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WHO IS PERUNA?

When SMU was given a spirited miniature black horse in 1932, students immediately adopted him as the Mustang mascot and named him Peruna. His name came from the SMU fight song, “Peruna,” which was adopted in 1916 and refers to an early patent medicine said to have a kick. Nine Perunas have served SMU, appearing at Mustang football games, University celebrations and community events. Today, dedicated Mustangs and fans display “Pony Ears” in recognition of the heart, spirit and loyalty of the little mascot, Peruna.

SMU will not discriminate in any program or activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information, veteran status, sexual orientation or gender identity and expression. The Executive Director for Access and Equity/Title IX Coordinator is designated to handle inquiries regarding nondiscrimination policies and may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. 150981.615
Dear Class of 2019,

I am pleased to welcome you to SMU! You are arriving at an exciting time, as we end our centennial era and truly begin SMU’s second century.

As you begin your journey at SMU, you will find that you have many advocates who are eager to help you explore all that the University has to offer. The faculty, staff and current students join your family and friends in hoping that your time here will be engaging and enlightening.

Peruna Passport is a helpful workbook to navigate through the next few months and years. You will find its information valuable throughout your academic career at SMU. Peruna Passport introduces you to the University Curriculum and includes our best advice on how to make a smooth transition to SMU.

As with any new experience, you may find that many of the expectations and customs, and terminology, are different at SMU, so you should anticipate a period of transition. It is my hope that you will embrace these changes and take personal responsibility for making the kinds of active choices that result in maximizing every step of your journey with us.

Welcome to SMU!

Harold W. Stanley
Provost ad interim and Vice President for Academic Affairs

Dear Mustang,

Welcome to the next step of your journey at SMU: navigating the academic adventures ahead.

Peruna Passport is a practical workbook that will serve you well as you make your way through the many academic decisions you’ll make in the next few years.

Make your copy of Peruna Passport your own: Fill in the blanks, highlight meaningful passages, take notes in the margins and underline areas where you want to learn more. Peruna Passport is a resource designed to guide you through your first year at SMU and beyond.

Peruna Passport will prepare you to meet with your academic advisor during Academic Advising, Registration and Orientation (AARO) this summer. You will establish a partnership with your advisor that will last until you declare your major. You will choose your own classes, but your advisor will ensure that you place in the appropriate course levels and will recommend classes based on your academic goals and interests. To facilitate your introduction to your academic advisor, please complete the Student Bio found online at smu.edu/advising and bring it with you to AARO.

Peruna Passport also will introduce you to the University Curriculum (UC), which provides the foundation and structure for undergraduate education at SMU.

The UC is designed uniquely to accommodate multiple areas of interest. We encourage you to broaden your thinking about what you want to study and to feel adventurous in exploring new fields of interest.

Finally, Peruna Passport provides some very important guidelines on the expectations we have of you as a student at SMU. We want you to be successful in your academic pursuits and to make the most of all the amazing resources SMU offers.

Peruna Passport is your entry into the expansive and enlightening world of academic life and intellectual pursuit at SMU. Embrace the University Curriculum, open your mind to any number of majors and minors, seek to learn something tomorrow that you did not know yesterday and, above all, enjoy and appreciate the opportunity to think, discover and grow every single day!

Pony Up!

Ellen C. Richmond
Director of the University Advising Center
UNIVERSITY ADVISING FOR FIRST-YEAR STUDENTS

PRE-MAJOR ADVISING
The University Advising Center (UAC) guides pre-major students as they navigate the undergraduate curriculum and maximize their academic experience at SMU. The UAC advisors help students recognize and pursue their passions; challenge students to set realistic and rewarding academic and life goals to ensure personal success; and empower students to think and act creatively and independently.

THE ADVISING PARTNERSHIP
All students at SMU are assigned pre-major advisors with whom they will work until they declare a major. Productive advising is built on a partnership. The spirit of an ideal advising partnership is mutual engagement, responsiveness and dedication. The advisors in the UAC strive to educate their advisees to be fully self-sufficient and responsible for their own academic decisions. Regular advising conversations – the fundamental building blocks of these partnerships – enable an advisor to serve as a source of knowledge and referrals, allowing you to plan and prepare, in the broadest sense, over the course of your years at SMU.

EXPECTATIONS
Of Your Advisor
- Advise you on course selection and assist you in developing an academic plan that satisfies your degree requirements.
- Clarify University policies, regulations, programs and procedures.
- Be available to meet with you each term during regular office hours.
- Listen to your concerns and refer you to the appropriate support services, if needed.
- Assist you in making intentional academic decisions that will lead you to pursue your chosen major.
- Guide you as you explore your interests, abilities and passions as they relate to your academic and life goals.
- Introduce you to all academic planning resources and teach you how to use them.

Of You
- Familiarize yourself with University policies, regulations, programs and procedures by consulting the SMU website, the Undergraduate Catalog and Peruna Passport.
- Take initiative and contact your advisor in a timely manner.
- Prepare a list of class ideas, questions and concerns prior to each meeting.
- Draft a tentative schedule prior to the enrollment period.
- Observe academic deadlines.
- Keep your advisor informed about your academic progress, course selection and intellectual/career goals.
- Keep a personal record of your progress toward your degree.
- Plan ahead, ask questions and engage in the advising process.
PREPARE FOR AARO ADVISING

To get the most out of your SMU experience, follow these six simple steps to prepare yourself for AARO.

☐ **Step 1:** Review Peruna Passport for important information that will help you become the best college student you can be.

☐ **Step 2:** Familiarize yourself with the University Curriculum (UC) on page 13 of this workbook.

☐ **Step 3:** Think about the academic fields of study that interest you most – the UC will support your exploration. (See page 6 of this workbook.)

☐ **Step 4:** Fill out a Student Bio and submit it to your advisor prior to your AARO session. (The Student Bio can be found online at [smu.edu/advising](http://smu.edu/advising).)

☐ **Step 5:** If applicable, confirm that a record of all dual enrollment, AP and/or IB work is sent to the SMU Registrar’s Office. If official documentation of your exam scores is not received by SMU, you will not receive SMU credit.

☐ **Step 6:** Identify the courses that you may want to take during your first term. (Record your options on page 9.)

STUDENT BIO

Update the record of your achievements, goals and potential areas of study. The Student Bio is located online at [smu.edu/advising](http://smu.edu/advising). This document provides the most current snapshot of you as a student and will help your advisor know you better.

GET THE CREDIT YOU DESERVE

SMU awards course credit for some Advanced Placement (AP) and Higher Level International Baccalaureate (IB) examinations. On the next page is a chart that shows how examination results translate into SMU course credit. In addition to examination credit, you might have taken classes at another university or as high school dual enrollment that may transfer to SMU.

Assess your AP scores, IB scores and/or dual enrollment credit. Your previous work will help to determine your placement level in, and possible exemption from, some courses at SMU.

You are responsible for knowing and reporting your AP and IB scores to SMU to prevent duplicate enrollment. You also are responsible for having any dual enrollment transcripts sent to SMU prior to enrollment. If you enroll in classes that duplicate AP, IB or other test or course credit, you will lose this credit after the fifth class day. Once credit is revoked, it will not be awarded back, even if you drop the course.

You must report any credit by exam no later than the end of your first term of enrollment. If you have any questions about test or dual enrollment credit, please ask your advisor.
<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Accepted Score</th>
<th># of Credits</th>
<th>Courses Credited</th>
<th>University Curriculum Component Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>4 or 5</td>
<td>6</td>
<td>HIST 2311 and 2312</td>
<td>IIC Pillar 1</td>
</tr>
<tr>
<td>Art</td>
<td>4 or 5</td>
<td>3</td>
<td>ASDR 1300 or ASPH 1300 or ASPT 1300</td>
<td>CA Pillar 1</td>
</tr>
<tr>
<td>Art History</td>
<td>4 or 5</td>
<td>6</td>
<td>ARHS 1303 and 1304</td>
<td>HC Pillar 1</td>
</tr>
<tr>
<td>Biology</td>
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<td>8</td>
<td>BIOL 1401 and BIOL 1402</td>
<td>PAS Pillar Complete</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 or 5</td>
<td>4</td>
<td>CHEM 1303/1113</td>
<td>PAS Pillar 1</td>
</tr>
<tr>
<td>Computer Science A or AB</td>
<td>4 or 5</td>
<td>3</td>
<td>CSE 1341</td>
<td>CA Pillar 1</td>
</tr>
<tr>
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<td>4 or 5</td>
<td>3</td>
<td>ECO 1312</td>
<td>None</td>
</tr>
<tr>
<td>Economics: Micro</td>
<td>4 or 5</td>
<td>3</td>
<td>ECO 1311/PREX 4002</td>
<td>QR Proficiency</td>
</tr>
<tr>
<td>English Lang/C or Lit/C</td>
<td>4 or 5</td>
<td>6</td>
<td>DISC 1311, 1312</td>
<td>Partial Foundation</td>
</tr>
<tr>
<td>Environmental Science</td>
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<td>3</td>
<td>GEOL 1315</td>
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<tr>
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<td>4 or 5</td>
<td>6</td>
<td>HIST 2365</td>
<td>None</td>
</tr>
<tr>
<td>Govt: American</td>
<td>4 or 5</td>
<td>3</td>
<td>PLSC 1320</td>
<td>IIC Pillar 1</td>
</tr>
<tr>
<td>Govt: Comparative</td>
<td>4 or 5</td>
<td>3</td>
<td>PLSC 1340</td>
<td>IIC Pillar 1</td>
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<tr>
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<td>3</td>
<td>HUM 10XX</td>
<td>None</td>
</tr>
<tr>
<td>Language or Lit: Chinese</td>
<td>4 or 5</td>
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<td>CHIN 1401, 1402, 2401 and 2402</td>
<td>Second Language Proficiency</td>
</tr>
<tr>
<td>Language or Lit: French</td>
<td>4 or 5</td>
<td>16</td>
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<tr>
<td>Language or Lit: German</td>
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<tr>
<td>Language or Lit: Italian</td>
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<td>16</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Language or Lit: Latin</td>
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</tr>
<tr>
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<td>Math: Calculus AB</td>
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<td>MATH 1337</td>
<td>Quantitative Foundation</td>
</tr>
<tr>
<td>Math: Calculus BC</td>
<td>3 if AB subscore of 4</td>
<td>3</td>
<td>MATH 1337</td>
<td>Quantitative Foundation</td>
</tr>
<tr>
<td>Math: Calculus BC</td>
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<td>3</td>
<td>MATH 1337, MATH 1338</td>
<td>Quantitative Foundation</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4 or 5</td>
<td>6</td>
<td>FETC 10XX</td>
<td>None</td>
</tr>
<tr>
<td>Physics 1</td>
<td>4 or 5</td>
<td>3</td>
<td>SCI 10XX</td>
<td>With one lab PHYS 1105 = PAS Pillar 1</td>
</tr>
<tr>
<td>Physics 2</td>
<td>4 or 5</td>
<td>3</td>
<td>SCI 10YY</td>
<td>With lab PHYS 1105 = PAS Pillar 1</td>
</tr>
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<td>4 or 5</td>
<td>3</td>
<td>PSYC 1300</td>
<td>IIC Pillar 1</td>
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<tr>
<td>Statistics</td>
<td>4 or 5</td>
<td>3</td>
<td>STAT 2331</td>
<td>Quantitative Foundation</td>
</tr>
<tr>
<td>World History</td>
<td>4 or 5</td>
<td>3</td>
<td>HUM 10YY</td>
<td>None</td>
</tr>
</tbody>
</table>

*An official copy of test results must be sent directly from the testing agency (College Board) to the SMU Registrar’s Office for a student to receive credit.

<table>
<thead>
<tr>
<th>IB HL Examination</th>
<th>Accepted Score</th>
<th># of Credits</th>
<th>Courses Credited</th>
<th>UC Component Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>5, 6 or 7</td>
<td>8</td>
<td>BIOL 1401 and BIOL 1402</td>
<td>PAS Pillar Complete</td>
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<tr>
<td>Chemistry</td>
<td>6 or 7</td>
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<td>CHEM 1303/1113</td>
<td>PAS Pillar 1</td>
</tr>
<tr>
<td>Economics</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>ECO 1311/PREX 4002 and ECO 1312</td>
<td>QR Proficiency</td>
</tr>
<tr>
<td>Geography</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HUM 10XX, 10YY</td>
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<tr>
<td>History</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HIST 10XX and 10YY</td>
<td>None</td>
</tr>
<tr>
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<td>6</td>
<td>HIST 10XX and 10YY</td>
<td>None</td>
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<td>Europe and the Islamic World</td>
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<td>6</td>
<td>HIST 2365, HIST 2366</td>
<td>HC Pillar 1</td>
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<tr>
<td>Europe and the Middle East</td>
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<td>6</td>
<td>HIST 10XX and 10YY</td>
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<tr>
<td>Language A</td>
<td></td>
<td></td>
<td></td>
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<td>(Language) 1401 and 1402</td>
<td>Second Language Proficiency</td>
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<td>Language B</td>
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<td>8</td>
<td>(Language) 1401 and 1402</td>
<td>Second Language Proficiency</td>
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<tr>
<td>Mathematics</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>MATH 1337 and STAT 2331</td>
<td>Quantitative Foundation</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>5, 6 or 7</td>
<td>3</td>
<td>MUHI 10XX</td>
<td>None</td>
</tr>
<tr>
<td>Theory</td>
<td>5, 6 or 7</td>
<td>3</td>
<td>MUTH 10XX</td>
<td>None</td>
</tr>
<tr>
<td>Physics</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>PHYS 1303 and 1304</td>
<td>With both labs PHYS 1105 and 1106 = PAS Pillar Complete</td>
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<tr>
<td>Psychology</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>PSYC 1300 and 10XX</td>
<td>IIC Pillar 1</td>
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</tbody>
</table>

*Students will be awarded credit only for Higher-Level IB Exams. Standard-Level IB Exams will NOT be awarded credit. Students may be awarded a maximum of 32 IB credits.

