have only SIX semesters to establish your academic credentials. Take challenging courses, and don't be afraid of hard work! Law school admission committees will carefully review your college transcript for grade trends, strength, and rigor of curriculum, GPA, and anything else that may indicate your academic and intellectual ability. While there is no "best" major for students intending law school, pre-law students share some traits: a desire to analyze and solve real problems and disputes, strength in both oral and written expression, a logical approach to problem-solving, and fascination with the complexities of societal structures. You can learn more about pre-law at SMU at

www.smu.edu/prelaw.

What major/s are you considering for law school? _____

What additional skills will you develop? _____

How will you prepare for the experience? What is the timeline?

TEACHER CERTIFICATION

Are you considering Teacher Certification? SMU's program is accredited by both the Texas Education Agency and the Regional Accreditation Agency. Although there is not a major in education at SMU, there is a minor, which prepares you for teaching in the state of Texas. In addition to coursework, the program allows you to experience educational environments in person. You may focus on Early Childhood education (for which any major is suitable) or prepare for teaching in grades four through twelve, where you must major in a subject you plan on teaching. Advisors, former teachers, and administrators, are available to discuss options and keep you on track with coursework. You may meet the requirements for teaching in Texas while completing your degree at SMU.

When do I begin taking classes in the Teacher Certification program?

What are the first courses I would take?

Where is the Teacher Certification office? How do I make an appointment?

WHEN TO SEE YOUR ADVISOR

Advisors are available for on-going appointments to answer questions, direct you to services on campus, and get feedback from you. All have sign-up schedules posted on their office doors. You may initiate a visit with your advisor, or your advisor may contact you. If you do get a call from your advisor, respond quickly. Your advisor will contact you only on matters important to your success. Be sure to consult Blackboard regularly; it may also contain requests from your advisor to better prepare for productive advising sessions, including goals, a **Four-Year Academic Plan**, as well as other issues you might wish to discuss.

Talk with your advisor frequently and openly. Plan. Dream.

Don't wait until the night before to study or write your paper. Plan your semester. Use the "Semester at a Glance"; it will save your life! Work because you want to learn, not just because you want a good grade.

Cassandra Pankonien - Magnolia, Texas

► A ROAD TRIP: THE GENERAL EDUCATION CURRICULUM (GEC)

The two most important academic roads that you will take at SMU will lead you, first, to the General Education Curriculum, or GEC, and, second, into your major area or areas of study. These routes are not meant to compete for your attention; you do need to drive along both. Following the right road is very important, and picking the right places to stop and the best way to spend your time there make the difference between a truly exciting and mind-bending adventure saga, and one that only gets you from the "in" gate at AARO to the "out" gate at graduation.

Since SMU's founding in 1911, the University and its faculty have deeply believed that to become aware and educated, undergraduate students in all schools in the University should devote significant energy to what has been historically called a liberal arts education. Becoming a truly educated person means learning to read, write, and think critically, and acquiring a basic understanding of human society in all its dimensions. A roadmap set this itinerary in 1963: "Professional studies must arise from the solid foundation of a basic liberal arts education. The aim of this University, in other words, is to educate its students as worthy human beings and as citizens, first, and as teachers, lawyers, ministers, research scientists, businessmen, engineers, and so on second. These two aims [...] will not be separated in the program of this University."

The GEC journey provides a solid and broad way to these ends. In so doing, it will also teach you how to make your way in the astonishing and rapidly changing world around you. The GEC complements your more focused study in your major (or majors). It may even help you to choose it (or them). Unlike some other universities, where the general education curriculum is a group tour with everyone more or less traveling together to all the same places, SMU's GEC asks you to participate in choosing your route—almost from the beginning. While the University faculty has set out the categories, you have choices at every stop. Remember that! Be adventurous. Explore new areas of knowledge. Find out about something that you know nothing about now. Your itinerary will not, we assure you, take you over a cliff.

Let's look a little more closely at each stop along the way:

| | |
|--|-----------------|
| I. Fundamentals | |
| Written English | 6 hours |
| Mathematical Sciences | 3 hours |
| Information Technology | 3 hours |
| II. Wellness | 2 hours |
| Science and Technology | 6 hours |
| Perspectives | 15 hours |
| Cultural Formations | 6 hours |
| VI. Human Diversity (3 co-curricular hours) | |
| Total GEC | 41 hours |

Fundamentals courses provide you the necessary tools to make the entire trip through college—and life beyond. These courses assure that SMU students read and write critically, possess basic mathematical skills, and are familiar with information technology and its place in contemporary society. Because these skills are essential to your college experience, you should aim to complete the 12 hours of fundamentals during your first year of study.

Wellness courses are designed to help you make the transition to SMU and to enhance your physical and mental well being. Choices I, ideally taken during your first semester, involves you in the seven concepts of wellness: social, physical, environmental, occupational, intellectual, emotional, and spiritual. Choices II, ideally taken during your sophomore year, involves you in the skills, rules, and competition of a specific physical activity; your options include everything from power yoga to basketball to weight-training to fly-fishing and rock-climbing.

Set a bedtime on school nights and stick with it! Getting a good night's sleep is completely underrated.

Rachel Darst - Corpus Christi, Texas

Science and Technology courses will introduce you to the meaning and methods of science and technology and to the way that both have shaped our understanding of the world around us. You'll take two laboratory courses in Science and Technology, at least one of which must be in Biology, Chemistry, Earth Sciences, or Physics. You'll choose from courses offered through many departments in both Dedman College and the School of Engineering. In these courses, you'll come to understand how scientists actually develop their theories or hypotheses and how they set out in a lab to see if they are right. Look through your options. You'll need to choose two courses. Ask yourself not "What do I have to take?" but "What do I want to find out about?"

Perspectives courses will help you understand the contingent, evolving nature of knowledge and its divisions. This category may seem the most bewildering—particularly during your first or second term. We have simply asked all the departments in the arts, humanities, and social sciences to offer you courses that open the door to their fields of knowledge and inquiry. Because Perspectives courses dramatize the ways individual fields of knowledge in the Western tradition attempt to understand human society, they will also provide you with a general framework in which to situate your major field of study. You must take one course each in five of the six Perspectives categories:

Arts: the practice or study of various arts of expression, performance, and communication and their traditions.

Literature: the roles, functions, and traditions of the imagination with a variety of national traditions.

Religious and Philosophical Thought: the practices of thought, reflection, criticism, and speculation in matters of belief, value, and knowledge.

History and Art History: the study of events and processes within time, stressing a contextual analysis of the voices and artifacts of the past through primary and secondary sources.

Politics and Economics: the applications of scientific methods and the study of institutional practices of transaction, organization, and rule.

Behavioral Sciences: the scientific study of human thought and behavior and records of human cultural organization.

The individual choices in each category are up to you. Ask yourself what stop you want to make and what you want to learn there. Get off the beaten track. Choose for yourself. If a course you wanted to take only because someone else told you to take it is filled, consider that a sign to find your own path—your own course—for you.

Cultural Formations courses go beyond disciplinary training to develop awareness of the complex formations of values, traditions, and institutions that constitute cultures, and to examine the paradoxes such formations pose. You may begin taking Cultural Formations courses as early as your sophomore year. The two hundred CF courses deal with a mind-boggling (and, remember, "mind-bending") assortment of topics and ideas.

These courses have three major purposes: 1) to introduce you to broad maps of human culture and to the fact that you, as heir of all that has gone before, need to assess a long past and a global present; 2) to reveal the interrelatedness of problems of knowledge amid shifting intellectual boundaries; and 3) to make points of reference along those boundaries and so begin to form intellectual communities that embrace the varied schools and disciplines at SMU.

CF courses are the most popular among SMU faculty. They see them as their most creative offerings outside their home departments, and they often link them closely to their own research. University faculty members are also in the business of creating new knowledge. CF courses give you an opening into that process, and your professor may even ask you to be part of it.

Finally, **Human Diversity** offering courses deal with non-western and/or race-, ethnicity-, or gender-related issues. As a resident and even leader of today's world, you will deal with much greater diversity than people before you. Diversity and difference may be sources of fear for people who want everything to remain the same. But that is not going to happen, and you didn't come to the University intending to leave exactly the same as you arrived. This requirement asks you to learn about and think about difference—to see that it may be a source of great excitement, understanding, and renewal. Courses across the entire curriculum—even within many majors—satisfy the Human Diversity requirement. Make a conscious choice to pick one that will expand the borders of your life. Because this is a co-curricular requirement, you may satisfy this requirement by taking any course within the University's undergraduate curriculum, including Perspectives and CF courses, as long as that course is designated as a Human Diversity course. (Yes, for this requirement you may count a course that you are also counting for something else.)

So that's the GEC roadmap. It's your trip. You can stop where everyone else told you to stop and have exactly the same experience that they did. Or you can skip the familiar exit and take a side road to see what you find for yourself. The choices are many, and they are all yours. This road is constantly evolving, with new destinations available every season.

Every semester, the Registrar posts a list of current GEC course offerings at:

www.smu.edu/registrar/soci/GEC.asp

Whenever you visit this site, you'll find a year's worth of GEC course offerings, so you can plan ahead for what you may take next semester or even during Summer Session. Strategic selection of GEC courses can be especially helpful for students interested in earning more than one major or minor.



Please note: Your Owner's Manual does not include a list of all the many, many courses that satisfy the GEC requirements. GEC course offerings vary from semester to semester. Right now your professors are designing new Perspectives and Cultural Formations courses that aren't available now but will be by your junior year.

Start studying early—usually 3 days before quizzes and 5 days for tests and exams. Keep your priorities in line - studying before partying (but still make time to de-stress and have fun on the weekends). Work ahead; it will save you a lot of frustration and stress in the long run.

Allison Reinert - Summerfield, North Carolina

► SELECTING A MATH FUNDAMENTALS COURSE

SHOULD I TAKE A MATHEMATICS COURSE DURING MY FIRST SEMESTER?

Most incoming students do far better in mathematics when the concepts are still fresh in their minds from high school. Therefore, it is a good idea to take a mathematics course during your first semester and continue taking mathematics courses until you have fulfilled your mathematics fundamentals requirement or completed the mathematics courses needed for your major. Following SMU matriculation, students must meet the mathematics fundamentals requirement through SMU coursework and may not transfer in credit from another school.

WHAT COURSES FULFILL THE MATHEMATICS FUNDAMENTALS REQUIREMENT?

Math 1307. *Introduction to Mathematical Sciences.* Permutations and combinations, probability, Markov chains, linear programming, elementary statistics, and mathematics of finance.

Math 1309. *Introduction to Calculus for Business and Social Science.* Derivatives and integrals of algebraic, logarithmic, and exponential functions with applications to the time value of money, curve sketching, maximum-minimum problems, and computation of areas. Applications to business and economics.

Math 1337. *Calculus with Analytic Geometry I.* Differential and integral calculus for algebraic, trigonometric, and transcendental functions, with applications to curve sketching, velocity, maximum-minimum problems, and areas. (Natural Science and Engineering students must take Math 1337.)

Stat 1301. *Introduction to Statistics.* Introduction to collecting observations and measurements, organizing data, variability, and fundamental concepts and principles of decision-making. Emphasis is placed on statistical reasoning and the uses and misuses of statistics.

HOW DO I KNOW IF I AM READY TO TAKE CALCULUS?

The mathematics department encourages all students who have taken a precalculus course to take the placement exam in order to assess whether they are ready to begin calculus. Students should prepare for the placement exam by working the *Sample Placement Exam* (www.smu.edu/math/placement/). If you do not take or you do not pass the placement exam, then you are required to take one of the precalculus courses (Math 1303 or Math 1304). No credit is granted for passing the precalculus placement exam.

Students who have taken some calculus in high school are exempt from having to take the placement exam and can proceed to calculus. Students not planning to take calculus can enroll directly in Math 1307 or Stat 1301 without taking the placement exam.

WHAT IS THE DIFFERENCE BETWEEN MATH 1303 AND MATH 1304?

The main difference is that Math 1304 includes trigonometric functions as one of its topics. This topic is needed in Math 1337 Calculus I, but not in Math 1309 Business Calculus. Either precalculus course provides excellent preparation for Math 1309.

WHAT GRADE DO I NEED IN PRECALCULUS IN ORDER TO PROCEED TO CALCULUS?

Math 1337 requires a C- or better in Math 1304. Math 1309 requires a C- or better in Math 1303 (or Math 1304). You should make every effort to achieve at least a B- in precalculus as only about half of the students who receive some kind of a C in precalculus successfully complete Calculus or Business Calculus with a C- or better. To do well in precalculus you should attend class, do all of the homework assignments, and get outside help from your instructor, Math Help Sessions, or the A-LEC.

*Start working hard at the beginning of the semester.
Don't wait until the end to try and raise a grade
you're not happy with.*

Elle Carter - Greenwood Village, Colorado

WHAT IS THE DIFFERENCE BETWEEN BUSINESS CALCULUS (MATH 1309) AND CALCULUS I (MATH 1337)?

Math 1309 has a greater emphasis on business applications while Math 1337 has a greater emphasis on natural science applications including the use of trigonometric functions. Math 1309 is considered a terminal course, while most of the students taking Math 1337 will continue on to Math 1338 (Calculus II); thus, the instructor's expectations of the students are somewhat higher in Math 1337. Another difference is that Math 1309 is taught in a large lecture hall with many students and Math 1337 is taught in an average size classroom with 25 to 35 students. Both Math 1309 and 1337 are accepted by the Cox School of Business. Business students planning to pursue the business major/math minor program should take Math 1337. Natural Science and Engineering students must take Math 1337.

WHAT MATHEMATICS COURSE SHOULD I TAKE IF I HAVE NOT DECIDED ON A MAJOR?

If you were a strong mathematics student in high school, you should take Math 1337 Calculus I. This choice will keep all options open to you. This is especially true if you are considering majoring in the natural sciences, economics, business, or engineering or pursuing a pre-medical or pre-dental program of study. Math 1337 is accepted by the Cox School of Business and is the preferred choice for Economics, as it will allow you to continue on with Math 1338 Calculus II should you decide to pursue the B.S. degree in Economics.

CAN I TAKE MATH 1338 CALCULUS II AFTER COMPLETING MATH 1309 BUSINESS CALCULUS?

Students who do very well in Math 1309 can proceed to Math 1338, but they will have to learn a small amount of material on their own (particularly the material that relates to trigonometric functions). Consult the mathematics department or the course instructor for topics that you need to learn. Weaker mathematics students should take Math 1337 before taking Math 1338, though it is not possible to get credit for both Math 1309 and Math 1337.

WHAT MATHEMATICS COURSE SHOULD I TAKE IF I DO NOT WANT TO TAKE CALCULUS?

Both Math 1307 and Stat 1301 fulfill the math fundamentals requirement. See the descriptions given above to determine which of the two courses is of more interest to you.

MATH HELP SESSIONS

Are you enrolled in Math 1303, 1304, 1307, 1309, 1337, or 1338? If so, graduate teaching assistants from the Department of Mathematics are available to help you every Monday through Friday afternoon between 4:00 and 7:00 p.m. in Room 225 Clements Hall. No appointment is necessary; just bring your questions and your textbook to this free service.

Go to class and keep up with homework. Take your papers to the Writing Center and go to the A-LEC for tutoring. Do your work in the library or study lounge where you won't get distracted. Get lots of sleep.

Meghan Willis - Chester, New Jersey

Expect a larger workload than you had in high school. Many naturally smart people can breeze through AP classes without ever studying. This will not work in college. You must take responsibility for your own time outside of class to keep up with homework and reading.

Michael Sheetz - Dallas, Texas

► FIRST-YEAR WRITING

WHAT WRITING COURSES WILL I TAKE?

First-Year Writing consists of two or three writing intensive courses (1300, 1301, and 1302; or Honors courses, 2305 and 2306). A fundamental sequence of classes in your college career, these courses are prerequisites for every other course at the University. They prepare you to read, write, and think competently, analytically, and critically at the college level. That means these classes involve lots of reading, discussion, and analytical writing in response to texts on a variety of subjects.

