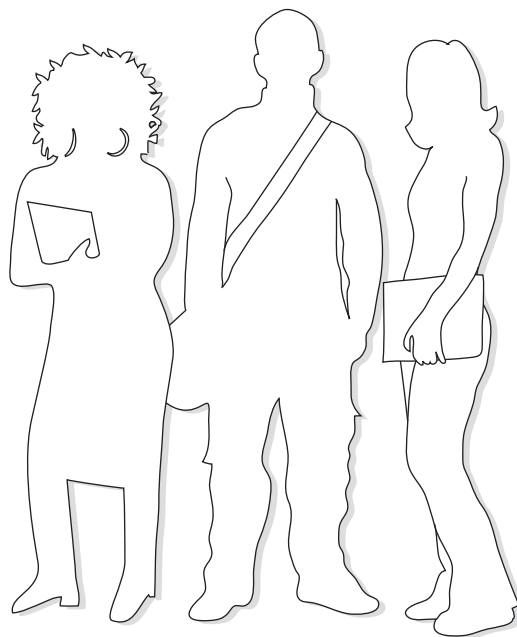


MY FIRST YEAR OF STUDY AT SMU:

AN OWNER'S MANUAL



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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SMUSM

THIS BOOK BELONGS TO

E-MAIL _____@smu.edu

2010-2011 ACADEMIC CALENDAR



FALL 2010

Aug 22	Opening Convocation
Aug 23	First Day of Classes
Aug 23-27	Late Enrollment for Continuing Students
Aug 27	Last Day to Enroll, Add, or Drop Courses without Grade Record or Tuition Billing
Sept 6	University Holiday - Labor Day
Sept 8	Last Day to Declare Pass/Fail, No-Credit, and/or First-Year Repeat Option
Sep 24-26	Family Weekend
Oct 11-12	Fall Break
Nov 1	Spring 2011 Enrollment Begins for Continuing Students
Nov 5	Last Day to Drop a Class (Grade will be W)
Nov 24	No classes
Nov 25-26	University Holiday - Thanksgiving
Nov 23	Last Day to Withdraw from the University (Grades will be W's)
Dec 6	Last Day of Instruction
Dec 7	Reading Day
Dec 8-15	Final Examinations

SPRING 2011

Jan 17	University Holiday – Martin Luther King, Jr. Birthday
Jan 18	First Day of Classes
Jan 18-24	Late Enrollment for Continuing Students
Jan 24	Last Day to Enroll, Add, or Drop Courses without Grade Record or Tuition Billing
Feb 2	Last Day to Declare Pass/Fail, No-Credit, and/or First-Year Repeat Option
Mar 12-20	Spring Break
Apr 4	Summer 2011 and Fall 2011 Enrollment Begins for Continuing Students
Apr 6	Last Day to Drop a Class (Grade will be W)
Apr 22	University Holiday – Good Friday
Apr 25	Last Day to Withdraw from the University (Grades will be W's)
May 3	Last Day of Instruction
May 4-10	Final Examinations

SUMMER 2011

May 11-29	May Term
May 31-June 29	First Summer Term
May 31-Aug 3	Full Summer Term
June 30 -Aug 1	Second Summer Term



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

Throughout your Owner's Manual, you'll find academic advice from students who started SMU in Fall 2009. Some were honored by Residence Life and Student Housing for earning first semester GPAs of 3.75 and above. Others were inducted into Alpha Lambda Delta National Honor Society. We thank them for their insights.



SMU™

SOUTHERN METHODIST UNIVERSITY

Office of the Provost

May 2010

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
Southern Methodist University

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

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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.)

► ADVISING CENTER GUIDELINES

Your first year of study at SMU belongs to you. Such an exciting time both requires and deserves special attention. In addition to the challenges and rewards, collegiate study implies considerable responsibility. You will be choosing courses, encountering challenging new ideas, and making decisions about options for major and minors. This is your *Owner's Manual* because you are now the owner of—that is, responsible for—your education, your future. Claim it.

It is important to understand the consequences of owning your educational experience. You should approach your first registration experience with both exuberance and caution. Be aware of requirements and take but advantage of opportunities.

TAKE CHARGE OF YOUR FIRST-YEAR OPTIONS (WITH HELP FROM YOUR ACADEMIC ADVISOR)

- Craft a solid schedule that meets Gen Ed Fundamental requirements
- Challenge yourself with courses that makes you think deeply
- Lay your foundation for advanced study in one or more majors

Like a new car on a road trip, a college education is both exciting and a little dangerous. You want to get where you're going; but with a side trip or two, you can find many adventurous paths of study. Think of your *Owner's Manual* and the *University Catalog* as road maps. An ACCESSible record called a Degree Progress Report (DPR) is like a GPS that tells you where you are and how far you have to go. An experienced course navigator, your Academic Advisor, will help you understand both requirements and options as you choose your route.

YOUR AARO ADVISING EXPERIENCE

In a group meeting, your advisor will let you know about the most important rules and deadlines you'll encounter during your first year at SMU. Then you'll meet your advisor one-on-one to select your first semester's classes. This is a great time to begin establishing your relationship with your advisor. Because we believe in the importance of these one-to-one relationships, SMU asks that parents note attend these initial advising appointments. It's time to begin making your own decisions about your academic career. You'll still have time to talk to your parents before you register.

As a first-year student with many questions and a myriad of course options in front of you, you think your initial advising session seems way too short; and you may find yourself a little dazed by all of the possibilities. That's OK. A little fog is normal at this point. So, you'll make an appointment to see your advisor again during the first four weeks of school, where, you'll spend time more time talking about your interests, hopes, and dreams. Your advisor will help you learn to understand the ins and outs of degree requirements, course scheduling, policies, and other academic concerns. And you'll begin thinking about crafting a four-year plan—or probably more than one. (See page 35 in this *Owner's Manual*)

I started studying for my exams at least five days in advance. I went in to talk to my professors before exams. I used my breaks in between classes to do homework. It was most important to have time management skills.

- Jane Rizzuto | Greenwood Village, CO

HOW TO CHOOSE COURSES

First-Year Writing requirement: You must be enrolled in the appropriate writing class until you have successfully completed the required sequence:

*English 1301 in the fall; English 1302 in the spring

*English 2305 in the fall; English 2306 in the spring, if you are in the Honors Program

*AP credits or course credits may impact your enrollment (consult with your advisor)

You may not drop your First-Year Writing course.

Math Fundamentals: The math fundamentals must be completed by the end of the 4th semester, for first-year students, and the 2nd semester for transfer students*.

For all courses, consult with your advisor for the appropriate selection.

About one-third of the courses you will need to graduate are part of the required General Education Curriculum (GEC). You'll find an explanation and outline of all GEC requirements on pages 9-11 of your *Owner's Manual*. The General Education Curriculum (GEC) emphasizes the ability to read, write and think critically, along with the acquisition of a basic understanding of human society and all its dimensions. It provides a broad foundation that will equip you with the knowledge and skills you need in order to compete in and adapt to the rapidly changing contemporary world. You will take GEC courses throughout your undergraduate career, and some of those required courses are designed especially for entering students.

A typical semester might look like this:

Semester One	Written English	3 hr	(required 1st & 2nd semesters)
	Wellness Choices I	1 hr	(required 1st or 2nd semester)
	Math	3 hr	(required 1st or 2nd year)
	Science	3 - 4 hr	
	Perspective	3 hr	(to explore options & meet req.)
	Elective/Prerequisite	3 hr	(to explore options)
	Wellness Choices I	1 hr	(required 1st or 2nd semester)
Semester Two	Written English	3 hr	(required 1st and 2nd semesters)
	Math (<i>maybe</i>)	3 hr	(required 1st or 2nd year)
	Science (<i>maybe</i>)	4 hr	
	Perspective	3 hr	(to explore options & meet req.)
	Elective	3 hr	(to explore options)
	or Prerequisite for major	3 hr	(to prepare for future study)

Your advisor will help you determine which courses are available and which might be best for you. On pages 27-33 of your *Owner's Manual*, you'll find descriptions of courses most typically taken during the first year at SMU. Your task will be to progress toward a degree while taking side trips and having adventures in different areas of study. Your advisor will help you choose wisely.

How might your semester look?

Review both the catalog pages in your *Owner's Manual* and online at the Schedule of Classes

(www.smu.edu/registrar/index_enrollment.asp) and then, list five or six courses that interest you or fulfill your anticipated needs:

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

COURSE LOAD

A typical course load for the first semester consists of 16 hours: five three hour classes and Wellness 1101. The minimum load is 12 hours. The maximum load is 18 hours. To graduate in 4 years, you need to maintain an average load is of 15 -16 hours, and this can include summer school.

A general guideline is that you will be expected 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.

WHAT YOUR ADVISOR EXPECTS FROM YOU

The best way to prepare for a meeting with your initial advising session is to share thoughts about your goals and interests. Your advisor will also need information regarding any previous college coursework you have earned, dual credit or otherwise, so you will be enrolling in appropriate courses. For the same reason, you must provide any AP or IB scores you have. Scores must be sent directly to SMU from the appropriate source/s. Your advisor will also expect you to have read your Owner's Manual and looked over the SMU catalog.

