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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.
Dear Mustang,

Welcome to the next step of your journey at SMU: navigating the academic adventures ahead. Peruna Passport is SMU’s academic resource guide for incoming students. It is designed to provide you with important information regarding the University Advising Center and advising at SMU, first-year course requirements and recommendations, the Common Curriculum, academic policies and procedures and campus resources.

We hope that you will read it carefully, reflect upon your academic interests and goals, take notes and be sure to contact your Academic Advisor with any questions you might have. We encourage you to open your mind to the wide array of majors and minors at SMU, 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!

Welcome to SMU and Pony Up!

Ellen C. Richmond
Director of the University Advising Center

Welcome to SMU!

We are delighted you are here and stand ready to support you in reaching your greatest potential in our vibrant community.

One of the keys to success is knowing how to navigate your college journey and take advantage of the opportunities offered on the Hilltop. Use this Peruna Passport to become familiar with the Common Curriculum, the advising process, academic resources and more!

Your Mustang family – including a 136,000-plus worldwide alumni network – represents a rich diversity of ideas, backgrounds and identities. We believe you have the capacity for persistence and hard work. And you’re in the best place to achieve your goals – SMU and Dallas, a global gateway for people of all backgrounds to become world changers.

Make the most of your time at SMU as you prepare to own your future, equipped with an exceptional education. That’s what Mustangs do.

So, Pony Up!

R. Gerald Turner
President

“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
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
Each student at SMU is assigned a pre-major advisor 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 advisors 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 academic policies, 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 academic planning resources and teach you how to use them.

Of You
- Familiarize yourself with the University policies, regulations, programs and procedures that apply to your path at SMU. Consult the Undergraduate Catalog, Peruna Passport, SMU department websites and connect with relevant campus offices.
- 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.
- Understand and adhere to the requirements of any scholarships/financial aid that you are receiving, and whether there are any stipulations in terms of choice of major, credits or grade point average.
- Keep a personal record of your progress toward your degree.
- Plan ahead, ask questions and engage in the advising process.
PREPARE FOR ADVISING
To get the most out of your SMU experience, follow these six simple steps to prepare yourself for advising and enrollment.

1. If you haven’t already, complete the Pre-Advising Canvas Course.

2. Review Peruna Passport for important information that will help you become the best college student you can be.

3. Look at the online catalog at catalog.smu.edu and think about the academic fields of study that interest you most – the Common Curriculum will support your exploration. (See page 6.)

4. 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 credit.

5. Take any SMU credit or placement exams that will help you determine the particular math, language or chemistry course you will be ready to take in your first term. (See information on the right.)

6. Identify the courses that you may want to take during your first term.

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 course credit.

Assess your test scores using the chart on page 4. Your previous work will help to determine your placement level in, and possible exemption from, some courses at SMU. For more information on transfer and test credit policies, see the chart on page 29.

You are responsible for knowing and reporting any AP and IB scores you have earned 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.

SMU CREDIT AND PLACEMENT EXAMS
SMU offers credit and placement exams for mathematics, chemistry and world languages. These exams are accessible through canvas.smu.edu under the Pre-Advising Canvas Course.

Mathematics
The Mathematics Department offers optional placement exams for students with some background in Calculus. These exams are offered online, through Canvas, and should be taken before your advising appointment.

Chemistry
Any student who is interested in a pre-health field, a science major or an engineering major will likely take chemistry in their first term at SMU. To determine whether your correct placement is CHEM 1302 (Preparatory Chemistry) or CHEM 1303 (General Chemistry I), you are strongly encouraged to take a self-evaluation placement test on Canvas prior to enrollment in either course.

World Languages
Placement exams are offered in most of the languages taught at SMU (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish). Please take your language placement exam on Canvas prior to your advising appointment.

AP/IB AND DUAL ENROLLMENT RECORDS
You are responsible for knowing and reporting any AP and IB scores you have earned to SMU to prevent duplicate enrollment. A record of all dual enrollment, AP and/or IB work must be sent to the SMU Registrar’s Office. If official documentation of your exam scores is not received by SMU, you will not receive credit.
### AP Examination