HOW DO I KNOW WHICH CLASS TO TAKE FIRST?

Undoubtedly you will discuss this with your advisor. Most students new to the University begin in 1301 in the fall. However, some students come with AP or transfer credit, and they may go straight into 1302. Students who are to enroll in 2305 will receive a letter from the Honors Program Director advising them of this option. Students who would benefit from beginning with 1300 will similarly be advised by letter. Though 1300 is a "for credit" course, it does not fulfill hours toward the writing requirement, and students who take 1300 still will need to take both 1301 and 1302.

HOW SHOULD I EXPECT MY SMU WRITING COURSES TO DIFFER FROM THOSE I TOOK IN HIGH SCHOOL?

These courses are different from high school English in several ways: readings and assignments are more challenging; "A's" are harder to come by, certainly. But mostly, instructors will expect you to participate more in the learning process. You must begin contributing to the general body of knowledge, not just receiving it. You must be prepared to "bring something to the table" every class meeting, whether in discussion or in writing assignments. Because of the workshop nature of these classes, there is a stringent attendance policy. These are not lecture classes, and you cannot just get the notes from a friend. You will be expected to voice well thought-out conclusions, collaborating with instructor and peers. In short, you are joining the academic conversation.

WHAT WILL I READ AND WRITE ABOUT IN MY FIRST YEAR WRITING COURSES?

You'll be reading non-fiction essays, short stories, perhaps a very short novel, maybe some poems, or even viewing films. You will be looking for the argument in these texts, discovering how the author or filmmaker makes a case and tries to persuade the audience of something, and what techniques he or she uses. You will be constructing, drafting, and revising arguments of your own, creating and supporting your own claims. And you'll be drawing original conclusions about how these texts work and what they signify in our culture.

HOW WILL MY WORK BE EVALUATED?

Your essays will be graded for content, development of your assertions, critical use of sources, style, and grammatical and mechanical correctness. We are not in the business of re-teaching the grammar rules you learned in middle school, but you will still be held responsible for knowing those rules and applying them correctly. The Writing Program has provided a more detailed explanation of our common standards for evaluation in the last pages of *Criteria*, a book published every fall containing the best student work from the previous academic year. It is available at the SMU Bookstore.

We're aware that we're asking you to do something different from high school English, something more advanced, as is appropriate when you move into the University. If you could already do it, you wouldn't need this course. That said, you will, nevertheless, be graded by University level standards. If you are shocked at your first graded papers, **DON'T PANIC. DO SEE YOUR INSTRUCTOR.** Sections are limited to 15-16 students precisely so that you can have plenty of one-on-one work with the instructor. Review, re-think, rewrite, visit the Writing Center.

ARE THERE ANY SPECIAL RULES OR REQUIREMENTS RELATING TO FIRST YEAR WRITING COURSES?

You must enroll in the appropriate writing course every semester until you have met your writing course hour obligations. You cannot delay enrolling in 1301 or 1302, "saving it for later." Also be aware that you must earn a C- or better in 1301 to move on to 1302 and to complete 1302 successfully as well. Earning below a C- in either course will mean you will need to take the course again the next semester.

A BIT OF ADVICE: Come with your mind open, and expect to be challenged. You're not in high school any more! But you are prepared to take that next step, or you wouldn't be here at SMU. So take a deep breath, and plunge in!

Surround yourself with friends who will support your right to study and work hard. Sit close to the front of the classroom, listen in class. Go to class, take notes, and prioritize your activities. Try not to get too involved so as to overwhelm yourself with time consuming things. I'm not saying you can't be social, but before going out or socializing, just be sure homework is finished. Have fun, enjoy your year!

Natalie Bornowski - Dallas, Texas

Do yourself a favor and don't do your homework/study for tests in your dorm room. There are way too many distractions! Stay on top of things by using a planner/organizer. Put all your test dates, assignment due dates and events in your planner. Keep yourself organized (your dorm, notebooks, folders, living space, etc.). Remember to breathe and pray for peace and clarity.

Hayley Baker-Finch - West Palm Beach, Florida

► WHAT'S MY FIRST COURSE FOR A MAJOR?

DEDMAN COLLEGE

| | |
|--|--|
| ANTHROPOLOGY | ANTH 2301 or 2302, or any ANTH 23__ or 33__; also foreign language |
| BIOLOGY or BIOCHEMISTRY | CHEM 1303 and lab 1113; BIOL 1401; MATH 1337 CHEMISTRY/ ENVIRONMENTAL CHEMISTRY CHEM 1303 and lab 1113 |
| ECONOMICS | ECO 1311 |
| ENGLISH | ENGL 1301 or ENGL 2305; also one of these: ENGL 1330, 2311, 2315; foreign language |
| ENGLISH-CREATIVE WRITING | Same as ENGL above, also ENGL 2391 or 2392 |
| ENVIRONMENTAL SCIENCE | Any GEOLOGY 13__, plus Intro CHEM or Intro BIOL or PHYSICS; and MATH 1337 |
| FOREIGN LANGUAGE: | French, Spanish, German, Italian Area Studies; also minor options in the above languages plus Chinese, Japanese, & Russian Area Studies Appropriate language level: 1401, 1402 = beginning Take FL placement test if continuing to study a language 2401 = intermediate; 33__ = advanced |
| GEOLOGY, GEOPHYSICS, or ENVIRONMENTAL GEOLOGY | Any of: GEOL 1301, 1305, 1307, 1308, 1315; Plus CHEM 1303 and lab 1113 or PHYSICS 1303 and lab 1105; and MATH 1337 |
| HISTORY | Your favorite course topic; also foreign language recommended |
| INTERNATIONAL STUDIES | ANTH 2301; ECO 1311; PLSC 1340 or 1380 |
| MARKETS & CULTURE | ECO 1311 |
| MATHEMATICS | MATH 1337; plus Intro BIOLOGY, CHEMISTRY, or PHYSICS |
| MEDIEVAL STUDIES | ENGL 1325, LATIN 1401, and an Intro HISTORY or MUSIC HISTORY |
| PHILOSOPHY | Your favorite from: PHIL 1301, 1305, 1313, 1317, 1318 |
| POLITICAL SCIENCE | PLSC 1320, 1340, 1360, 1380 |
| PSYCHOLOGY | PSYC 1300; suggested STAT 1301 for MATH fundamental |
| PUBLIC POLICY | ECO 1311, PLSC 1320 or 1340 |
| RELIGIOUS STUDIES | Any RELI 13__; also French or German recommended |
| SOCIOLOGY | SOCI 2310, 2300; foreign language recommended |
| STATISTICAL SCIENCE | Any one from STAT 1301, 2331, 2301; MATH 1337; CSE 1340 |

MEADOWS SCHOOL OF THE ARTS

| | |
|--|---|
| ADVERTISING | ENGL 1301 or 2305; ADV 2374; STAT 1301; foreign language |
| ART HISTORY | ARHS 1303; foreign language or studio art |
| CINEMA/TV | ENGL 1301 or 2305; CTV 2301, CTV 2320 |
| CORPORATE COMMUNICATIONS & PUBLIC AFFAIRS | ENGL 1301 or 2305; CCPA 2300; foreign language; STAT 1301 recommended for MATH fundamental |
| Journalism | ENGL 1301 or 2305; foreign language |
| Performing Arts | Dance, Music, Theater: consult with Academic Advisor |
| Studio Arts | Consult with Academic Advisor |

| | |
|-------------------------------|--|
| COX SCHOOL OF BUSINESS | All pre-majors: ENGL 1301 or 2305, MATH 1309 or 1337, ECO 1311 |
| ENGINEERING PRE-MAJORS | Consult with Academic Advisor |

► GREAT ELECTIVES FOR YOUR FIRST YEAR AT SMU

| | |
|------------|--|
| ANTH 2301* | Intro to Cultural Anthropology |
| ANTH 3302* | Monkeys & Apes |
| ANTH 3361* | Language & Culture in Society |
| ARHS 1303* | Intro to Western Art |
| ASPH 1300* | Intro to Photography |
| ASDR 1300* | Intro to Studio Drawing |
| ASPT 1300* | Intro to Studio Painting |
| FL | "Introductory Foreign Language Study: Chinese, Hindi, " "Russian, French, German, Italian, Latin, Japanese" |
| CSE 1319 | Intro to Digital Imaging |
| CSE 1331 | Intro to Web Programming |
| CTV 2301 | Film and Video Aesthetics |
| CTV 2320 | Survey of Television and Media |
| DANC 1301* | Beginning Ballet |
| DANC 1303* | Beginning Modern |
| DANC 1305* | Beginning Jazz |
| ECO 1310* | Intro to Economic Principles |
| EDU 1110 | ORACLE |
| EDU 2355 | Literacy & Society |
| ENCE 1301* | Environment & Technology |
| ENCE 1331* | Meteorology |
| ENCE 1378* | Transportation Infrastructure |
| ENGL 1330* | Shakespeare |
| HIST 3319 | Texas History |
| HIST 3321* | The American Southwest |
| HIST 3347 | Civil War and Reconstruction |
| HIST 3369 | Colonial America |
| MUHI 1321* | Music: The Art of Listening |
| PERB 1203 | Class Guitar |
| PERB 1205 | Class Piano |
| PERB 1206 | Class Voice |
| PHIL 1305* | Intro to Philosophy |
| PHIL 1317* | Business Ethics |
| PHIL 1318* | Contemporary Moral Problems |
| PHYS 1311* | Astronomy |
| PHYS 1320* | Musical Acoustics |
| PLSC 1320* | American Government |
| PLSC 1340* | Comparative Politics |
| PLSC 1300* | International Relations |
| PP 3310 | Environmental Policy |
| PSYC 1300* | Intro to Psychology |
| RELI 1304* | Intro to Western Religion |
| SOCI 2300* | Social Problems |
| SOCI 2310* | Intro to Sociology |
| THEA 1380* | Mirror of the Age |

* May fulfill a GEC Requirement

Find a niche to study in—try to avoid your room: too much going on! Study during your breaks in- between classes - I know you want a nap, but you'll thank me when you can go out in the evening!

Chelsea Stephens - Naperville, Illinois

► SPECIFIC DEGREE PROGRAM REQUIREMENTS



Please note that degree program requirements change from year to year. Your academic advisor is the best source for information about requirements for admission to specific majors and programs.

COX SCHOOL OF BUSINESS

Regular admission to the BBA major or business minor requires:

- good standing (2.00 minimum SMU GPA), and
- completion of a minimum 42 hours, and
- a minimum 3.3 GPA in the business subset. The business subset consists of the following seven courses, and is based on the first graded attempt of these courses.
- ENGL 1301 and 1302 (or ENGL 2305 and 2306)
- ECO 1311 and 1312
- MATH 1309 or 1337
- ACCT 2301
- STAT 2301 or ITOM 2305 (or STAT 2331 or EMIS 5370)

All business subset courses must be satisfactorily completed (passed) prior to admission to Cox. Once a student enters SMU, all remaining subset courses must be completed in residence at SMU. With the exception of courses completed under the SMU first year grade repeat policy, the subset GPA is calculated using the first graded attempt of these courses. The subset GPA for students who have AP or IB credit is based on the remaining graded subset courses.

Admission via the Extended Subset

Students who do not achieve a 3.3 GPA in the business subset may be admitted based on the extended subset. The extended subset consists of the original subset plus a first attempt of ACCT 2312, which must also be completed in residence at SMU. Students who achieve a minimum 3.3 GPA on this extended subset will be admitted to the Cox BBA program or business minor.

DEDMAN COLLEGE

Psychology:

Admission to the major requires a minimum cumulative GPA of 2.0 and a grade of C- or better in the following three courses:

1. PSYC 1300
2. PSYC 3382
3. STAT 2331 or STAT 2301

Use time in-between classes to study or do homework — it will help you finish assignments by a reasonable hour every night. Type your notes after class — this way you reinforce the material from class and you can reorganize your notes so they make sense to you!

Jenn Lanier - Stone Mountain, Georgia

MEADOWS SCHOOL OF THE ARTS

Advertising:

For students wishing to pursue either a B.A. in advertising or a minor in advertising, admission into the Temerlin Advertising Institute is a two-step process.

STEP ONE: Students must complete a minimum of 30 hours in good academic standing before they can apply for a major or minor in advertising. Advertising major or minor candidates must also complete the following four required subset courses with a minimum cumulative G.P.A. of 3.0: STAT 1301, ENGL 1301/2305, ENGL 1302/2306 and ADV 2374. (STAT 2301 or STAT 2331 may replace STAT 1301. No other exceptions will be granted.) Students transferring from other universities must have completed equivalent courses and obtained the equivalent cumulative G.P.A. in those courses before they can progress to Step Two.

STEP TWO: Advertising major or minor candidates who have fulfilled Step One also must complete a written on-site application that examines grammar, spelling, punctuation, critical thinking and writing skills. The application process is offered once each fall, spring and summer term prior to the preregistration period. Students who are not admitted during an application process may re-apply during the next application period.

Corporate Communications & Public Affairs (CCPA):

In addition to those requirements of the University and of the Meadows School of the Arts, undergraduate students planning to major or minor in Corporate Communication and Public Affairs must complete: ENGL 1301/2305 and 1302/2306, one math course chosen from: STAT 1301, STAT 2301, STAT 2331, MATH 1303, MATH 1304, MATH 1309 or MATH 1337; and twelve hours of CCPA core coursework (CCPA 2308, CCPA 2310, CCPA 2327 and CCPA 3375). Students must earn a grade of C or better in each of these seven core courses before a major or minor may be declared. A minimum G.P.A. of 3.0 is required in these 21 hours of core coursework before a student will be accepted and classified a CCPA major or minor. A core course may not be repeated in order to meet requirements to declare CCPA as a major or minor.

Only the top 25 students each year will be admitted to the major, not more than five of whom will be first year or transfer conditional pre-admits. Major selection will be based on 1) subset and core requirement standings, and 2) submission and review of a portfolio which includes a letter of application, assignments from the four core courses, and an anticipated plan of study. Portfolio review will occur once a year at the end of the spring semester (portfolio development will be included in CCPA 3375).

Cinema Television (CTV):

To be admitted to the major in Cinema-Television, a student must complete the following courses with a cumulative 3.0 GPA: ENGL 1301/2305 and 1302/2306, an approved liberal arts course, CTV 1301 (Film and Media Aesthetics), and CTV 1302 (Media and Culture).

Journalism:

STEP ONE: Admission to the Major requires earning a minimum 3.0 GPA in each of the following courses: ENGL 1301 and 1302 (or ENGL 2305 and 2306)

STEP TWO: Essay and grammar, spelling, and punctuation tests must be successfully completed before students are allowed to declare Journalism as a major.

When you study, try to have private time; you may not realize it but quietness helps a lot (you are not exposed to stuff that prevents you from studying). Different subjects need different studying, so this is where the advice to study for one subject for a set amount of time comes into play.

Luan Nguyen - Ho Chi Minh City, Vietnam

► **FOUR-YEAR ACADEMIC PLAN**

Drafts long-term course list as of _____; Advisor _____

Student Name _____

• GEC = 13 Courses + 2 Wellness

> Explore major = _____ = _____ courses

+ Possible double major or minor = _____ = _____ courses

| | FALL | SPRING | SUMMER |
|------------|------|--------|--------|
| First Year | | | |
| Sophomore | | | |
| Junior | | | |
| Senior | | | |
| Fifth Year | | | |

ACADEMIC AND FINANCIAL RULES OF THE ROAD



► **REGISTRATION**

ACCESS.SMU

ACCESS.SMU, SMU's student information database, is an electronic tool that provides you with information and resources to navigate your way through your educational experience. Two things are important to unlock ACCESS.SMU: your SMU ID number and your confidential password. In your admission packet, you were sent a letter that contained your SMU ID number, and you were sent a separate letter with your password.