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. After assessing your previous coursework, your advisor will explain requirements for specific majors/minors, answer questions about academic issues, and help you learn how to plan for the future by developing at least one Four- Year Academic Plan. Advisors also recommend courses for your official Course Enrollment form. Your advisor can assist you not only with academic questions, but is also able to direct you to additional campus resources, when the need arises. Visit your advisor often. Questions to ask your advisor:

REGISTERING FOR CLASSES

During AARO, *after* your advising conference, you will be able to register for classes. For subsequent terms, advising and enrollment times are based on the number of total hours earned. Seniors have access to classes first, then juniors, sophomores, and first-year students. A class that's not available your first -semester will likely be available later in your SMU career.

Advanced enrollment for continuing students occurs in November for the spring term and April for the fall term with enrollment on a space- availability available basis. Check Access Access.SMU for the *Schedule of Classes* (smu.edu/registrar/index_enrollment.asp). You must have a Course Request Form completed at the advising conference and 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. Occasionally you may have questions or need an explanation regarding your schedule. Contact your advisor for help in this situation. Do you have questions about registration?

ADDING, DROPPING OR SWAPPING CLASSES

The period for adding, dropping, or swapping a class is the 5th day of class, after which none of these transactions is an option. Every semester the deadline is posted, both on the official University Calendar and on ACCESSAccess.SMU. Although you are not required to get advisor approval to drop a class, there can be serious ramifications with regard to your progress toward a degree and possible eligibility for financial aid and scholarships. **You are not permitted to drop your First- Year Writing class!**

If you drop a class after the initial "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 2010 is Friday, November 5; in Spring 2011 it's Wednesday, April 6th.

PLANNING A DEGREE PROGRAM

Beyond the first year of study, educational planning embraces broader questions concerning the overall direction of your undergraduate work. In formulating degree plans, you select a primary major but may also decide on a second major and/or minor, which may be required in specific departments. You may already know what appeals to you, but further research will expand what's possible:

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

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

Whatever you choose, think carefully and creatively about your overall degree plan, and consider a minor which supports your major and your broader educational goals. Final selection of a major is a highly individual matter, which evolves from careful consultation and thought about personal values, interests, aptitudes and goals. What we hope you gain from this experience is a sense of excitement, intellectual stimulation, and personal satisfaction. Your minor may be selected to complement a major, to develop special skills, or simply to pursue a special interest. What are your current thoughts about majors/minors?

PRE-PROFESSIONAL STUDIES

Pre-Med/Pre-Health at SMU

You are just starting out in college, and already planning for what you want to do after you graduate in four years. While you are preparing to apply to medical school, a college of dentistry or post-graduate education in one of the other health professions (for example, pharmacy, physical therapy, optometry, veterinary medicine), don't forget to enjoy the education you have the opportunity to gain at SMU. You'll need to do well in your classes; the mean GPA for those accepted for medical school at the Texas schools was 3.66 in 2008. Enjoying learning makes it a lot easier to study twelve to sixteen hours every week for your biology and chemistry classes.

Pre-med/pre-health isn't a major; it does include pre-requisite courses necessary for further study. You should check specific requirements for the schools to which you plan to apply. You should expect to enroll in courses in general chemistry, introductory biology, organic chemistry, physics, calculus, and advanced biology. 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. Karen de Olivares, SMU's Pre-Med Advisor. 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. Three questions to answer if you are thinking about applying for graduate study in one of the health professions:

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

Do you like science? _____ Do you have a Plan B? _____

Pre-Law: Performing at Peak Intellectual Capacity

In order to be a competitive law school applicant, you must stay focused to perform 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 (major, semester, cumulative), and anything else that is indicative of your academic and intellectual abilities. 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
- A fascination with the complexities of societal structures

Learn more about pre-law at SMU: 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 three separate in-school situations, your opportunity to see the educational environment in person. You may choose Early Childhood education, pre-k through fourth grades, where any major is appropriate; or 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 help answer questions, direct you to services on campus and to get feedback from you. Advisors will inform you how to make appointments; most have sign-in schedules posted on their 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 won't call you unless it's important to your success. There should be open communication between you and your advisor, who is available to assist you as you begin this incredible journey. Considering your individual cross-section of talents and interests, your academic advisor can help you combine those talents and interests into possible majors/minors. Talk frequently with your academic advisor and share your goals and dreams.

► 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 (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 keep both in mind. 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, 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 [or women], 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. Investigate a new topic. 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:

Fundamentals

Written English	6 hours
Mathematical Sciences	3 hours
Information Technology	3 hours
Wellness	2 hours
Science and Technology	6-8 hours
Perspectives	15 hours
Cultural Formations	6 hours
Human Diversity (3 co-curricular hours)	
Total GEC	41 hours

Lots of note cards! They're easy to carry around, and study in between classes. Actually talk to your professors; they are really helpful and want you to come to them with your questions.

- Taylor Reed \ Belton, TX

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 and rock-climbing.

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, Physics, or Meteorology. 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 explore?"

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 step 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 interdisciplinary 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:

smu.edu/registrar/soci/GEC.asp

Whenever you visit this site, you'll find a list of current 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.

Prioritize. You can still have fun, be involved and study if you plan out your time wisely. Don't forget to take advantage of each and every moment and each and every opportunity to speak out in class. Get acquainted with your professors, and learn new, abstract things. Find a cozy focusing spot in the library!

- Andrea Barreto | McKinney, TX

Go to class. Do your homework during the day. Sleep. Manage your time. Take advantage of Saturday/Sunday for homework/studying. Talk to your teachers. Use the L.E.C. Find a good study library for yourself.

- Jaime Toussaint | Dallas, TX

► 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.*

WHAT PLACEMENT AND CREDIT TESTS FOR MATH ARE AVAILABLE AT SMU?

SMU offers placement and credit exams for math during AARO sessions. Consult with your advisor if you have questions.

Remember to take others' advice but still know that you yourself know what works best for you—you know what study habits and timing works for you. Just because your friends only studied an hour and got a good grade doesn't mean that will work for you.

- Cassandra Schoenstein | Austin, TX

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 most 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, with permission of the Math department, 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.

Befriend those with academic goals similar to-or greater than-your own, as they are the people who will push you to do your very best.

- Alex Gupta | Dallas, TX

If you are unsure of what you wish to study – find what you are passionate about, you'll never have a painful day in your college career. Better yet, find the things you're not good at, and understand how to become passionate about those things, too. If you think a class you are taking is "pointless" or "doesn't apply to your major", take another look—a true student can see the value in subjects beyond their own.

- Luke Apisa | Centerville, OH

► FIRST-YEAR WRITING

WHAT WRITING COURSES WILL I TAKE?

First-Year Writing consists of two or three writing intensive courses in English (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 obligations. You cannot delay enrolling in 1301 or 1302, and you are not permitted to drop first-year writing, no matter what your grade. 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!

► 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
EARTH SCIENCES, 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
ECONOMICS	ECO 1311
ENGLISH	ENG 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 these 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; in Spanish only, 2302 = intermediate
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, 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

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 1301, CTV 1302
CORPORATE COMMUNICATIONS & PUBLIC AFFAIRS	ENGL 1301 or 2305; CCPA 2327 and 2310; foreign language; STAT 1301 recommended for MATH fundamental
JOURNALISM	ENGL 1301 or 2305; CCJN 2302 and 2303; 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 SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Consult with Academic Advisor

Consult with Academic Advisor

► 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 minor in business administration requires:

- **minimum all-college, cumulative GPA of 3.300**
- completion of a minimum **39** hours, and
- a minimum 3.300 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, if you have a 3.6 or above GPA (or STAT 2331 or EMIS 4340 or 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 **through enrollment 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. **The all-college cumulative GPA is recorded at the end of the semester the student completes the subset courses and has at least 39 hours.**

Admission via the Extended Subset

Students who do not achieve a 3.300 GPA in the business subset **or a 3.300 all-college cumulative GPA** may be admitted based on the extended subset. The extended subset consists of the original subset plus a first attempt of ACCT 2302, which must also be completed through **enrollment in courses taught by faculty of the Cox School of Business**. Students who achieve the **minimum 3.300 GPA on the extended subset and the minimum 3.300 all-college cumulative GPA at the end of that semester** will be admitted to the Cox BBA program or the **minor in business administration**.

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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 2314
3. STAT 2331 or STAT 2301

LYLE SCHOOL OF ENGINEERING

For admission to a degree program in Lyle Engineering, a student must:

- complete 24 credit hours
- attain a 2.0 or higher cumulative GPA
- attain a 2.5 or higher GPA in the following courses:
 - ENGL 1301 or equivalent
 - ENGL 1302 or equivalent
 - MATH 1337
 - MATH 1338

- and a minimum of two courses as follows for each Lyle major:

Civil Engineering	CSE 1341, ENCE 1302, ENCE/ME 2310
Computer Engineering	CSE 1341, CSE 1342
Computer Science	CSE 1341, CSE 1342
Electrical Engineering	EE 1322, EE 1382
Environmental Engineering	CSE 1341, ENCE 1302, ENCE/ME 2310
Management Science	CSE 1341, CSE 1342 and "C" or better in all subset courses
Mechanical Engineering	ME 1202 & 1102, ME 1305 or CSE 1341, ME/ENCE 2310

With the exception of courses repeated using the First Year Repeat Policy, all attempts of subset courses will be used in computing the subset GPA. The subset GPA for students who have AP or IB credit is based upon the remaining graded subset courses. Current University grading policy, as summarized under Academic Forgiveness, permits forgiveness of academic work taken 10 or more years prior to the term of admission. Academic work forgiven under this policy will not be included in the subset GPA.