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Accepted Score</th>
<th># of Credits</th>
<th>Courses Credited</th>
<th>Common Curriculum Component or Graduation Proficiency Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>4 or 5</td>
<td>3</td>
<td>ASDR 1300 or ASPH 1300 or ASPT 1300</td>
<td>CA Breadth</td>
</tr>
<tr>
<td>Art History</td>
<td>4 or 5</td>
<td>6</td>
<td>ARHS 1303 and 1304</td>
<td>BC Breadth</td>
</tr>
<tr>
<td>Biology</td>
<td>4 or 5</td>
<td>4</td>
<td>BIOL 1302/1102</td>
<td>ES Breadth</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 or 5</td>
<td>4</td>
<td>CHEM 1303/1113</td>
<td>ES Breadth</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4 or 5</td>
<td>3</td>
<td>CSE 1341</td>
<td>None</td>
</tr>
<tr>
<td>Economics: Macro</td>
<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>QA Proficiency</td>
</tr>
<tr>
<td>English Lang/C or Lit/C</td>
<td>4 or 5</td>
<td>6</td>
<td>WRTR 10XX, 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4 or 5</td>
<td>3</td>
<td>GEOL 1315</td>
<td>ES Breadth</td>
</tr>
<tr>
<td>European History</td>
<td>4 or 5</td>
<td>6</td>
<td>HIST 20XX and 20YY</td>
<td>None</td>
</tr>
<tr>
<td>Human Geography</td>
<td>4 or 5</td>
<td>3</td>
<td>HUM 10XX</td>
<td>None</td>
</tr>
<tr>
<td>Math: Calculus AB</td>
<td>4 or 5</td>
<td>3</td>
<td>MATH 1337</td>
<td>None</td>
</tr>
<tr>
<td>Math: Calculus BC</td>
<td>4 or 5</td>
<td>6</td>
<td>MATH 1337, MATH 1338</td>
<td>Quantitative Reasoning Foundation</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 = ES Breadth</td>
</tr>
<tr>
<td>Physics 2</td>
<td>4 or 5</td>
<td>3</td>
<td>SCI 10YY</td>
<td>With one lab PHYS 1105 = ES Breadth</td>
</tr>
<tr>
<td>Physics C (Mech)</td>
<td>4 or 5</td>
<td>3</td>
<td>PHYS 1303</td>
<td>With one lab PHYS 1105 = ES Breadth</td>
</tr>
<tr>
<td>Physics C (E&amp;M)</td>
<td>4 or 5</td>
<td>3</td>
<td>PHYS 1304</td>
<td>With one lab PHYS 1106 = ES Breadth</td>
</tr>
<tr>
<td>Psychology</td>
<td>4 or 5</td>
<td>3</td>
<td>PSYC 1300</td>
<td>SBS Breadth</td>
</tr>
<tr>
<td>Statistics</td>
<td>4 or 5</td>
<td>3</td>
<td>STAT 2331</td>
<td>Quantitative Reasoning Foundation</td>
</tr>
<tr>
<td>U.S. Govt: American</td>
<td>4 or 5</td>
<td>3</td>
<td>PLSC 1320</td>
<td>SBS Breadth</td>
</tr>
<tr>
<td>U.S. Govt: Comparative</td>
<td>4 or 5</td>
<td>3</td>
<td>PLSC 1340</td>
<td>SBS Breadth</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4 or 5</td>
<td>6</td>
<td>HIST 20XX and 20YY</td>
<td>None</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>

#### Second Language Foundation

<table>
<thead>
<tr>
<th>Language</th>
<th>Score</th>
<th># of Credits</th>
<th>Courses Credited</th>
<th>CC Component or Graduation Proficiency Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>4 or 5</td>
<td>3</td>
<td>Score of 4: credit for 1401 and 1402, and placement in the 3rd term course.</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>4 or 5</td>
<td>5</td>
<td>Score of 5: credit for 1401 and 1402, and placement in the 4th term course; and, credit for 3rd term course upon successful completion of the 4th term course.</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>4 or 5</td>
<td>5</td>
<td>Score of 4 or 5: encouraged to take the departmental placement assessment as score on the departmental test may qualify a student for higher placement and additional credit than the AP score.</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>4 or 5</td>
<td>5</td>
<td>Score 3: encouraged to take the departmental placement exam for possible placement in either 2nd term or 3rd term course.</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>4 or 5</td>
<td>5</td>
<td>If placed in the 2nd term course, upon successful completion student will receive credit for 1st term course. If placed in the 3rd term course, and upon successful completion student will receive credit for the 1st and 2nd term courses.</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>4 or 5</td>
<td>5</td>
<td>If placed in the 2nd term course, upon successful completion student will receive credit for 1st term course. If placed in the 3rd term course, and upon successful completion student will receive credit for the 1st and 2nd term courses.</td>
<td></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.