**WORKBOOK: What credit do you expect to bring to SMU? (AP/IB/Dual Enrollment)**
ADVISING AND REGISTRATION AT AARO

ADVISING AT ORIENTATION

During AARO, you will meet with your advisor at three different times: a group meeting, which includes students and their families; an enrollment workshop led by your advisor in which you will enroll in your classes; and an individual meeting during which you will meet one-on-one with your advisor. All advising sessions are mandatory. This section of Peruna Passport explains the various advising components of AARO in greater detail.

GROUP ADVISING MEETINGS (STUDENTS AND FAMILIES)

As a new first-year student, you, along with your family, will meet your academic advisor during small group sessions on the first morning of AARO. These sessions introduce the expectations of advisors and advisees and encourage you to start a partnership with your advisor. These sessions will prepare you for the student-only group enrollment workshop and the student-only individual advising appointments that occur later. Topics for the family meetings include but are not limited to the following:

- Creating an advisor-advisee partnership
- Reviewing the University Curriculum
- Creating a list of first-term class choices and understanding options in Discernment and Discourse, languages, Quantitative Foundation, other UC requirements and areas of interest
- Reviewing Family Educational Rights and Privacy Act (FERPA) guidelines
- Discussing important first-year policies and procedures
- Using the SMU Undergraduate Catalog
- Exploring majors and understanding major requirements within
  - Cox School of Business
  - Dedman College of Humanities and Sciences
  - Lyle School of Engineering
  - Meadows School of the Arts
  - Simmons School of Education and Human Development
- Confirming the time and the location for the student-only group enrollment workshop
- Signing up for the student-only individual advising appointment

Upon completing the family meeting, you will have a sample first-term schedule custom-made by you (with the assistance of your advisor), that fits your interests and academic goals. This list of classes will be your launchpad point when you begin registering for classes in the enrollment workshop.

ENROLLMENT WORKSHOPS (STUDENTS ONLY)

During the enrollment workshop, academic advisors provide an overview for navigating your Student Center on my.smu.edu (students only) and assist you in learning to use the class enrollment system. Topics for the group enrollment workshops include but are not limited to the following:

- Searching for classes in my.smu.edu
- Choosing classes and building a weekly schedule for your first term
- Enrolling in 12 or more credit hours

Prior to enrolling in your classes at AARO, you should

- Activate and use your SMU student ID and password.
- Provide proof of your meningitis immunization.
- Have parents complete their SMU Parent Information form online at smu.edu/parentinfo.
- Send all college-level test scores and dual enrollment transcripts to SMU.

INDIVIDUAL ADVISING SESSIONS (STUDENTS ONLY)

This appointment is a one-on-one time for you to work with your advisor to review your schedule and make any needed adjustments. This also is the opportunity for you to begin to engage in the advisee-advisor partnership, expressing what motivates you, what you care about and what you want to accomplish and experience during college. Study abroad, engaged learning, career preparation, preprofessional studies and student-involvement opportunities are examples of topics that may be introduced during this appointment. The individual advising session is the first of many meetings you will have with your advisor in the terms to come.

The following sections of Peruna Passport will help you think about what courses you would like to take in your first term. By reading these sections and filling out the workbook boxes at the bottom of each page, you will be prepared to enroll in your first-term classes with your assigned advisor at AARO.
CHOOSING YOUR MAJOR

SMU AREAS OF STUDY
SMU offers more than 100 undergraduate majors and 85 minors across five nationally ranked undergraduate schools.

COX SCHOOL OF BUSINESS
Accounting
Energy Management (Concentration)
Entrepreneurship (Concentration)
Finance
Financial Consulting
General Business
Management
Marketing
Real Estate Finance
Risk Management and Insurance (Concentration)

DEDMAN COLLEGE OF HUMANITIES AND SCIENCES
Anthropology
Biochemistry
Biological Sciences
Biomedical Research
Chemistry
Classical Studies
Economics
Economics with Finance Applications Specialization
English
English with Creative Writing Specialization
Environmental Chemistry
Environmental Engineering
Environmental Science
Environmental Science with Engineering Emphasis
Environmental Studies
Ethnic Studies (African and African-American or Mexican-American)
Geology
Geophysics
Health and Society
History
Human Rights
International Studies
Law and Legal Reasoning
Markets and Culture
Mathematics
Medieval Studies
Philosophy
Physics
Political Science
Pre-Health (not a major or a minor)
Pre-Law (not a major or a minor)
Pre-Physical Therapy (not a major or minor)
Psychology
Public Policy
Religious Studies
Resource Geology
Sociology
Statistical Science
Women’s and Gender Studies
World Languages and Literatures (Arabic, Chinese, French, German, Italian, Spanish)

LYLE SCHOOL OF ENGINEERING
Civil Engineering
Computer Engineering
Computer Science
Computer Science with Bioinformatics, Game Development, Research or Security Specializations
Electrical Engineering
Electrical Engineering with Biomedical, Computer Engineering or Engineering Leadership Specializations
Engineering
Management Science
Mechanical Engineering
Mechanical Engineering with Engineering Management and Entrepreneurship or Manufacturing Specializations

MEADWARDS SCHOOL OF THE ARTS
Advertising (Creative, Interactive Media Strategy or Strategic Brand Management)
Art
Art History
Arts Entrepreneurship
Arts Management
Communication Studies
Creative Computing
Dance
Fashion Media
Film and Media Arts
Graphic Design
History of Visual and Performing Arts
Intermedia Theory and Practice
Journalism
Music
Music Composition
Music Education with Texas Teacher Certification
Music Performance
Music Therapy
Public Relations and Strategic Communication
Theatre (Acting, Theatre Studies)

ANETTE CALDWELL SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Applied Physiology and Sport Management
(Applied Physiology and Health Management, Sport Management, Sport Performance Leadership)
Education

As you decide which primary area of study is the best fit for you, your pre-major advisor will guide you through officially declaring your major. Note that some double majors are not possible in four years.
PLAN YOUR FIRST-TERM SCHEDULE

Now that you’ve reflected on what you are bringing to SMU, it’s time to think about what courses you will take once you are here. Your four-year degree will include classes for the University Curriculum, your major and your electives. (Some students choose to use their elective classes for a second major, minor or pre-professional program.) Your first-term schedule will most likely include a balance of classes toward these requirements.

SAMPLE FIRST-TERM SCHEDULES

UNDECIDED

Discernment and Discourse  3 hours
Quantitative Foundation  3 hours
Second Language  3–4 hours
Personal Responsibility and Wellness  1 hour
Pure and Applied Sciences/
   Explore Area of Interest  3 hours
Explore Area of Interest/UC Pillar  3 hours
Total hours  16–17 hours

PRE-HEALTH

Discernment and Discourse  3 hours
Precalculus/Calculus  3 hours
Personal Responsibility and Wellness  1 hour
Chemistry with Lab  4 hours
Biology with Lab  4 hours
Explore Area of Interest/UC Pillar  3 hours
Total hours  15–18 hours

BUSINESS

Discernment and Discourse  3 hours
Precalculus/Calculus  3 hours
Second Language  3–4 hours
Personal Responsibility and Wellness  1 hour
Microeconomics  3 hours
Pure and Applied Sciences/
   Explore Area of Interest  3 hours
Total hours  16–17 hours

ADVERTISING

Discernment and Discourse  3 hours
Quantitative Foundation  3 hours
Second Language  3–4 hours
Personal Responsibility and Wellness  1 hour
Survey of Advertising  3 hours
Pure and Applied Sciences/
   Explore Area of Interest  3 hours
Total hours  16–17 hours

First-year students typically enroll in 15 to 16 credit hours per term. The rigor of the coursework and the number of courses required to meet specific academic goals are topics discussed in individual and group advising sessions during AARO.

The following sections describe the courses that first-year students either must take or should consider taking in their first term at SMU.

UC DISCERNMENT AND DISCOURSE (DISC) FOUNDATION

What writing courses will I take?

The DISC requirement consists of two or three writing-intensive courses. Depending on prior coursework, testing or other evaluation, students will be required to complete one of the following sequences:

<table>
<thead>
<tr>
<th>DISC 1311, 1312, 1313</th>
<th>Students with a VSAT score lower than 500 or ACT score lower than 21 will take this sequence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISC 1312, 1313</td>
<td>Students with a VSAT score of 500 or higher or ACT score of 21 or higher will take this sequence.</td>
</tr>
<tr>
<td>DISC 1313</td>
<td>Students with AP/transfer credit may be able to start with this course.</td>
</tr>
<tr>
<td>DISC 2305, 2306</td>
<td>Honors students are invited by letter regarding this option.</td>
</tr>
</tbody>
</table>

WORKBOOK: What DISC class should you take in your first term?
WORKBOOK: What class will you take in your first term to fulfill your Quantitative Foundation requirement?

UC QUANTITATIVE FOUNDATION

While many SMU students take a math or statistics course during the first term, not everyone needs to take the math placement exam during AARO. The following section helps you determine what Quantitative Foundation course may be required for your intended area of study. Consult with your advisor regarding the appropriate course selection and term of enrollment.

The Business major requires MATH 1309 Business Calculus or MATH 1337 Calculus I and STAT 2301 Statistics for Modern Business Decisions or STAT 2331 Intro to Statistical Methods.

The Biological Sciences, Chemistry, Earth Sciences and Physics majors require MATH 1337 Calculus I.

The Economics major requires MATH 1309 Business Calculus or MATH 1337 Calculus I.

The Mathematics major requires MATH 1337 Calculus I.

The Psychology major requires STAT 2301 Statistics for Modern Business Decisions or STAT 2331 Intro to Statistical Methods.

The Statistics major requires STAT 1301 Intro to Statistics, STAT 2301 Statistics for Modern Business Decisions, STAT 2331 Intro to Statistical Methods or ITOM 2305 Managerial Statistics.

The Engineering majors require MATH 1337 Calculus I.

WORKBOOK: What class will you take in your first term to fulfill your Quantitative Foundation requirement?

WORKBOOK: What language class will you take in your first term?

DISC courses are prerequisites for almost every other course at the University. Involving lots of reading, discussion and analytical writing in response to texts on a variety of subjects, they prepare you to read, write and think competently, analytically and critically at the college level. Be sure that you know your AP scores prior to enrollment and to enroll in the appropriate level of DISC. Producing a score of 4 or 5 on an English AP after enrolling in DISC 1311 or 1312 will not allow you to drop the class.

How should I expect my SMU DISC 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; an A is 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. Because of the workshop nature of these classes, there is a stringent attendance policy. These are not lecture classes, and you cannot simply get the notes from a friend. You will be expected to voice well-thought-out conclusions, collaborating with instructors and peers.

What will I read and write about in my DISC courses?

You’ll be reading nonfiction essays, short stories, perhaps a very short novel or some poems, or even viewing films. You will be looking for the argument in these materials, 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 as well as mechanical correctness. You will be responsible for knowing grammar rules and applying them correctly. The DISC faculty members have 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.

You will be graded by University-level standards. If you are shocked at your first graded paper, don’t panic. Do see your instructor. Sections are limited to 15 or 16 students so that you can have plenty of one-on-one time with your instructor. Review, rethink, rewrite and visit SMU’s Writing Center at the Altshuler Learning Enhancement Center (A-LEC).

Are there any special rules or requirements relating to first-year writing courses?

Regardless of which sequence you are in, the following policies apply:

- No first-year student, regardless of prior coursework or test scores, will place out of the entire DISC requirement.
- You must enroll in the appropriate writing course every term until you have met your DISC obligations.
- You cannot delay taking your prescribed sequence, and you are not permitted to drop any of these writing courses after the official University drop period.
- You must earn a grade of C- or better to continue on to the next course in your sequence. If you earn below a C- in a DISC course, you must take the same course again the next term.
The Communication Studies major requires STAT 1301 Intro to Statistics, STAT 2301 Statistics for Modern Business Decisions or STAT 2331 Intro to Statistical Methods.

The Pre-Health/Pre-Med track requires MATH 1337 Calculus I and STAT 2331 Intro to Statistical Methods.

The Applied Physiology and Sport Management major requires STAT 2301 Statistics for Modern Business Decisions or STAT 2331 Intro to Statistical Methods.

Note: STAT 1301, STAT 2301, MATH 1309 and MATH 1337 will fulfill the UC Quantitative Foundation requirement. ITOM 2305 will not fulfill the UC Quantitative Foundation requirement.

Students not pursuing any of the above areas of study may fulfill the UC Quantitative Foundation requirement by taking MATH 1307 Introduction to Mathematical Sciences.

The Mathematics Department offers two placement exams (if you pass, you will be placed into either MATH 1309 or 1337) and three credit exams (if you pass, you will earn SMU credit for MATH 1307, 1309 or 1337) during Summer AARO sessions.

General guidelines for the math placement/credit exams for pre-calculus and calculus include the following four scenarios:

1. If you did not take pre-calculus or calculus in high school and you are required to take calculus for your intended major at SMU, you will take the appropriate pre-calculus class as the prerequisite for the appropriate calculus class.
2. If you took pre-calculus in high school, you may choose to take the placement exam to be placed into calculus. If you do not pass the placement exam, you will take the appropriate pre-calculus class as a prerequisite for the appropriate calculus class.
3. If you took calculus in high school, you may be ready for calculus at SMU.
4. If you did well in high school calculus, you can study in advance for one of the calculus credit exams. By passing the credit exam you will receive three college credits without taking a course. If you do not pass the exam, you will take the appropriate calculus class for your intended area of study.

UC PERSONAL RESPONSIBILITY AND WELLNESS (PRW) FOUNDATION

PRW 1101 is best taken during your first term. The course helps you transition to independence and develop self-awareness. The first term is the ideal time to instill these important concepts. PRW2 may be taken at your earliest convenience.