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 GPA 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 GPA 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 GPA 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.

Selection for the major 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.

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. Both of these items were sent to you after you were admitted to SMU.

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 **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 **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 e-mail account cannot be forwarded, you can easily configure your smartphones or e-mail 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. Every enrolled student must have a valid home and mailing address. *(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 Family Educational Rights and Privacy Act (FERPA) is a federal law that grants you the right to inspect, obtain copies of, challenge, and, to a degree, control the release of information contained in your education records. Visit the University Registrar's FERPA Web site at **smu.edu/ferpa** for helpful resources and to find all essential information on FERPA at SMU, including essential pages for students, FERPA Tutorial and Quiz. If you still 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 the Release of Education Records feature in Access.SMU Self-Service. 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 individuals view access to parts or all of their

education records. More information on this feature is available at smu.edu/ferpa/students. For one time access, students may fill out a form if they want their information released to a specified third party. The Student's Consent for SMU to Release Information to Student's Specified Third Party form is available at smu.edu/registrar/ferpa/forms.

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 smu.edu/dedman/advise/.

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 smu.edu/catalogs/undergrad/admission.asp.
- SMU offers credit and placement for departmental exams.

For additional information, see 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 by going to smu.edu/registrar then click "Class Schedule and Enrollment Information" then "Class Search."

- *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 smu.edu/sas/aa/student_eDPR.asp.
- You can find a guide to understanding your DPR at 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 2010 semester is Friday, November 5.
 - The last day to drop a course during the Spring 2011 semester is Wednesday, April 6.
- For more information, see 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 30 credit hours of post-matriculation work may be approved.
- You must work with your advisor to receive prior approval for post-matriculation transfer courses. See smu.edu/registrar/Enrollment_Info/rules.asp and click on "Transfer Courses from Other Institutions."
- For more information about transferring coursework, see "Transfer Credit Policies for Continuing SMU Students" at smu.edu/registrar/transfer/continuing_students.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 smu.edu/registrar/index_enrollment.asp. Click the appropriate term and then click "Withdrawal Procedures."

My best advice for success would be to keep your priorities straight. Socializing is important, but if what you want is academic success, that has to come first. Get to know your teachers, and work hard. What was the most important thing to me was always getting a full night of sleep.

- Cecilia Chard | Tyler, TX

► GRADES

ACADEMIC WARNING NOTICE/ EARLY INTERVENTION & MID-TERM GRADING

During your first two semesters of enrollment (or one semester if enrolling in the Spring of 2011), first-year, sophomore and transfer students may receive both an early intervention and mid-term grade report indicating grades in progress.

- Faculty are not required to submit early and mid-term grade information.
- Only courses with reported grades of C-, D+, D, D-, F, FA (failure due to attendance), or FT (failure due to tests) are included on early and mid-term grade reports.
- Notices are mailed to your local address, and electronic versions are shared with your advisor and the L.E.C.

For more information, see smu.edu/registrar/Enrollment_Info/rules.asp and click on "Academic Progress."

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 smu.edu/registrar/Final_Exam_Schedule/grade_postings.asp.
- Grade Reports are not mailed. You may view your final grades in ACCESS.SMU, Student Center, View My Grades.

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	*
CR	Credit	*
NC	No Credit Received	*
P	Pass	*
W	Withdraw	*
X	No Grade Received in Registrar's Office	

I found it very helpful to fill out a Time Awareness sheet in order to set up an "ideal" weekly schedule. Also, talk to and get to know your professors!

- Alyssa Hunek | Venice, FL

* Grades not included in grade point average.

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, excluding those hours for which grades are shown with an asterick. See smu.edu/registrar/Enrollment_Info/rules.asp and click on "Grades" and "Grade Point Average" for more information.

INCOMPLETES

You may receive a grade of Incomplete (I) in a course if you have completed at least 50% 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.

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. The previous attempt will not be used for GPA calculation.
- 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 smu.edu/registrar/Enrollment_Info/rules.asp and click on "Grades for Repeated Courses."

OFFICIAL TRANSCRIPTS

- To request an official transcript, go to 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 February, and for the Spring Term in July. 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- for the term.
- No Incomplete grades can be on your transcript during the final selection process.

See smu.edu/registrar/honor_roll.

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 five 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 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 Policies and Procedures 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 whose cumulative GPA falls below 2.00 at the end of any regular (fall, spring) may be placed on Academic Probation. The student on Academic Probation has one, regular term in which to raise his or her cumulative SMU G.P.A. to 2.00 or higher. If the student does not do so, the student may be placed on Academic Suspension.

ACADEMIC SUSPENSION

If a student is placed on Academic Suspension, the period of Academic Suspension is for a minimum of one regular term. Credits earned at another college or university during a term of suspension may not be applied towards an SMU degree. A grade-point deficiency must be made up at SMU.

If the student has any desire or intent to seek reinstatement after the period of Academic Suspension, the student should contact SMU as soon as possible after being placed on Academic Suspension (the particular office or person to contact will depend upon the student's school of record). The appropriate conditions that the student should satisfy to be eligible for reinstatement will be determined by the student's school of record.

ACADEMIC REINSTATEMENT

A student who has been academically suspended once may apply for academic reinstatement to the University. A student is not eligible to request reinstatement until the end of the time period of Academic Suspension. The request for reinstatement should be submitted to the University Academic Appeals Committee, which will make a decision on the request. Ordinarily, the decision whether to grant reinstatement shall be based primarily on whether the student has satisfied the conditions set out for the period of Academic Suspension.

ACADEMIC DISMISSAL

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

Don't take for granted good study partners.

- Leah Barnett | Richardson, TX

► FINANCIAL PROTOCOL

MY SF eSPACE (STUDENT FINANCIAL)

"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

Invoice and statement notifications for your student and miscellaneous accounts are automatically sent to your SMU e-mail address. If your parents or other individuals will be responsible for your financial obligations and they would like to receive invoice and statement notifications for your accounts, they must be invited to be an "Other Payer" by you. For instructions, log onto 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 smu.edu/bursar. Click on "Financial Brochure" then select "Financial Bulletin (pdf)," and look for payment options in the Table of Contents of the brochure.

Time management and balancing work with play is essential to having a healthy college experience. Go out have fun meet new people but make sure you get your work done. College is about new beginnings so be yourself, not the "cool kid." Live your college life with no regrets; try new things and better yourself.

- Brendan Daniel Foley | New Canaan, CT

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 completed 75% of classes attempted.

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 by the priority deadline. 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, log on 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 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. Contact your financial aid advisor to 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 Web site 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.

Always go to class. Use your Semester-at-a-Glance to keep track of assignments. Also, learn to balance your time between work and fun. Without that balance it is easy to get behind and forget things. Have fun but always leave enough time for studying. Don't be afraid to take hard classes or professors - it pays off in the end.

- Ryan Wilson | Mandeville, LA

► DIVISION OF ENROLLMENT SERVICES: 2010/2011 DATES AND DEADLINES CHECKLIST

- **July 2010**
 - 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
 - Authorize access for parents and others by completing the Release of Education Records in ACCESS.SMU Self-Service.
 - Set Up Direct Deposit for Refund Checks at smu.edu/bursar/.
 - Finalize payment arrangements
 - Begin looking for on-campus employment
- **August 2, 2010** Fall 2010 payment due date
- **October, 2010** Check ACCESS.SMU for holds
- **November, 2010** Pre-register for Spring 2011 (ends November 19)
- **December 16, 2010** Spring 2011 payment due date
- **January, 2011** Begin filing FAFSA & CSS/PROFILE® for 2011-2012
- **March, 2011** Check ACCESS.SMU for holds
- **April, 2011** Pre-register for Summer 2011 & Fall 2011 (ends April 22)
- **May 1, 2011** Priority deadline to complete both FAFSA & CSS/PROFILE®
- **June, 2011**
 - Complete any incomplete items on Financial Aid Checklist
 - Students begin receiving electronic award notification of 2011-2012 financial aid package

► STUDENT APPEALS AND COMPLAINTS

At SMU, various policies reflect the SMU community's collective judgment about the academic, disciplinary, and academic honesty policies and procedures that best serve the interests of students and the overall academic community. Students sometimes might seek waiver of, deviation from, or appeal of these policies or applications of these policies. This page gives the links to the procedures for different types of student appeals or complaints available to undergraduates at SMU (smu.edu/provost/acad_petitions.asp).