### IB HL Examination

<table>
<thead>
<tr>
<th>IB HL Examination</th>
<th>Accepted Score</th>
<th># of Credits</th>
<th>Courses Credited</th>
<th>CC Component or Graduation Proficiency Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td>4 or 5</td>
<td>3</td>
<td>HUM 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Biology</td>
<td>5, 6 or 7</td>
<td>4</td>
<td>BIOL 1302/1102</td>
<td>ES Breadth</td>
</tr>
<tr>
<td>Chemistry</td>
<td>7</td>
<td>4</td>
<td>CHEM 1303/1113</td>
<td>ES Breadth</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>QA Proficiency</td>
</tr>
<tr>
<td>Geography</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HUM 10XX, 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Film</td>
<td>5,6 or 7</td>
<td>3</td>
<td>FILM 10XX</td>
<td>None</td>
</tr>
<tr>
<td>History</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HIST 10XX and 10YY</td>
<td>None</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>
<td>Americas</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HIST 10XX and 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Asia and Oceania</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HIST 10XX and 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Europe and the Islamic World</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HIST 20XX, HIST 20YY</td>
<td>None</td>
</tr>
<tr>
<td>Europe and the Middle East</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>HIST 10XX and 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Language A</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>WRTR 10XX, 10YY</td>
<td>None</td>
</tr>
<tr>
<td>All other languages</td>
<td>5, 6 or 7</td>
<td>8</td>
<td>(Language) 1401 and 1402</td>
<td>Second Language Foundation</td>
</tr>
<tr>
<td>Language B</td>
<td>5, 6 or 7</td>
<td>8</td>
<td>(Language) 1401 and 1402</td>
<td>Second Language Foundation</td>
</tr>
<tr>
<td>English B</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>LANG 10XX and 10YY</td>
<td>None</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>MATH 1337 and STAT 2331</td>
<td>Quantitative Reasoning Foundation</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 = ES Breadth</td>
</tr>
<tr>
<td>Psychology</td>
<td>5, 6 or 7</td>
<td>6</td>
<td>PSYC 1300 and 10XX</td>
<td>SBS Breadth</td>
</tr>
</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.

- No more than three AP/IB or other test credits can be used to satisfy Breadth requirements.
- Physics does not award placement credit for labs.
- Duplicate credit is not allowed toward an SMU degree. Students who enroll in classes that duplicate Advanced Placement, International Baccalaureate or other test credit awards will lose these credits after the fifth day of the term. Once credit is revoked, it may not be awarded again. Students must report any credit by exam no later than the end of their first term of enrollment.
ADVISING AND ENROLLMENT

PRE-ADVISING CANVAS COURSE (PACC)
The Pre-Advising Canvas Course educates you on the structure and requirements of your degree, encourages you to start a partnership with your advisor and prepares you for your remote advising appointment. Topics of the course include but are not limited to the following:
- The SMU Degree
- The Common Curriculum
- Family Educational Rights and Privacy Act (FERPA) guidelines
- Important first-year policies and procedures
- Building a Fall Schedule

During the Pre-Advising Canvas Course, you will be directed to clear your holds in my.SMU. If you do not clear your holds in a timely manner, it may delay your enrollment. Upon completing the Pre-Advising Canvas Course, you will be able to schedule an individual advising appointment with your advisor.

Prior to your advising meeting, you should
- Activate and use your SMU student ID and password.
- Set up Duo Two-Factor Authentication using your personal cellphone.
- Provide proof of your meningitis immunization.
- Clear your Student Rights and Responsibilities hold and complete the Personal Information Update.
- Send all college-level test scores and dual-enrollment transcripts to SMU.

ADVISING APPOINTMENTS (STUDENTS ONLY)
This appointment is a one-on-one time for you to work with your advisor and plan for enrollment. This also is the opportunity for you to begin to engage in the advisor-advisee 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.

ENROLLMENT
Your advisor will make sure you understand the enrollment process by assisting you to enroll in a couple of classes. After you meet with your advisor, you will complete and round out your schedule on your own on my.SMU. This will give you the opportunity to practice using the add, drop and swap functions independently.

2020–2021 Orientation Leaders
CHOOSING YOUR MAJOR

SMU AREAS OF STUDY

SMU offers more than 100 undergraduate majors and 80 minors across five nationally ranked undergraduate schools.