UC SECOND-LANGUAGE PROFICIENCY

Students who do not meet the second language proficiency upon matriculation can meet this requirement at SMU post-matriculation in one of the following ways:

1. Take two terms of a single second language at SMU. SMU offers Arabic, Chinese, French, German, Hindi, Italian, Japanese, Latin, Russian, American Sign Language and Spanish.
2. Take two terms of a single second language at another institution during the summer with pre-approval.
3. Take one term of language at SMU, if you are transferring with credits of the same language from another college. The term at SMU must be at the next proficiency level.
4. Take one term of language at SMU, if you take our language placement test and place into the fourth level of that language.
5. Take two approved substitution courses if recommended by the Office of Disability Accommodations and Success Strategies (DASS).

Students can place out of this requirement prior to matriculation in one of the following ways.

1. Score a 4 or 5 on an AP exam.
2. Score a 5, 6 or 7 on a Higher Level IB exam.
3. Place beyond the fourth term of a language taught at SMU via a placement test and subject to additional testing. (You will be contacted by a World Languages and Literatures (WLL) advisor for further testing.)
4. Score Intermediate Mid or higher on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview in a language not taught at SMU.
5. Have native literacy in a language other than English.
6. Transfer with two sequential terms of a second language taken at any regionally accredited postsecondary institution.

Please visit the Second Language site for more information: smu.edu/Dedman/Academics/Departments/WorldLanguages/SecondLanguageRequirement

EXPLORATORY AND OTHER UC COURSES

Most students start college with an idea of what subject areas interest them. Your first term is the perfect time to explore a potential major or minor or simply to take a course that sounds interesting. Your advisor will help you double check that the course is at an appropriate level, but, beyond that, we encourage you to explore the amazing academic possibilities at SMU. You are in college now – enjoy!
UNIVERSITY CURRICULUM (UC) CLASS SCAVENGER HUNT

To fill out the UC Class Scavenger Hunt Venn diagram, you should use the following resources:

For Major and Minor Requirements:
- SMU Undergraduate Catalog (smu.edu/catalogs)
- SMU departmental websites (smu.edu/academics)

For UC-approved Courses:
- smu.edu/UCAapproved
- my.smu.edu class search – use the University Curriculum drop-down search menus

List your answers with the corresponding number on the Venn diagram.
1. List any class that meets the level 2 Philosophical Religious Inquiry and Ethics Pillar requirement.
2. List any class that will satisfy your major interest.
3. List a class that will satisfy your secondary major, minor, pre-professional program or other interest.
4. List any class outside your major that interests you (second major, minor, pre-professional or other class) that also has been approved to satisfy any UC requirement.
5. List any class required for your major that also has been approved to satisfy any UC requirement.
6. List a class that will satisfy requirements for at least two of your academic program interests (e.g., major, minor or pre-professional program).
7. List a class required for any major that also is required by a different major, minor or pre-professional program that also is approved to satisfy any UC requirement.
8. List a class that may satisfy two or more UC requirements.
ADVISING AFTER AARO
Once you begin your studies at SMU, your advisor will be a valuable point of personal contact. Reasons to see your academic advisor include:

- Questions or concerns regarding your classes
- Questions regarding AP, IB, dual enrollment or other transfer credit
- Questions about academic policies and procedures
- Narrowing your options for majors and/or minors
- Choosing classes that help you achieve your degree requirements
- Degree planning based on your interests and goals
- Referrals to other campus resources

YOUR FOUR-YEAR PLAN
There are two main sets of requirements that all students must satisfy to earn a degree at SMU: the University Curriculum requirements and the requirements for your intended major. Some students also may pursue a second major, minor or a pre-professional program such as pre-health or pre-law.

The exercise on the previous page demonstrates how the classes you choose may fulfill the requirements for your unique degree plan. The curriculum at SMU is designed in such a way that you may take classes that will doubly satisfy both the requirements for your major and for the UC. As you will see upon completing the scavenger hunt, there may be overlap in how your coursework and experiences will fulfill your degree requirements.

For complete instructions on making a class plan for your time at SMU and for Academic Planning Worksheets, go to the “Planning MY Classes” section of smu.edu/advising.

Required coursework for every area of study at SMU is listed in the Undergraduate Catalog (online at smu.edu/catalogs) and on the specific departmental websites (choose online from smu.edu/academics). The diagram on the following page is a sample four-year plan for a double major in computer science and business. It includes course options to satisfy both majors and the University Curriculum. The UC is described in full detail in the following section of this workbook on page 13.

ACADEMIC ADVISING TIMELINE
Professional/faculty advisors are available to assist with your course selection prior to enrollment for each term.

- Enter SMU as University Pre-Major
- Declare Primary Major
- Add a Second Major or Minor (if applicable)
- Apply for Graduation
- Check fulfillment of degree requirements with degree counselor/advisor in the school of record for your primary major.
## SAMPLE DOUBLE MAJOR FOUR-YEAR PLAN

**Computer Science (B.A.) and Business Management (B.B.A.)**

<table>
<thead>
<tr>
<th>YEAR Term</th>
<th>Mathematics and Basic Sciences</th>
<th>Engineering Science and Design</th>
<th>University Curriculum</th>
<th>Business</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math and Statistics</td>
<td>Science</td>
<td>CS Design</td>
<td>Engineering Leadership</td>
<td>Business Core</td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>Core</td>
<td>Core/AME</td>
<td>Track</td>
<td>Hours</td>
</tr>
<tr>
<td>YEAR 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>MATH 1337 Calc I</td>
<td>CSE 1341 Principles of CS I CA-1</td>
<td>DISC 1312</td>
<td>ECO 1311 MicroEcon QR</td>
<td>PRW 1101</td>
</tr>
<tr>
<td>Spring</td>
<td>MATH 1338 Calc II</td>
<td>CSE 1342 Programming Concepts</td>
<td>DISC 1313</td>
<td>SL 1402 SLR</td>
<td>ECO 1312</td>
</tr>
<tr>
<td>YEAR 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>STAT 2331 Statistics</td>
<td>Phys 1301 or 1303 Intro Mech PAS-1</td>
<td>CSE 2341 Principles of CS II</td>
<td>ANTH 2363 HC-1, PAS-1, HD, IL</td>
<td>ACCT 2301</td>
</tr>
<tr>
<td>Spring</td>
<td>CSE 3330 Database Concepts</td>
<td>CSE 3345 GUI Des and Impl</td>
<td>CSE 3381 Dig Logic Dsn PRIE-2</td>
<td>CSE 3353 Fund of Algor</td>
<td>ACCT 2302</td>
</tr>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CSE 3342 Prog Lang</td>
<td>CSE 4344 Comp Ntwk &amp; Dist Sys</td>
<td>EMIS 3308 IIC-2, PRIE-2, IL</td>
<td>BL 3302 OC</td>
<td>MNO 3370 IIC-2</td>
</tr>
<tr>
<td>Spring</td>
<td>CSE 5343 Op Sys &amp; Sys Stwr</td>
<td>ENCE 3302 Engr Comm W, OC</td>
<td>MNO Elective</td>
<td>Business Core</td>
<td>MNO 3371</td>
</tr>
<tr>
<td>YEAR 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CSE 4381 Dig Comp Dsn</td>
<td>CSE 4345 Soft. Engineering</td>
<td>CSE 4351 Sen. Des I OC</td>
<td>MKTG 3340</td>
<td>BL 3335 PRIE-2</td>
</tr>
<tr>
<td>Spring</td>
<td>CSE 4352 Sen. Des II OC</td>
<td>CSE 4360 Tech Entr</td>
<td>Business Elective</td>
<td>MNO Elective</td>
<td>BUSE 3300 HC-2</td>
</tr>
</tbody>
</table>

Pillars that must be completed outside the major: CA-2, IIC-1. This will require two additional 3-credit courses not listed.
Proficiencies and Experiences that must be completed outside the major: CE, GE, W
Students can complete this major with a combination of AP credit and summer school.
3. PROFICIENCIES AND EXPERIENCES

The Proficiencies and Experiences may be satisfied either by coursework or out-of-class activities.

- Community Engagement
- Global Engagement
- Human Diversity
- Information Literacy
- Oral Communication
- Quantitative Reasoning
- Second Language
- Writing

Each component of the UC focuses on Student Learning Outcomes (SLOs). The SLOs communicate what faculty members expect you to think about, learn and experience. Courses satisfy one or more UC requirements if faculty members determine that the coursework provides ample opportunity to develop and demonstrate the SLOs associated with each requirement. See a complete list of the 2015–16 SLOs on page 17 or visit smu.edu/UCSLOs.

The number of courses and/or credit hours needed to complete the UC will vary according to your individual academic background, preparation, major and curricular choices. The UC can be met through any part of your undergraduate career, including work in your major or minor, elective courses or approved and reflected-upon activities. The following section describes each of the requirements in more detail, including how and when you may satisfy them.
FOUNDATIONS

In today’s rapidly changing world, a university education must ensure that students in all majors develop and refine certain fundamental skills that are essential to success in and beyond the university classroom. The four components of the University Curriculum’s Foundations requirement are, quite literally, the foundation upon which your academic career will be built.

The Discernment and Discourse sequence will help you develop the writing, critical reading, research and oral communication skills that are central both to learning and to communicating what you have learned. The two PRW courses will introduce you to lifelong concepts of Personal Responsibility and Wellness. Your Quantitative Foundation course will both prepare you for later work in your major and help you develop the basic quantitative reasoning skills that are necessary for informed citizenship. Finally, your Ways of Knowing course will encourage you to explore how different academic disciplines define and create knowledge.

DISCERNMENT AND DISCOURSE (DISC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISC 1311: Foundations of Written and Oral Discourse</td>
<td></td>
</tr>
<tr>
<td>DISC 1312: Introduction to Academic Discourse</td>
<td></td>
</tr>
<tr>
<td>DISC 1313: Inquiry Seminar</td>
<td></td>
</tr>
<tr>
<td>DISC 2305: Honors Humanities Seminar I</td>
<td></td>
</tr>
<tr>
<td>DISC/ENGL 2306: Honors Humanities Seminar II</td>
<td></td>
</tr>
</tbody>
</table>

The foundational DISC sequence introduces you to academic thought (discernment) and communication (discourse) in small classes that encourage you to work closely with faculty. All DISC seminars share the goal of helping you develop competency in expository, analytical and persuasive writing in response to texts of escalating complexity.

During this sequence students also are introduced to techniques for effective oral communication (assessed later in their academic careers through the SLOs associated with the Oral Communication proficiency) and principles of academic research (assessed later in their academic careers through SLOs associated with the Information Literacy proficiency).

When do I take it?

Most students will satisfy the requirement by taking DISC 1312 in their first term at SMU and DISC 1313 in their second. Students scoring lower than 500 on the SAT Verbal or 21 on the ACT English section begin in DISC 1311. Students participating in the University Honors Program take DISC 2305 in the fall and either DISC 2306 or ENGL 2306 in the spring.

Are there any special rules?

You are required to be enrolled in the appropriate DISC course until you finish the sequence. You are not permitted to drop this course, and you must earn a grade of C- or better to move on to the next course.

Can I test out?

Students scoring a 4 or 5 on the AP English language or English literature exam and students scoring a 5, 6 or 7 on the IB higher-level English exam will place out of DISC 1312 and begin with DISC 1313.

PERSONAL RESPONSIBILITY AND WELLNESS (PRW1 AND PRW2)

PRW courses explore issues related to well-being in college and beyond. PRW1 focuses on the role of personal responsibility during the transition to college, challenges and opportunities at SMU and personal finance. PRW2 focuses on health-related personal fitness.

When do I take it?

You should complete PRW1 during your first year – ideally your first term – at SMU. You can take PRW2 whenever it is most convenient for you.

Can I test out?

No.

QUANTITATIVE FOUNDATION (QF)

QF courses give you the opportunity to develop and improve your ability to understand, evaluate and use quantitative information. You can satisfy this requirement by taking an introductory course in either Mathematics or Statistics.

When do I take it?

You are strongly encouraged to complete your Quantitative Foundation requirement during your first year at SMU, and you must satisfy the requirement by the end of your second year to avoid academic probation.

Can I test out?

Yes. You may satisfy this requirement by bringing in AP credit equivalent to an introductory course in Mathematics or Statistics. The Math Department also offers credit examinations for Calculus I and II. (See information in the University Advising section of Peruna Passport.)

WAYS OF KNOWING (KNW)

KNW courses explore how scholars in different academic disciplines – natural scientists, social scientists, humanists, artists, engineers and professionals in business and education – define and address important questions or issues. Taught collaboratively by faculty from different areas and organized around a major topic or big question, KNW courses will help you develop an understanding of the range of methodologies and perspectives by which different disciplines acquire, evaluate and create knowledge. How, for instance, would a biologist, a psychologist and a literary scholar approach the topic of aging in America? How would an engineer, a political scientist and a journalist address sustainability? How would an anthropologist, a musician and a financier approach globalization?

When do I take it?

You are strongly encouraged to complete the KNW requirement by the end of your second year; most students will take it during their second year. Through summer 2016, UC students can satisfy their Ways of Knowing requirement by taking a Cultural Formations (CF/CFA/CFB) course.

Can I test out?

No.
The Pillars are five two-course sequences devoted to different ways of pursuing truth. Each Pillar requires an introductory course that covers origins, critical analysis and important issues and a second course of a more focused, applied or advanced nature. Individual courses may satisfy up to two Pillars and may count toward your major or minor. Many Pillars courses also will give you an opportunity to develop and demonstrate one or more of the University Curriculum’s required Proficiencies and Experiences.

When do I take my Pillars courses?
Any time between your first term and your last term.

Can I test out of Pillars courses?
You can use AP credit to satisfy the first level of a Pillar, but you cannot test out of the second, more advanced level of the Pillar (with the exception of the Pure and Applied Sciences Pillar).