- Undergraduate Student Academic Petition smu.edu/provost/appeal.asp
- Appeal of Grade smu.edu/catalogs/undergrad/policies.asp
- Honor Code smu.edu/studentlife/studenthandbook/PCL_05_HC.asp
- Code of Conduct smu.edu/studentlife/studenthandbook/PCL_03_Conduct_Code.asp
- Academic Grievance and Appeals Procedures for Students with Disabilities smu.edu/studentlife/SSD/OSSD_Appeals.asp
- Appeal from financial aid decisions, including financial aid decisions based on lack of satisfactory academic progress smu.edu/catalogs/undergrad/finanaid.asp
- Discrimination or violation of rights smu.edu/policy/S2/2.8griev.htm
Petitions or complaints alleging discrimination on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, or veteran status; petitions or complaints alleging harassment, intimidation, or reprisal; or petitions or complaints alleging improper or discriminatory action that abridges the person's rights or contravenes the applicable policies and practices of Southern Methodist University or of any federal or state law.
- Policy for Non-Renewal of Athletic Aid grfx.cstv.com/photos/schools/smu/genrel/auto_pdf/SAHandbook.pdf

WHERE'S MY CATALOG?



Your parents may be asking this more than you are, and it's a good question. During your four years at SMU, portions of the University catalog will be invaluable as you research degree plans and chart your long-term curricular journey.

SO WHERE'S MY CATALOG?

You'll get your copy when you arrive on campus for AARO, and you can access the current version on-line at smu.edu/registrar/course_catalog.asp.

BUT HOW CAN I REGISTER FOR CLASSES WITHOUT A CATALOG? DON'T I NEED IT RIGHT NOW?

No. The catalog contains all undergraduate courses offered at SMU, not just those offered this fall. The catalog is really about the choices you'll make during your last six semesters at SMU, and not about your first two semesters. In fact, using the catalog to prepare for your first registration may actually confuse you more than help you.

WHY?

Most of the courses listed in the catalog can't or shouldn't be taken until you have completed the prerequisites during your first year. Even if you're a transfer student or a student who's coming in with a lot of advanced placement hours, you really need to meet with your official academic advisor before determining just how to begin your SMU career.

For most of you, the first year is all about laying the foundation. For example, almost all of you will take first-year writing (see page 16), and almost all of you will take first-year math (see pp. 14-15).

THAT'S TWO COURSES; WHAT ABOUT THE OTHER THREE?

Typically, your third and even fourth course will be determined by your pre-major interests (see pp. 17-19). For example, you'll probably take Economics 1311 if you're thinking about Markets and Culture or something in Business, and you'll probably take Chemistry 1303 if you're thinking about pre-med or pre-engineering. If you're looking at the performing or studio arts, there are specific introductory courses required during both of your first two semesters.

Typically, then, first-year students have room in their schedules for only one or two additional courses, and most of these will be courses especially designed for students who are beginning their college careers. Many will satisfy GEC requirements (see pp. 11-13); others may help you choose your major, minor, or second major.

SO HOW DO I FIND OUT ABOUT THESE COURSES?

We thought you'd never ask. These courses are exactly the part of the catalog that you need. Right here and right now. We've reviewed enrollment figures for 2007-2008 and 2008-2009, and here's the information you'll need about the sixty courses most popular with first-year students.

IN OTHER WORDS, HERE'S YOUR CATALOG:

► THE FIRST-YEAR CURRICULUM

To view course details (when offered and where, as well as seat availability) in a searchable database, visit ACCESS.SMU. Log in using your SMU ID and password or as a guest by clicking on "Guest Features" in the upper right-hand portion of the page.

ADV 2374 Survey of Advertising: Surveys the field of advertising and how it fits into society. Topics include history, law, ethics, social dynamics, economic implications, as well as the advertising campaign planning process. The process of advertising is examined from the perspectives of art, business, and science.

ANTH 2301 Introductory Cultural Anthropology: Basic theories and methods of cultural anthropology. Explores variations in cultural values, social practices, religion, rules of law, etc., in different cultures around the world. Focuses on understanding the forces that shape cultures and societies, and how they adapt to a rapidly changing world.

ANTH 2302 People of the Earth: Humanity's First Five Million Years: Human biological and cultural evolution from the appearance of ancestral humans in Africa, to agricultural origins and the rise of the world's great civilizations.

ANTH 2363 The Science of Our Past: An Introduction to Archaeology: Introduces students to how and why archaeologists study evidence of past human behavior. Required labs emphasize hands-on analyses of artifacts and other archaeological materials.

ARHS 1303 Introduction to Western Art I: Prehistoric through Medieval: An introduction in lecture form to the fundamentals of art history. Includes observations of historical styles, techniques, and media of cultures.

ARHS 1331 Nineteenth Century European Art: Major art movements of the 19th century from Gothic Revival, Neoclassicism, Romanticism, and Realism to Impressionism, Post-Impressionism, and Symbolism, with emphasis on parallel developments in politics, philosophy, literature, music, and dance.

BIOL 1303 Essentials of Biology: An introduction to the major concepts of biological thought for the non-science major. First term: cell biology, physiology, inheritance, developmental biology and human reproduction; second term: evolution, diversity of plants and animals, and ecology. Includes one laboratory session each week. Not open to students who have earned credit in BIOL 1401.

BIOL 1401 Introductory Biology: Introduction to the study of living organisms: cell structure, metabolism, and genetics. Three lecture hours and one three-hour laboratory each week. BIOL 1401 and 1402 are prerequisites for all advanced courses in biological sciences

CHEM 1301 Chemistry for Liberal Arts: An introductory course in chemistry for the non-science major. No prior knowledge of chemistry is assumed.

CHEM 1303/1113 General Chemistry: Designed primarily for science majors, premed students, and engineering students. Offers an introduction to the fundamental principles and theories of chemistry, including stoichiometry, the structure of matter, energy relationships involved in the transformation of matter, the dynamics of such transformations, and some descriptive chemistry of the important elements. It is a prerequisite to all advanced courses in the department. One three-hour laboratory period each week.

CSE 1340 Introduction to Computing Concepts: Introduction to computer concepts, program structures, object-oriented programming, and interactive application development. Extensive programming projects emphasizing logical control structures and the use of libraries.

CSE 1341 Principles of Computer Science I: Intended as a continuation of CSE 1340. Introduction to the fundamental concepts of computer science and object-oriented design of reusable modules. The course covers basic object-oriented concepts of composition, inheritance, polymorphism, and containers. First course for CS and CpE majors and minors. Prerequisite: A grade of C- or better in CSE 1340 or at least a 4 on the AP exam.

CTV 1301 Film and Media Aesthetics: Introduction to the fundamental visual and audio techniques used in cinema, television, and emerging media to convey meaning and mood. Careful analysis of selected films, TV shows, and other media. Required of all majors.

CTV 1302 Media and Culture: Survey of the relationship between media and society. The technological, economic, and legal aspects of the media industries will also be explored. Required of all majors and minors.

ECO 1311 Principles: Consumers, Firms and Markets (Microeconomics): Enables a concerned citizen to make an intelligent appraisal of current controversies relating to consumers and producers. Explains tools of economic analysis. No prerequisites.

EDU 1110 ORACLE: This one-credit elective course provides students with a means to build advanced reading and learning skills. You will develop strategies for organization, time management, note taking, and study-reading, as well as concentration, test preparation, and management of test anxiety. With individual guidance from your instructor, you can improve your reading comprehension, double to triple your reading rate, and develop a personalized system of strategic study techniques. Two sections are reserved for students pursuing pre-med curricula.

EE 1301 Modern Electronic Technology: A lecture and laboratory course examining a number of topics of general interest including the fundamentals of electricity, household electricity and electrical safety, an overview of microelectronics, concepts of frequency and spectrum, the phonograph and the compact disc, bar codes, and communication by radio and television. The course is designed for nontechnical students who want to be more knowledgeable. (Not open to EE majors.)

EE 1382 Fundamentals of Electrical Engineering: Introduces engineering students to the fundamentals of modern electrical engineering. The material covers the basics of the creation, manipulation, storage, and transmission of information in electronic form. Topics will include time and frequency domain signal analysis, mathematics and physics of basic building blocks of electrical systems, sampling, filtering, data coding for compression and reliability, communications, digital imaging and storage technologies. Weekly laboratory and design assignments will be an integral part of the course.

EMIS 1305 Computers and Information Technology: A survey course in computers and information technology that introduces the college student to the architecture of the personal computer, software, hardware, telecommunications, and artificial intelligence, as well as the social and ethical implications of information technology. The classes meet in a computer laboratory where concepts learned are reinforced, including a survey of word processing, spreadsheet, database management, presentation, and network software. Credit is not allowed for a CS, CpE, or MS major or minor.

EMIS 1305 Computers and Information Technology: A survey course in computers and information technology that introduces the college student to the architecture of the personal computer, software, hardware, telecommunications, and artificial intelligence, as well as the social and ethical implications of information technology. The classes meet in a computer laboratory where concepts learned are reinforced, including a survey of word processing, spreadsheet, database management, presentation, and network software. Credit is not allowed for a CS, CpE, or MS major or minor.

EMIS 1360 Introduction to Management Science: Management science is the application of mathematical modeling and scientific principles to solve problems and improve life in society. This introductory class shows how to develop plans, manage operations, and solve problems encountered in business and government today. Prerequisite: Knowledge of college-level algebra.