E-MAIL ACCOUNT

As part of your admission to SMU, you are given an SMU e-mail account for your use. All official SMU communication is directed through the SMU e-mail account. It is very important that you check this account regularly for important information regarding registration, University events and emergency notification.

- To access your email, go to www.webmail.smu.edu. Login using your SMU ID number and the same password used for logging in to ACCESS.SMU.
- Once you have your account login information, please enroll in the online password reset tool located at www.smu.edu/password. For security reasons, the Help Desk will not reset passwords over the phone or via email. This online tool allows you to reset or change your account password at any time.
- Although your SMU email account can not be forwarded, you can easily configure your smartphones or email clients (Outlook, Entourage, etc.) to receive your mail.

PERSONAL INFORMATION IN ACCESS.SMU

Your Personal Information in ACCESS.SMU contains your biographical and demographic summary. This information is held on a secure server and protected by federal regulations (see FERPA). Having accurate and current information is vital to SMU's connection with you.

Much of the information in your Personal Information was collected from your Admission materials; however, you should review and update this information each term. If you don't review your Personal Information each term, a registration Hold (see Holds) will be placed on your student account until this review has taken place.

You can change or correct all of your addresses, phone numbers, emergency contact information, and biographical information through ACCESS.SMU by clicking on your Personal Information. *(Please note: The University requests that students provide cellular telephone numbers as they are one means of communication during an emergency situation. Cell numbers may also be used by University officials conducting routine business. If you don't have a cell number or don't wish to report the number, you may declare this information in lieu of providing one. Students may be prevented from enrolling if their cell numbers are not on file or if they have not declared "no cellular telephone" or "do not wish to report cellular number.")*

FERPA

The Federal Education Rights and Privacy Act (FERPA) delineates who has access to your educational records. You have a right to view your educational records and to determine who may access them. To read the Act, go to www.smu.edu/registrar/ferpa/. If you have questions about which records are protected or you need assistance with the FERPA guidelines, please come to the Service Counter in the Laura Lee Blanton Building.

If you wish to release or restrict access to your records, you must make the request through ACCESS.SMU Self Service or in writing. All SMU students are considered adults and must authorize release of all records to anyone, including parents. Students have the ability through ACCESS.SMU Student Self Service to grant parents or other relatives "view" access to their records. Students may fill out a form if they want their information released to a third party. (This includes parents.) Forms are also available at www.smu.edu/registrar/forms_library.asp.

REGISTERING FOR CLASSES

You are assigned an Academic Advisor with whom you will meet before enrolling for classes each term. You will register for your classes for the first time as part of AARO. In subsequent semesters, after meeting with your advisor and agreeing on your courses, you will enroll online through ACCESS.SMU.

For more information, see www.smu.edu/newat-smu/academics/advising.asp.

ADVANCED PLACEMENT

SMU accepts Advanced Placement credits to determine the level at which students should begin classes in a particular area of study. For example, you might be placed in the second semester of a foreign language for which you have received AP credit.

- SMU grants credit and placement for scores of 4 or 5 on most AP tests.
- An official copy of AP test results must be sent directly to SMU from the College Board.
- When you meet with your Academic Advisor, check to make sure that SMU has received all of your AP scores.
- For additional information, see www.smu.edu/admissions/.
- SMU offers credit and placement for departmental exams.

For additional information, see www.smu.edu/dedman/advise/fyinformation.asp.

CLASS IDENTIFICATION SYSTEM

Each class is identified by a Subject Prefix, a Catalog Number, a Section Number, and a Course Title. For example, PLSC 3332 001 The American Presidency:

- **Subject Prefix:** This is the academic discipline teaching the course. For example, PLSC stands for Political Science.
- **Catalog Number:** This is a four digit number. First digit: Indicates the general level of difficulty or class level.

| | |
|-----|-----------------|
| 1 | First Year |
| 2 | Sophomore |
| 3 | Junior |
| 4 | Senior |
| 5 | Advanced Senior |
| 6-9 | Graduate |

Second digit: Indicates total credit-hour value of the course. Third and fourth digits: Assigned to make the course unique for identification within the department.

- **Section Number:** First and Second Digits: Indicates the type of section or the location where a student takes the class.

What you are most likely to see are sections beginning with 0, 7, 8, 9, L and N

| | |
|---|--|
| 0 | Lecture Section |
| 7 | Lecture Section of course that meets at 5:00 p.m. or later |
| 8 | Lecture Section of course that requires enrollment in a separate N (noncredit) or L (credit) lab section |
| 9 | Lecture Section of course that requires enrollment in a separate N (noncredit) or D (credit) discussion section. |
| D | Discussion section |
| L | Laboratory or Activity Section |
| N | Non-credit section |

Third Digit: Indicates the specific section for which you are enrolling.

Fourth Digit: If this is used, it will tell you more about the section (e.g., Honors, Alternate Meeting Time, Summer Session, etc.)

Consult the schedule of classes if you encounter other designations.

- **Course Title:** The specific title of the course. For example, The American Presidency.

DEGREE PROGRESS REPORT (DPR)

Your Degree Progress Report details the progress you are making toward fulfilling all of your SMU degree requirements. It is an invaluable tool for both short- and long-term planning. You and your academic advisor will use your DPR when planning what courses you will take each term, whether you will choose to attend Summer Sessions, how you will fit in plans for studying abroad and internships, and whether you will be able to add a minor or even a second major.

- Your advisor will expect you to bring a copy of your DPR to your advising sessions.
- You can request an electronic version of your DPR through ACCESS.SMU at www.smu.edu/sas/aa/student_eDPR.asp.
- You can find a guide to understanding your DPR at www.smu.edu/sas/aa/Understanding_Undergraduate_DPR.pdf.

HOLDS - REGISTRATION ROADBLOCKS

From time to time, a hold may be placed on your registration. You will not be able to register until the hold has been removed.

- There are different types of registration holds—Enrollment, Student Financials, Academic Advising, Personal Information, Dean of Student Life, and Health Center holds.
- To find the explanation for any holds on your account, go to ACCESS.SMU under HOLDS.

ADDING OR DROPPING A CLASS

After enrolling, you may find it necessary to add a course to your schedule or to drop a course from your schedule.

- After the initial required advising session, you are encouraged to seek assistance from your advisor when considering whether to add or drop a course.
- It is your responsibility to add/drop courses within the University's deadlines through ACCESS.SMU.
- The last day to drop a course during the Fall 2008 semester is Wednesday, November 5.
- The last day to drop a course during the Spring 2009 semester is Wednesday, April 8.

For more information, see www.smu.edu/dedman/advise/advstructure.asp.

ENROLLMENT VERIFICATIONS

If you need verification that you are enrolled at SMU:

- Request by e-mailing your name and SMU ID number to registrar@smu.edu.
- Include information in your request about to whom the verification should be sent.
- Requests may also be made in person at the Registrar's Office.

TRANSFER WORK AFTER YOU ENROLL

- A maximum of 15 credit hours of post-matriculation work may be approved.
- You must work with your advisor to receive prior approval for post-matriculation transfer courses.

For more information, see www.smu.edu/registrar/Enrollment_Info/rules.asp.

WITHDRAWING FROM THE UNIVERSITY

If it ever becomes necessary to withdraw from SMU, you must contact your academic advisor/academic dean to complete a withdrawal form. For more information, see www.smu.edu/registrar.

Get away from the internet when you are trying to study -Facebook won't get you A's."

Click the appropriate term and then click "Withdrawal Procedures."

Always do the homework—even if it is optional. It will keep you on top of things so that you don't have to pull an all-nighter the night before a test!

Kaitlyn Hall - Woodstock, Georgia

► GRADES

ACADEMIC WARNING NOTICE/ MID-TERM GRADING

During your first two semesters of enrollment (or one semester if enrolling in the Spring of 2009), new first-year and transfer students may receive a mid-term grade report indicating grades in progress.

- Faculty are not required to submit mid-term grade information.
- Only courses with reported grades of C-, D, or F are included on the mid-term report.
- Mid-term notices are mailed to your local address, and electronic versions are shared with your advisor and the A-LEC.

For more information, see www.smu.edu/registrar/Enrollment_Info/rules.asp.

END-OF-TERM GRADES

End-of-term grades are provided to you through ACCESS.SMU.

- Grades are due from your instructor 48 hours after the scheduled final exam.
- Instructors are responsible for entering their course grades.
- The Registrar's Office posts the grades according to the posting schedule available at www.smu.edu/registrar/Final_Exam_Schedule/grade_postings.asp.
- Grade Reports are not mailed.

GRADE CALCULATION

Grades are on a 4.0 scale:

| | | | |
|-----------|-----------------------|-------|------------|
| A, A- | Excellent Scholarship | 4.00, | 3.70 |
| B+, B, B- | Good Scholarship | 3.30, | 3.00, 2.70 |
| C+, C, C- | Fair Scholarship | 2.30, | 2.00, 1.70 |
| D+, D, D- | Poor Scholarship | 1.30, | 1.00, 0.70 |
| F | Failure | 0.00 | |
| I | Incomplete | | |
| NC | No Credit | | |
| P | Pass | | |
| W | Withdraw | | |

GRADE POINT AVERAGE (GPA)

The average is computed by multiplying the term hours of each course attempted by the grade points earned in the particular course and then dividing the total number of grade points by the total number of hours attempted.

INCOMPLETES

You may receive a grade of Incomplete (I) in a course if you have completed the majority of the course requirements with passing grades but for some justifiable reason, acceptable to the instructor, you have been unable to complete all of the course requirements. Before an "I" is given, the instructor should complete with you an Incomplete Agreement stipulating the requirements and completion dates to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear an Incomplete grade for an undergraduate course is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the "I" will be changed to the grade specified by the instructor or to an "F." The grade of "I" does not authorize a student to attend the course during a later term.

*You can truly find a special place at SMU.
Use your professors as a great resource to grow
your skills, talents, and abilities.*

Andrew Hendrix - Flower Mound, Texas

REPEAT COURSES (FIRST YEAR REPEATED COURSES)

If you enter SMU directly from high school and earn grades of D+ or lower in courses you take during your first two regular terms at SMU, you may repeat up to three of these courses for a complete grade substitution.

- The grade for the repeat enrollment, even if lower, will be the grade used in calculating your cumulative GPA.
- Both courses will appear on your academic transcripts.
- You may repeat a course only once under this policy.
- If you repeat a course under this option, you must do so within the next two regular (fall and spring) academic terms following your initial enrollment in the course.
- To repeat a course under this policy, you must initiate a request through your academic advisor and declare this request in the office of the Dean of Dedman College.
- You must make this request by the 12th day of classes.

For more information, see www.smu.edu/registrar/Enrollment_Info/rules.asp.

OFFICIAL TRANSCRIPTS

- To request an official transcript, go to www.smu.edu/registrar/transcripts.asp.
- Transcripts are not released if you have an outstanding financial obligation to the University.

HONOR ROLL

The University Honor Roll is published for the Fall Term in early February, and for the Spring Term in June. There are three categories:

- Honor Roll with High Distinction - Top 5% of your school of record
- Honor Roll with Distinction - Top 10% of your school of record
- Honor Roll - Top 15% of your school of record

Requirements:

- Appointment to the Honor Roll is determined by percentile rank based on your cumulative SMU GPA.
- You must complete at least 12 hours of courses with grades of A thru D-.
- No Incomplete grades can be on your transcript during the final selection process.

See www.smu.edu/registrar/honor%20roll/honor_roll_home_page.asp.

DEGREE HONORS

There are three classes of graduation honors:

- Summa cum laude Top 5% of graduates
- Magna cum laude Top 10% of graduates
- Cum laude Top 15% of graduates

Graduation honors are determined by minimum GPA's which are announced at the beginning of each academic year for each of the four undergraduate schools. In general, the minimum GPA's will represent the top 5%, 10%, and 15% of graduates in the school. The minimum GPA's for each school are determined by pooling all graduates in the school from the previous three academic years and determining the GPA's that represent the top 5%, 10% and 15%. The GPA used is the lower of either your SMU cumulative GPA or your all-college GPA (which includes transfer work).

OTHER HONORS

- Cox School of Business awards Cox Honors distinction to students who have successfully completed requirements for the Cox BBA Honors Program.
- Departmental Distinction may be awarded in Dedman College and Meadows School of the Arts. These honors require completion of requirements prescribed by the department or school. For more information, see www.smu.edu/registrar/Latin_Honor.asp.

► **ACADEMIC PROGRESS**

All undergraduate students in the University are required to make regular and satisfactory progress toward their degrees. Graduation in four years, which is the University norm, requires the accrual of at least 30 academic term hours per year and the maintenance of a cumulative GPA of at least 2.00. The University's academic probation and suspension policies define the minimum standards by which your academic progress is measured.

Failure to meet established minimum acceptable standards of academic or disciplinary performance could result in probation, suspension, or dismissal. Information regarding disciplinary action may be found in the University Life section of the undergraduate catalog.

The status of academic probation is a stern warning to the student that satisfactory progress toward graduation is not being made. A student on probation is considered in "good standing" for certification purposes and is eligible to enroll. No entry is made on the permanent academic record.

Suspension and dismissal are involuntary separations of the student from the SMU school of record. Suspension is for a set period of time. Dismissal is permanent. A student is not in good standing in the suspending or dismissing school and is not eligible to enroll as a student in that school during the suspension or dismissal period. "Academic Suspension (or Dismissal)" is recorded on the permanent academic record.

ACADEMIC PROBATION

Students who earn a term GPA below 2.000, or whose cumulative SMU GPA falls below 2.000, in any regular (fall, spring) term, may be placed on Academic Probation. Upon completion of the probation period, students are reinstated to good academic standing when they achieve both a term and a cumulative grade-point average of 2.000 or higher. Students who fail to clear Academic Probation may be placed on Academic Suspension. Specific probation and suspension policies are determined by a student's official school of record and by the number of credit hours earned. Your academic advisor will explain which policies apply to you.

ACADEMIC SUSPENSION

Students whose term or cumulative GPA remains below 2.000 following Academic Probation may be suspended. Academic Suspension is for a minimum of one regular term (fall, spring), excluding summer. Credits earned at another college during a term of suspension will not be applied toward an SMU degree. Students who have been suspended from another school on campus are also subject to suspension from Dedman College.

For example, a student placed on Academic Suspension following the fall semester may be out the spring term with the option of applying for readmission as early as summer. A student placed on Academic Suspension following the spring semester may be out the fall term with the option of applying for readmission as early as spring. Academic Suspension would appear on both a student's transcript and DPR.

READMISSION ON PROBATION FOLLOWING SUSPENSION

Students who have been suspended once may apply for readmission to the University, but readmission is not guaranteed. In certain cases, prescribed conditions, including the completion of coursework elsewhere, must be met before a student will be approved for readmission. Students who have been readmitted to the University following suspension remain on probation and are normally allowed two regular terms within which to make up their academic deficiencies and return to good academic standing. However, special conditions for the first term may be set in individual cases.

ACADEMIC DISMISSAL

A second suspension is final, resulting in Academic Dismissal from the University with no possibility of readmission.

► **FINANCIAL PROTOCOL**

MY SF (STUDENT FINANCIAL) ESPACE

"My SF eSpace" is the one-stop-shop for you to manage your account. You can view your most recent bill, make payments, schedule payments, invite other payers, view refund information, and set up a direct deposit account.

- To view "My SF eSpace," log on to ACCESS.SMU.
- Click on "Student Self Service/Finance/Finance Home."
- Under "Account" click on "My SF eSpace."

OTHER PAYER

Invoices and statements from your student account are automatically sent to your SMU e-mail account. If your parents or other individuals will be responsible for your financial obligations and they would like to receive invoices and statements of your student account, they must be set up as an "Other Payer" by you. For instructions, log onto www.smu.edu/bursar/webpay.asp. Click the "Invite Other Payer Instructions" link and follow the instructions.

PAYMENT OPTIONS

SMU offers a variety of payment options and plans to assist you while you are in college.