CREATIVITY AND AESTHETICS (CA1 AND CA2)
CA courses give you an opportunity to develop an understanding of and appreciation for the creative impulse in a variety of artistic, cultural and historical contexts. You will learn how to identify, explore and explain concepts fundamental to the visual, literary and performing arts through critical analysis, performance or the act of personal creation. This Pillar also seeks to expose students to the fundamental role that creativity plays in maintaining a robust, adaptive and prosperous society.

CA courses come from such fields as advertising, art history, dance, English, engineering, film, history, journalism, music, philosophy, studio art, theatre and world languages and literatures.

HISTORICAL CONTEXTS (HC1 AND HC2)
HC courses give you an opportunity to understand societies in the contemporary world and the forces that have shaped them. You will learn how to identify and analyze problems, events and documents or artifacts from the past and know how to situate them in their appropriate social, political, economic and cultural contexts.

HC courses come from such fields as anthropology, art history, business, dance, English, film, history, human rights, music, philosophy, political science, religious studies, theatre and world languages and literatures.

INDIVIDUALS, INSTITUTIONS AND CULTURES (IIC1 AND IIC2)
IIC courses give you an opportunity to explore contemporary efforts to document and analyze the interaction of individuals, cultures and institutions that shape economic, political and social experiences.

IIC courses come from such fields as advertising, anthropology, art history, economics, engineering, ethnic studies, history, political science, psychology, religious studies, sociology, theatre and women’s and gender studies.

PHILOSOPHICAL AND RELIGIOUS INQUIRY AND ETHICS (PRIE1 AND PRIE2)
PRIE courses give you an opportunity to explore the human condition. You will engage in probing inquiry of philosophical, religious or ethical issues and questions. This inquiry also serves as the basis for thoughtful choice and action.

PRIE courses come from such fields as advertising, anthropology, engineering, history, philosophy, political science, religious studies and sociology.

PURE AND APPLIED SCIENCES (PAS1 AND PAS2)
PAS courses give you an opportunity to engage in scholarly discourse in science and engineering and understand the implications of these disciplines. You will become aware of the meaning and methods of science and engineering and the ways that both disciplines have shaped and continue to shape the world around us.

You can meet the two PAS Pillars requirements with two introductory lab courses or with one introductory lab course and a more advanced course that may not have a lab. You also can use AP credit to satisfy both PAS course requirements.
PROFICIENCIES AND EXPERIENCES

To prepare you for both career development and ongoing learning, the University Curriculum requires all undergraduates to develop and refine writing, quantitative reasoning, oral communication and information literacy skills beyond the introductory level provided through Foundations courses. The UC also expects all undergraduates to apply curricular knowledge to the diverse, global communities in which they will live and work. The following UC Proficiencies and Experiences, required of all undergraduate students, may be met through credit-bearing coursework or approved, noncredit activities that have been identified as meeting the outcomes associated with that proficiency requirement.

Community Engagement (CE), one is required

To fulfill the UC’s one CE requirement, you can use either coursework or sustained, reflected-upon activity through which you have an opportunity to apply and extend your learning beyond the classroom.

Global Engagement (GE), one is required

To fulfill the UC’s one GE requirement, you can use either coursework or sustained, reflected-upon activity that requires engagement with other societies and cultures and reflection about these experiences.

Human Diversity (HD), one is required

To fulfill the UC’s one HD requirement, you can use either coursework or sustained, reflected-upon activity through which you have an opportunity to explore basic issues related to race, ethnicity, gender or societies in the developing world.

Information Literacy (IL), two are required

You must take two courses in which you encounter the challenges of effectively retrieving and applying pertinent information from exponentially increasing sources, not all of which are reliable. In addition to learning how to evaluate the accuracy and relevance of sources, you will learn how this material relates to the wider universe of potential information on a topic and how to use this information ethically.

Oral Communication (OC), two are required

To fulfill the UC’s two OC requirements, you can use both coursework and sustained, reflected-upon activities that give you an opportunity to develop oral communication skills, such as effectively arguing a position, presenting spontaneous ideas, presenting reports and projects, and performing presentations and speeches fluently.

Quantitative Reasoning (QR), one is required

In addition to Quantitative Foundation coursework, you will take one course in which quantitative reasoning skills are central to course content, delivery and evaluation.

Second Language (SL), zero to two are required

The UC requires students who matriculate with less than the equivalent of four terms’ college-level, second language proficiency to improve their language proficiency by the equivalent of two-college level terms. Students who matriculate with three terms’ proficiency will have to improve by one term.

For more information about the SL proficiency, please visit smu.edu/UCSL.

Writing (W), two are required

In addition to the Discernment and Discourse requirement, you will take two courses in which you will compose coherent, well-supported and carefully edited essays and reports suitable for a range of different audiences and purposes.

Students also may request to have work they have done in or outside class be considered for UC Proficiencies and Experiences. To learn more, visit smu.edu/theUC and click on “Forms and Requests.”
UC STUDENT LEARNING OUTCOMES (SLOs)

These are the Student Learning Outcomes from 2013–14. For the most up-to-date information about the University Curriculum Student Learning Outcomes, visit smu.edu/UCSLOs.

FOUNDATIONS

Discernment and Discourse (DISC)  
(associated with DISC 1313 or 2306)

Student Learning Outcomes

1. Students will state and defend a thesis with adequate attention to analysis and evidence.
2. Students will demonstrate an understanding of essay and paragraph development and organization.
3. Students will craft sentences with attention to audience, purpose and tone, as well as sentence variety and diction.
4. Students will demonstrate proper use of grammatically and mechanically correct English.
5. Students will incorporate and document sources correctly and appropriately.

Personal Responsibility and Wellness (PRW)

Student Learning Outcomes

PRW1: Choices

1. Students will be able to identify principles of effective personal financial management.
2. Students will be able to identify their stressors and effective stress reduction methods.
3. Students will be able to demonstrate an understanding of the relationship between lifestyle choices and wellness.
4. Students will be able to identify the value and significance of integrity.
5. Students will be able to identify academic and personal support services on campus.

PRW2: Physical Fitness

1. Students will be able to identify and explain the five components of health-related fitness.
2. Students will be able to develop and implement their personal plan to promote and maintain health-related fitness.

Quantitative Foundation (QF)

Student Learning Outcomes

1. Students will be able to solve problems using algebraic, geometric, calculus, statistical and/or computational methods.
2. Students will be able to interpret and/or draw inferences from mathematical models, data, graphs or formulas.

Ways of Knowing (KNW)

Student Learning Outcomes

1. Students will be able to demonstrate a knowledge of more than one disciplinary practice.
2. Students will be able to explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic.

PILLARS

Creativity and Aesthetics (CA)

Student Learning Outcomes

Level 1

1. Students will be able to identify and/or employ methods, techniques or languages of a particular art form, creative endeavor, innovation or craft(s) and describe how those inform the creation, performance or analysis of creative work.
2. Students will be able to demonstrate an understanding of concepts fundamental to creativity through explanation, analysis, performance or creation.

Level 2

1. Students will be able to analyze and construct clear and well-supported interpretations of creative or innovative works.
2. Pick one from below that best fits the context of the course.
   a. Students will be able to evaluate the role of source materials for the creative process.
   b. Students will be able to analyze the role and value of creative works to the cultures or contexts in which they are created and adopted.
   c. Students will be able to demonstrate the ways in which creative works reflect values and modes of thought (or ways of knowing) of individuals and/or cultures.
   d. Students will be able to demonstrate the ways in which creative works or processes provide opportunities to transform applications, modes of thought, cultures and/or individuals, including themselves.
   e. Students will be able to apply the creative process to develop original works, and/or design applications that advance an area of inquiry or improve upon existing state-of-the-art in a particular discipline.

Historical Contexts (HC)

Student Learning Outcomes

Level 1

1. Students will be able to identify key events, actors and evidence involved in a defined historical period(s).
2. Students will be able to summarize the major continuities and changes that took place over time in a defined historical period(s).

Level 2

1. Students will be able to analyze both secondary and primary historical evidence.
2. Using secondary and primary historical evidence, students will be able to develop and support extended discussions in prose based on critical understanding of specific historical problems.
Individuals, Institutions and Cultures (IIC)

Student Learning Outcomes

Level 1
1. Students will be able to identify the types of interactions and influences that arise between or among individuals, institutions and cultures that shape economic, political and social experiences.
2. Students will be able to summarize basic empirical phenomena in the study of individuals, institutions and cultures that shape economic, political and social experiences.

Level 2
1. Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, institutions and cultures that shape economic, political and social experiences.
2. Students will be able to evaluate critically the research outcomes, theory and/or theoretical applications in the study of individuals, institutions and cultures that shape economic, political and social experiences.

Philosophical and Religious Inquiry and Ethics (PRIE)

Student Learning Outcomes

Level 1
1. Students will be able to describe, explain and/or employ some of the principles and theoretical methods of philosophy, religious studies or ethics.

Level 2
1. Pick one from below that best fits the context of the course.
   a. Students will be able to demonstrate the ability to critically reflect on or apply the theoretical methods of philosophy or religious studies by focusing on a specific area or set of issues.
   b. Students will be able to identify ethical issues within a particular domain, and to explain and evaluate responses to those issues in terms of both their factual and ethical presuppositions.

Pure and Applied Sciences (PAS)

Student Learning Outcomes

Level 1
1. Students will be able to demonstrate basic facility with the methods and approaches of scientific inquiry, hypothesis development and/or problem solving.
2. Students will be able to explain how the concepts, advancements and findings of science or technology in general, or of particular sciences or technologies, shape our world.

Level 2
1. Students will be able to explain how the concepts, advancements and findings of science or technology in general, or of particular sciences or technologies, shape our world.
2. Students will be able to select and apply appropriate techniques, skills and modern tools to activities in science or technology.

ProFiciencies and Experiences

Community Engagement (CE)

Basic Course Criteria
Courses that satisfy the CE proficiency include graded coursework that requires you to engage in a community beyond your SMU classroom and to apply your classroom learning to meet a community need. This can be done through coursework with a significant community service requirement – coursework that includes an internship, coursework in which students work with noncampus clients, etc. Community Engagement activities must be sustained over time and include a reflective component. (NOTE: Coursework in which you leave class to observe or even reflect on places/occurrences beyond your classroom is not sufficient to meet this proficiency.)

Student Learning Outcomes
1. Pick one from below that best fits the context of the course or activity.
   a. Students will be able to apply academic learning to address specific need(s) in a community through a community engagement activity.
   b. Students will gain an enhanced sense of personal values and civic responsibility through a community engagement experience addressing a community’s specific need(s).

Global Engagement (GE)

Basic Course Criteria
Courses that satisfy the GE proficiency include graded coursework that reflects substantive intellectual engagement with concerns related to non-U.S. cultures or to immigrant cultures within the United States. This focus should be central to course content and not an isolated or peripheral unit. Global Engagement activities must be sustained over time and include a reflective component.

Student Learning Outcomes
1. Pick one from below that best fits the context of the course or activity.
   a. Students will be able to demonstrate an understanding of the material culture, underlying values, beliefs or practices that are central to the culture(s) being visited or studied.
   b. Students will gain an enhanced awareness of personal values and attitudes pertaining to global identity and commitment through engagement with other societies and cultures.

Note: While the intended preference for cultures visited or studied under Global Engagement is non-U.S. cultures, it is understood that opportunities exist to engage global cultures within the borders of the United States, particularly those that have not yet been fully integrated.

Human Diversity (HD)

Basic Course Criteria
Courses that satisfy the HD proficiency include graded coursework that requires you to explore in a reflective way basic issues related to race, ethnicity, gender or societies in the developing world. This focus should be central to course content and not an isolated or peripheral unit. Human Diversity activities must be sustained over time and include a reflective component.
Student Learning Outcomes

1. Pick one option below that best fits the context of the course or activity.
   a. Students will be able to demonstrate an understanding of the historical, cultural, social or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment or accomplishments.
   b. Through personal experience with other cultures and communities, students will examine their own attitudes and beliefs arising from individual or group status, treatment, opportunities or accomplishments.

Information Literacy (IL)

Basic Course Criteria

Courses that satisfy the IL proficiency include graded coursework that requires you to engage in independent research and data analysis, as well as in identifying, evaluating and using material data beyond what is provided by the professor or covered in class. Courses with annotated bibliographies, literature reviews and multiple-stage research papers, reports or projects will typically satisfy this requirement. This proficiency cannot be met with coursework used to satisfy the Discernment and Discourse Foundation requirement. Note that this proficiency can be satisfied through courses that focus on tools for accessing/collecting and drawing appropriate conclusions from data.

Student Learning Outcomes

1. Students will be able to select and use the appropriate research methods and search tools for needed information.
2. Students will be able to evaluate sources for quality of information for a given information need.

Oral Communication (OC)

Basic Course Criteria

Courses that satisfy the OC proficiency include graded coursework that requires you to make at least one formal, public oral presentation. This requirement cannot be met through class participation. This proficiency cannot be satisfied with DISC 1312.

Student Learning Outcomes

1. Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.
2. Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

Quantitative Reasoning (QR)

Basic Course Criteria

Courses that satisfy the QR proficiency include graded coursework that provides mathematical or statistical problems, formula, graphs or charts demonstrating how these items were applied in the course. Course syllabi, sample test problems, writing samples or oral presentations in which mathematical or statistical problems, formula, graphs or charts were used as support will be considered. This proficiency cannot be met through coursework used to satisfy your Quantitative Foundation or MATH 1303/1304.

Student Learning Outcomes

Pick three of the following seven.

1. Students will be able to develop quantitative models as related to the course subject matter.
2. Students will be able to assess the strengths and limitations of quantitative models and methods.
3. Students will be able to apply symbolic systems of representation.
4. Students will be able to collect, organize and analyze data from a variety of sources.
5. Students will be able to formulate structured and logical arguments.
6. Students will be able to test hypotheses and make recommendations or predictions based on results.
7. Students will be able to communicate and represent quantitative information or results numerically, symbolically, aurally, visually, verbally or in writing.