ENCE 1301 Environment and Technology: Ecology and Ethics: Students are introduced to the economic, engineering, ethical, political, scientific, and social considerations of environmental decision making and management. Local, regional, and global topics will be examined. Students will take off campus field trips.

ENGL 1330 The World of Shakespeare: Introductory study of eight or nine of Shakespeare's important plays, placing them in historical, intellectual, and cultural contexts.

Foreign Languages: Chinese, French, German, Hindi, Italian, Japanese, Latin, Russian, and Spanish

GEOL 1305 Oceanography: A study of the physical (geological), biological, and chemical processes responsible for the existence of the ocean as we know it today. Examines the impact of man on the oceans and oceanography's role in resource development, climatic and environmental modification, and other human concerns. Three hours of lecture and one two-hour laboratory each week.

GEOL 1307 The Solar System: A study of the formation and evolution of the solar system. Discussion of solar system materials, nebular processes, meteorites, the formation and evolution of the planets and their satellites, the origin of stars, and the evidence for the standard model of cosmology. Two lectures and one two-hour laboratory each week.

GEOL 1308 Evolution and Life History: Evolution as observed in the fossil record in light of biological principles. Evolution as a process, origins of life, adaptation, extinction, emphasizing examples from geological record. One four-hour field trip each week. Recommended for the paleontology track.

GEO 1313 Earthquakes and Volcanoes: Seismic and volcanic events are two manifestations of plate tectonics. These natural hazards affect mankind. This course will emphasize geologic insights provided by these phenomena and their impact on society. Three one-hour lectures and one two-hour lab per week.

HIST 1321 First-Year Seminar in American History: Offers the beginning student an opportunity to explore specialized topics in American history intensively in a small class setting.

HIST 2311 Out of Many: U.S. History to 1877: Growth of American civilization. General survey, with particular attention to social and political aspects. U.S. history from the beginning until the end of the Civil War.

HIST 2312 Unfinished Nation: U.S. History Since 1877: Growth of American civilization. General survey, with particular attention to social and political aspects. U.S. history from the end of the Civil War until the present.

HIST 3350 Life in the Medieval World, A.D. 306 to 1095: A survey of the political, religious, and cultural history of Western Europe from Constantine the Great to the First Crusade.

ME 1202/1102 Introduction to Engineering: Introduction to mechanical engineering and the engineering profession; the design process; sketching; forces in structures and fluids; conservation laws and thermal systems; motion of machinery. Corequisite: ME 1102.

ME 1301 Machines and Society: Introduces engineering systems to non-engineering students. The course is divided into four parts: 1) What is engineering, and what do engineers do? In particular, what do mechanical engineers do? Historical perspective on engineering design, principles of design engineering, and energy conversion processes. 2) Engineered products. What do mechanical engineers produce? The basic principles of converting science to technology. 3) The development of technology for society and humanity. 4) The laboratory and workshop experience, including computer animation and simulation.

ME 1305 Information Technology and Society: A comprehensive survey of information technologies and the growing interconnectivity between them as currently utilized throughout society. Students will acquire portable IT skills in the use of word processing, spreadsheets, presentation tools, graphics applications, and the Internet that will prepare him or her for success in the workplace and beyond. Issues surrounding IT will be discussed, including history, ethics, legal questions, use in producing and maintaining a competitive advantage, effects on society, and associated costs and benefits.

MUHI 1321 The Art of Listening: An investigation of the elements of music (melody, rhythm, harmony, form, timbre) as they develop and change throughout the various historical periods of music. Emphasis is on active listening. For non-majors. Does not satisfy music history requirements for music majors.

MUHI 3340 Jazz: Tradition and Transformation: Bunk, Bird, Bix, Bags, and Trane. From blues to bop, street beat to free jazz. A study of the people and music from its African, Euro-American origins through the various art and popular forms of the 20th century.

PHIL 1300 An Introduction to Practical Reasoning: Learning to analyze, evaluate, and present information in order to better assess one's own beliefs and to persuade others more effectively.

PHIL 1301 Elementary Logic: An introductory course in symbolic logic. Logic provides a means for determining whether the purported conclusion of an argument really does follow from the premises. In symbolic logic, mechanical procedures are developed for determining whether a given argument is valid. The techniques and skills acquired through logic have important applications not only within other academic areas such as the sciences and humanities, but may be of use within various professional areas, including law.

PHIL 1305 Introduction to Philosophy: A general introduction to the central questions of philosophy, including such areas as the theory of knowledge, philosophy of religion, metaphysics, philosophy of mind, ethics, and political philosophy. Typical questions might include: Can we know the world outside our minds? Is it rational to believe in a God who allows evil to exist? Do the laws of physics allow for human freedom? Is morality more than a matter of opinion? Can there be unequal wealth in a just society? Readings will include classical authors such as Plato, Descartes, Locke, Hume, and Mill, as well as contemporary philosophers. The focus of the course will be on arguments for and against proposed solutions to key problems of philosophy.

PHIL 1317 Business Ethics: A discussion of the moral and political issues surrounding a free-enterprise system. Students will be introduced to basic moral theory. Further topics will include distributive (or economic) justice, the moral preferability of capitalism and socialism, and selected concrete moral issues such as truth in advertising, worker safety, and affirmative action.

PHIL 1318 Contemporary Moral Problems: An introduction to philosophical ethics focusing on questions in applied ethics. Students will explore ethical theories, philosophical methods, and their application to some of the most controversial and pressing issues confronting contemporary society. Topics vary, but the following are representative: abortion, animal rights, affirmative action, capital punishment, economic justice, euthanasia, sexuality, war and terrorism, and world hunger. Class discussion is an important component of the course, as is reading and writing argumentative essays about these issues.

PHYS 1303 Introductory Mechanics: For science and engineering majors. Vectors kinematics, Newtonian mechanics, gravitation, rotational motion, vibrations, waves, and fluids. Prerequisite: MATH 1337. Concurrent registration in MATH 1337 is allowed based upon satisfactory completion of a calculus course in high school and approval of instructor.

PHYS 1311 Elements of Astronomy: A course in planetary and stellar astronomy including laboratory and observations.

PHYS 1313 Fundamentals of Physics: Contemporary concepts of physics including Newtonian mechanics, gravitation, rotational motion, fluids, the gas laws, vibrations and waves, sound. Intended for the non-science major. No prior knowledge of physics is assumed.

PLSC 1320: Introduction to American Government and Politics: The organization, functions, and processes of our national government, with particular attention to parties, pressure groups, and other forces that influence its course. Attention will also be given to the Texas Constitution.

PLSC 1380: Introduction to International Relations: A basic survey of the elements of international relations, including the nation-state system, international organizations, international law, diplomacy, foreign policy, and various non-state actors such as multinational corporations.

PSYC 1300: Introduction to Psychology: Broad introduction to psychology as a behavioral science with special emphasis on cognition, development, learning, social, personality, physiological, and clinical psychology (psychopathology and psychotherapy).

PSYC 2314 Developmental Psychology: A survey of the processes and variables that influence the development of the child, adolescent, and young adult. Emphasis is on research in such areas as perceptual, cognitive, language, and social/emotional development.

PSYC 2319 Social Psychology: Effect of social conditions on individual behavior; includes topics such as attitude change, conformity, attraction, aggression, and small-group behavior.

RELI 1301 Ways of Being Religious: A comparative study of the beliefs and practices of a wide variety of religious traditions. Special attention to such perennial themes as God, salvation, evil, morality, and death.

RELI 1303 Introduction to Eastern Religions: An introductory historical overview of the major religious traditions of Asia. The course will explore developments in religious and cultural trends expressed in South Asia (Hinduism, Buddhism, Jainism, and Sikhism) and in East Asia (Confucianism, Taoism, and Shinto).

RELI 1305 Introduction to Western Religions: A historical introduction to Judaism, Christianity, and Islam. Topics include Moses and ancient Israelite religion; Jesus and early Christianity; rabbinic Judaism; Muhammad and classical Islam; the birth of Protestantism; and Jewish, Christian, and Islamic modernism.

SOCI 2300 Social Problems: Selected problems of modern urban life analyzed with an emphasis on American values, the nature of community, and the manifest and latent functions of proposed solutions to social problems.

SOCI 2310 Introduction to Sociology: The perspective and basic content of sociology, emphasizing the ways in which values and other beliefs influence social behavior.

THEA 1380 Dramatic Arts: Mirror of the Age: Introduction to theatre emphasizing the role of the audience in the experience of performance. Semiotic and communications models are used to explore the dynamic interaction and changing relationship between performance, audience, and society. Theatre-going experiences are discussed and analyzed.

THEA 2311 The Art of Acting: Basic work in acting, voice, and movement for the non-major. Relaxation, concentration, imagination, and the actor's exploration and use of the social world.

WELL 1101 Choices I: Concepts of Wellness: Holistic health issues, problems often faced by first-year students, and how best to handle them. The course focuses on issues of attitude, change, adaptation to change, personal responsibility and happiness; the relationship between our thoughts and lifestyle choices and how they relate to health, fitness, and effectiveness. In addition, students are introduced to the various services and organizations available on campus.