COX SCHOOL OF BUSINESS

Accounting
Business Analytics and Supply Chain Management
Energy Management (concentration only)
Entrepreneurship (concentration only)
Finance
Financial Consulting
General Business
Management
Marketing
Real Estate Finance (major and concentration)
Risk Management and Insurance (concentration only)

DEDMAN COLLEGE OF HUMANITIES AND SCIENCES

Africa/Middle East Studies (minor only)
African/African-American Studies
Anthropology
Arabic (minor only)
Archaeology (minor only)
Asian Studies (minor only)
Biochemistry
Biological Sciences
Biophysical Sciences
Chemistry
Chinese (minor only)
Classical Studies (minor only)
Cognitive Science (minor only)
Cultural Anthropology (minor only)
Data Science
Earth Sciences (concentrations: Environmental Resource Sciences, Environmental Studies, Geology, Geophysics, or Self-Designated)
Economics
Economics with Finance Applications Specialization
English
English with Creative Writing Specialization
Environmental Anthropology (minor only)
Ethics (minor only)
European Studies (minor only)
French
French Studies
German
Health and Society
Health Sciences (minor only)
History
Human Rights
Individualized Studies in the Liberal Arts
International Studies
Italian (minor only)
Italian Area Studies (minor only)
Japanese (minor only)
Jewish Studies (minor only)
Latin (minor only)
Latin American and Iberian Studies (minor only)
Law and Legal Reasoning (minor only)
Markets and Culture
Mathematics
Medieval Studies
Mexican-American Studies
Neuroscience (minor only)
Philosophy
Physics
Political Science
Psychology
Public Policy
Religious Studies
Russian Area Studies (minor only)
Sociology
Spanish
Statistical Science
Tower Scholars Minor in Public Policy and International Affairs
Women’s and Gender Studies (minor only)
World Languages: Chinese
World Languages: French
World Languages: German
World Languages: Italian
World Languages: Spanish
Pre-Professional Tracks:
Pre-Health
Pre-Law
Pre-Physical Therapy

LYLE SCHOOL OF ENGINEERING

Civil Engineering
Computer Engineering
Computer Science
Electrical Engineering
Environmental Engineering
Management Science
Mechanical Engineering
*Some engineering majors may include specializations. Please see Undergraduate Catalog for details.

MEADOWS SCHOOL OF THE ARTS

Advertising (Creative, Interactive Media Strategy or Strategic Brand Management)
Art
Art History
Arts Entrepreneurship (minor only)
Arts Management (minor only)
Corporate Communication and Public Affairs
Creative Computing
Dance
Fashion Media
Film and Media Arts
Graphic Design (minor only)
History of Visual and Performing Arts (minor only)
Journalism
Music
Music Composition
Music Education with Texas Teacher Certification
Music Industry Practices (minor only)
Music Performance
Music Therapy
Photography (minor only)
Public Relations and Strategic Communication
Songwriting (minor only)
Sports Journalism (concentration only)
Theatre (Acting, Theatre Studies)

ANNETTE CALDWELL SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Applied Physiology and Sport Management (APSM) with a concentration in one of these disciplines:
Applied Physiology and Health Management
Sport Management
Sport Performance Leadership
Applied Physiology and Health Management (minor only)
Applied Physiology (minor only)
Sport Management (minor only)
Sport Performance Leadership (minor only)
Educational Studies

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 and some majors have admission requirements that must be met prior to declaration.
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 advising meetings.

**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 Common 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**
- Introduction to Academic Writing 3 hours
- Quantitative Reasoning Foundation 3 hours
- Second Language 4 hours
- Explore Area of Interest 3 hours
- Explore Area of Interest/CC Breadth 3 hours

Total hours 15-18 hours

**Pre-Health**
- Introduction to Academic Writing 3 hours
- Precalculus/Calculus 3 hours
- Chemistry with Lab 4 hours
- Biology with Lab 4 hours
- Explore Area of Interest/CC Breadth 3 hours

Total hours 15-18 hours

**Business Direct/BBA Scholar**
- Introduction to Academic Writing 3 hours
- Precalculus/Calculus 3 hours
- Management/Marketing 3 hours
- BLI 1110/BLI 1210 1-2 hours
- Microeconomics 3 hours

Total hours 13-15 hours

**Advertising**
- Introduction to Academic Writing 3 hours
- Quantitative Reasoning Foundation 3 hours
- Second Language 4 hours
- Survey of Advertising 3 hours
- Explore Area of Interest/CC Breadth 3-4 hours