Second Language (SL)

For all WLL languages except Latin

SECOND TERM

1. Listening: Students will demonstrate ability to understand simple sentence-length speech, one utterance at a time, using familiar vocabulary and structures.
2. Reading: Students will demonstrate ability to understand short non-complex texts that convey basic information using familiar vocabulary and structures.
3. Speaking: Students will demonstrate ability to express themselves in uncomplicated communicative situations related to familiar topics by responding to direct questions or requests for information, with responses typically consisting of short statements and discrete sentences.
4. Writing: Students will demonstrate ability to write short, simple communications and requests for information in loosely connected texts framed in the present time, with some references to other time frames.

THIRD TERM

1. Listening: Students will demonstrate ability to understand simple sentence-length speech on familiar topics. They can understand the main facts of short non-complex narrative and descriptive speech using familiar vocabulary and structures.
2. Reading: Students will demonstrate ability to understand short non-complex texts that convey basic information and deal with familiar topics. They can understand the main facts of short narrative and descriptive texts using familiar vocabulary and structures.
3. Speaking: Students will demonstrate ability to interact effectively in straightforward, concrete conversational situations – for example, by responding to direct questions or requests for information.
4. Writing: Students will demonstrate ability to communicate simple facts and ideas in a series of loosely connected sentences on familiar topics, primarily in the present time, with some references to other time frames.
FOURTH TERM

1. Listening: Students will demonstrate ability to understand the main facts and some supporting details of short narrative and descriptive speech on familiar topics.

2. Reading: Students will demonstrate ability to understand the main facts and some supporting details of short narrative and descriptive texts on familiar topics.

3. Speaking: Students will demonstrate ability to converse effectively when dealing with familiar tasks and social situations. They can narrate and describe in a variety of time frames using connected discourse of paragraph length.

4. Writing: Students will demonstrate ability to narrate and describe in a variety of time frames using connected discourse of paragraph length.

Latin ONLY

SECOND TERM

Reading
1. Students will demonstrate ability to understand short passages of adapted Latin text with familiar vocabulary and sentence structure.

2. Students will demonstrate ability to identify basic noun usage and verb aspects in context of adapted Latin text.

Writing
1. Students will demonstrate ability to write Latin forms and phrases as directed.

THIRD TERM

Reading
1. Students will demonstrate ability to understand short passages of adapted and authentic Latin text using familiar vocabulary and sentence structure.

2. Students will demonstrate ability to identify noun usage, verb aspects and syntax in context of adapted and authentic Latin text.

Writing
1. Students will demonstrate ability to write Latin words or phrases in response to simple Latin questions.

FOURTH TERM

Reading
1. Students will demonstrate ability to understand passages of authentic Latin text, both prose and poetry, with familiar vocabulary and sentence structure.

2. Students will demonstrate ability to identify noun usage, verb aspects and syntax in context of authentic Latin text.

Writing
1. Students will demonstrate ability to write Latin words or phrases in response to Latin questions.

American Sign Language Student Learning Outcomes

1. Interpretation (reading and listening): The student will demonstrate ability to interpret meaning in the target language.

2. Interpretive Communication (speaking and listening): The student will be able to express and negotiate meaning in the target language.

3. Presentational Communication (speaking): The student will demonstrate the ability to sign a given discourse, applying a minimum of 10 ASL grammatical features, using clear ASL parameters, such as handshapes, nonmanual signals, palm orientation, movement, placement, body contact and conceptually accurate ASL sign vocabulary.

4. Cultural Understanding: The student will be able to apply deaf culture techniques in a no-voice English environment having learned aspects of deaf culture.

Writing (W)

Basic Course Criteria

Courses that satisfy the Writing proficiency include graded coursework that requires you to compose coherent, well-supported and carefully edited essays and/or reports that analyze, evaluate or synthesize information and concepts presented in the course.

These writing assignments must constitute a substantial and clearly understood component of the final course grade. The courses must require at least two separate, formal writing assignments totaling at least 4,000 words or 15 pages. In-class essays and journals cannot be used to satisfy the writing proficiency because the requirement stipulates that students employ the full range of the writing process, from rough draft to edited product. This proficiency cannot be met through coursework used to satisfy your Discernment and Discourse Foundation requirement.

Student Learning Outcome

1. Through multiple opportunities supervised and/or directed by a professor, an editor or other authority, students will demonstrate proper use of language through completion of a substantial amount of purposeful writing appropriate for a specific or targeted audience.
Dear Mustang,

Congratulations on your transfer to SMU! You already have proven that you can succeed in college, or you wouldn’t have been admitted. No matter why you transferred or how happy you are to be here, you will face a period of adjustment. SMU’s Office of Transfer and Transition Services, located in the Laura Lee Blanton Student Services Building, is here to help. Our staff is ready to assist you in identifying specific resources on campus to aid in your transition to our University as well as answer questions about your transfer credits. Are you interested in meeting other new transfer students? The transfer office sponsors the student organization Mustang Transfers as well as Tau Sigma National Honor Society for transfer students. If you are a veteran: We also work closely with the U.S. Military Veterans of SMU (MilVets), an organization of student-veterans at SMU.

We know you are not new to college, but you are new to SMU. Every university has its own way of providing services to its students. Ask questions. Take advantage of the Altshul- ler Learning Enhancement Center workshops and welcome dinners organized especially for you. Become involved on campus by joining one or two student organizations. With a little effort, you soon will be a seasoned Mustang!

Nancy Skochdopole
Director, Transfer and Transition Services

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**TRANSFER STUDENTS**

**GET THE TRANSFER CREDIT YOU DESERVE**

Once your transcripts are received by SMU, your coursework will be evaluated. You will be able to see if, and how, each of your courses will transfer into SMU through a Transfer Evaluation Report. You should review the report carefully. If you find any courses that you believe should have transferred or should have a different SMU equivalency, you may petition for Credit Re-evaluation online at [sites.smu.edu/des/transfer/creditappeal.asp](sites.smu.edu/des/transfer/creditappeal.asp).

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**PREPARE FOR AARO**

To get the most out of your experiences at SMU, you will want to understand how your previous work will apply to your SMU degree. Below are simple steps that will assist you with your preparation for Academic Advising, Registration and Orientation (AARO).

- Review *Peruna Passport* for important information to help you transition to SMU.
- Familiarize yourself with SMU’s common degree requirements for the University Curriculum (UC). (See the University Curriculum section on page 13.)
- Think about the academic fields of study that interest you most – be strategic with the requirements for your chosen major and how you will fulfill these requirements while at SMU.
- Check the requirements for your chosen major in the Undergraduate Catalog (from your year of entry) online at [smu.edu/catalogs](smu.edu/catalogs).
- Identify some possible courses (from the UC, your chosen major or other areas of interest) that you plan to take in your first term.
- Be sure that transcripts for ALL of your previous coursework are sent to SMU’s Office of Undergraduate Admission before AARO.
- Be sure to have any AP and/or Higher Level IB examination scores sent to SMU’s registrar before AARO. See page 4 in this workbook for a table of accepted AP/IB scores.

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**WORKBOOK: What is your intended major?**

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**WORKBOOK: Did you score a 4 or 5 on any AP exams or score a 5, 6 or 7 on any Higher Level IB exams? If so, list them below:**

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**WORKBOOK: How many college credits do you expect to transfer into SMU?**

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**WORKBOOK: Upon reviewing your Transfer Evaluation Report, did you find any discrepancies? If so, list the courses below:**

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During AARO you will have an individual appointment with an advisor from the University Advising Center or from the school of your chosen major. During this session your advisor will help you understand your incoming transferable credit and how your previous coursework will fulfill requirements in your chosen major and the UC. Courses from other schools sometimes do not fit perfectly into the course offerings and/or requirements at SMU. During your advising session you may identify courses that do not have direct equivalencies that you may wish to petition to fulfill specific degree requirements. Your advisor will help with this process, too. The better prepared you are, the more helpful your orientation experience will be. (The more syllabi you have on hand, the quicker you may get your transferable credit to count toward your degree.)

**UNIVERSITY CURRICULUM (UC)**

All students at SMU complete the UC as part of their degree. At SMU, the philosophical basis for our undergraduate curriculum is our steadfast belief that the liberal arts are central to the goals of higher education. The aim of this University, in other words, is to educate its students as worthy human beings and citizens, first, and as teachers, lawyers, ministers, research scientists, businessmen, engineers and so on, second. Information about the UC is outlined on page 13 of this workbook.

**TRANSFER SHOCK**

It is common for new transfer students to experience a phenomenon called “transfer shock,” especially during their first term at their new university. During this time, it is normal for transfer students to feel a little lost or overwhelmed, and a temporary drop in grades can result. You are not alone. Fortunately, SMU has a support system in place for its transfer students. From the Office of Transfer and Transition Services to academic advisors and Division of Student Affairs professionals, as well as the staff of the Altshuler Learning Enhancement Center, all will serve as resources to help you navigate through the transition to SMU and to encourage you not to lose sight of your vision and goals. GPA recovery and a sense of belonging are common after a term or two for students who persevere.

**WAYS TO COMBAT TRANSFER SHOCK**

- Participate in orientation activities, including Mustang Corral.
  - It’s not just for first-year students. Register for Mustang Corral at [smu.edu/newstudent](http://smu.edu/newstudent). It’s a good way to meet new people and feel more connected to campus.
- Get involved on campus.
  - Join Mustang Transfers on Facebook at SMU Mustang Transfers. [facebook.com/smutransfer](http://facebook.com/smutransfer)
  - Attend student events. Look for the Friday Update email from Student Affairs every week for the latest event information.
  - Join a student organization through Student Activities and Multicultural Student Affairs. [smu.edu/StudentAffairs/Multicultural](http://smu.edu/StudentAffairs/Multicultural)
  - Volunteer with a group through Community Engagement and Leadership. [smu.edu/StudentAffairs/CEL](http://smu.edu/StudentAffairs/CEL)
- Be prepared for classes to be different.
  - Faculty expectations may seem more or less rigorous than your previous institution, or you might just be taking more advanced classes than you have in the past.
- Introduce yourself to your professors and ask them questions in and outside the classroom.
  - Each course syllabus should include your professor’s contact information and office hours.
  - Let your professors know you are a transfer student and are doing your best to fully adjust.
- Get tutoring and attend time management and study skills workshops, if needed.
  - Visit the Altshuler Learning Enhancement Center (A-LEC). [smu.edu/alec](http://smu.edu/alec)
- Don’t expect an instant group of friends – it takes time and effort to meet people.
  - Talk to other students in your classes and form study groups. Offer to share your notes if someone has to miss a class.
- Meet regularly with your academic advisor and keep track of your major and graduation requirements.
  - Find out exactly how your credits transferred into SMU and what degree requirements those credits may fulfill.
  - Study the Undergraduate Catalog to better understand your intended major.
- Take care of yourself.
  - Try to keep a healthy balance between school and work, and don’t hesitate to go to SMU’s Student Health Center if you are ill.
- Be persistent about getting the information you need.
  - If one person is unable to help you, find someone else who can and will.
- Don’t forget to have fun!
ATTENDING COLLEGE WHILE WORKING FULL TIME

Working full time while taking a full course load in college can be extremely demanding and lead to poor, if not failing, grades. We realize that, for many college students, full-time work is a necessity, not a choice. You have worked full time while attending a previous institution, but the transition to SMU may present a bigger challenge than you’re accustomed to. Not only are you adjusting to a new campus, but you also may be taking more rigorous upper-level courses than you have in the past. Strategies that worked for you before may not work as well for you at SMU, and you may need to reassess your work-school balance to give yourself the best chance for academic success. Consider the following questions:

- Can you replace some of your earnings with financial aid to free up the time and energy you need for your coursework?
- Is success more feasible if you work and study part time instead of full time, even if it delays your graduation?
- Will your employer allow you to take time off during crunch times like midterms and finals?
- How can you schedule your work hours and classes to make the best use of your time?

Workshops are offered in the Altshuler Learning Enhancement Center to help you learn effective time management and study skills necessary to maintain the delicate balance between school and work. Your academic advisor can help you identify the most appropriate courses for you and your academic goals, and your financial aid advisor can help answer financial aid and budgeting questions.

ORGANIZATIONAL TIPS FOR COMMUTING STUDENTS

Attending school without a home base on campus can be tricky for the commuter student, but SMU Facility Services and past and current transfer students have created solutions for some of the typical problems faced. Below are some common frustrations and ways that our students have resolved them.

TYPICAL CHALLENGES

- At-home demands conflict with campus activities.
- Commute time cuts into study time.
- Course materials are not on hand when needed for studying, whether on campus or at home.
- School supplies are difficult to keep organized when everything is kept in a backpack.

SUGGESTED SOLUTIONS

- Create a “desk in the car” to keep all your materials handy, both at home and on campus.
  - Use a file box with a folder for each course to organize notes, syllabi, handouts and papers. A separate carton can hold all texts, library books, etc.
  - Use MP3-recording software to turn long drives into hands-free study time.
- Record MP3s of yourself reading notes and material that must be learned for class. Reading aloud boosts your concentration and comprehension of the material, and hearing it repeated in your own voice reinforces the ideas.
- Learn to study on the run.
  - If you have a test coming up or an assignment due, keep some of the necessary materials with you so that free moments can be spent studying or making progress toward completing different tasks.
- Set aside time each term for campus events, and commit to attending and participating in at least one.
- Treat college like a full-time job: that’s 15 credit hours of classes and 30 hours of studying each week. You can earn good grades, enjoy life and have weekends off!
- Use the facilities and services on campus to make life as a commuting student easier.
  - Use resources available to you through your affiliation with your Residential Commons.
  - The Commuter Lounge in Hughes-Trigg Student Center rents affordable lockers by the term or academic year for students to securely store their belongings on campus. Go to the Mane Desk in Hughes-Trigg for more information.
  - In Hughes-Trigg you also can find an ATM, a post office, a convenience store, Copy Central, wireless Internet, CAFÉ 100 serving Starbucks coffee, Chick-fil-A, Campisi’s, Subway, eSMUcho and Sushic.