To view course details (when offered and where, as well as seat availability) in a searchable database, visit ACCESS.SMU. Log in using your SMU ID and password or as a guest by clicking on "Guest Features" in the upper right-hand portion of the page.

► VISUALIZE YOUR SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Alternative Classes
8:00 AM						
9:00 AM						
9:30 AM						
10:00 AM						
11:00 AM						
12:00 PM						
12:30 PM						
1:00 PM						
2:00 PM						Notes:
3:00 PM						
3:30 PM						
4:00 PM						
5:00 PM						
6:00 PM						
6:30 PM						
Evening Hours						

► **FOUR-YEAR ACADEMIC PLAN**

Projected 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 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 smu.edu/studentlife/studenthandbook/PCL_05_HC.

 To make sure that you understand the basic contours of academic integrity, SMU requires you to take an online "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 Corral, 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, for 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*

* For more about the work of the Task Force, see smu.edu/smunews/liveresponsibly.

► 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 otherwise?" 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.

Semester-at-a-Glance is ESSENTIAL! Couldn't have done without it. Drop by the L.E.C. the first week of class and get one. A Time Awareness sheet is also helpful. If you are a musician, strive to practice as much as you can. Some days it will seem impossible to practice as much as you want. It's ok if you don't always make it due to other academic deadlines, as long as it's the exception, not the rule.

- Lindsay Gutierrez Ellison | El Paso, TX

► 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 L.E.C. or your residence hall or by making an appointment to work with an L.E.C. 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.

The best advice I have is to go to all of your classes, everyday. I know so many students who skipped class and never were able to catch up. Also, so many students get caught up in the party lifestyle and neglect their homework. That just sets you up for failure. It is also helpful to establish good relationships with your professors. If they know who you are, you can get special help. Most of the time if you're having trouble in a class, they will be flexible and show you how to succeed.

- Allison Hardy | Tyler, TX

► 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.

Find the study environment that works for you. My dorm room consists of too many distractions, so I discovered Meadows Library. It was close to my dorm and very quiet because it isn't as popular as Fondren. Get your work done before you go out. Learn to prioritize. Get to know your professor. In a large class, it is helpful for your professor to know your name. They will be willing to help you earn those few extra points you need!

- Michelle Mozena | Lake Oswego, OR

A Semester-at-a-Glance calendar was helpful in keeping track of all my assignments. It was also worthwhile to spend my study hours in Bridwell Library – it's much more quiet than Fondren and also more comfortable. In addition, I would encourage students to meet with their professors, no matter how intimidating they may appear at first—they are great sources of reference and advice.

- Allison Berk | Plano, TX

► 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.

Re-copy your class notes; it helps to clarify and remember the information.

- Nadia Mansour | Kettering, UK

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 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 22nd, the day that you and your new classmates attend Opening Convocation, 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 2010 New Student Common Reading is Dave Eggers' **Zeitoun**, a work of non-fiction that we hope you will find thought-provoking and worth getting excited about.

Go to class, pay attention in class, do your share outside of class, and you'll do well in the class. Also, use your breaks during the day to do homework so you'll have free time at night.

- Sidney Anthony | Ridgeland, MS

► 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.

Create a routine as soon as possible. Determine the best times for meals, exercise, study and free time. Focus on your schoolwork but make sure you take care of yourself, too! Use study groups! It really does help your grades and you'll make great friends in the process!

- Jordan Lee | Garland, TX

► 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.

Get to know your professors. Make good use of them and go see them and ask questions during office hours!!

- Jenevieve Lubwama | Kampala, Uganda

► YOUR SECOND SEMESTER

SOME IDEAS TO PONDER

Now that you have settled into the rhythm of the University, you can begin to think about your plans for the future. You have established a schedule of classes, time for study, extracurricular activities and leisure activities. Hopefully, you are developing time management skills, learning to balance your life. Once those patterns are in place, it's time to think about visiting your Academic Advisor to discuss:

- how you are doing in the current semester;
- any concerns you might have; and
- how you can plan for the upcoming semester.

You will want to meet with your advisor during the first semester, hopefully more than once, to brainstorm. Perhaps you have not yet decided on a major. That's okay. Think about exploring some areas of interest, but also consider topics you have never explored. Many students come to SMU with specific plans in mind, take a class that sparks their interest and decide on majors in other areas. Find your passion. Think outside the box!

You will need to meet with your advisor to plan for classes in the spring semester. You must complete your First Year Writing requirement. You will enroll in either ENGL 1302 or ENGL 2306 (honors students), unless you already have credits for a course. You must earn at least a C- in the first semester class in order to move to the next class. Your schedule might look like this:

- ENGL 1302 or 2306
- Math Fundamental (talk with your advisor for specific choices)
- Perspective or Science
- Class for your intended major
- Elective: a chance to explore...this might be a first course for a potential major/minor.

Don't let the word "elective" scare you. That particular course may end up being a requirement for a second major or minor; and remember, all courses count toward hours for graduation.

Having a good beginning to your second semester means you have given some thought to courses you might want to take, your interests, your goals, all of which you can discuss with your advisor. You can do as much forward planning as you choose. You may want to discuss possibilities for Study Abroad and how that experience will fit into your Four-Year Plan. Planning is very helpful in determining if all your goals are possible to achieve within a specific timeframe.

Connect with faculty. Be engaged. Begin to take charge of your academic career.

Make time to study and do your homework. There are so many different things that distract you in college, but it's important to schedule that time even if it's just that hour between two classes. That can be the most efficient study time.

- Jennifer Warner | Boise, ID

► FROM CONVOCATION TO GRADUATION, WITH A COMMITMENT OF SUPPORT

I understand what it means to be a student who feels homesick and disconnected in college. During my first semester at Purdue University in Indiana I wanted nothing more than to transfer home to a college in New Jersey. However, I did not do that because my parents reminded me why I was there – to get a good education and degree which would lead me to a better future. My psychology professor reminded me why I was there – to get a good education and degree which would lead me to a better future. The assistant director of housing reminded me why I was there – to get a good education and degree which would lead me to a better future. They supplied the vision I had lost.

This is not an uncommon experience for many students during their initial days, weeks and months at any college or university. There is an exploration period associated with becoming familiar with new surroundings, higher expectations of personal conduct and academic performance and understanding how the “system” works. Underlying this are concerns if you will fit in, make new friends, and whether you made a mistake in your choice to come to SMU or if SMU made a mistake in offering you admission. This is a lot to negotiate. Yet, similar to my initial undergraduate experience, people are in place at SMU who can and will serve as a resource to help you navigate through your transitions and to encourage you to not lose sight of your vision and goals.

Sometimes, though, when you successfully resolve all of these issues and others that have not been mentioned and think that your SMU experience is beginning to fulfill your expectations, something unexpected occurs that creates a “hiccup” in your plans. At SMU we recognize that there can be twists and turns along a student’s path towards their education and that for all, it may not be a straight line toward the degree. The Leave of Absence policy (LOA) provides students with a formal process to “Stop Out” of SMU for voluntary reasons. Typically, a leave of absence is generally for a temporary departure from the institution. However, with this policy, intended permanent withdrawals from SMU are also processed. In addition, students who are participating in study-away programs that do not fall under the authority of SMU also complete the LOA form. The completion of this process assists all respective offices at SMU to monitor and have a formal centralized record of the status for all students who are not enrolled.

WHAT IS A LEAVE OF ABSENCE?

A leave of absence is a temporary leave from the university – a kind of “time out” which may be necessary during your undergraduate career. When you enroll at SMU you become a part of the SMU family, and the goal of this family is to see you succeed personally and academically as a student. The LOA policy is one of the tools we use to ensure that we remain connected to each other during your time away from campus.

WHY DO STUDENTS TAKE LEAVES OF ABSENCE?

Students may elect to take leaves of absence for a variety of reasons, including:

- Medical reasons due to accident or illness;
- Family crises or some other personal situation that requires you to be away from school for some period of time;
- Financial issues which may take time to resolve;
- Academic difficulties which may best be handled by taking some time to refocus on your college work.

HOW LONG DOES A LEAVE OF ABSENCE LAST?

Typically, a leave of absence is for one semester or one academic year. A leave may be extended by contacting your academic department representative.

IS IT EASY TO RETURN TO SMU?

Yes, the process can be an easy one especially if you have gone through the steps to file for a leave of absence and you plan ahead for your return. Following these guidelines helps assure:

- the degree requirements per the catalog of record when you initially matriculated at SMU still apply on your return
- financial aid processing
- you receive the support you need to successfully return to SMU and finish your undergraduate degree.

I AM THINKING ABOUT TAKING A LEAVE OF ABSENCE. WHAT DO I DO?

Arrange an appointment to meet with your academic advisor who will assist you with the process.

The LOA form, policy, and manual are located for review on the Registrar’s Web site at

smu.edu/registrar/leave.of.absence.asp.