- Payment options include cash, check, e-check, money order, cashier's check, credit card (MasterCard, Discover, and American Express), direct wiring of funds, and financial assistance.
- In addition to these payment options, SMU also provides several payment plans to aid in college expenses; these plans are administered by the Division of Enrollment Services.
- To view a list of institutional, state, and federal sources of financial assistance, log on to www.smu.edu/bursar. Click on "Financial Information" then select "Financial Bulletin (pdf)." The payment options begin on page 19 of the brochure.

Stay organized. If you have free time, get your work done ahead of time, so then you will be much less stressed when the due date arrives. Utilize all your resources. Use the A-LEC and your teachers' office hours. These are all ingredients to success!

Kara Jones - Newport Beach, California

SMU SCHOLARSHIP RENEWAL REQUIREMENTS

If you are the recipient of an SMU Scholarship, you should be aware of the requirements to continue to receive these awards. For most merit-based scholarships you must:

- Maintain a cumulative SMU GPA of 3.000 or greater; and
- Enroll each semester as a full-time undergraduate student.

As long as you meet the above requirements, you will continue to receive your scholarships for:

- Four years (or eight semesters) if you entered as a first-year student; or
- Five semesters if you entered as a transfer student.
- Students may attend summer school at SMU to increase their GPAs to maintain their scholarships.

Please note that our scholarships and other institutional aid are based on a four-year graduation plan (for entering first-year students). To graduate in four years, you must average at least 15 hours per semester.

GENERAL SATISFACTORY ACADEMIC PROGRESS (SAP) REQUIREMENTS

In order for you to continue to receive financial aid, you must maintain satisfactory academic progress (SAP) towards your degree. Your SAP will be evaluated at the end of the spring semester of your second academic year and at the end of each spring term thereafter. To meet the expectations of this SAP requirement, you should have a minimum cumulative GPA of 2.00 or better and have earned at least 12 hours per semester.

APPLYING FOR NEED-BASED FINANCIAL AID

SMU accepts two aid applications - the FAFSA (Free Application for Federal Student Aid) and College Scholarship Service /PROFILE® - from students and families that want to be considered for need-based aid. The FAFSA is administered by the federal government and is required for students who apply for federal and/or state need-based assistance. If you want to be considered for need-based aid from SMU, you must complete the PROFILE® application in addition to the FAFSA. We recommend that you:

- Complete both forms on-line at any time. For continuing undergraduate students who want to be considered for need-based aid for the next academic year, you must complete your aid application(s) on or before May 1st.
- Submit any additional documents that are requested by SMU's Office of Financial Aid so your file will be complete.
- Check your SMU e-mail account for notification of your awards.

VIEWING AND ACCEPTING YOUR FINANCIAL AID AWARDS

As a continuing undergraduate student, you will be notified by e-mail to your SMU e-mail account of the financial assistance that has been awarded to you. To accept (or decline) your awards, logon to ACCESS.SMU and follow these links:

- Under Student Self Service, click on "Finances" then "Finances Home"
- Under Financial Aid, click on "Accept/Decline Financial Aid"

On this page please note:

- Scholarships and grants are automatically accepted for you.
- If you are offered loans, you must accept your loan by checking the "Accept" checkbox.
- You must click the "Submit" button at the bottom of the page. Scroll down if you do not see this button on your screen.
- After you accept your loans and click the "Submit" button, an additional e-mail message will be sent to your SMU e-mail account that explains how to complete the loan process.
- Follow all of these directions carefully.

If you need more detailed instructions, please see www.smu.edu/Financial_aid/ps_Service.asp.

APPEALING FOR ADDITIONAL FINANCIAL ASSISTANCE

If there are unusual circumstances that prevent a family from meeting the Expected Family Contribution calculated by the FAFSA and CSS/PROFILE®, students and/or their families may appeal for re-evaluation of their financial aid package. Some examples of unusual circumstances are death in family, loss of job, and extreme medical bills not covered by insurance. To file an appeal you should send a letter to your financial aid adviser explaining your circumstances. Your financial aid adviser will assist you in completing the appeals process.

ADDITIONAL SCHOLARSHIP RESOURCES

If you are the recipient of one or more scholarships from organizations and institutions outside of SMU, you need to notify the Office of Financial Aid of your awards. This will allow us to apply your scholarship to help pay for your educational costs. Please send a copy of your award letter, certificate or other notification to SMU - Division of Enrollment Services, P.O. Box 750181, Dallas, Texas 75275, and Attention: Scholarship Office. If you are interested in applying for other outside scholarships, we encourage you to visit www.fastweb.com. Through this website you can conduct a personalized search of the largest database of college scholarships. Additionally, you should check with civic and community organizations in your hometown for other available scholarship opportunities.

► DIVISION OF ENROLLMENT SERVICES: 2008/2009 DATES AND DEADLINES

| | |
|--------------------|---|
| 2008 | |
| April 1 | First-Year Students (who met priority filing deadline) will begin receiving their Financial Award Letters |
| May 1 | Deposit due to secure spot in Class of 2012 |
| May | <ul style="list-style-type: none">• Begin checking SMU e-mail & "My To-Do List" weekly• Complete loan processing for Stafford, PLUS (parent), and alternative loans• Enroll in payment plan with Tuition Pay at www.TuitionPay.com or 800.635.0120• Investigate other payment plans by contacting Student Financial Services 214.768.3419 |
| June | Begin finalizing payment arrangements |
| July | <ul style="list-style-type: none">• Set-up parent as "Other Payer" on My SF eSpace during AARO• After student registers, bill notification will be sent to student's SMU e-mail address• Complete any incomplete items on Financial Aid Checklist• Complete and submit Student Educational Records Release Form in AARO packet or www.smu.edu/registrar.asp• Verify all information in Personal Information, including all addresses and emergency contact information• Set Up Direct Deposit for Refund Checks at www.smu.edu/bursar.asp eRefunds• Finalize payment arrangements• Begin looking for on-campus employment |
| August 5 | Fall 2008 payment due date |
| October | Check ACCESS.SMU for holds |
| November | Pre-register for Spring 2009 (ends November 21) |
| December 18 | Spring 2009 payment due date |
| 2009 | |
| January | Begin filing FAFSA & CSS/PROFILE® for 2009-2010 |
| March | Check ACCESS.SMU for holds |
| April | Pre-register for Summer 2009 & Fall 2009 (ends on April 17) |
| May 1 | Priority deadline to complete both FAFSA & CSS/PROFILE® |
| June | <ul style="list-style-type: none">• Complete any incomplete items on Financial Aid Checklist• Students begin receiving electronic award notification of 2009-2010 financial aid package |

ACADEMIC SUCCESS: A ROADMAP



► ACADEMIC HONESTY

All academic work you do here is governed by the SMU Honor Code. This code outlines the dimensions of academic integrity that are central to a community of students and scholars. It defines and prohibits, among other things, cheating, plagiarism, and fabrication. These are sins against the purpose of education: the development of your talents in an atmosphere of open and honest inquiry. The maintenance of the Honor Code is a collaborative effort of students and faculty, but the Honor Council — the body that investigates and punishes violations of the Code — is a student organization, populated and run by your peers. The Preamble of the SMU Honor Code puts its purpose this way:

"Intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance, and maintaining them is the responsibility of all members of an educational institution. The inculcation of personal standards of honesty and integrity is a goal of education in all the disciplines of the University...."

"Students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the honest process of learning. Students who are aware that others in a course are cheating or otherwise acting dishonestly have the responsibility to inform the professor and/or bring an accusation to the Honor Council."*

Penalties for violation of the Honor Code vary according to the nature and severity of the charge, but include placement of an "HV" ("Honors Violation") on the offending student's official SMU transcript, deferred suspension from the University, suspension from the University, and expulsion from the University. These penalties are severe, but the actions that prompt them are the most egregious that can occur in a university.

Sometimes the boundaries of academic honesty are unclear given the varying natures of classes and assignments. If you ever have a question about how principles of academic honesty apply to your work, talk with your professors. This is not solely a student or faculty concern: it is a university concern.

Your SMU degree is the school's testimony that you have earned it by adhering to the highest standards of academic integrity. Central to the value of that degree is the recognition that the work done to earn it is unquestionably the personal work of its graduates. We all have a stake in maintenance of the highest standards of academic honesty, integrity, and excellence, and you are central to the preservation of the good name of the SMU degree... for you and all others who have studied and will study here.

*You can find the full text of the Honor Code at www.smu.edu/studentlife/PCL_05_HC.asp



To make sure that you understand the basic contours of academic integrity, SMU requires you to take an on-line "Academic Honesty Tutorial." You can log on to Blackboard and take this tutorial any time, ideally before you begin your first semester. (Students who don't take and pass the Honesty Tutorial during their first semester will have a registration hold placed on their ACCESS.SMU account.)

► FOUR LESSONS

During the 2006-2007 academic year, our community mourned the deaths of three undergraduate students. The deaths were caused by drug and alcohol abuse. As part of SMU's response to these tragedies, President Turner appointed a Task Force for the Prevention of Alcohol and Drug Abuse. I served as one of the faculty members on this Task Force which met from July through December of 2007. The Task Force also formed subcommittees to interview a broad range of constituencies, conduct focus groups, gather data, and study policies adopted by other universities. In addition, many task force members read extensively on the character of campus cultures in the United States. A reading list, recommended to students and especially to parents, includes *Binge* (Barrett Seaman), *My Freshman Year* (Rebekah Nathan) and two novels, *I Am Charlotte Simmons* (Tom Wolfe) and *The Worthy* (Will Clarke). Reading these in the context of our deliberations within the Task Force leads to **Lesson #1**: SMU is not alone in facing problems of alcohol and drug abuse. It is a national problem.

Lesson #2 is "a tale of two cultures" at SMU. The first is academic. This includes formal classes, office hours with professors, learning enhancement, academic and career advising, guest speakers, panel discussions, and a variety of informal research and teaching presentations. Collectively, these activities represent a historical and ongoing "conversation." It is the fundamental work of our university. During AARO, Mustang Choral, and Convocation, you will be earnestly and repeatedly invited to join and to contribute to this "conversation." The second culture at SMU is social and, like its counterpart, encompasses a variety of activities ranging from sponsored events to just "hanging out with friends." Unfortunately, as at other universities, the social culture has morphed and, among many, become synonymous with a "party culture." This culture is exclusive and expensive. It tolerates and, at times, actively encourages excess. This culture also has its own vocabulary, as members of the Task Force learned. For some, there are not just parties, but "pre-parties" and "after parties."

Lesson #3 is that there exists an imbalance between these cultures. Many see antagonism between the cultures. One colleague argues that, for some students, the academic culture is treated as little more than a series of "speed bumps" on the road to a good time and a happy life after SMU. There is evidence that, for some, the social has risen above the academic. Too frequently, for example, the "conversation" stops abruptly at the end of class; it seldom continues outside the confines of the classroom. For these, the "conversation" is limited to daylight hours, Monday through Thursday. The social culture "rules" on weekends and the weekend begins on Thursday. The venue of social activity is, all too often, off campus. Except for a few occasions during the academic year, weekends are not sufficiently vibrant on campus.

Lesson #4 is that a "cultural change" is required to bring academic and social life into balance. Members of the Task Force and the wider campus community agree that these two cultures – learning and social interaction – are not mutually exclusive. "Conflict" between the cultures is not inevitable. Responsible social behavior, including the consumption of alcohol, is entirely possible. It is important to recognize, however, that "cultural change" cannot be mandated by faculty or administrators or student leaders. Because our campus is small, both geographically and numerically, this change requires a "buy in" by incoming students with the perspective to see beyond the status quo. At the first home football game this fall, take a stroll to the southern part of the Boulevard, away from the big tents. There you will encounter faculty, students, alumni, advisors, and staff enjoying themselves, behaving responsibly, and most importantly, demonstrating that the "conversation" extends beyond a single class, a particular course, a fixed day, and an appointed time.

In sum, we ask you to reflect upon these issues as you begin your academic career at SMU. We ask you not just to join our conversation but to enrich and broaden it.

- Dennis Simon, *Altshuler Distinguished Teaching Professor*, Department of Political Science

► ACTIVE LEARNING

An intelligent life is an active search for meaning. That sounds both spongy and idealistic. Let's put it a different way: for you to own your life, you have to take control of it. For example, you no longer let others decide what clothes you'll wear; you decide that yourself, because it is in part how you define and present yourself. You want to control, as best you can, the way you face the world and the way it sees you. You want to control what you "mean" and not let others define you. College is a wonderful place to continue to perfect *the you* that you present to others; a perfect place to practice, with the assistance of your peers and professors, being an active learner.

What is an *active learner*? She participates in and contributes to her education. This means going to class, doing readings on time, and preparing assignments, papers, and exams well before they are due. But, it means *much more*. He visits museums and takes in plays and concerts. She goes to out-of-class lectures and discussions. He looks at education not as a "classroom" activity, but as a "living" activity. She sees learning as a thing that *she* does and not as something that others do to or for her. In short, becoming an active learner involves thinking and acting like a college student.

How can you perfect your capacity to be an active learner? Don't treat college as a "day job" confined to absorbing information in static settings. Seek out your professors. Seek out your peers. Seek out information about things of which you have little or no present knowledge. Question *everything* and demand that those around you help you develop answers. Ask "why is this?" and "could it be other?" when you come across new information and when you ponder those things that you already "know." Think about how things you know in one area (say, art) relate to things in other areas that seem completely different (say, economics). When you do, you will discover more about the seemingly different interests that you have and, in so doing, you will discover more about you: who you are, what you want to become, and how you can get there. With these discoveries, you will knowingly invent something you don't have at present: your future.

Active learning is a choice and an attitude. It eschews the easy path: simple memorization and regurgitation. It rejects the notion that a grade is the end point of a class. It avoids looking at classes as simply tasks to be checked off a list. It commits you to yourself; it enables you to choose how you define and present yourself to the world. Choosing to be an active learner means choosing to make what you learn *your own*. Your parents no longer dress you; your professors are not in charge of educating you. Those choices are yours. You are in charge of defining what your time at SMU will mean. In doing that in an active and aware fashion, you are preparing yourself for a life of meaning beyond college. You will never stop actively learning, but you will never again be presented with as many opportunities to perfect the attitude and skills that will guide and nourish the rest of your life.

Go to the A-LEC. Meet with the advisors there - they'll help you in any way possible. Fill out a "Semester at a Glance" and a time chart. Work out and eat! Remember to sleep, but not through class. Take care of yourself and know that everyone at SMU is here to help. Remember, work hard and you can feel good about having fun. You get out of SMU what you put into it!

Alaa Al-Barghuthi - Lewisville, Texas

► TIME MANAGEMENT

You were probably very busy in high school, spending time on sports, music, drama, clubs, and part-time or volunteer work. You may have been great at high school time management, but new skills are needed to cope with some major differences between high school and college:

- In high school you spent 7 or 8 hours a day in class; in college you'll have about **3 hours of class each day**. Sounds good, doesn't it? But that extra free time means you must make many more decisions, every day, about how to spend those other 21 hours.
- And there is much more to do during those 21 hours a day! College offers freedom and independence, along with many more **distractions and temptations** that can keep you from studying. Balancing classes, study, friends, family, social events, and campus involvement is challenging. The challenges are even greater if your life is busier than average due to a double major, a major in the performing arts, the Honors program, leadership positions in student organizations, athletics, or a part-time job.
- The average high school senior studies 10 minutes a day; most college professors expect you to study two hours for every hour of class. For a typical student, that means **studying 30 hours a week**; if you are in pre-med or pre-engineering, you may need even more time. It's said that in high school, 25% of learning happens outside the classroom and 75% in class. College is the reverse: 75% of your learning happens outside of class, and you are in charge of making it happen. Again, you have decisions to make.
- You must **plan and monitor your own studying**; unlike your high school teachers, professors don't do it for you. Your syllabus may indicate that the midterm exam, six weeks away, will cover twelve chapters in one text and twenty documents in another book. But your professor won't mention anything about what to do and when to do it, assuming that you will keep up on your own. You must decide what to read each week, how to connect the lecture information to the reading, and how much and when to review. An all-nighter the day before the test won't work!