Need more ideas? Call the Altshuler Learning Enhancement Center at 214-768-3648.
To set you up on the right path to academic success, we would like to introduce you to PALs or Peer Academic Leaders. Through peer mentoring in your Residential Commons, PALs are here to help you better utilize academic resources and to better understand the University Curriculum. In your individual Commons, your PAL will help facilitate and encourage academic engagement.

Throughout this section of the Peruna Passport, you will find helpful hints from your faculty, staff and PALs.

ACTIVE LEARNING

Your college education is distinctly and uniquely yours. Unlike high school, where your teachers and parents largely governed your academic work, in college you choose your classes, you choose your major and you choose how you pursue your work. Here you are – or should be – in control of your academic life. Much of high school involves “passive learning” (soak in, sit back) – but to succeed in college you need to become an active learner.

As an active learner you will:
1. Participate in and contribute to your own education.
2. Discuss your studies with peers outside class, visit museums, take in plays and concerts, read unassigned works and go to out-of-class lectures and discussions.
3. Seek out professors. Seek out peers. Seek out information about things of which you have little or no present knowledge.
4. Question everything and demand that those around you collaboratively develop answers.
5. Think about how things you know in one area (say, art) relate to things in other areas that seem completely different (say, economics).
6. Eschew the easy path of simple memorization and regurgitation. Reject the notion that a grade is the end point of a class.
7. Define what your time at SMU will mean. Although you never will stop actively learning, you never will have as many opportunities to develop the attitude, the knowledge and the skills that will inform and enhance the rest of your life as you will during your time in college.

Your ability to manage time is a better predictor of college grades than your high school GPA, SAT/ACT results or IQ score. So keep these factors in mind.

Three hours of classes Average for SMU students. Compare that with seven to eight hours per day for high school. That leaves you more time to use intelligently.

Six-plus hours of studying Most college professors expect you to study two hours for every hour of class – and more for pre-health or pre-engineering. If 75 percent of what you learned in high school happened in class, college is the reverse: 75 percent will be what you learn outside class.

Plan ahead An all-nighter the day before your midterm won’t work if you had six weeks to study 12 chapters in one text and 20 documents in another book, and you haven’t started any of it. Regularly check your syllabi for big projects and tests that require you to do more than what’s covered in class.

Everything else that makes college great College offers the freedom and the independence to balance your academic work with friends, social events and campus involvement. That can be tough if you double major, major in the performing arts, pursue the Honors program, take a leadership position in a student organization, participate in athletics or have a part-time job. But you can find the combination that gives you what you need to be happy – and learn all the skills you’ll need after college.

Don’t forget to sleep If you get less than six hours a night, you’ll feel tired, sad and stressed. Try to get at least eight hours a night so that you can get the most out of the hours you’re awake – whether you’re studying or having fun.

We’re ready to teach you time management When you come to campus for AARO, visit the A-LEC. See how students utilize the popular “Term at a Glance” tool. Then plan to visit the A-LEC during the first week of the term to attend a time management workshop, or make an appointment with an A-LEC learning specialist to make the most of the tools available.
COMMUNICATING WITH PROFESSORS

Your college professors are experts. Their jobs include research or creative work, administrative and committee work and more. Teaching isn’t the only thing they do, but they do find great satisfaction in sharing their intellectual or creative interests and skills with interested learners. They want you to produce the best work you can. So don’t be afraid to ask for help; your professors are not adversaries, they’re potential mentors.

LIKE THIS

“Professor” (or “Dr.,” “Mr.” or “Ms.”)

Address your professor

“Mrs.” or by first name, unless invited

Email

From: jdoe@smu.edu
Subject: HIST 2311 assignment
Could you clarify what kinds of sources are appropriate to use?

From: sweetness@gmail.com
Subject: ?
OK 2 quote Wikipedia 4 the paper?

Office hours

When you don’t understand the material
For a fuller explanation of comments on your work
When something might interfere with your performance

The day of the exam
Emailing because you’re scared

In class

When you think you disagree, engage with real questions

Smirk, stew, stare out the window or whisper to a friend

Parents’ concerns

Share serious concerns with student’s academic advisor

Directly to professor

Grade discussions

Ask what you can improve and point to examples
Email when you see discrepancies between grades you receive and what’s in Blackboard

Challenge judgments about your work or talk about what you’ve “always gotten”
Ask professor what your grade is

NOT LIKE THIS
MEET YOUR PEER ACADEMIC LEADER (PAL)

Each of your Residential Commons has a PAL who will be available to assist you as you actively shape your learning experience.

If you have a question or comment for your PAL, please send an email to UACPALs@smu.edu.

Charis “Kay” Rodgers
clrodgers@smu.edu
Psychology, Fashion Media
Argyle, Texas

Uroob Haris
uharis@smu.edu
Business Management, Chemistry
Karachi, Pakistan

TBD
Email
Major
Hometown

Amanda Dumont
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Kenny Martin
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Shelby Stanfield
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Richmond Dewan
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Marketing, Creative Computing
Austin, Texas

Daniel Muehring
dmuehring@smu.edu
Management Science, Economics
Atlanta, Georgia

Mackenzie Jenkins
mbjenkins@smu.edu
Political Science, Human Rights
Richardson, Texas
Advice from Your PAL

“Get to know your DISC teacher in the first term! It’ll be nice to have someone to write you recommendations in the future, and who can become a great go-to!”

– Charis “Kay” Rodgers

“Don’t do anything too stupid.”

– Daniel Muehring

“I When you don’t know, don’t be afraid to ask for help. You aren’t supposed to know everything. All the Mustangs on the Hilltop want to see you succeed. We will help!”

– Richmond Dewan

“An all-nighter won’t kill you. Neither will a B, so don’t freak out!”

– Amanda Dumont

“Get involved! Don’t be afraid to try new things. You will meet some of your best friends through joining clubs, playing intramural/club sports and simply saying ‘Hi’ to new people! Get ready for the best four years of your life – it’s true! Pony Up!”

– Kierson McGriff

“Enjoy your year, but remember your priorities! (That’s your academics, in case you need clarification.) Get involved and get to know fellow students and faculty.”

– Uroob Haris
Academic Engagement

GRADES

Learning isn’t all about grades. But potential employers – and graduate and professional schools – will look at them. In addition, many SMU degree programs and scholarships, and some extracurricular activities, have GPA requirements. So keep this report card in mind:

A’s and B’s are probably what you got in high school, but that’s also true for nearly every one of your classmates. If you want to get them here, you have to work harder and study longer.

C

Don’t ask how to improve your grade after the class is over. Extra credit usually doesn’t exist. And grades are not negotiable.

D

Fewer grades per class than in high school means each grade weighs more – and there are fewer opportunities to catch up. But if you’re an active learner, your grades will take care of themselves.

F

“A’s and B’s are probably what you got in high school, but that’s also true for nearly every one of your classmates. If you want to get them here, you have to work harder and study longer.

ACADEMIC INTEGRITY

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 for all others who have studied and will study here.

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.

Remember that SMU requires you to log on to Blackboard and take an online Academic Honesty Tutorial before you begin your first term. (Students who don’t take and pass the tutorial during their first term will have a registration hold placed on their my.SMU account.)

“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 is 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.”

—The Preamble of the SMU Honor Code
RESOURCES AND OPPORTUNITIES

UNDERSTAND YOUR ACADEMIC RECORDS

UNIVERSITY REGISTRAR
The University Registrar keeps your academic records. Information about transcripts, enrollment, academic calendars, degree progress, catalogs, AP/IB and other credit, academic ceremonies and Veteran Affairs are found at smu.edu/registrar.

COMMUNICATION
- my.SMU, our student information database, allows you to navigate through your educational experience. Enroll in the online password reset tool located at smu.edu/password, which allows you to reset or change your password.
- All official SMU communication is sent to your SMU email account, so check it regularly. To access your email, log in to webmail.smu.edu using your SMU ID number.
- Personal information in my.SMU must be reviewed each term to avoid a hold on your enrollment. Visit smu.edu/registrar/enrollment/rules and click on “Personal Information.”

CLASS ENROLLMENT
- Class registration is completed online through my.SMU after meeting with your advisor at AARO and in subsequent terms at smu.edu/registrar/enrollment.
- Enrollment holds prevent students from enrolling in classes until certain requirements are met. Explanations for holds are found in my.SMU under “Holds.”
- After enrolling, you may find it necessary to add or drop a course. Pay close attention to the add/drop dates each term. smu.edu/registrar/faqs
- To request an official Enrollment Verification, visit smu.edu/registrar/verification.

GRADING AND ACADEMIC ACHIEVEMENT
- Early Intervention and Midterm Deficiency Reports are available in the my.SMU Student Center to first-year, second-year and transfer students. Visit smu.edu/registrar/enrollment/rules and click on “Early Intervention and Midterm Grading.”
- The Final Exam Schedule and End-of-Term grades are provided through my.SMU. smu.edu/registrar/gradeposting
- To calculate your grade point average (GPA), visit smu.edu/registrar/enrollment/rules and click on “Grades” and “Grade Point Average.”
- The University Honor Roll is published for the fall term in February and for the spring term in July. smu.edu/honorroll
- All undergraduates are required to make regular and satisfactory academic progress toward their degrees. Graduation in four years requires the accrual of at least 30 academic term hours per year and a cumulative GPA of at least 2.00. Visit smu.edu/catalogs; see the “Academic Advising and Satisfactory Progress Policies” section in the Undergraduate Catalog.

INCOMING CREDIT
- Advanced Placement and other credits are accepted by SMU based on your test scores and must be sent prior to or during your first term of enrollment. smu.edu/registrar/apcredit
- SMU accepts transfer credit from other colleges and universities with prior approval from your advisor and the individual SMU school records offices. smu.edu/enrollmentservices/transfer/smustudents
- The Degree Progress Report (DPR) is a tool that details your progress toward your SMU degree requirements. To understand your DPR and learn how to request it, visit tutorials under Grades & Transcripts at smu.edu/registrar/mysmuhelp.
- To request an official transcript, visit smu.edu/registrar/transcript.

POLICIES AND PROCEDURES
- Students may seek a waiver of a certain policy or appeal an academic decision. The Committee on Academic Petitions handles these appeals.
- If it ever becomes necessary to withdraw from the University, contact your academic advisor or academic dean to complete a withdrawal form.
- You may receive a grade of Incomplete (I) in a course if you complete at least 50 percent of the requirements with passing grades but are unable to complete all of the requirements due to a justifiable reason acceptable to the instructor. Visit smu.edu/registrar/enrollment/rules and click on “Grade of Incomplete.”
- The First Year Repeat Policy allows students who enter SMU directly from high school the opportunity to repeat up to three courses in which the first attempted (taken within the first two consecutive regular terms of enrollment) grade is a D+ or lower. Specifications and limitations are found at smu.edu/registrar/enrollment/rules – click on “Grades for Repeated Courses.”
- The Family Educational Rights and Privacy Act (FERPA) is a federal law that grants you the right to inspect, obtain copies of, challenge and control the release of information contained in your education records. smu.edu/ferpa
ENHANCE YOUR CLASSROOM AND RESEARCH SKILLS

ALTSHULER LEARNING ENHANCEMENT CENTER (A-LEC) (HDEV 1110) READING AND LEARNING STRATEGIES

www.smu.edu/provost/ALEC/HDEV1110

Consider enrolling in HDEV 1110, a one-credit elective course, to upgrade all your reading and learning skills to the college level.

This course is a great fit for challenging courses in engineering or pre-health; 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. Some fall sections are reserved for first-year pre-health students. One section is reserved for students with learning differences.

LEARNING STRATEGIES WORKSHOPS

Because college courses demand a great deal from you, it’s time to learn strategies for true long-term learning of new material. Every term the A-LEC offers drop-in, one-hour sessions on key topics such as time management, note taking, study-reading, test preparation, test taking, memory, concentration, managing stress and test anxiety, and even preparing for final exams. There are workshops designed specifically for first-year students and transfer students. You’ll work with an A-LEC learning specialist and other students to learn and discuss new strategies you can use to learn more easily and effectively. The 2015–16 workshop schedule is located on page 38 and on the A-LEC website at smu.edu/ALECWorkshops.

LIBRARY SERVICES

SMU has a strong network of libraries designed to help you succeed in your studies. Research librarians are available to assist you with finding quality information sources through the Ask a Librarian service. Schedule a consultation with a research librarian to get help with research methods, search tools and navigating the online databases. Research guides also are available online any time you need help with finding scholarly sources in your field of study or the proper citation style. If you have questions about the Information Literacy (IL) requirements at SMU, please consult a librarian.

Fondren Library Center is open 24/5 for most of the term and 24/7 during finals. Reserve a study room online at smu.edu/cul/rooms (SMU ID and password are required), for individual use or to meet with a small or large group.

ASK A LIBRARIAN
askalibrarian.smu.edu 214-768-2326

Get help via IM, email or TXT. Ask us anything, anytime, from anywhere.

RESEARCH GUIDES

guides.smu.edu

Find scholarly sources for your research paper with subject-specific recommendations from SMU librarians. Many guides exist for specific classes at SMU, with faculty input.

LIBRARY CATALOG, CHECKOUT AND RESERVE

libcat.smu.edu 214-768-2329

Use the library catalog to locate library books, journals, DVDs, sound recordings, music scores and other library materials. Click on the “Course Reserves” tab to see a list of items your instructor has put on reserve for a particular class. Log in to your account to review items you’ve checked out and renew materials online to avoid overdue fines.