ANTHONY TILLMAN, ASSISTANT PROVOST AND DIRECTOR OF RETENTION

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 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 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 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 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 L.E.C. 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. And, 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 (L.E.C.) 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 Altschuler Learning Enhancement Center (L.E.C.). You'll see top students at the L.E.C.; 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 L.E.C.'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 L.E.C. tutors can be a great way to study smarter—not harder. Each fall the L.E.C. 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 L.E.C. 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 L.E.C. Learning Strategies Workshops come in. Every semester the L.E.C. 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 L.E.C. 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 L.E.C. 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 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 **courses.smu.edu**. Log in with your eight-digit SMU ID and SMU password (i.e., the same log in 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 smu.edu/its

SMU provides a number of technology resources and accounts to all students throughout their academic career. These services include SMU e-mail, 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 Web Site at smu.edu/its. 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 Web site 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 e-mail at help@smu.edu or by phone at 214-768-4357 (8-HELP). The Help Desk can assist with free Virus and Spyware remediation if your computer is infected.

COUNSELING AND PSYCHIATRIC SERVICES 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 Web site 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 Web site 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 ACCOMODATIONS AND SUCCESS STRATEGIES smu.edu/alec/dass.asp

Students who seek services and accommodations on the basis of a disability must self-identify to the office of Disability Accomodations & Success Strategies (DASS), and must provide appropriate documentation about the current impact of the condition on their functioning. DASS works with individuals with different kinds of conditions, such as learning disabilities, ADHD, physical/mobility issues, hearing and visual impairments, mental health concerns affecting academics (e.g. depression, anxiety), 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. In addition, students with learning disabilities and ADHD may benefit from the support of SMU's Learning and Attention Disorder counselors. They provide individual academic counseling and coaching and focus on improving learning and study skills, time management, organization, and self-advocacy. For more information, please call 214.768.1918, or visit smu.edu/alec/dass.asp.

HEGI FAMILY CAREER DEVELOPMENT CENTER 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 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 attend a mandatory orientation and a government check-in at the International Center in the Blanton Building. 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. For more information, please contact us at 214.768.4475 or smuint@smu.edu.

ORACLE smu.edu/alec/oracle.asp

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 L.E.C.’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! One section is reserved for international students, and one section is reserved for students with learning differences. 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 smu.edu/alec/wc.asp

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 Altshuler Learning Enhancement Center (202 Loyd).

If you think you're a night person and work best pulling all nighters, ask yourself again circa 11:00am the next day. All of a sudden that Bourne movie marathon last night really wasn't worth the time to do work.

- Kaylee Walsh | Plano, TX

Don't wait until the night before to write a paper or study for a test—it does not end well!

- Gabriella Diaz | Nashville, TN

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.

ALTSHULER L.E.C. TUTORS

The L.E.C. tutoring program hires 50 to 60 tutors each term. Most L.E.C. 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 L.E.C. 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. L.E.C. 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.

BIG IDEAS smu.edu/bigideas

Through the annual Big iDeas program, the Office of the Provost and Vice President for Academic Affairs awards grants of up to \$5,000 each to ten student teams who have proposed research projects designed to define, study, and address big challenges facing the Dallas area, ranging from energy and the environment to education and healthcare. The ten interdisciplinary teams are selected on the recommendations of a review panel, including SMU faculty, students and staff, along with a representative from the Dallas City Manager's Office and the Communities Foundation of Texas. "This year's proposals once again reveal the talent, insight and ambition of SMU's undergraduates," Provost Paul Ludden says. "Big iDeas allows these students to develop their interests and career paths, while also building bridges between SMU and the Dallas community."

CENTER FOR ACADEMIC-COMMUNITY ENGAGEMENT smu.edu/ace

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. Now named the Center for Academic-Community Engagement, ACE is part of the General Education Curriculum, which many of you will come to know through your Perspectives and Cultural Formation Courses, as well as ACE courses taught in conjunction with your majors. As envisioned by its founding students, those enrolled in ACE Center courses enhance their understanding of class readings by working at a variety of social agencies throughout Dallas.

The most unique aspect of the ACE Center is the ACE 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. ACE 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 ACE House is a very special, demanding, and rewarding experience. ACE 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 ACE: ACE Center classes, work-study tutoring jobs, and, of course, living at the ACE House. The presence of the ACE 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 ACE, please contact Dr. Bruce Levy at blevy@smu.edu.

SMU ABROAD smu.edu/abroad

You've come to SMU. Now where do you want to go?

Australia, Copenhagen, Paris, Madrid, Kenya, or Beijing for one or two semesters? Britain or Japan for the academic year? Or, maybe a summer in Hong Kong, Italy, London, Oxford, Germany, Moscow, South Africa, Paris, South of France, India, 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 your study abroad with a SMU program will be possible for you. Come to the International Center in the Blanton Building for brochures and information about all 145 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 smu.edu/nationalfellowships

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 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 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) faculty.smu.edu/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.

Always allow yourself more study time than you think you need - that way, you always have time to get your work done, and if you finish early you've got free time!

- Anna Ziemnicki | Houston, TX

Read the chapter to be discussed in lectures before class.

- Katherine Boomer | Alamo, CA

► 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.

► 2010-2011 LEARNING STRATEGIES WORKSHOPS -ALTSHULER LEARNING ENHANCEMENT CENTER

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FALL 2010

DATE	TOPIC	TIME
Aug 30	Time Management	4 PM
Sept 1	The Big Squeeze: Succeeding in College	
	While Raising a Family	12 PM, 5 PM
Sept 2	The Transfer Student Perspective:	
	Your Transition to SMU	12:30 PM, 5 PM
Sept 7	Organization	4 PM
Sept 8	Textbook Study-Reading	5 PM
Sept 9	Taking & Using Notes	5 PM
Sept 13	Preparing For Tests	5 PM
Sept 14	Essay Exams	5 PM
Sept 15	Multiple Choice Tests	4 PM
Sept 16	Test Anxiety	5 PM
Sept 21	Time Management	4 PM
Sept 30	Taking & Using Notes	4 PM
Oct 4	Concentration	4 PM
Oct 14	Using Your Learning & Memory Styles	5 PM
Oct 18	Textbook Study-Reading	5 PM
Oct 27	GPA 101: SMU Survival Skills	5 PM
Oct 28	GPA 101: SMU Survival Skills	4 PM
Nov 1	Preparing For Tests	4 PM
Nov 2	Essay Exams	5 PM
Nov 3	Multiple Choice Tests	4 PM
Nov 4	Test Anxiety	5 PM
Nov 15	Semester Regroup: The Last Month	3 PM, 7 PM
Nov 16	Semester Regroup: The Last Month	4 PM, 6 PM
Nov 17	Semester Regroup: The Last Month	4 PM, 6 PM
Nov 29	Semester Wrap-up: The Last Week	5 PM, 7 PM
Nov 30	Semester Wrap-up: The Last Week	5 PM, 6 PM
Dec 1	Semester Wrap-up: The Last Week	3 PM, 4 PM

SPRING 2011

DATE	TOPIC	TIME
Jan 26	Time Management & Organization	4 PM
Jan 27	The Transfer Student Perspective:	
	Your Transition to SMU	12 PM, 5 PM
Feb 1	Textbook Study-Reading	4 PM
Feb 3	Taking & Using Notes	4 PM
Feb 7	Preparing For Tests	4 PM
Feb 8	Multiple Choice Tests	4 PM
Feb 9	Essay Exams	4 PM
Feb 10	Reducing Test Anxiety	4 PM
March 31	GPA 101: SMU Survival Skills	4 PM
April 11	Semester Regroup: The Last Month	4 PM
April 12	Semester Regroup: The Last Month	4 PM
April 13	Semester Regroup: The Last Month	6 PM
April 14	Semester Regroup: The Last Month	5 PM
April 25	Semester Wrap-up: The Last Week	2 PM
April 26	Semester Wrap-up: The Last Week	4 PM

► HOW TO FLUNK OUT WITH STYLE AND GRACE

Are you tired of getting preached to about how to be successful in college? Well, relax! We're not going to do that. We realize that some students are actually trying to fail or be mediocre, but they don't really know how to mess up their education enough to actually fail. So here is how to do it with real style and a modicum of grace.