Your ability to manage time is likely to have an enormous impact on your college GPA; 90% of academic failures in college are directly related to poor time management. Your ability to manage time is a better predictor of college grades than your high school GPA, SAT/ACT results, or IQ score. Even a brilliant student can flunk out due to poor time management. Are you a procrastinator? That habit is an added danger. If you tend to put work off, you may find it impossible to catch up enough to even pass a course, let alone to earn an A or B.

But time management is a skill, and we're ready to teach you, especially if you're one of those busier-than-average students! When you come to campus for AARO, visit the A-LEC to pick up your first time management tool, the "**Semester at a Glance**" calendar; on it, record all your test dates, paper due dates, and social events. Anticipate and plan for course demands by summarizing all your syllabi on a **Course Chart**. To plan your best use of time, build a **24/7 weekly schedule** by attending a time management workshop at the A-LEC or your residence hall or by making an appointment to work with an A-LEC learning specialist or your Academic Residential Assistant (ARA). On busy days, use **prioritized to-do lists** to avoid procrastination, to reduce stress, and, ultimately, to achieve your academic and personal goals.

Stay true to yourself. Surround yourself with friends who support you and are also dedicated to their academic success so it will be easier to stay focused on school. Learn to say no to going out if you have a test coming up or a paper due. By surrounding yourself with supportive friends you will never feel pressured to do something you do not want to do, whether it be going to a party before a test day or skipping class.

Alex Meaker - Flower Mound, Texas

► COMMUNICATING WITH PROFESSORS

So you're feeling awkward and anxious about talking with a professor, that humorless person wielding the grade book and the red pen? —Or perhaps you have no worries at all; aren't you the customer, who is always right?

Neither of these attitudes is likely to help you succeed. The first will prevent you from asking for help when you need it, and hinder you from developing the kind of mutually satisfying relations between a professional and an apprentice—which, as a student, you are. The second is not only arrogant but based on a serious misconception of what a college professor is. Both attitudes err in imagining the professor as adversary.

Think of your professor as a potential mentor. A college professor is an expert in his or her field. Teaching you is only part of the job, which also includes research or creative work, administrative and committee work, and possibly other kinds of service to communities on campus and off. Most college professors find great satisfaction in sharing their intellectual or creative interests and skills with interested learners—which is one reason they teach. Many students express surprise when they discover that most—probably all—of their professors are approachable and want their students to produce the best work they can.

Here are some things you should know about communicating with your professor.

1. OFFICE HOURS Professors hold these to give students time to talk to them outside of class. If you can't come during stated office hours, ask for an appointment at a time mutually convenient. (Just make sure to show up!) Go see your professor if you don't understand the material fully. Don't wait until the day of the exam or the day before a long paper is due. Go afterwards to get fuller explanation of comments on your work. Go to explain a situation that might interfere with your performance. (In such situations, you can also ask your advisor to contact your professors.)

Office-hour conferences can occasion some of your best intellectual breakthroughs and provide a memorable meeting of minds—they almost certainly did for your professors. For that reason, go if you do understand the material and want to learn more about some aspect of it that interests you.

Do not expect your professor to give a repeat performance during office hours of a class you have missed.

2. TITLES AND STYLES OF ADDRESS You cannot go wrong by addressing your professor as "Professor So-and-so." Alternatively, "Dr.," "Mr.," or "Ms. So-and-so," as appropriate, will work. Just plain "Professor," which some students use, sounds hokey; using a last name without a title is rude. Avoid "Mrs." to address a female faculty member unless she uses it to name herself. Never use a first name unless invited to do so. There is no harm in asking, "How do you prefer to be addressed?"—and doing so beats mumbling or other subterfuge, or the awkwardness of saying nothing at all.

3. E-MAIL ETIQUETTE You are writing to someone who values basic literacy, so try to compose clear messages that conform reasonably well to the conventions of written English. One typo doesn't brand you as hopeless, but you shouldn't treat e-mail like text messaging. Use your spell checker if you are not a good speller.

Messages lacking a subject line or sent from servers other than SMU (especially with cute usernames in the "From" line) may not catch the eye of a busy professor, and may even be blocked by junk mail filters. Use your SMU e-mail, and always supply a subject (e.g., "HIST 2311" or "BIOL 1301 assignment").

Beyond that, don't expect a reply in fewer than 24 hours or possibly more, or over the weekend; and don't use e-mail as a substitute for sitting down in your professor's office to discuss things that can be more efficiently covered in real-time dialogue, like getting feedback on your work.

4. TELEPHONE COMMUNICATION You may call a professor in his or her office; if you end up talking to voice mail, you can leave a brief message and (if you like) a number where you can be reached if necessary. But do not expect your professor to call you back, and under most circumstances you should not ask unless the situation is urgent and you have no other options.

5. DISCUSSING GRADES Professors are quick to recognize when a student cares much more about the grade rather than the material or skill in question. Rather than challenging a professor's judgment about your work, ask what specific thing(s) you can improve. If you feel you have done those things on the work in question, point to specific examples and be prepared to discover that you are being held to a higher standard than the one to which you are accustomed.

Most professors indicate on the syllabus how assignments and exams will be weighted in the calculation of a course grade. If you want to know how you are doing, don't ask your professor "What's my grade so far?" Do the math. If you think a professor has made a mistake in calculating a final grade, a brief e-mail explaining why you think so, supported by evidence (e.g., "My grade on the first assignment was a B+, but on Blackboard it is listed as a B-"), is appropriate.

6. THINGS NEVER TO SAY:

- "I was absent last class. Did I miss anything?"
- "I have to get an A (or B, etc.) in your class."
- "But I've always gotten A's in (history, English, etc.)."
- "Can I borrow your lecture notes?"

7. NON-VERBAL COMMUNICATION You are visible to your professor from the front of the room, and your body language and demeanor can speak volumes. If you don't like a class, you should not telegraph indifference or worse by slouching, staring out the window, whispering to a friend, etc. If you disagree with a professor's point of view, insofar as you can discern it (you may only *think* you do), engaging him or her with real questions during or outside of class is far more useful than smirking, stewing, or tuning out. Finally, bear in mind that a professor's chosen subject is, to that person, one of the most important things in the world.

8. PARENTS It is never appropriate for a student's parents to initiate direct contact with an individual professor. In the case of a serious problem, parents should convey their concern to the student's academic advisor, who will communicate, as needed, with the student's professors.

Set your priorities straight. Study regularly so that your weekends are free and you can relax. Stay healthy and work-out regularly, keeping yourself fit. Study for tests in advance.

Bryan Juan - Big Spring, Texas

► READING LIKE A COLLEGE STUDENT

Chances are, since you DO know how to read and since you ARE now a college student, you probably wonder why these directions are necessary. You were a successful high school student, but you likely haven't had much instruction in the skills you'll need to read and think like a college student. Your high school reading assignments may well have required you to identify plot, or theme, or "facts" of the text. You might have been asked to write a summary. Perhaps you identified the author's use of imagery or symbolism. For the most part, however, you were not asked to read actively or to analyze the text at the level that will be expected of you in university classes. Here are some guidelines to get you started as a college reader.

I suggest taking classes that interest you. The fastest way to lose a grade is to not be interested in the material or not connect with the professor. College is great for trying things outside your planned field, so look into taking classes that sound interesting.

Samantha Cornelius - Carrollton, Texas

READ WITH AN OPEN MIND.

Expect that you may read points-of-view that are new to you or that may be in conflict with your own. College readers don't accept everything they read, **and** they don't dismiss arguments out of hand. Allow yourself to consider objectively the author's point. You must be thoughtful, not defensive. Don't disagree before you've read and understood. Be willing to consider alternate possibilities to what you *think* you know.

PREPARE TO READ.

Before you even read the first sentence, look over the text, discovering what you've gotten yourself into. What does the title suggest to you? If the text has a Table of Contents or Introduction, glance over it to get an idea of how the book is

organized and what issues you might want to have in mind as you dig into the text. If you have been provided a Study Guide, read it before you read the text. Now, skim the material to get a sense of the main points of the text and the intentions of the author. If you're reading a traditional textbook, look at the words that are in bold as well as the chapter headings. If you're reading an essay or a work of fiction, read the first sentence of every few paragraphs and skim for key words. Your goal is to have a sense of the text before you begin your more careful reading.

READ.

Read with a pencil in your hand (not a yellow highlighter, or any other color highlighter for that matter). Write in the margins to help you to remember key points. Make these notations in your own words; don't just highlight the author's words. If you don't put your thoughts into your own words, you never take ownership of the ideas.

Also, make notations in the margins to record your points of confusion, agreement, outrage, delight, argument, surprise. Again, writing your responses will require that you focus your reaction, not just "sort of" remember it. Do this as you read so you can later join a discussion and refer to the specific point in the text where you made the observations. Otherwise, you'll only be able to make general comments or recall general ideas, and these will not help you with the kind of specific detail that is required in a university discussion or written analysis. Make this *your* book, with a record of *your* thoughtful reading responses.

DISSECT THE ARGUMENT.

In high school, chances are you could say that you had read a text thoroughly if you could recite all of the details, that is, if you could repeat the facts. Keep in mind, however, that most of the authors you will read in college are not just telling stories; they are making cases with assertions, evidence, and conclusions. As a college reader, you'll need to recognize how an author uses details to support assertions. Reading for a university class requires that you think in terms not only of what the author is saying, but also why he/she is saying it (What's the point? What am I supposed to think of this?), and why he/she says it in this particular way (What is left out? Why are these details included? What strategies are at work here?).

As you examine the argument, you'll need to draw inferences based on the facts. This can be a little tricky; if the "story" reads straightforwardly, it may be difficult to identify assertion/evidence. Stop every few paragraphs, look up from the text, and say aloud not just what the writer is saying, but what he/she is doing. Explain to yourself as you discover the author's strategy.

READ TO ANTICIPATE USING THE TEXT.

As you read, recognize that you will be asked to do something with the text in class. Consider, then, what issues might come up in class, what others might say, how you might respond. Imagine also how you might use the text in your written work, which passages might be particularly important to what you want to say about the material.

READING THE LAST PARAGRAPH DOESN'T MEAN YOU'RE FINISHED.

Now the next phase begins. Start asking yourself some questions, and start formulating serious answers to them. Here are some possibilities: Now what? Am I going to think differently because of what I've read? (College professors love these why/why not questions!) If I had to write an introduction to this text, what would I write? Would I recommend the text to a friend? If I had to write a review of the book, what would I say? Answer your questions aloud. The activity of thinking, forming sentences, and then verbalizing them demands that you clarify the ideas instead of letting them remain vague and unfocused. Don't like talking to yourself? Talk to someone who will allow you to explain your personal reactions but will not try to co-opt or influence your opinions.

Once you've decided some of the things that you think about the book, put it aside for a while and then read it again. (Really!) Look for support for your ideas, or challenge yourself to find evidence that disputes what you think. Discover the points you missed the first time, or add the ideas you've developed since the first reading.

Keep reading. Keep thinking.

► NEW STUDENT COMMON READING

The New Student Common Reading, though "required reading," is actually an endeavor that the faculty and staff who plan it like to think of as an opportunity. It is your first chance to engage intellectually with the SMU community, and it is the beginning of what is often a semester-long or even year-long consideration of interesting, challenging questions and ideas. You will receive a copy of the book—sometimes a work of fiction, sometimes non-fiction—at your July AARO session. You then will be asked to read the book before the start of school; along with the book, you will receive materials to help guide the reading process. (Because you need to have read the book before school starts, students who don't attend AARO until August are expected to buy the book themselves ahead of time.) On Sunday, August 24th, the day that you and your new classmates report to campus for the fall semester, you will meet in small groups to discuss the book with faculty and staff members from departments all across campus. This book discussion event is now part of the "back to school" traditions at SMU, creating intellectual energy and reminding students that this new chapter in their lives is first and foremost one about broadening their minds and developing analytical skills. You will encounter the book as well in your first-year writing classes, and events that complement the experience of reading and studying the book are planned throughout the fall. The 2008 New Student Common Reading is Luis Alberto Urrea's ***The Devil's Highway***, a work of non-fiction that we hope you will find thought-provoking and worth getting excited about.

► WRITING LIKE A COLLEGE STUDENT

At Southern Methodist University, it is an absolute certainty that you will write. Your success as a student will, therefore, depend upon your success as a writer. With this in mind, let us consider several maxims that will help you to become a successful writer.

MAXIM #1: YOUR PERSONAL INVITATION. Regardless of its length, any writing assignment is a personal invitation from the professor to you. You are being invited to demonstrate what you know, how you think, how you communicate, and what you have absorbed in a particular class. Think of any writing assignment then as a personal opportunity to “show off.”

MAXIM #2: A COLLEGE PAPER IS NOT A REPORT. We all remember writing “reports” in high school. We are assigned a topic and then we gather information about the topic. We then “report” the facts in our paper. If we follow instructions, if our “facts” are good, and if the paper is coherent, we get a good grade. This is not what you will be asked to do at SMU. Instead, you will be asked to confront ambiguous ideas, contradictory arguments, and intellectual puzzles. The tried-and-true formula of writing a report will not work in this setting.

MAXIM #3: WRITING ASSIGNMENTS ARE NOT “PROMPTS.” The common understanding is that a “prompt” is a topical stimulus. For example, mention of the “U.S. Constitution” in a question is taken as an invitation to do a “core dump” – to tell the instructor everything you learned about this document. In college, writing assignments are more complex. To continue the example, the question – “Did the adoption of the Constitution expand or limit popular democracy in the United States?” – is not a prompt. Rather, it assumes you know the facts and asks you to struggle with alternative accounts and interpretations of how these facts came to be.

MAXIM #4: YOUR PROFESSOR IS A RESOURCE. Visiting with a professor during office hours is a “win-win” proposition. It gives the professor a chance to learn more about you, and it gives you the opportunity to test your ideas in an informal atmosphere. Prepare for your visit. Do not ask “what are you looking for in this paper?” Instead, describe your understanding of the assignment and explain your plan of attack. This will make your visit much more productive.

MAXIM #5: A GOOD PAPER IS LIKE A GOOD STORY. Both have a beginning, middle, and an end. A good introduction provides the professor with a preview or roadmap of your argument and discussion. It is similar to a movie trailer – it engages. The middle is, of course, the heart of the paper and demonstrates your thinking and research. The conclusion relates your discussion to broader questions and issues in your class. What distinguishes excellent writing from the good or mediocre is, quite often, the quality of the introduction and conclusion.

MAXIM #6: THE FIRST DRAFT IS JUST THAT. Too often, students finish a paper, print it, and turn it in. You should avoid this. Finish your first draft with enough time to let it rest for a while. Then, assume the role of a critic. Read and revise it for content; edit it for style, mentally attack and defend your arguments. You will be surprised and delighted how being “your toughest critic” improves the quality of your writing.

Set aside specific blocks of time to do your homework and study for tests. Find a quiet place away from your friends and other distractions, and you will use your time more efficiently and get your work done faster. You will understand the information at a deeper level, retain it longer, and get better grades.

Milena Fertitta - Colleyville, Texas

► GRADES

High school grading policies vary among schools and even within the same school among teachers. That is also true of colleges. However, the approach taken to grading in college differs from that in high school. You want to take this difference into account when you approach your studies, especially your assignments and exams.

Your grades on your college work will “count more” than did those in high school. The blunt arithmetic reason for this is simple: there are fewer grades in the average college class than you were used to in high school. This means that each grade you receive is weighted more heavily in determining your final grade. Fewer grades mean fewer opportunities to “catch up.” You may also be used to raising your grade by doing “extra credit” work during a course or at its end, but this option is not generally available in college courses. Grades are earned for the quality of the work you do, not based on how hard you try, how nice you are, or how active you are outside the classroom. Grades are not negotiable. Asking how to improve a course grade after the class is over is a dead end.