UNDERGRADUATE RESEARCH ASSISTANT PROGRAM (URA)

smu.edu/undergradresearch/programs/ura

If you would like to work closely with one of your professors at SMU on a research project and get paid for it, the Undergraduate Research Assistant Program is for you. The URA is a unique opportunity for full-time students in any school or major. In this program, students acquire important research skills, deepen knowledge of a particular field of study, contribute to the generation of new and cutting-edge knowledge and gain an important relationship with a faculty mentor. Current and former URA students have been involved in projects related to geothermal energy development and paleoclimates in the geology department; GPS technology in the physics department; domestic violence in the psychology department; and 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 and have had their work published. If you are interested in becoming more engaged with the intellectual life that is the hallmark of a university, check out the URA program.
LEARN BEYOND THE CLASSROOM

ENGAGED LEARNING
smu.edu/engagedlearning
SMU recognizes that students who actively engage in research, service, internships and other creative, entrepreneurial activities have enhanced academic experiences. Through SMU’s Engaged Learning initiative, students bring their disciplinary training and intellectual capital to bear on issues in real-world settings.

Develop your own Engaged Learning capstone-level project ($2,000 in funding available!) or participate in Engaged Learning opportunities offered by various departments, offices and programs throughout the University. A few of them are listed here.

BIG IDEAS
smu.edu/bigideas
Students win big money for big ideas. Big iDeas competitions happen in the fall and spring, encouraging students to define, study, come up with and implement innovative solutions to contemporary needs. Big iDeas gives students the training they need to become entrepreneurial risk takers and the backing they need to be successful.

Dream up and pitch your big idea in the fall for a chance to win $1,000 and three months to make it happen. Turn your big idea into a business plan, for profit or nonprofit, and pitch it in the spring for a chance to win another $5,000 and seven months to let your idea grow. Students can win up to $11,000 to get businesses off the ground while they are enrolled at SMU.

CLINTON GLOBAL INITIATIVE UNIVERSITY
smu.edu/CGIU
The annual CGI U meeting brings together 1,200 university students from around the world to address critical global needs in education, environment, health, human rights and poverty alleviation. SMU supports students who commit to take action in these areas, including travel to the annual meeting.

CENTER ON COMMUNITIES AND EDUCATION
smu.edu/Simmons/CommunityEnrichment/CCE
The Center on Communities and Education (CCE) at the Annette Caldwell Simmons School of Education and Human Development focuses on

- Closing the education gap in urban, low-income communities by coordinating social services, using data to support academic success and providing professional development in schools; and
- Engaging SMU faculty and students in transformative leadership and learning experiences in partner communities.

SMU ABROAD
smu.edu/abroad
Experience a culture different from your own when you study abroad. We offer 150 programs in 50 countries. Talk with your academic advisor and visit the International Center (Blanton Building, Suite 216) to learn how you can take advantage of the many credit-bearing opportunities outside the United States.

SMU-IN-TAOS
smu.edu/taos
Pack your bags for adventurous study. Your destination is SMU-in-Taos, SMU’s beautiful 423-acre campus in Taos, New Mexico. SMU-in-Taos offers credit courses in the arts, the sciences, business and other disciplines in an inspirational setting designed for adventurous learners. Our unique program is designed to provide SMU students from all disciplines with an amazing living-and-learning experience.

For a complete list of opportunities to learn beyond the classroom, visit Engaged Learning at smu.edu/EngagedLearning/Projects.
HEGI FAMILY CAREER DEVELOPMENT CENTER

The Hegi Family Career Development Center at SMU is dedicated to serving the needs of SMU students and alumni and assisting employers in reaching qualified candidates from SMU. The staff at the Career Development Center guides and encourages students and alumni in the development of skills necessary for lifelong career management and offers opportunities for employers to recruit students through campus events and online resources.

INDIVIDUALIZED CAREER PLAN (4X2)

The diagram below outlines how you may gain an advantage in your career development by choosing just two of the listed activities each year.

YEAR 1
SELF-KNOWLEDGE
Explore/Connect
Major/Career Choice
MustangTrak (MT)
Externship Experience
Campus Involvement
Résumé Introduction

YEAR 2
CAREER IMMERSION
Network/Relevant Experiences
Networking/Social Media
Relevant Experience/Part-time Job
Campus Leadership
Employer Leadership
Employer Panels
Community Engagement

YEAR 3
EXPERIENTIAL LEARNING
Leadership/Implementation
Internships
Organization Leadership
Career Research
Employer Meet-ups
Updating and Focusing the Résumé

YEAR 4
IMPLEMENT
Solidify/Professional Preparation
Professional Branding
Networking
Career Fair
Job Search Strategy
Interview Prep
Résumé and Cover Letter Coaching
Interview, Offer/Placement
Graduate School Prep

COUNSELING APPOINTMENTS
Counselors will assist students in identifying major and career options through exploration of their interests, values, personality strengths and experiences.

Counseling appointments are available Monday – Friday, 8:30 a.m. – 5 p.m. To schedule an appointment, call 214-768-2266 or come by Hughes-Trigg, Suite 200.

CAREER EXPRESS DROP-IN HOURS
You may use this 15-minute drop-in session to discuss one of the following: determine next steps, have your résumé reviewed, learn about Center resources or just ask general questions. For questions that may require more time, you will be encouraged to make a follow-up appointment with a career counselor.

Drop-in hours: Monday – Friday, 11 a.m. – noon and 1 – 3 p.m.

EMPLOYER RELATIONS
The Employer Relations Team (ERT) develops partnerships with employers to provide resources to connect students in mutually beneficial working relationships. The Hegi Family Career Development Center sponsors many employer functions designed to introduce students to workplaces, careers and employment options, including panels, networking events, externships and career fairs. Please reference smu.edu/careers under the tab “Events” to keep track of all the opportunities coming to campus.
**SUPPORT YOUR DREAMS**

**BURSAR – STUDENT ACCOUNTS**

The Bursar’s Office keeps track of your financial obligations and manages your student accounts. The Bursar’s website is intended to be a quick guide to the expenses you may expect to encounter during the academic year, such as tuition, fees and room and board. “SMUPay” is used to view bills, make payments and set up authorized payers. Learn more at smu.edu/bursar.

- **Authorized Payer** – If your parents or other individuals want to receive invoices and statement notifications for your accounts, set them up as an “authorized payer” at smu.edu/bursar/smupay.asp.
- **Payment Options** – SMU offers a variety of payment options and plans to assist you while you are in college. For a complete list, visit smu.edu/bursar/paymethods.asp.

“...The key to academic success is to love what you study, study it hard and pass your newly learned knowledge to those around you.”

Kristine Locker | La Cañada, California

**FINANCIAL AID**

The Office of Financial Aid is available to assist you with questions about scholarships and other types of educational aid. Under SMU’s “shared investment” concept, we believe that the family unit – parents and student – has a primary responsibility to contribute toward educational expenses to the extent that it is reasonably able. To be considered for need-based assistance, certain requirements must be met, as set forth in SMU, state and federal guidelines. All institutional aid is available for eight terms or until graduation, whichever comes first. Financial aid information is found at smu.edu/financial_aid.

- **SMU Scholarship Renewal Requirements** – Specifications and requirements for renewing an SMU academic scholarship are found at smu.edu/EnrollmentServices/FinancialAid.
- **General Satisfactory Academic Progress (SAP) Requirements** – To continue receiving financial aid, you must maintain satisfactory academic progress toward your degree.
- **Applying for Need-based Financial Aid** – SMU requires the FAFSA (Free Application for Federal Student Aid) and College Scholarship Service (CSS/PROFILE) from students who want to be considered for need-based aid.
- **SMU Pony Tracks** – The status of your award package can be tracked through my.smu.edu under the “Finances” listing of Student Self-Service.
- **Viewing and Accepting Your Financial Aid Award** – To accept or decline financial assistance awards, log on to my.SMU and click on “Finances,” then “Accept/Decline Awards” in Student Self-Service. If you need more detailed instruction, visit smu.edu/financial_aid/Forms_Library.asp.

Additional Scholarship Resources – If you are interested in applying for outside scholarships, we encourage you to visit fastweb.com. If you are a recipient of scholarships outside SMU, please send your award letter or other form of notification to the Office of Financial Aid, PO Box 750181, Dallas, TX 75275.

**OFFICE OF NATIONAL FELLOWSHIPS AND AWARDS**

Are you a future Rhodes Scholar? Considering a career in science research or the Foreign Service? SMU’s Office of National Fellowships and Awards nominates students for nationally recognized fellowships and scholarships, such as the Rhodes, Fulbright, Goldwater, Udall and Pickering. Visit our website for hundreds of interesting possibilities. Contact us when you see a good fit, and we can help you apply.

**ENGAGED LEARNING**

See Learn Beyond the Classroom on page 31.

**UNDERGRADUATE RESEARCH ASSISTANT PROGRAM (URA)**

See Enhance Your Classroom and Research Skills on page 30.
REACH YOUR POTENTIAL

ALTSHULER LEARNING ENHANCEMENT CENTER (A-LEC)
smu.edu/ALEC

Whether you are just out of high school or transferring in from another college, you can expect your SMU courses to be more challenging in many ways: five to 50 times more assigned reading, fast-paced lectures and fewer tests that cover much more material and count more heavily. Professors expect you to work independently, keep up with assignments, connect readings with lectures and think critically.

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

A-LEC SERVICES

Individual Academic Counseling

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

Tutoring

smu.edu/tutoring

Your professors are, of course, your primary source of support, but working with A-LEC tutors can be an important way to study smarter, not harder. The A-LEC provides free tutoring in almost all first- and second-year courses and many upper-level ones. Because they are SMU students, mostly juniors and seniors, our tutors often know your professors, textbooks and assignments. 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. Many students come for tutoring because they are doing well – earning a B or B+ – but really want an A. Students in calculus or biology may work with a tutor after each class to clarify any confusing information and to stay on track from the start. Some students come to the A-LEC to study, knowing that tutors can help if they get stuck. Limited evening tutoring begins on the first day of classes, with the full schedule of afternoon and evening tutoring starting after the second week of classes.

Reading and Learning Strategies

See Enhance Your Classroom and Research Skills on page 30.

Learning Strategies Workshops

See Enhance Your Classroom and Research Skills on page 30.

Writing Center

smu.edu/WritingCenter

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, the English Department faculty members who work in the Writing Center offer individual tutorials to send you in the right direction. We can’t do everything in a 30-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 understand 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.

“Go to the Writing Center in the A-LEC. After you have been to a conference with your professor, write a second or third draft and get feedback from an English professor at the A-LEC. A fresh perspective can help you add extra substance to your paper and make it stand out in a crowd.”

Caroline Gurley | Birmingham, Alabama

Take the first step by calling 214-768-3648 to make an appointment. It is a good idea to schedule your tutorial well in advance of the due date, thus allowing yourself ample time for revision, and a conference with your instructor. Writing Center appointments fill quickly, especially during the fall term. We recommend that you call at least 72 hours ahead to reserve your tutorial. If you must cancel a Writing Center appointment, you must do so at least one day ahead of time so that we can give your appointment to another student. We look forward to working with you.
Disability Accommodations and Success Strategies

smu.edu/DASS

Students who seek services and accommodations on the basis of a disability must self-identify to the office of Disability Accommodations and Success Strategies (DASS) and provide appropriate documentation about the current impact of the condition on their functioning. DASS works with individuals with different kinds of conditions, including learning disabilities, ADHD, physical/mobility issues, hearing and visual impairments, psychiatric conditions and others.

“In there ever was a time to start listening, college is the time. Listen to your professors and find passion in the subject you are learning even if it is not your favorite. Listen to your parents and take care of yourself. You cannot do your best here if you are unhealthy. Most important, listen to yourself. You came here to do the best you can, and you know what it takes.”

Ketetha Olengue | Colleyville, Texas

In addition, students with learning disabilities and ADHD may benefit from the support of DASS Learning Specialists. They provide individual academic coaching focused on improving learning and study skills, time management organization and self-advocacy.

For more information, call 214-768-1470 or visit smu.edu/alec/dass.

MAINTAIN WELLNESS

PERSONAL RESPONSIBILITY AND WELLNESS

smu.edu/simmons/areasofstudy/apw/wellness

The Wellness program offers classes that reflect the University’s philosophy that a rounded education should enhance the social, physical, emotional, mental and spiritual well-being of students. All department offerings challenge students to think critically about who they are and the decisions they make. They encourage an attitude of lifelong comprehensive wellness and teach skills to deal with potential imbalances in lifestyle.

COUNSELING AND PSYCHIATRIC SERVICES

smu.edu/healthcenter/counseling

The mission of SMU’s 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 works closely together to provide four different levels of care: proactive/preventative education, evaluation, psychotherapy and psychiatric consultation. Staff members seek to provide an open, supportive atmosphere in which individuals feel free to express and communicate problems. Concern and respect for each person’s needs is paramount.