Total hours 15-18 hours

**Mechanical Engineering**
- Introduction to Academic Writing 3 hours
- Calculus 3 hours
- Physics with Lab 4 hours
- Introduction to Mechanical Engineering 3 hours
- CC Breadth 3 hours

Total hours 16-17 hours

**Psychology**
- Introduction to Academic Writing 3 hours
- Introduction to Statistical Methods 3 hours
- Second Language 4 hours
- Introduction to Psychology 3 hours
- Explore Area of Interest/CC Breadth 3-4 hours

Total hours 15-18 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 advising meetings.*
ADVISING AT SMU

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 requirements that all students must satisfy to earn a degree at SMU: the Common Curriculum requirements, the requirements for your intended major and completion of 120 credit hours. Some students also may pursue a second major, minor or a pre-professional program such as pre-health or pre-law.

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 CC. As you will see upon completing a four-year plan, 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 “SMU Degree” section of smu.edu/advising.

Required coursework for every area of study at SMU is listed in the Undergraduate Catalog at smu.edu/catalogs and on the specific departmental websites. The diagram on page 29 is a Common Curriculum tracker that will help you plan and track the courses you take to satisfy CC requirements. The CC is described in full detail in the following section.

UNDERGRAD MUST-DO LIST

FIRST YEAR

- Meet with your Pre-Major Advisor.
- Consider possible majors and minors.
- Start to develop an academic plan with your Pre-Major Advisor.
- Focus on academics while balancing school and social life.
- Understand your Degree Progress Report and Undergraduate Catalog (catalog.smu.edu).
- Talk to a librarian about library resources.
- Seek workshops and tutoring at the A-LEC.
- Participate in PALs workshops and events.
- Attend an event hosted by an academic department.
- Go to a professor’s office hours.
- Visit SMU Abroad and see what is possible.
- Visit Hegi Career Center for career counseling.

SECOND YEAR

- Join a professional/academic student organization.
- Know your major and minor requirements.
- Declare your major(s) and minor(s).
- Introduce yourself to your Major Advisor.
- Meet with your Degree Counselor.
- Complete a professional shadowing program with Hegi Career Center.
- Speak with a faculty member who inspires you.
- Pursue undergraduate research or fellowships.
The SMU Common Curriculum is a general education framework that prepares students to be lifelong learners in a rapidly changing, interconnected world. The CC is the 21st-century reboot of the classical university education, challenging students to know the past, understand the present and build the future.

**GENERAL EDUCATION: FOUNDATIONS AND BREADTH**

Foundation requirements ensure all students have the building blocks of a balanced university education, including solid writing and reasoning skills. Breadth requirements frame the problems of the world through diverse intellectual frameworks, allowing students to understand the problems and issues we face, their origins and evolutions, as well as possible solutions.

**AN EDUCATION FOR LIFE**

- A comprehensive liberal arts education that exposes students to multiple ways to frame knowledge and solve problems.
- Foundation courses make sure all students are ready for a university education.
- Develops students’ critical thinking ability in multiple domains.
- Grounding in Humanities, Arts, Social Sciences and STEM gives students the interdisciplinary formation to become problem solvers and life-long learners.
- Breadth courses introduce students to all major subject/disciplines at the University.

**ADVANTAGES FOR STUDENTS**

- Easy to follow and fulfill
- Transfer friendly
- Allows for multiple majors/minors
- Includes a wide range of classes from across the University
- AP and IB can be used to fulfill a range of requirements
- Value and learning outcomes clearly described for each component

**FOUNDATIONS**

**WRITING AND REASONING (WRTR)**

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

WRTR 1311: Foundations of Writing
WRTR 1312: Introduction to Academic Writing
WRTR 1313: Writing and Critical Reasoning
WRTR 2303: Hilltop Scholars Academic Writing
WRTR 2304: Hilltop Scholars Critical Reasoning
WRTR 2305: University Honors Humanities Seminar I
WRTR 2306: University Honors Humanities Seminar II

All WRTR courses are preparatory for learning the skills of academic writing at the University. These small seminar classes involve much reading, analytical writing, discussion and application of critical reasoning in response to texts and issues on a variety of subjects. These courses will teach you how to competently read, write and think critically at the college level.