Someone has probably told you that “learning isn’t about grades.” It isn’t, but grades are the short-term end result of taking classes. While grades aren’t the be-all and end-all of education, they are important and you need to tend to them. They are reported on your transcript, provide your ranking in your class, and serve as a shorthand cipher by which potential employers and graduate/professional schools make initial cuts to their applicant pools. They are important not only at the end of your college years, but also while you are here. Many extracurricular activities have grade-point-average requirements, as do Greek houses, scholarships, and academic programs.

You likely received A’s and B’s in high school, but you will have to ramp up your effort and adjust your study strategies to do so at SMU. Realize that nearly everyone in your SMU classes earned high grades in high school. Know also that the “bottom feeders” that inflated your position in your class are pursuing other opportunities. The ponies you are running with now are, as a group, faster than those you’ve run with in the past. To stay up with them, you’ll have to work harder – study longer and more efficiently – to earn the grades you want to have.

There is no way around it: to get good grades, you are going to have to apply yourself and work hard. Use your time wisely. Go to class. When you have a break between classes, find a quiet place—*never back in your residence hall*—to go over and annotate your class notes, and work on readings and assignments. Use the office hours your professors provide, not just when an assignment is due or a test is nearing, but whenever you have a question about the course material. You will find your faculty to be enthusiastic about the material — it may be a course to you, but it is a significant part of their *lives* — and sincerely interested in helping you find the magic in it. Make friends in your classes, and make time to discuss class material with them. Locate and use the various academic resources that SMU makes available to you.

If you actively approach the educational opportunities that SMU provides you, your grades will take care of themselves. It is then you will know that learning really isn’t about grades, but your grades will reflect what you have learned.

► TRANSFER SHOCK ABSORBERS

Congratulations on your transfer to SMU! You've already proven that you can succeed in college, or you wouldn't have been admitted to SMU. No matter why you transferred or how happy you are to be here, you will face a period of adjustment. Other students have already formed friendships, relationships, and study groups. They are familiar with the campus, with its resources, with the sought-after professors, with the local hangouts. How do you catch up and feel as though you really belong? Here are some suggestions:

TAKE ADVANTAGE OF ORIENTATION ACTIVITIES FOR TRANSFERS. Yes, you already know about college, but this is a new place with new demands and options. It's much like moving to a new city, where we need to locate stores, the post office, doctors, a dentist, etc.; no matter how many places we've lived, we need to learn about the new town or neighborhood. Orientation is a prime opportunity to learn all you can about SMU. You'll get acquainted with advisors, professors, past and present transfer students, and available services — before the semester begins and you are too busy to search them out.

USE THE CATALOG, MAP, AND NEWSPAPER TO LEARN ABOUT YOUR NEW HOME. Study the catalog, especially requirements and course descriptions in your major. With a campus map, walk around campus and visit each building; read the campus paper cover to cover. Get off-campus, too, to discover social and cultural opportunities in the SMU neighborhood. Nearby DART buses and trains provide an inexpensive way to explore Dallas; add a DART pass to your SMU I.D. card for just \$5!

VISIT FONDREN LIBRARY AND ASK FOR A BRIEF TOUR before the semester gets busy. Every college library is organized differently, and you'll be a step ahead if you have a general sense of the SMU system before that first assignment sends you there — with a deadline. And don't hesitate to ask a research librarian or a student worker for help with a specific task. No one expects you to know it all, and a little guidance could save you hours of frustration.

GET INVOLVED IN AT LEAST ONE EXTRA-CURRICULAR ACTIVITY RIGHT AWAY no matter how busy you are. You'll meet people who share your interests, reach beyond the classroom, and tap into the grapevine of informal communication. Avoid the P-C-P (Parking lot—Classroom—Parking lot) syndrome!

INTRODUCE YOURSELF TO ONE PERSON IN EACH OF YOUR COURSES. Exchange phone numbers and e-mail addresses, then plan to take notes for each other if either of you must miss a class. You may want to compare notes or study together for a test, so look for a serious student, not a last-row latecomer.

SWALLOW ANY SHYNESS. It's not easy to walk into a classroom or cafeteria where you don't know a soul and, worse, everybody else seems to know everyone. (They don't — it just seems that way!) You've already survived freshman year elsewhere; you can handle being a newcomer more easily with that experience. Smile, introduce yourself, and ask a question; suddenly, you'll know more people than you did yesterday. The poise you develop will be valuable in both college and career.

TAKE STOCK AND SET SOME SHORT-TERM AND LONG-TERM GOALS. You're at a natural turning point. Evaluate your interests, aptitudes, and career possibilities. Your advisor will help you match courses not only to your degree, but to your individual needs and talents. As you set those goals, plan to take advantage of **free campus resources**, many of which are described in this *Owner's Manual*.

BE PREPARED FOR CLASSES TO BE DIFFERENT. Depending upon the college you've transferred from, SMU classes may be smaller or larger. Faculty may seem more or less formal, and more or less focused on teaching, research, and writing. Being surrounded by many students whom you do not yet know may make you feel less at ease. Yes, the setting is somewhat different, just as your high school differed from your first college, but the goals of successful teaching and learning are the same. Give yourself a few weeks, get to know your professors (see below), and you'll be more comfortable.

VISIT EACH OF YOUR PROFESSORS during office hours or by appointment. Introduce yourself, mention that you have transferred, and let them know that you are eager to take advantage of SMU's academic opportunities. In short, become an individual, not just a name on a class roll. Once you've established contact, sit near the front of the classroom, participate fully, and make your mark. You'll soon need career or graduate school recommendations from your major professors, and you don't have four years to get acquainted with them in a leisurely fashion. It's also far easier to ask for help with an assignment or after a poor test grade if the professor already knows you and your positive attitude.

AFTER YOUR INITIAL VISITS, STAY IN TOUCH WITH PROFESSORS! At SMU, professors expect you to take the initiative and ask for advice on preparing for the first test, narrowing a paper topic, or choosing a major. If a grade is low, it's fine to ask to look over the paper or test with the professor to determine what you can do differently on the next one. If you don't react to a low grade, a professor may assume that you don't care. In reality, you may just be embarrassed or a bit intimidated. Don't let emotion hold you back; do go to office hours to take full advantage of the opportunity to learn from that expert faculty member. No, you don't need to visit daily, and yes, a professor may have a bad day. If you aren't warmly welcomed, ask for an appointment to return later. Use e-mail and voice mail, too.

EXPECT MORE DEMANDING COURSES. Upper-level courses are likely to require more study time than introductory courses; be prepared, perhaps for the first time, to really need the recommended 30 hours of study per week for a full course load. You may need to be more active in your approach to study. How? Take more notes in class; don't just read, but also reflect upon new concepts; work to see relationships and make connections between lectures and texts. Advanced courses may also include longer and different types of tests, papers, and presentations. Some final grades may depend upon just two exams — a midterm and a cumulative final. In junior and senior level courses, professors aim to prepare you for your future career or graduate work, so be prepared to think more analytically, to learn more independently, and to be asked to demonstrate your knowledge more completely.

DON'T BE ALARMED BY LOW INITIAL GRADES. Given all those differences, it is common for a transferring student's GPA to drop in the first semester, but most students then make some adjustments and their GPA's rebound. Don't panic if your expected A's do not materialize at first. Some professors grade hard at the start to clarify their high expectations, and some just don't award many A's! Once you get back the first graded test or paper, you'll have a better idea of how to improve on the second one. Pay attention to early grades, react quickly and appropriately, but don't panic. Ask students who transferred here before you, and you're likely to find that they experienced the same pattern of events. Each semester, of about 5300 SMU undergraduates, only a few students achieve a 4.0 cumulative GPA. SMU's Honor Roll features several hundred students each semester, but a straight-A cumulative average is rare here. That too may differ from your first college.

HONESTLY EVALUATE YOUR STUDY HABITS AND SKILLS, even if you had a 4.0 at your previous college. Because professors' expectations, reading loads, or grading standards may be different at SMU, the study system that worked before may need to be refined, especially for junior and senior level courses. Call the A-LEC at 214.768.3648 for a free 30-minute appointment to take and interpret the LASSI (Learning and Study Strategies Inventory), a computerized self-assessment.

MONITOR YOUR OWN ACADEMIC PERFORMANCE. Take action at the first feeling of uncertainty about course content; the best step is often to devote more time to that course. Plan time to keep up with the reading, to prepare more thoroughly for each class, to review weekly, to see the professor for advice, to meet with a study group, to see a tutor. And to reduce both stress and procrastination, give yourself an academic check up each Friday. Look back at the past week. Have you fallen behind in a course or two? Devote some weekend time to catching up. What's coming up in the week ahead? Get a head start on those tests or that paper over the weekend. If you check yourself once a week, you'll never get so far behind that you can't get back in control.

ACADEMIC RESOURCES



ACADEMIC LIBRARY SERVICES

Librarians can help you research more effectively. Ask a Librarian.

FONDREN LIBRARY CENTER (FLC) is the main library at SMU. It's open 24/7 to students, except for breaks and holidays. It houses resources for the humanities, natural sciences, and social sciences, including feature films, a government depository, and a map collection. You'll find many great spaces to study, including group study rooms that can be reserved at the circulation desk. Wireless access is available throughout the facility.

CIRCULATION & RESERVE, www.smu.edu/cul/libs/circ.html, 214.768.2329

Circulation staff will assist you in borrowing, returning, and renewing library materials, including items placed on reserve by faculty members. If you have incurred fines, this is where you pay them. You may check out most materials for 3 weeks. You may check out a maximum of 30 items.

To view your personal record, items checked out, and fines, choose "My Account" in PONI.

ID CARD: Your student ID is your library card; bring it whenever you come to the library. Use your ID to check out books and to pay for printing and copying.

INFORMATION COMMONS: The Information Commons not only has an abundance of computers for you to use, but also has librarians on hand to help you. The reference desk and computing labs are located here.

ONLINE RESOURCES, www.smu.edu/cul/or

Use these databases to find articles and more. Ask a librarian for help in searching. Want to search the resources from campus? Use your library barcode number, located on the back of your SMU ID card.

PONI - SMU Libraries Catalog, www.poni.smu.edu

Search here to find library resources such as books, journals, and videos. To learn more about searching PONI, pick up a PONI brochure or contact luerequest@smu.edu about taking an introductory class.

REFERENCE - Ask A Librarian, www.smu.edu/cul/ask, 214.768.2326

Reference librarians want to help you find the best information. Before you even start searching, it's a good idea to consult with librarians who can help you find better resources in less time. Want to know what we can do for you? Just ask.

ACADEMIC SUPPORT IN YOUR RESIDENCE HALL (ARAS)

If you live in a residence hall, you have an academic ally ready to offer you support and encouragement — your Academic Resident Assistant (ARA). ARAs are SMU students who live alongside first-year students in the residence halls and act as academic specialists. They are chosen because of their proven academic ability, extensive extracurricular involvement, and commitment to the academic needs of students living in their halls. They work with the A-LEC Staff to become academic mentors.

Because it has not been that long since they were first-year students, ARAs understand the concerns and interests of students who are new to SMU. They've experienced nervousness about grades, frustration with difficult classes, and confusion about the increased demands of college. As a result, they've figured out how to overcome all of these challenges! They have the experience and insight to help you come to grips with your academic predicaments and devise strategies for meeting your academic goals.

The ARAs are a consistent, encouraging presence in the residence halls; they greet you in the hall on their way to their own classes, put up bulletin boards reminding you to "Go to Class," and send weekly e-mails with advice on how to talk to your professors. ARAs provide individual academic counseling for first-year students who want the advice of someone who genuinely knows and cares about their concerns. They support your academic goals by presenting programs on important strategies: time management, test anxiety, organization, test prep, and more. They present workshops in a relaxed atmosphere, providing, for example, cookies or pizza, while giving students an opportunity to share concerns and ideas. No tricks; just real advice that can work.

ALTSHULER LEARNING ENHANCEMENT CENTER (www.smu.edu/alec/)

Most SMU students did very well in high school with little study; few struggled to succeed or needed extra help. You're probably arriving here as a great high school student, but becoming a great college student will take some new skills. Expect your SMU courses to be more challenging in many ways: five to fifty times more assigned reading, fast-paced lectures, and fewer tests that cover much more material and count heavily. Professors expect you to work independently, keep up with assignments, connect readings with lectures, and think critically.

Transfer students may also find that SMU expects more of you than was the case at your previous school.

How do you quickly learn how to succeed at SMU? About 75% of all entering students learn how to excel by taking advantage of the Altshuler Learning Enhancement Center (A-LEC). You'll see top students at the A-LEC; some aim for high grades to get into law or medical school or to keep scholarships. Others want a solid GPA while also juggling leadership positions in campus organizations, double or triple majors, varsity athletics, or internships and part-time jobs.

The A-LEC's most popular offerings include drop-in tutoring, learning strategies workshops, and individual academic counseling:

Tutoring: Your professors are, of course, your primary source of support, but working with A-LEC tutors can be a great way to study smarter—not harder. Each fall the A-LEC hires more than 50 SMU students, mostly juniors and seniors, to provide free tutoring in almost all first- and second-year courses and many upper-level ones. Because they recently "aced" the courses they tutor, our tutors often know your professors, textbooks, and assignments. Many students come for tutoring because they are doing well — earning B's or B+'s — but really want A's. To get the most from tutoring, come in early and often. If you work regularly with tutors, you'll be more prepared for tests and less stressed. Students in Calculus or Biology may work with a tutor after each class to clarify any confusing information and to stay on track from the start. Some students come to the A-LEC to study, knowing that tutors can help if they get stuck. Limited evening tutoring begins on the first day of classes, with the full schedule of afternoon and evening tutoring starting after the second full week of classes.

Learning Strategies Workshops: Yes, you learned study skills in middle school and high school, skills appropriate to the courses you were taking back then. But when college courses demand more from you, you need more; it's time for skills to become strategies for truly learning new material for the long term, not just to get through a chapter, lecture, or test. That's where A-LEC Learning Strategies Workshops come in. Every semester the A-LEC offers free, drop-in, one-hour sessions on key topics such as time management, taking and learning from notes, study-reading, test preparation and taking, concentration, and even preparing for your first cumulative three-hour final exams. On each topic, you'll work with an A-LEC learning specialist and other students to learn and discuss dozens of new strategies, techniques you can use to learn more easily and effectively.

Individual Academic Counseling: Maybe you struggle to take notes in rapid lectures where the professor uses PowerPoint slides. Or you study hard for your first midterm, aiming for an A, only to be surprised by the test - and your low grade. Perhaps you're a procrastinator or a slow reader, and you're falling way behind on assignments. Talk to your professors; then make an appointment to see an A-LEC learning specialist. We can teach you new reading and learning strategies to apply directly to your specific challenges in your courses. Meet with us once or twice to address specific issues or throughout the semester to develop an individualized system for success.

BLACKBOARD (<http://courses.smu.edu>)

Blackboard is SMU's online course management system. Blackboard is used by faculty in many different ways: to distribute syllabi and other course documents, for electronic discussions, to give online tests and surveys, and to let you check your grades in a course, among many other functions. Not every course you take will use Blackboard. If you don't see a course listed and you think your class has materials on Blackboard, ask your instructor. He or she can add you to the course or will contact Blackboard support to have you added.

You may have already encountered Blackboard in completing SMU's required Academic Honesty Tutorial. If not, the URL for Blackboard is <http://courses.smu.edu>. Login with your eight-digit SMU ID and SMU password (i.e., the same login and password used for e-mail and ACCESS.SMU).

If you have difficulty using Blackboard, please review the links on the left side of the page or contact the ITS Help Desk at 214-768-4357.

COMPUTING (www.smu.edu/help)

SMU provides a number of technology resources and accounts to all students throughout their academic career. These services include SMU email, wired and wireless internet access, web space, Blackboard (Course Management System), ACCESS.SMU (academic and financial information), incredible software discounts and more. Information on accessing and using the various services is available on the website at www.smu.edu/help. Configuration instructions, available software downloads, security information, software tips and more are available for both the PC and MAC platforms.