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

INTERNATIONAL STUDENT AND SCHOLAR SERVICES

smu.edu/international

If you hold a foreign passport and enter the United States on an F-1 or a J-1 nonimmigrant visa, you are required to attend a mandatory orientation and a government check-in at the International Center (Blanton Building, Suite 216). Please bring your passport, the I-94 card (attached to your passport) and your I-20 or DS-2019 document. Visit our website for a list of dates and times for orientation and government check-in at the International Center.
**IMPORTANT SMU NUMBERS AND WEBSITES**

**Advising/Records: Cox School of Business**
214-768-3195
252 Maguire Hall
cox.smu.edu/undergrad

**Advising/Records: Dedman College of Humanities and Sciences**
214-768-2298
134 Clements Hall
smu.edu/DedmanRecords

**Advising/Records: Lyle School of Engineering**
214-768-3039
400 Caruth Hall
smu.edu/LyleAdvising

**Advising/Academic Services: Meadows School of the Arts**
214-768-3217
202 Umphrey Lee
smu.edu/MeadowsAcademicServices

**Advising: Pre-Health**
214-768-4604
135 Dedman Life Sciences Building
smu.edu/prehealth

**Advising: Pre-Law**
214-768-1272
408 Blanton Student Services Building
smu.edu/prelaw

**Advising/Records: Simmons School of Education and Human Development**
214-768-2776
234 Simmons Hall
smu.edu/simmons

**Althshuler Learning Enhancement Center**
214-768-3648
202 Loyd All-Sports Center
smu.edu/alec

**Bursar**
214-768-3417
120 Blanton Student Services Building
smu.edu/enrollmentservices/bursar

**Center for Drug and Alcohol Prevention**
214-768-2277
Student Health Center
6211 Bishop Boulevard
smu.edu/StudentAffairs/HealthCenter/Counseling/AlcoholDrugServices

**Chaplain and University Ministries**
214-768-4502
316 Hughes-Trigg Student Center
smu.edu/chaplain

**Counseling and Psychiatric Services (CAPS)**
214-768-2277
Student Health Center
6211 Bishop Boulevard
smu.edu/healthcenter/counseling

**Dean of Student Life Office**
214-768-4564
302 Hughes-Trigg Student Center
smu.edu/studentlife

**Disability Accommodations and Success Strategies (DASS)**
214-768-1470
202 Loyd All-Sports Center
smu.edu/DASS

**Discernment and Discourse Program**
214-768-2981
240 Dallas Hall
smu.edu/DISC

**Emergency/SMU Police**
214-768-3333 or 911
Patterson Hall
smu.edu/businessfinance/police

**Engaged Learning**
214-768-3223
G13 Clements Hall
smu.edu/engagedlearning
smu.edu/bigideas

**Hegi Family Career Development Center**
214-768-2266
200 Hughes-Trigg Student Center
smu.edu/career

**Honor Code**
214-768-4564
302 Hughes-Trigg Student Center
smu.edu/honorcode

**International Student and Scholar Services**
214-768-4475
216 Blanton Student Services Building
smu.edu/international/isss/index

**ITS Help Desk**
214-768-4357
Fondren Library West
www.smu.edu/businessFinance/OIT/Help

**Libraries, Central University: Ask a Librarian**
214-768-2326
Fondren Library Center
askalibrarian.smu.edu

**Libraries, Central University: Circulation and Reserve**
214-768-2329
Fondren Library Center
sites.smu.edu/cul

**New Student Orientation and Student Support**
214-768-4560
307 Hughes-Trigg Student Center
smu.edu/newstudent

**Parent and Family Programs**
214-768-4797
302 Hughes-Trigg Student Center
blog.smu.edu/parents

**Registrar**
214-768-3417
101 Blanton Student Services Building
smu.edu/registrar

**Residence Life and Student Housing**
214-768-2407
Boaz Hall
smu.edu/housing

**SMU Abroad**
214-768-2338
216 Blanton Student Services Building
smu.edu/abroad

**SMU-in-Taos**
214-768-3657
338 Blanton Student Services Building
smu.edu/taos

**SMU Bookstore**
214-768-2435
3060 Mockingbird Lane
smu.bncollege.com

**Student Financial Aid**
214-768-3417
119 Blanton Student Services Building
smu.edu/financial_aid

**Transfer and Transition Services**
214-768-4766
100 Blanton Student Services Building
smu.edu/transfer

**University Advising Center for Pre-Majors**
214-768-2291
408 Blanton Student Services Building
smu.edu/advising

**University Curriculum Office**
214-768-2203
G02 Clements Hall
smu.edu/gened/ucexp.asp

**University Honors Program**
214-768-2813
G02 Clements Hall
smu.edu/univhonors

**Writing Center**
214-768-3648
202 Loyd All-Sports Center
smu.edu/writingcenter
2015–16 CONDENSED ACADEMIC CALENDAR

FALL TERM 2015
August 23, Sunday Opening Convocation, McFarlin Auditorium
August 24, Monday First day of classes
August 28, Friday Last day to enroll, add courses or drop courses without grade record. Last day to file for graduation in December.
September 7, Monday University holiday – Labor Day
September 9, Wednesday Last day to declare pass/fail, no credit or first-year repeated course grading options. Last day to request an excused absence for the observance of a religious holiday
October 12–13, Monday – Tuesday Fall break
October 30–31, Friday – Saturday Family Weekend
November 2–20, Monday – Friday Enrollment for spring 2016 continuing students for all undergraduates and for graduates in Dedman College and Meadows
November 6, Friday Last day to drop a course
November 24, Tuesday Last day to withdraw from the University
November 26–27, Thursday – Friday University holiday – Thanksgiving
December 3, Thursday Last day for oral/written examinations for December graduate degree candidates
December 7, Monday Last day of instruction
December 8–9, Tuesday – Wednesday Reading Days
December 10–16, Thursday – Wednesday Examinations (No examinations scheduled for Saturday or Sunday)

JAN TERM 2016 IN PLANO AND TAOS
January 4, Monday – January 14, Thursday

SPRING TERM 2016
January 15, Friday First day of classes
January 18, Monday University holiday – birthday of Martin Luther King, Jr.
January 22, Friday Last day to enroll, add courses or drop courses without grade record. Last day to file for May graduation.
February 2, Tuesday Last day to declare pass/fail, no credit or first-year repeated course grading options. Also, last day to request an excused absence for the observance of a religious holiday
March 7–13, Monday – Sunday Spring break
March 25, Friday University holiday – Good Friday
April 4–22, Monday – Friday Enrollment for summer 2016 and fall 2016 continuing students for all undergraduates and for graduates in Dedman College and Meadows
April 6, Wednesday Last day to drop a course
April 22, Friday Last day to withdraw from the University
April 28, Thursday Last day for oral/written examinations for graduate students who are May degree candidates
May 2, Monday Last day of instruction
May 3, Tuesday Reading Day
May 4–10, Wednesday – Tuesday Examinations (No examinations scheduled for Sunday)

MAY TERM 2016 ON DALLAS CAMPUS AND IN TAOS
May 12, Thursday – May 27, Friday

SUMMER TERM 2016
May 31, Tuesday – August 3, Wednesday Campus Full Summer Session
May 31, Tuesday – June 29, Wednesday Campus First Session
June 2, Thursday – June 29, Wednesday Taos Summer I Session
July 5, Tuesday – August 3, Wednesday Campus Second Session
August 4, Thursday – August 19, Friday Taos August Term 2016

Visit smu.edu/registrar/academic_calendar.asp or the front section of your Undergraduate Catalog to review this and other academic calendars.
# A-LEC Learning Strategies Workshops, 202 Loyd Center

## Fall 2015 Learning Strategies Workshops

<table>
<thead>
<tr>
<th>Topic</th>
<th>Day/Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>M 8/24</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>T 8/25</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>THE TRANSFER STUDENT PERSPECTIVE:</td>
<td>W 8/26</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>Your Transition to SMU</td>
<td>TH 8/27</td>
<td>1 p.m., 4 p.m.</td>
</tr>
<tr>
<td>HOW COLLEGE IS DIFFERENT FROM HIGH SCHOOL</td>
<td>M 8/31</td>
<td>3:15 p.m.</td>
</tr>
<tr>
<td>ORGANIZATION &amp; CONCENTRATION</td>
<td>T 9/1</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>NOTE-TAKING &amp; TEXTBOOK READING</td>
<td>W 9/2</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>NOTE-TAKING &amp; TEXTBOOK READING</td>
<td>TH 9/3</td>
<td>4 p.m.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARING FOR TESTS:</td>
<td>T 9/8</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>ESSAY &amp; MULTIPLE CHOICE TESTS</td>
<td>W 9/9</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>MANAGING TEST ANXIETY</td>
<td>TH 9/10</td>
<td>4 p.m.</td>
</tr>
<tr>
<td><strong>Fundamentals Continued</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>M 9/21</td>
<td>3:15 p.m.</td>
</tr>
<tr>
<td>NOTE-TAKING &amp; TEXTBOOK READING</td>
<td>T 9/22</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>USE YOUR LEARNING &amp; MEMORY PREFERENCES</td>
<td>T 10/6</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>USE YOUR LEARNING &amp; MEMORY PREFERENCES</td>
<td>W 10/7</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>NOTE-TAKING &amp; TEXTBOOK READING</td>
<td>TH 10/15</td>
<td>4 p.m.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
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</tr>
<tr>
<td>RESEARCH &amp; RESEARCH PAPERS</td>
<td>TH 10/22</td>
<td>5 p.m.</td>
</tr>
<tr>
<td></td>
<td>F 10/23</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARING FOR TESTS:</td>
<td>M 10/26</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>ESSAY &amp; MULTIPLE CHOICE TESTS</td>
<td>T 10/27</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>STRESS MANAGEMENT &amp; TEST ANXIETY</td>
<td>W 10/28</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>STRESS MANAGEMENT &amp; TEST ANXIETY</td>
<td>TH 10/29</td>
<td>4 p.m.</td>
</tr>
<tr>
<td><strong>Damage Control</strong></td>
<td></td>
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<tr>
<td>GPA 101: SMU SURVIVAL SKILLS</td>
<td>T 11/3</td>
<td>4 p.m.</td>
</tr>
<tr>
<td></td>
<td>W 11/4</td>
<td>3:15 p.m.</td>
</tr>
<tr>
<td><strong>Finish Strong</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLAN A SUCCESSFUL FINISH: The Last Month</td>
<td>M 11/9</td>
<td>3:15 p.m.</td>
</tr>
<tr>
<td>Attend any ONE of these sessions.</td>
<td>T 11/10</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>Bring your calendar and all syllabi.</td>
<td>W 11/11</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>M 11/16</td>
<td>4:15 p.m.</td>
<td></td>
</tr>
<tr>
<td>T 11/17</td>
<td>5 p.m.</td>
<td></td>
</tr>
<tr>
<td>W 11/18</td>
<td>3:15 p.m.</td>
<td></td>
</tr>
<tr>
<td>M 11/30</td>
<td>3:15 p.m.</td>
<td></td>
</tr>
<tr>
<td>T 12/1</td>
<td>4 p.m.</td>
<td></td>
</tr>
<tr>
<td>W 12/2</td>
<td>5 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

The last day of classes is Monday, May 2.
Reading day is Tuesday, May 3.
Finals are Wednesday, May 4, through Tuesday, May 10.

*Schedule an individual study skills appointment with Pamela McNulty or Becca Umobong by visiting [https://roomres.smu.edu](https://roomres.smu.edu) and selecting Altshuler Learning Enhancement Center.

### Spring 2016 Learning Strategies Workshops

<table>
<thead>
<tr>
<th>Topic</th>
<th>Day/Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals and Transfer Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME MANAGEMENT &amp; ORGANIZATION</td>
<td>W 1/27</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>THE TRANSFER STUDENT PERSPECTIVE:</td>
<td>TH 1/28</td>
<td>12:30 p.m.</td>
</tr>
<tr>
<td>Your transition to SMU</td>
<td>TH 1/28</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>M 2/1</td>
<td>3 p.m.</td>
</tr>
<tr>
<td>NOTE-TAKING &amp; TEXTBOOK READING</td>
<td>T 2/2</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>TIME MANAGEMENT &amp; ORGANIZATION</td>
<td>W 2/3</td>
<td>5 p.m.</td>
</tr>
<tr>
<td>NOTE-TAKING &amp; TEXTBOOK READING</td>
<td>TH 2/4</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARING FOR TESTS:</td>
<td>M 2/8</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>ESSAY &amp; MULTIPLE CHOICE TESTS</td>
<td>T 2/9</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>MANAGING TEST ANXIETY</td>
<td>TH 2/11</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td><strong>Fundamentals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESEARCH &amp; RESEARCH PAPERS</td>
<td>T 2/16</td>
<td>5 p.m.</td>
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<tr>
<td>EXCEL AT EXCEL</td>
<td>TH 2/18</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>M 3/21</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>TAKING &amp; USING NOTES</td>
<td>T 3/22</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>GPA 101: SMU SURVIVAL SKILLS</td>
<td>M 3/28</td>
<td>4:15 p.m.</td>
</tr>
<tr>
<td>RESEARCH &amp; RESEARCH PAPERS</td>
<td>W 3/30</td>
<td>5 p.m.</td>
</tr>
<tr>
<td><strong>Finish Strong</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLAN A SUCCESSFUL FINISH: The Last Month</td>
<td>M 4/4</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>Attend any ONE of these sessions.</td>
<td>T 4/5</td>
<td>4 p.m.</td>
</tr>
<tr>
<td>Bring your calendar and all syllabi.</td>
<td>W 4/6</td>
<td>6 p.m.</td>
</tr>
<tr>
<td>TH 4/7</td>
<td>5 p.m.</td>
<td></td>
</tr>
<tr>
<td>PLAN A SUCCESSFUL FINISH: The Last Week</td>
<td>M 4/25</td>
<td>2 p.m.</td>
</tr>
<tr>
<td>Attend any ONE of these sessions.</td>
<td>T 4/26</td>
<td>4 p.m.</td>
</tr>
</tbody>
</table>

The last day of classes is Monday, May 2.
Reading day is Tuesday, May 3.
Finals are Wednesday, May 4, through Tuesday, May 10.

Thanksgiving Break is November 25–29.
The last day of class is Monday, December 7.
Reading days are Tuesday, December 8, and Wednesday, December 9.
Final exams are Thursday, December 10, through Wednesday, December 16.

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UNIVERSITY CURRICULUM (UC) REQUIREMENT TRACKER

The UC Requirement Tracker below provides a visual overview of all the components of the UC. This page will be the perfect place for you to record the different UC requirements that you fulfill as you explore classes and experiences in your areas of interest.

For more information about charting the course for your four years at SMU, see your academic advisor and check out the Academic Planning Worksheets under “Planning MY Classes” at smu.edu/advising.
From our tree-lined campus near the heart of Dallas, the students, faculty and alumni of SMU have an impact on the world every day. Learn more at smu.edu/world.