**When do I take the WRTR courses?**

All incoming first-year students will satisfy the WRTR requirement by taking WRTR 1312 in their first term at SMU and WRTR 1313 in their second term, regardless of any prior coursework or test credits. Students scoring lower than 580 on the SAT-R ERW or 21 on the ACT English section begin in WRTR 1311. (See “What writing courses will I take?” on the following page.) Students participating in the Hilltop Scholars Program take WRTR 2303 in the fall and WRTR 2304 in the spring. Students participating in the University Honors Program take WRTR 2305 in the fall and WRTR 2306 in the spring.

**Are there any special rules?**

You are required to be enrolled in the appropriate WRTR course until you complete 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.

**What writing courses will I take?**

The WRTR requirement consists of two or three writing-intensive and critical reasoning courses. Students will be required to complete one of the following sequences:

<table>
<thead>
<tr>
<th>WRTR 1311, 1312, 1313</th>
<th>Students with an SAT-R ERW score lower than 580 or ACT score lower than 21 will take this sequence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRTR 1312, 1313</td>
<td>Students with an SAT-R ERW score of 580 or higher or ACT score of 21 or higher will take this sequence.</td>
</tr>
<tr>
<td>WRTR 2303, 2304</td>
<td>Hilltop Scholars students are invited by letter and will take this sequence.</td>
</tr>
<tr>
<td>WRTR 2305, 2306</td>
<td>University Honors students are invited by letter and will take this sequence.</td>
</tr>
</tbody>
</table>

**EXPLORATORY AND OTHER CC 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!
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 WRTR Writing and Reasoning sequence.

Transfer students with test credit for writing AND transfer credit for the first semester of college writing (WRTR 10XX) must take WRTR 1313. Transfer students with test credit for writing AND transfer credit for the second semester of college writing (WRTR 10YY) have satisfied the CC Foundations requirement in writing.

You must enroll in the appropriate writing course each term until you have met your WRTR obligations.

WRTR courses are atypical in that they cannot be dropped no matter what grades students are earning in these courses. You should plan to put in your best effort from the beginning, and meet with your instructor early and often if you are not meeting your course goals.

You cannot delay taking your prescribed sequence, and you are not permitted to drop any of these writing courses.

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 WRTR course, you must take the same course again the next term. Attendance is required. Failure to attend will result in a lower or failing grade.

**QUANTITATIVE REASONING (QR)**

The contemporary world is extremely data-driven. An inability to gather and analyze information renders an individual functionally illiterate and unable to function in the contemporary world. Quantitative Reasoning courses give students the basic tools of mathematical and/or statistical analysis, the concepts and tools to be able to gather, sort and interpret information. A strong foundation in quantitative analysis allows students to use information to solve problems ranging from which mortgage loan option is the most cost effective, what is in the best interest of the country when it comes to spending federal dollars, to understanding the implications of a trillion dollar federal budget deficit.

While many SMU students take a math or statistics course during the first term, not everyone needs to take the math placement exam on Canvas. The following section helps you determine what Quantitative Reasoning 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 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 2331 Intro to Statistical Methods.

The Statistics major requires STAT 2331 Intro to Statistical Methods and Math 1337 Calculus I.

The Engineering major requires MATH 1337 Calculus I.

The Corporate Communication and Public Affairs major requires 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 2331 Intro to Statistical Methods.

Note: STAT 2331, MATH 1309 and MATH 1337 will fulfill the Quantitative Reasoning requirement.

Students not pursuing any of the above areas of study may fulfill the Quantitative Reasoning 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).

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

1. If you did not take calculus in high school, you may either enroll directly in the pre-calculus class appropriate to your intended major (no placement test required) OR take the online Calculus I placement test on Canvas. If you pass, you may enroll in the calculus class appropriate to your major.

2. If you took calculus in high school, you may either enroll directly in the calculus class appropriate to your major (no placement test required) OR take the online Consolidated Calculus placement test on Canvas. If you pass, you may enroll in MATH 1340 Consolidated Calculus.

3. If you did very well in an honors-level calculus class in high school but were unable to take the AP/IB exam, you may take an appropriate credit exam (contact the Math Department to schedule this test). If you pass the credit exam, you will receive credit without taking a course.

When do I take it?

You are strongly encouraged to complete your Quantitative Reasoning requirement during your first year at SMU.

Can I test out?