Wireless internet access is available in most locations on campus including the libraries and residence halls. In addition, wired Ethernet connections are available in the Residence Halls only. Due to the security of SMU's wireless network, you must configure your computer to connect to PerunaNet. Although your computer may detect the network once you are in range, it will not successfully connect until you have configured some of the key security settings. Please see the website for configuration instructions.

There are several computer labs across campus for your use equipped with both MACs and PCs and a variety of software applications. Wireless printing is available in the libraries as well. The cost of printing is simply deducted from your Pony Express account when you retrieve your print job from the appropriate location. In addition to public computer access in the libraries, each of the Residence Halls is also equipped with computers for use by SMU residents.

Support for all of these services can be obtained by contacting the ITS Help Desk. The Help Desk staff is available in person on the 4th floor of the Blanton Student Services Building. They can also be reached via email at help@smu.edu or by phone at 214-768-4357 (8-HELP). The Help Desk can assist with Virus and Spyware remediation if your computer is infected free of charge.

COUNSELING AND PSYCHIATRIC SERVICES (www.smu.edu/healthcenter/counseling/)

The mission of SMU Counseling and Psychiatric Services (CAPS) is to offer SMU students a broad range of outpatient services, which are confidential and sensitive to issues of race, ethnicity, age, gender, sexual orientation, religious preference, and disabilities. CAPS promotes healthy student development and functioning via a comprehensive and collaborative approach to treatment. CAPS staff work closely together to provide four different levels of care: proactive/preventative education, evaluation, psychotherapy, and psychiatric consultation. In addition to the clinical services provided, CAPS staff also serve an integral function within the university community through involvement in various other aspects of student life and development.

Staff members seek to provide an open, supportive atmosphere in which individuals feel free to express feelings and communicate problems. It is our belief that all persons should be accepted for who they are, and we recognize and encourage each individual's potential for personal growth and change. Concern and respect for each person's needs is paramount.

CAPS offers SMU students the opportunity to be evaluated for the presence of Learning Disabilities and Attention-Deficit/Hyperactivity Disorder. See the CAPS website for more information.

If you are the victim of sexual assault, relationship violence, or any type of harassment, you can call 214-768-4795 for 24-hour response to these needs.

Appointments: You can obtain initial paperwork from the CAPS website by clicking on "Appointment" or by visiting the second floor of the Health Center. For a first-time appointment, call 214-768-2277 (CAPS). The Memorial Health Center is open from 8:30 a.m. to 5:00 p.m. Monday through Friday. (The facility is closed during student holiday periods).

DISABILITY SERVICES (www.smu.edu/studentlife/OSSD_Facts.asp)

Students who seek services and accommodations on the basis of a disability must self-identify to the office of Services for Students with Disabilities (SSD), and must provide appropriate documentation about the current impact of the condition on their functioning. SSD works with individuals with different kinds of conditions, such as learning disabilities, ADD/ADHD, physical/mobility issues, hearing and visual impairments, depression, and others. This office coordinates the provision of such accommodations as extended time on testing, interpreter services, and testing in a location with reduced distraction. For more information, please contact Rebecca Marin, the Coordinator of SSD, at 214.768.4557.

Don't get so caught up in "college life" that you forget what you're really here for – an education. . . . Get to know other people in your classes so you can study with them or get notes you may have missed.

Catherine Myers - Dayton, Maryland

In addition, students with learning disabilities and ADD/ADHD may benefit from the support of SMU's Learning Disabilities Specialist, Alexa Taylor. She provides individual academic counseling and coaching and focuses on improving learning and study skills, time management, organization, and self-advocacy. Please contact Alexa Taylor at the A-LEC 214.768.1918, or visit www.smu.edu/alec/ld.html.

HEGI FAMILY CAREER DEVELOPMENT CENTER (www.smu.edu/career)

The Hegi Family Career Development Center (HFCDC) provides students and alumni with career counseling and guidance by offering a variety of services to assist with career development, job searches, resume production, and graduate school preparation. Employers seeking students and alumni for jobs and internships participate in our campus interview programs, job fairs, and online job listings services. Visit us in the Hughes-Trigg Student Center—Room 200 or call us at 214.768.2266.

Effective career development begins with choices you make during your first year at SMU. For ideas on what you can begin doing during your first and second years, see "Semester Career Planning Made Simple" elsewhere in this Owner's Manual.

INTERNATIONAL STUDENT AND SCHOLAR SERVICES (www.smu.edu/international/)

International Student and Scholar Services are eager to welcome international students to campus. The unique experiences you bring as an international student will benefit and enhance everyone on campus. Please remember that if you hold a foreign passport and are coming to the United States with an F-1 or J-1 non-immigrant visa, you are required to come by the International Student and Scholar Services Office at the International Center in Blanton Building.

As an international student or scholar, you must attend a mandatory orientation and a government check-in. When you visit the office, please bring your passport, I-94 card (attached in your passport), and your I-20 or DS-2019 document.

Office hours are Monday to Friday, 8:30 am to 5:00 pm. Check-in hours for new students are Monday to Friday, 9:00 to 11:30 am.

For more information, please contact us at 214-768-4475 or smuint@smu.edu.

ORACLE (www.smu.edu/alec/oracle.html)

Would you like to upgrade all your reading and learning skills to college level while earning a credit hour? Consider enrolling in ORACLE (Optimum Reading, Attention, Comprehension and Learning Efficiency), the A-LEC's one-credit, pass/fail elective course. Each fall we fill nine sections, each meeting twice a week. This course is a great fit for anyone tackling challenging courses for engineering or pre-med; courses with heavy reading loads, such as history, political science, and psychology; or the extra-busy schedules of performing arts majors, students with part-time jobs, leaders of student organizations, and student athletes. Two fall sections are reserved for first year pre-med students; last year, over 20% earned a perfect 4.0! All sections will help any student improve vocabulary, comprehension, and reading rate while learning strategies for college time management, note taking, study-reading, test preparation, test taking, memory, concentration, managing stress and test anxiety, and even preparing for final exams. You'll apply those new techniques directly to the lectures, assignments, and tests in your other courses, helping you to learn more, earn better grades, and have time left to have a life!

Here are some comments from former ORACLE students:

- You can learn how to succeed in college by taking this course!
- After applying what I learned, I saw a drastic improvement in test and homework grades.
- Without this class, my first year would have been much harder.
- I'm very busy with school, work, and friends, but this course taught me how to be organized and fit all my activities into my schedule.
- This class has been a wonderful experience for me, especially coming out of high school where I wasn't challenged and didn't study at all.
- I am a more confident student because of ORACLE.
- Everyone should take ORACLE!
- Enroll in ORACLE when you register for your other courses during AARO. Spaces fill quickly; if you can't enroll for Fall, there are four sections for Spring.

WRITING CENTER (www.smu.edu/alec/wc.html)

The English Department faculty who work in the Writing Center would like to extend to you a personal invitation to visit SMU's Writing Center when you need help with a writing—or reading—project of any kind.

Whether you need help understanding a writing or reading assignment, starting the writing process, revising a draft in progress, or applying your instructor's comments to subsequent assignments, we offer individual tutorials that we hope will send you in the right direction. We can't do everything in a thirty-minute session, and we won't violate SMU's Honor Code by providing you with ideas or editing your papers, but we can provide strategies that will help you learn how to "decipher" reading and writing assignments, generate your own ideas, revise and edit more efficiently and effectively, and benefit as fully as possible from your instructor's suggestions. If you think that you have a particular area of weakness, such as organization of paragraphs or use of the possessive, the Writing Center faculty members can teach you how to eliminate such problems, thus making you a more confident writer. So, as you can see, while we won't work for you, we will definitely work with you.

We are here to help you, but you must take the first step by making an appointment. If you are working on an essay for a course, it is a good idea to schedule your tutorial well in advance of the due date, thus allowing yourself ample time for revision, a conference with your instructor—and perhaps even a follow-up appointment with us! Writing Center appointments fill quickly, especially during the fall semester. We recommend that you try to call at least 72 hours ahead of time to reserve a specific time for your half-hour tutorial. If you must cancel a Writing Center appointment, try to do so at least one day ahead of time so that we can give your appointment to another student. (If you make—but fail to show up for—a Writing Center appointment, we may not be able to schedule an appointment for you the next time you call.) To make a Writing Center appointment, please call 214.768.4253. We look forward to seeing you soon! You will find us inside the A-LEC (202AA Loyd).

Make a list and prioritize tasks during the week. I have found that when I sit down and prioritize what I have to do for the week, not only am I more organized, but I get stressful papers and studying for tests out of the way. Not only do I feel confident in my work, but it gives me more time to devote to social activities.

Ariell Eaton - Dallas, Texas

GO TO CLASS. Even if professors have their lectures online, they often say what is important to know (for a test, essay, etc.). If you don't go to class, you may actually be studying more than you need to.

Mercedes Ulibarri - Southlake, Texas

ACADEMIC OPPORTUNITIES



ACADEMIC RESIDENT ASSISTANTS (ARAS)

Once you have figured out what it takes to succeed as a first-year student, you can help to encourage the success of other first-year students - you can become an Academic Residence Assistant.

To be eligible to be an ARA, a student must first complete a full year as an RA (Resident Assistant), excelling at providing programming, structure, and community for students in first-year residence halls. ARAs train with the A-LEC on academic issues that concern their residents, on identifying students' academic concerns, offering individual counseling, and designing academic programs for residents.

As an ARA, you can share your strategies for success - your detailed personal planners, your memory tricks, your excitement at learning something new, and your satisfaction at achieving A's. Being an ARA is an opportunity to mentor first-year students who have the same concerns, but perhaps not the same skills or insights, you did when you were new to SMU. An ARA has the opportunity to be intuitive, to recognize the trends in the hall and the needs of individual students, and to be creative by programming workshops, posters, and e-mails that encourage students to be interested in their academic work. An ARA has the chance to inspire, influence, and excite students.

A-LEC TUTORS

The A-LEC tutoring program hires 50 to 60 tutors each term. Most A-LEC tutors are junior or senior undergraduates. Some are grad students, some are sophomores; very exceptional first-year students have sometimes been hired, too — so if you are exceptional, you might want to let us know about that. (All tutors, though, need to have at least one semester of SMU classes under their belt.)

Why is A-LEC tutoring an "academic opportunity" and not just a job? Tutoring a subject routinely leaves the tutor with a much better understanding of the subject, as compared to merely making an A. And beyond this, tutors find their general communication skills enhanced in a way that will serve them for the rest of their lives.

But there is another, deeper reason why tutoring is more than just a job. Through your work as a tutor, other students learn from you how to be real students, not just how to go through the motions. For a struggling student, tutoring can be mind-to-mind resuscitation. Strong students will learn to be stronger and more sure of themselves. Furthermore, your work serves not just to help particular students but to build the stronger academic culture of the future SMU. A-LEC tutors have already made a lot of A's; as tutors, they also get to make a difference.

ALPHA LAMBDA DELTA (FIRST-YEAR ACADEMIC HONORARY SOCIETY)

Founded in 1924 at the University of Illinois, Alpha Lambda Delta National Honor Society has over 250 chapters in the United States. The mission of Alpha Lambda Delta is to encourage superior academic achievement, to promote intelligent living and a high standard of learning, and to assist students in recognizing and developing meaningful goals in society. To qualify for membership, you must have a GPA of 3.5 or better during your first term, or year of college while enrolled full-time. By welcoming you as a member of this prestigious honor society, the university encourages you to maintain academic excellence throughout your college career and offers you the opportunity to develop friendships with other students who have serious academic interests.

If you are interested in this organization, be sure to find out about Mortar Board, which selects students in the sophomore year, and about Phi Beta Kappa, the nation's oldest and most prestigious academic honor society, which selects students in the junior or senior year.

CENTER FOR INTER-COMMUNITY EXPERIENCE (www.smu.edu/ice/archive/index.html)

Upon your arrival on campus, you may hear stories of the famous SMU "Bubble." The "Bubble" is a term students and others use to suggest that SMU undergraduates tend to live in a privileged world, insulated from everyday realities as lived by most residents of Dallas. About sixteen years ago, in response to the disturbing image of the SMU "Bubble," a number of students teamed together with interested faculty and staff to propose a Center for Inter-Community Experience (ICE). They aimed to burst that "Bubble" by combining work in the greater Dallas community with academic courses focused on issues vital to our community: immigration, social reform, race relations, economic disparity, and ideas of the good society. In 1989, ICE became a reality and is now part of the General Education Curriculum, which many of you

will come to know through your Perspectives and Cultural Formation Courses, as well as ICE courses taught in conjunction with your majors. As envisioned by its founding students, those enrolled in ICE Center courses enhance their understanding of class readings by working at a variety of social agencies throughout Dallas.

The most unique aspect of the ICE Center is the ICE House, a four-student residence in the East Dallas neighborhood Garret Park East, at the foot of Lowest Greenville and Munger Avenue, a working-class, immigrant neighborhood. ICE House residents run after-school programs, weekend events, and provide a steady presence of tutors, role models, and mentors to neighborhood children. As you might imagine, living at the ICE House is a very special, demanding, and rewarding experience. ICE House residents have gone on to pursue advanced degrees at Harvard Business School, Southwestern Medical School, University of Michigan Law School, and other top notch programs. Others have become involved in Teach for America, education, and careers in non-profit social agencies.

There are many ways to get involved in ICE: ICE Center classes, work-study tutoring jobs, and, of course, living at the ICE House. The presence of the ICE Center testifies not only to the fact that the SMU "Bubble" is not as all-encompassing as people believe, but also to the fact that students can have a direct and transformative role in shaping their education, creating programs that flourish long after they graduate, and affecting the lives of people beyond the confines of our campus. If you would like to learn more about ICE, please contact Dr. Bruce Levy at blevy@smu.edu.

EDUCATION ABROAD (www.smu.edu/studyabroad/)

You've come to SMU. Now where do you want to go? Australia, Copenhagen, Paris, Madrid, or Taipei for one or two semesters? Britain or Japan for the academic year? Or, maybe a summer in Beijing, Italy, London, Oxford, Germany, Moscow, Paris, South of France, India, Suzhou, or Mexico? Think about it. Talk to your academic advisor. Talk to your parents. Talk to other students who have studied abroad. Plan your courses so that education abroad with an SMU program will be possible for you. Come to the International Center in the Blanton Building for brochures and information about all the programs. Be another student who will say, "My decision to study abroad was the best decision I ever made."

OFFICE OF NATIONAL FELLOWSHIPS AND AWARDS

A future Rhodes Scholar? A career in science research or the Foreign Service? SMU's Office of National Fellowships nominates SMU students for nationally-recognized fellowships and scholarships like the Rhodes, Fulbright, Goldwater, Udall, and Pickering. Generally, students may be nominated during their senior year of college. Some fellowships allow candidates in the sophomore year. Watch for our signature-colored information and eligibility announcements posted in the departments, near your classrooms.

SAMSA (www.smu.edu/samsa)

Want to get involved outside the classroom? Want to have a more successful and exciting college experience? Student Activities and Multi-Cultural Student Affairs (SAMSA) provides over 180 extra-curricular opportunities through clubs and organizations. SAMSA is ready to assist and guide students in their out-of-classroom experience! We can even help in forming a new organization! Our professional staff members advise and support specific areas of involvement including diversity, fraternity and sorority life, programming, and student governance. Getting involved helps connect students to the larger SMU community and gives them a chance to develop as leaders, grow as individuals, meet new people, and have some fun. Come visit our office on the 3rd floor of the Hughes-Trigg Student Center or check us out online.

SERVICE LEARNING (www.smu.edu/lci/)

Did you know that the knowledge you gain in the classroom can be used to help others? The service-learning program at SMU is a great way for you to use the skills you learn in a course to make a difference in the community through participation in meaningful service opportunities. Several courses in a variety of disciplines incorporate a service-learning component.