1. Sit in the back of the classroom. This will immediately indicate a lack of interest in the class and a negative attitude toward school in general. Besides, it's easier to fall asleep. If you sit in the middle, be sure to walk out 7 minutes early. And if you have to sit in front, bring your cell phone and send text messages to fill the class hour.
2. Don't read your assignments before going to class. This way, you will be nicely unprepared to answer questions, and you'll have no idea what the professor is lecturing about.
3. If you MUST take class notes, don't look at them until the night before an exam. No sense making more of what the professor says than you have to. And be sure to use a lot of abbreviations so it's easy to forget their meanings. By the way, don't keep notes for each class in separate notebooks – just run them all together so you can be sure to miss some of them when reviewing.
4. Forget to purchase your textbooks. And ignore any suggestions by the professor to do outside reading unless the book has lots of pictures (they can be interesting to look at). If you open a book, never scan the content headings and never look over graphs, figures, illustrations, etc.
5. Ignore the results of your examinations (if you even take them). Throw exams away. If you do the dumb thing of reviewing exams that are returned to you, you might raise your grade on the next exam. Be sure to ignore any of the comments made by the instructor – that only helps to raise your grade also. It is usually best to miss the class the day when exams are returned – and then just never ask for yours.
6. Either don't go to class or go very little. This way, you won't be bothered with knowing about stuff that might be on tests. And REMEMBER that going to class late is not as graceful or stylish. It is best just not to go at all.
7. After cutting a class, be sure to ask the instructor, "Did I miss anything?" or "Did you do anything while I was gone?"
8. Start term papers late. As a matter of fact, just throw them together. This will guarantee a junior-high level mess, especially if you wait until the night before they are due. Then be sure to tear them out of spiral notebooks, hand them in with coffee rings and jelly stains all over the title page, and just for good measure, be sure that the papers are out of order and not numbered. Don't proofread anything....ever!
9. Schedule all of your classes either in the morning or in the afternoon. This will give you large blocks of time to goof off doing nothing – thus eliminating any possibility of making good use of your time.
10. Stay up all night before exams – not to study, just to be bleary-eyed and get your body out of kilter so you will be able to function at the lowest possible level.
11. Never visit with any of your professors during the semester. That would just result in your getting valuable information that might help you. If you must talk about a grade or something stupid like that, be sure to buttress your arguments with sterling logic, such as "but I'm such a nice person" or "I never got anything lower than a B+ in high school."
12. Don't ever read the catalog about the requirements in your area or in any other area. Not only can you remain ignorant about your current major, but you will never have to worry about finding another one that might interest you. And be sure to avoid your advisor if you can. If you have to see your advisor for whatever reason, just run in, breathless, at the last minute so you aren't likely to listen to any advice.
13. Never study with anyone else at any time. You might learn something or have something explained that you would prefer to remain confused about.

14. If you must buy textbooks – just to save face, you know – then sell them right before finals week begins. No sense cluttering your mind or your desk during that last fun week. And you will not have to stand in the “sell back” lines.
15. If you are having difficulty with a course or anything else, avoid like the plague any help from any of the people on campus whose jobs are to help you. Just let the semester slip by.
16. Don't schedule your time. Play everything by ear. Scheduling your time could lead to your not having enough time to waste. When in doubt, log on to Facebook or take a nap.
17. Drop any course that is at all interesting.
18. Remember that “texting” and Frisbee are ever so much more productive during finals week than during any other time.
19. Memorize, memorize. Don't try to understand anything.
20. Develop real self-discipline by putting your role as student second and everything else first.

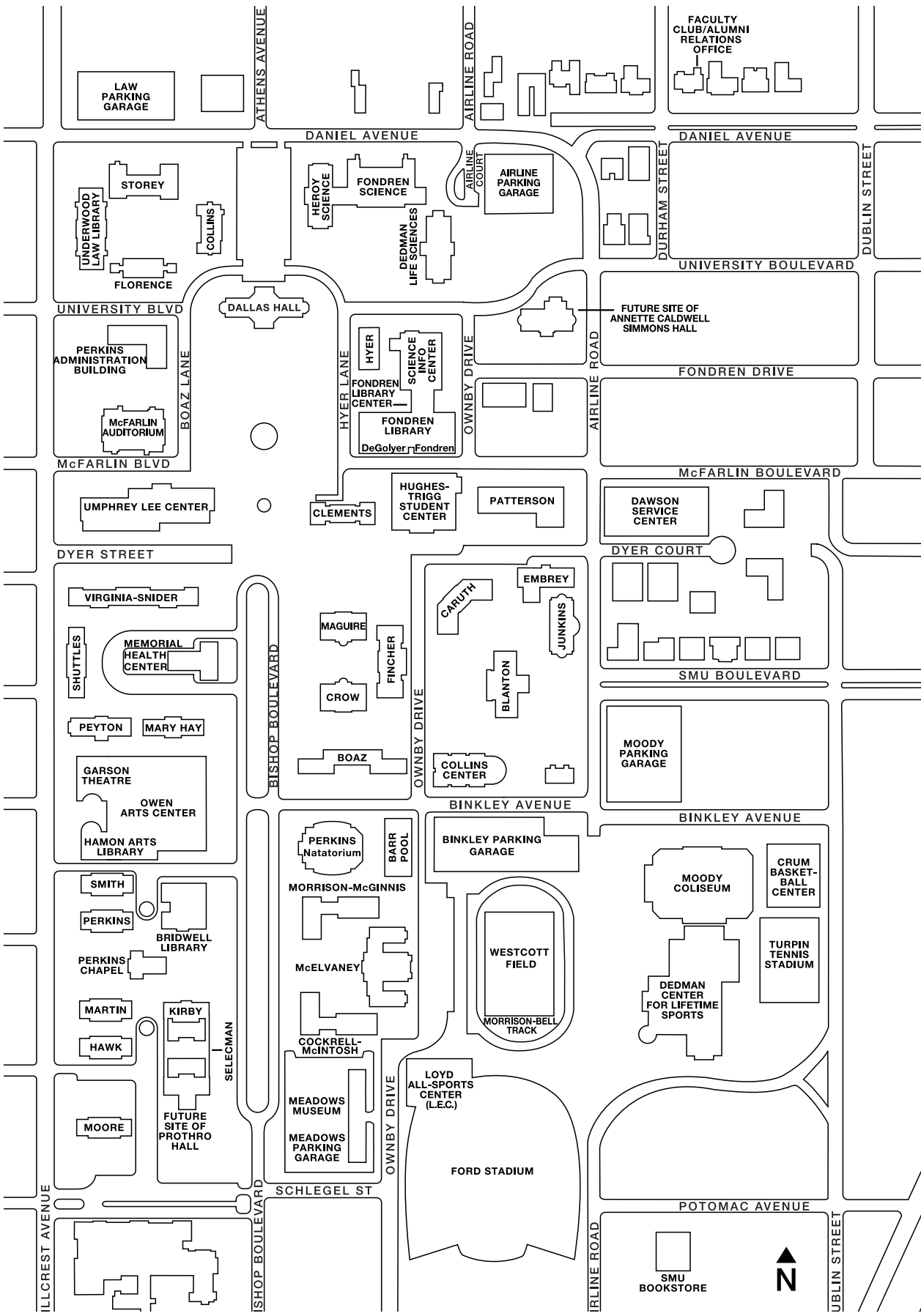
Figure out your learning style (audio, visual, kinetic) early on and cater your studying patterns to your strengths.

- Michelle Engle | Richardson, TX

*Use your time in between classes wisely.
It will make the rest of your workload a lot less stressful.*

- Sarah Whitaker | Concord, OH

Adapted from the Web site for the Academic Advising Program at California State University, Chico.



ROADSIDE ASSISTANCE



Advising Center: Dedman	smu.edu/dedman/advise	214.768.2291
Advising: Cox	cox.smu.edu/undergrad	214.768.3195
Advising: Engineering	lyle.smu.edu/academic/undergraduate_advising.html	214.768.4143
Advising: Meadows	smu.edu/meadows/student/ug-advising.asp	214.738.3217
Advising: Pre-Law	smu.edu/prelaw	214.768.1272
Advising: Pre-Med	smu.edu/premed	214.768.2308
Altshuler L.E.C.	smu.edu/alec	214.768.3648
Chaplain and University Ministries	smu.edu/chaplain	214.768.4502
Center for Drug and Alcohol Prevention	smu.edu/healthcenter	214.768.4021
Counseling & Psychiatric Services (CAPS)	smu.edu/healthcenter	214.768.2277
Dean of Student Life	smu.edu/studentlife	214.768.4564
Disability Accommodations	smu.edu/alec/dass.asp	214.768.1918
Emergency	smu.edu/emergency	214.768.3333 or 911
Financial Aid	smu.edu/financial_aid	214.768.3417
First-Year Writing Program	smu.edu/english/firstyearwriting/index.asp	214.768.2981
General Education Curriculum	smu.edu/dedman/advise/gec.asp	214.768.2203
HFCD (Career Center)	smu.edu/career	214.768.2266
Honor Code	smu.edu/studentlife/PCL_05_HC.asp	214.768.4563
Honors Program	smu.edu/honors	214.768.2813
International Student and Scholar Services	smu.edu/international	214.768.4475
ITS Help Desk	smu.edu/help	214.768.4357
Libraries: Ask A Librarian	smu.edu/cul/ask	214.768.2326
Libraries: Circulation & Reserve	smu.edu/cul/lib/circ.html	214.768.2329
New Student Orientation and Student Support	smu.edu/newstudent	214.768.4560
Parent & Family Programs	smu.edu/audience/parents	214.768.4797
Registrar	smu.edu/registrar	214.768.3417
Residence Life & Student Housing	smu.edu/housing	214.768.2407
SMU Bookstore	bncollege.com	214.768.2435
Student Financial Services	smu.edu/bursar	214.768.3417
Transfer and Transition Services	smu.edu/transfer	214.768.3417
Writing Center	smu.edu/alec/wc.asp	214.768.4253

when you plan your
Education at SMU

think **SUMMER**

SMU Summer School

We provide summer courses through
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SMU-in-Taos
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catch up, get ahead, add a
major/minor or degree

Tuition for summer courses is
63% of the cost of fall or spring.

smu.edu/summer
for all the information



smu.edu