Yes. You may satisfy this requirement by bringing in AP credit equivalent to an introductory course in Mathematics or Statistics. In certain circumstances, the Math Department also offers credit examinations for Calculus I and II (contact the Math Department to schedule this test).
SECOND LANGUAGE (SL)

Second-language learning is a multi-faceted intellectual endeavor that promotes enhanced communication skills in both the native and target language, and that fosters cross-cultural communication and understanding. Second-language learners analyze the nature of language through comparison between the target language and their own language. Second-language learners also evaluate information and diverse perspectives that are available through the language and its cultures and engage in critical analysis of culture and identity; they are therefore more ready able to participate in multiple, multicultural communities and are, as a result, adaptable to the challenges of a changing world.

SMU students fulfill the Second Language Foundation Requirement by demonstrating proficiency in reading, writing, speaking and understanding a second language at the Intermediate level, equal to the first-year’s study of language at a university level.

While first-year students may receive credit for dual and/or transfer credit earned prior to matriculation at SMU, this credit will not satisfy SMU’s Second Language Foundation requirement.

At SMU, proficiency can be achieved in one of the following ways after matriculation:

1. Students placing into and successfully completing a course in the second term level of a language (or above) will be able to satisfy their Second Language Requirement with that course. SMU offers Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Russian, American Sign Language and Spanish, as well as Biblical Hebrew and Biblical (Koine) Greek.

2. Placing into the fourth term or beyond on the SMU World Languages placement test and also earning an appropriate score on an SMU designated Second Language Proficiency Test. (You will need to pay a nonrefundable registration fee for your proficiency test and take the test within one year of matriculation at SMU.)

3. Taking two approved substitution courses, if appropriate accommodation is recommended by the Office of Disability Accommodations and Success Strategies (DASS).

4. Achieving a score of Intermediate-Mid or above on the ACTFL OPI examination in a language not taught at SMU.

Students can fulfill the Second Language Foundation requirement prior to matriculation in one of the following ways:

1. Presenting an appropriate score on a recognized second language proficiency exam (4 or 5 on AP exam; 5, 6 or 7 on IB HL exam; 640 or above on SAT II).

2. Demonstrating an existing proficiency in a language other than English as documented by:
   - Matriculation as an International Student from a non-English-dominant country AND providing high school transcripts from a non-English-medium high school;
   - Successful completion of an ESL WRTR course at SMU.

Please visit the Second Language site for more information at smu.edu/Dedman/Academics/Departments/WorldLanguages/Resources/LanguageRequirement

MAKING A STRATEGIC DECISION ABOUT SECOND LANGUAGE: From the Chair of World Languages and Literatures

Many students simply continue the language they took in high school. However, it is important to have the right language for your particular career. We recommend considering these career-specific language options.

**CYBERSECURITY OR SECURITY-RELATED ISSUES**
Russian, Chinese or Arabic

**FASHION MEDIA OR RELATED INTERESTS**
French or Italian

**EMIS OR FINANCE**
Chinese, French or German (from which English, French, and legal terms derive)

**MARKETING**
French (dominant language in Africa where most emerging markets are; one of the official languages of the EU)

Our marketing abroad program is in Paris.

**FILM AND MEDIA**
French, Spanish, German or Chinese

Major film industries are associated with these languages, and we have film classes that cover these film traditions.

**ART HISTORY**
Arabic, French, Italian, Chinese, Latin, Greek or Hebrew

**PRE-MED**
French or Latin (the French are power players in medical research; medical terminology is rooted in Latin)

**EUROPEAN STUDIES**
French or German (the two official languages of the EU)

**PRE-LAW**
French (second major international legal, diplomatic language after English) or Latin (from which English, French, and legal terms derive)

**ENGINEERING**
German, Chinese, French or Italian

The French are strong in aviation (Airbus), video gaming and automotive industry.

The Italians are very strong in the automotive industry.

**ENERGY INDUSTRY**
French, Russian or Arabic

**CHEMISTRY**
German (Germans are dominate that industry)

**PHARMACEUTICALS**
French (a leading presence in that industry)

Italian (they also are strong in this industry)

**HUMAN RIGHTS, HUMANITARIAN SECTOR, INTERNATIONAL DIPLOMACY**
French, Russian, Chinese or Arabic
BREADTH REQUIREMENTS

Breadth courses introduce students to discipline-based ways of thinking. Students are required to complete seven Breadth courses.

Creativity and Aesthetics (CA)

Art is a form of creative and/or communicative expression that has the capacity to move its creators and audiences emotionally and intellectually: it can delight, entertain, empower, transform and/or instruct, challenge or provoke. Art can expand our understanding of ourselves and others across place and time; foster collaboration and communal experience; and/or encourage nuanced and non-literal thinking. The creation and analysis of art can offer insight into this power; spur original and divergent thinking, and promote a broader understanding of cultures past and present.