Students who have taken classes with service-learning components have reported that their service helped them understand the basic concepts and theories of the subject, made them more interested in the class, made them more aware of community problems, exposed them to races and cultures different from their own, and caused them to feel more at ease with people different from themselves.

If you are interested in service-learning classes, or if you wish to pursue other volunteer opportunities within the Dallas community, please visit the Office of Leadership and Community Involvement in the Hughes-Trigg Student Center, Suite 318.

UNDERGRADUATE RESEARCH ASSISTANT PROGRAM (URA)

What do you think it would be like to work closely with one of your professors at SMU on a research project and get paid for it? This is a unique opportunity available to full-time students in any school or major through the Undergraduate Research Assistant (URA) Program at SMU. In this program students acquire important research skills, deepen their knowledge of a particular field of study, contribute to the generation of new and cutting-edge knowledge, and gain an important faculty mentor. Students who have already seized this opportunity, which offers work awards up to \$3000/semester, have been involved in projects related to geothermal energy development and paleoclimates in the Geology Department; on GPS technology in the Physics Department; on domestic violence in the Psychology Department; and on consumer behavior and current immigration to the United States in the Anthropology Department. Some of these students have been able to present the results of their research at professional meetings. If you are interested in becoming more engaged with the intellectual life that is the hallmark of a university, check out the URA Program.

A powerful mantra. The one I like to use whenever I'm just too tired to continue studying or if I find myself starting to procrastinate is I ask myself, "Who wants it more?" then I say, "I want it more," and I do it.

Omar Thanawalla - Carrollton, Texas

Stay organized! Keeping things around you organized saves time and stress! Also talk to your professors and stay engaged in class. Don't be afraid to be homesick and talk to your family and keep them in the loop.

Snigdha Toodhi - Baton Rouge, Louisiana

► **SEMESTER CAREER PLANNING MADE SIMPLE** HEGI FAMILY CAREER DEVELOPMENT CENTER (HFCD)C)

FIRST YEAR, FIRST SEMESTER

- Meet with career counselor to learn about services available at/through HFCD)C.
- Take a "career test" to:
 - a) Discover your interests, abilities, values, personality type through assessments and research; and
 - b) Explore college majors and potential career paths.
- Review undergraduate catalog for course descriptions and requirements of possible majors.
- Talk with people in each major area in which you have an interest: professors, advisors, etc.
- Meet with your advisor to learn about a wide variety of courses that might help determine areas of interest.
- Dedicate yourself to doing well academically: go to class and participate, develop good study skills and take advantage of campus resources that can help you.
- Enroll in the HFCD)C Career Class. See a career counselor for details.

FIRST YEAR, SECOND SEMESTER

- Expand career horizons through informal conversations – talk with family members, friends, acquaintances—network with professionals in fields that interest you.
- Research career fields in HFCD)C library and online.
- Attend career fairs and other events.
- Get involved with on- and off-campus organizations to develop "transferable" skills. Explore various ways of honing these skills.
- Begin developing a resume to update each year. Stop by the Career Center for resume worksheets to get you started.
- Consider a summer internship to begin acquiring work experience in an area of interest. Use HFCD)C internship postings as a place to start looking.
- Obtain a part-time job or do some volunteering, if not interning over the summer.

SECOND YEAR, FIRST SEMESTER

- Use DISCOVER online and other resources to continue exploration of self, majors, and careers.
- Attend career fair and other events.
- Identify and research occupations related to possible majors through DISCOVER, online assessments, and other resources.
- Choose your college major – study what you love!
- Enroll in career class. See a career counselor for details.
- Keep your grades up. Need help with studying? The A-LEC can help!
- Expand knowledge of career opportunities:
 - a) Read about careers (HFCD)C library, online). There are many online resources available, including: CollegeBoard.com, WetFeet.com, and Vault;
 - b) Talk with professionals in interesting careers — informational interviews—and get tips about how to conduct them;
 - c) Spend a typical day on the job with a few professionals in different careers (job shadowing); and
 - d) Meet with faculty, career counselor, academic advisor.

SECOND YEAR, SECOND SEMESTER

- Attend career fair and other events.
- Research organizations and companies that offer internships – find one related to your career interests.
- Update your resume and cover letter for your summer internship/part-time job search. Review sample resumes and cover letters.
- Build your networking contacts for references (professors, advisors, supervisors). Read tips on securing references.
- Take on leadership roles in on/off campus activities. Develop transferable skills.
- Apply to become a Career Center Advocate. E-mail Marva McGrew at mmcgrew@smu.edu for more information.
- Secure a summer internship.

► **2008-2009 LEARNING STRATEGIES WORKSHOPS -ALTSHULER LEARNING ENHANCEMENT CENTER**

202 LOYD

FALL 2008

| DATE | TOPIC | TIME |
|-------------|-------------------------------------|------------|
| Sept 3 | Time Management | 4 PM |
| Sept 4 | Organization | 4 PM |
| Sept 9 | Textbook Study-Reading | 5 PM |
| Sept 10 | Taking & Using Notes | 5 PM |
| Sept 15 | Preparing For Tests | 5 PM |
| Sept 16 | Essay Exams | 5 PM |
| Sept 17 | Multiple Choice Tests | 4 PM |
| Sept 18 | Test Anxiety | 5 PM |
| Sept 24 | Time Management | 4 PM |
| Oct 1 | Taking & Using Notes | 4 PM |
| Oct 6 | Concentration | 4 PM |
| Oct 16 | Using Your Learning & Memory Styles | 5 PM |
| Oct 20 | Textbook Study-Reading | 5 PM |
| Oct 22 | GPA 101: SMU Survival Skills | 5 PM |
| Oct 23 | GPA 101: SMU Survival Skills | 4 PM |
| Oct 27 | Preparing For Tests | 4 PM |
| Oct 28 | Essay Exams | 5 PM |
| Oct 29 | Multiple Choice Tests | 4 PM |
| Oct 30 | Test Anxiety | 5 PM |
| Oct 11 | Preparing For Finals | 4 PM |
| Oct 12 - 13 | Preparing For Finals | 4 PM, 6 PM |
| Oct 17 | Preparing For Finals | 3 PM, 7 PM |
| Oct 18 - 19 | Preparing For Finals | 4 PM, 6 PM |
| Oct 20 | Preparing For Finals | 3 PM, 6 PM |

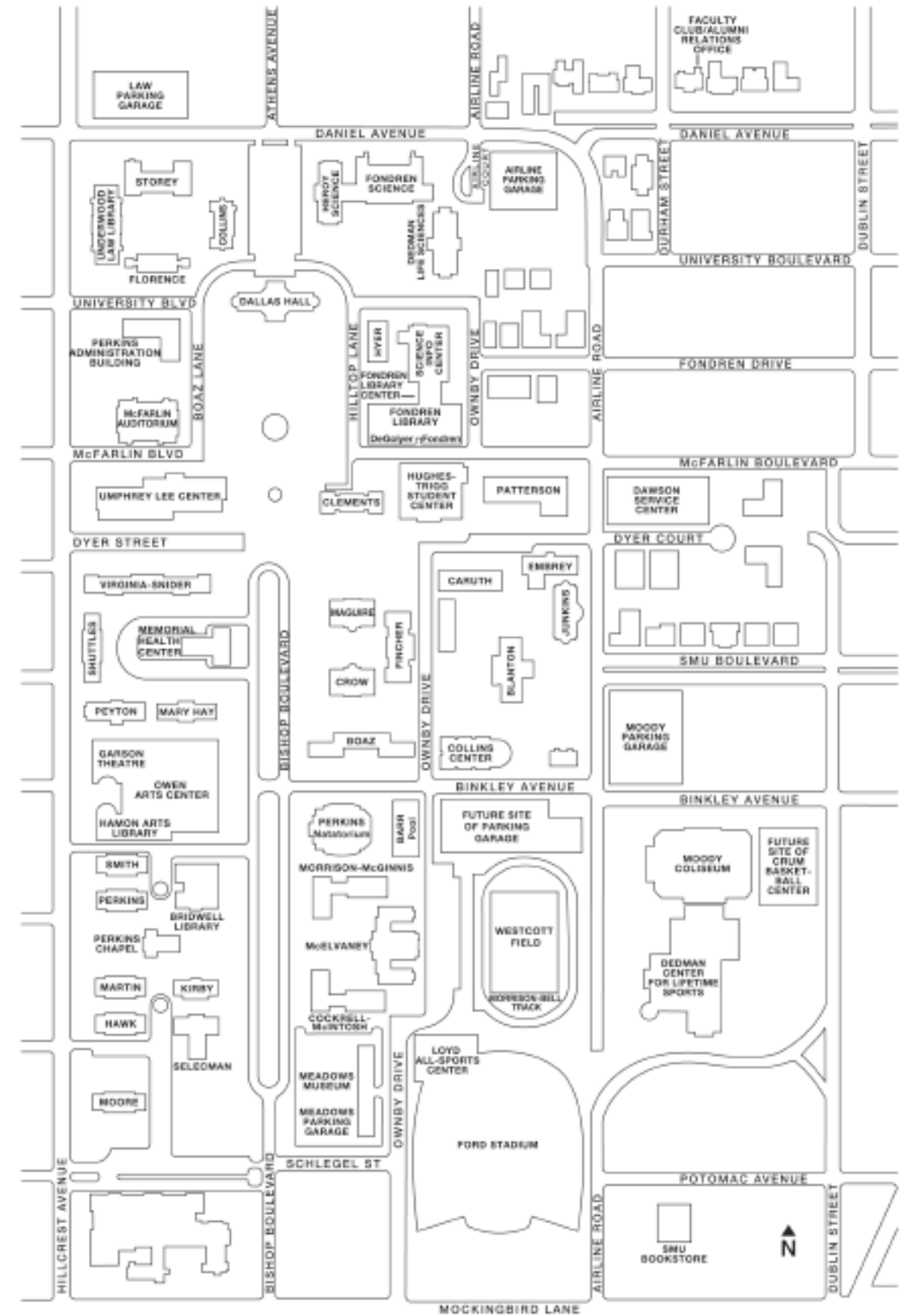
SPRING 2009

| DATE | TOPIC | TIME |
|---------------|-------------------------------------|------------|
| Jan 27 | Time Management & Organization | 5 PM |
| Jan 28 | Time Management & Organization | 4 PM |
| Feb 3 | Textbook Study-Reading | 5 PM |
| Feb 5 | Taking & Using Notes | 4 PM |
| Feb 9 | Improving Concentration | 4 PM |
| Feb 11 | Using Your Learning & Memory Styles | 4 PM |
| Feb 16 | Preparing For Tests | 4 PM |
| Feb 17 | Multiple Choice Tests | 4 PM |
| Feb 18 | Essay Exams | 4 PM |
| Feb 19 | Reducing Test Anxiety | 4 PM |
| Mar 26 | GPA 101: SMU Survival Skills | 4 PM |
| Mar 30 | Emergency Time Management | 4 PM |
| April 13 - 14 | Preparing For Finals | 4 PM |
| April 15 | Preparing For Finals | 4 PM, 6 PM |
| April 16 | Preparing For Finals | 4 PM, 5 PM |
| April 20 | Preparing For Finals | 2 PM, 4 PM |
| April 21 | Preparing For Finals | 4 PM, 7 PM |

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My best advice is to go to class and actually pay attention. If you don't understand something, visit your professor during office hours. If you follow this advice, you will never have to cram for a test.

Marjie Truitt - Wildwood, Missouri

ROADSIDE ASSISTANCE



| | | |
|---|--|---------------------|
| Advising Center: Dedman | www.smu.edu/dedman/advise/ | 214.768.2291 |
| Advising: Cox | www.cox.smu.edu/undergrad | 214.768.3195 |
| Advising: Engineering | www.engr.smu.edu/academic/undergraduate_advising.html | 214.768.4143 |
| Advising: Meadows | www.smu.edu/meadows/student/ug-advising.asp | 214.738.3217 |
| Advising: Pre-Law | www.smu.edu/prelaw | 214.768.3533 |
| Advising: Pre-Med | www.smu.edu/premed | 214.768.2308 |
| A-LEC | www.smu.edu/alec | 214.768.3648 |
| Chaplain and University Ministries | www.smu.edu/chaplain | 214.768.4502 |
| Center for Drug and Alcohol Prevention | www.smu.edu/healthcenter | 214.768.4021 |
| Counseling & Psychiatric Services (CAPS) | www.smu.edu/healthcenter | 214.768.2277 |
| Dean of Student Life | www.smu.edu/studentlife/ | 214.768.4564 |
| Disability Services | www.smu.edu/studentlife/OSSD_Facts.asp | 214.768.4567 |
| Emergency | www.smu.edu/emergency | 214.768.3333 or 911 |
| Financial Aid | www.smu.edu/financial_aid/ | 214.768.3417 |
| First-Year Writing Program | www.smu.edu/english/firstyearwriting/index.htm | 214.768.2981 |
| General Education Curriculum | www.smu.edu/dedman/advise/gec.asp | 214.768.2203 |
| HFCD (Career Center) | www.smu.edu/career | 214.768.2266 |
| Honor Code | www.smu.edu/studentlife/PCL_05_HC.asp | 214.768.4563 |
| Honors Program | www.smu.edu/honors/ | 214.768.2813 |
| International Student and Scholar Services | www.smu.edu/international | 214.768.4475 |
| ICE Program | www.smu.edu/ice/archive/index.html | 214.768.2505 |
| ITS Help Desk | www.smu.edu/help | 214.768.4357 |
| Libraries: Ask A Librarian | www.smu.edu/cul/ask | 214.768.2326 |
| Libraries: Circulation & Reserve | www.smu.edu/cul/lib/circ.html | 214.768.2329 |
| New Student Programs | www.smu.edu/newstudent/ | 214.768.4560 |
| Parent & Family Programs | www.smu.edu/audience/parents/ | 214.768.4797 |
| Registrar | www.smu.edu/registrar/ | 214.768.3417 |
| Residence Life & Student Housing | www.smu.edu/housing/ | 214.768.2407 |
| SMU Bookstore | www.bnccollege.com | 214.768.2435 |
| Student Financial Services | www.smu.edu/bursar/ | 214.768.3417 |
| Writing Center | www.smu.edu/alec/wc.html | 214.768.4253 |

ENCORE 2008/2009

FROM THE OFFICE OF NEW STUDENT PROGRAMS



AUGUST: Welcome to SMU

SUNDAY, AUGUST 24

- Orientation of Minority Students
- Mandatory floor meeting in residence halls
- Common Reading discussion
- Rotunda Passage and Convocation
- President's Picnic

MONDAY, AUGUST 25

- First day of classes

THURSDAY, AUGUST 28

- A Night at the Club

FRIDAY, AUGUST 29

- SMU Football at Rice – Game Watching Party

SEPTEMBER: Are You Safe? Personal and Financial Tricks of the Trade

Topics: Self defense, Residence Hall Safety, Facebook and Myspace, Money Management

OCTOBER: How to Get the Most Out of the A-LEC and Academic Advising

Topics: Mid-terms, Study Skills, Requirements to Graduate, Tips and Tricks from the Academic Advising Center, Academic Advising Programs/Aptitude Testing for Undecided Majors

NOVEMBER: It's Your Duty: Exercising Your Rights!

Topics: Civic duty, Voting responsibilities

DECEMBER: Stay Well for Finals

Topics: Tips from the Health Center, Study Tips

JANUARY: Do You Want a Job?

Topics: Internships, Campus jobs, Summer jobs, Careers

FEBRUARY: Healthy Habits

Topics: Nutrition, Alcohol and Drugs

MARCH: What's Next? Sophomore Leadership and Organization Opportunities

Topics: Sophomore Leadership Opportunities, Campus Involvement/Spring Opportunities

APRIL: The Arts at SMU

Topics: Meadows Museum, Meadows School of the Arts

MAY: Have a Good Summer

Topics: Residence Life and Student Housing and Summer Reminder



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