Exploring Science (ES)

Scientific inquiry is a systematic process of exploring the natural world through a hypothesis-driven collection and analysis of evidence that results in informed and reproducible conclusions/judgments. Scientific analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. Many of the issues of the modern world rely on effective understanding and critical interpretation of scientific subject matter. These classes will provide students with the necessary skill sets to make educated decisions based on the empirical process as applied to issues in the natural world. They are designed to produce scientifically literate individuals who understand that scientific methods can be leveraged for the implementation of effective decision-making in a number of domains.

Historical Contexts (HC)

Historical thinking is an acquired (learned) form of analytical reasoning that allows students to analyze data from the past and recognize patterns of cause and effect and action and consequence. It requires factual knowledge of past events and allows students to use that information to infer consequences and to understand the relationship between past action and present or future action. Moreover, because historical thinking involves a recognition that there are multiple ways of interpreting historical data, it allows for an appreciation of diverse viewpoints on any given topic. However, because it is a fact-based type of analysis, it also teaches students to evaluate arguments and critically assess sources of information.

Literary Analysis and Interpretation (LAI)

Literary analysis and its interpretation are essential skills in understanding the nuance of the texts all around us. These texts may be literary, filmic, musical or artistic in nature – classic or experimental – and/or TV reports, news, shows, posters, social media threads and the like. All these texts convey meaning rooted in culture and history, be it local or international. Furthermore, texts move the world: they change laws, start revolutions, decry injustice and admire beauty. Consequently, humanistic learning and the analysis of literature and its various interpretations are essential in cultivating inclusive communities, critical thinking and the demystification of interested discourses. These skills require a knowledge of culture, history and/or various social and political theories. These classes also require students to evaluate and use primary and secondary sources to formulate a thesis and sustain it throughout their analysis.

Philosophical, Religious and Ethical Inquiry (PREI)

Philosophical, religious and ethical inquiry are related fields of analysis that invite students to explore and engage critically with the concepts, problems, traditions and practices that constitute that field of inquiry. These fields provide students with the tools to understand and evaluate philosophical, religious and ethical claims; to ask pointed questions about the world; and to discover how to attend to the philosophical, religious and/or ethical convictions and assumptions that inform diverse peoples and traditions. Beyond this, these fields build students’ analytical and communicative skills and cultivate an ability to engage in respectful dialogue.

Social and Behavioral Sciences (SBS)

Almost every challenge humankind has ever faced, or will ever face, depends on the actions of people. Whether studying why people vote for one candidate over another, why people cheat on tests or how groups and organizations alter individual trajectories, we must understand people’s behavior to answer these questions. Exploring how and why people and societies think and behave is fundamental to understanding our past, present and future. The social and behavioral sciences provide students with the knowledge, methods and tools to better understand individuals and societies by advancing generalizable theories about human behavior based on empirical evidence.

Technological Advances and Society (TAS)

Technological changes have driven societal change since ancient times. These changes continue to accelerate in the contemporary world, creating both opportunities and challenges. Technological literacy is essential to navigating the challenges humanity faces. Technological Advances and Society courses explore how the dynamics of technological advancements impact society on almost every level and in all areas of our lives. The classes will provide students the necessary background to describe, analyze and evaluate the effects of these technological changes. Students will see just how these advances have reshaped domains in both narrow and broad contexts.

When do I take my Breadth courses?

Any time between your first term and your last term.

Can I test out of Breadth courses?

Four out of your seven Breadth requirements must be taken at SMU, but you can use test/transfer credit to satisfy up to three Breadth requirements.

Do Breadth courses satisfy any other requirements?

Yes. Many Breadth courses also satisfy Graduation Proficiency requirements (see page 13). Many Breadth courses count toward work in majors and minors.
GRADUATION REQUIREMENTS: PROFICIENCIES AND EXPERIENCES

Proficiencies and experiences give students the skills they need to succeed in the workplace and the tools they need to work with increasingly diverse colleagues and audiences. All components push students beyond the boundaries of the traditional classroom, encouraging them to apply their learning in the community and the wider world.

PREPARATION FOR THE WORKPLACE

- Prepares students to work in a globalized society with people from all backgrounds and nations.
- Encourages students to think beyond the classroom and engage with the world.
- Provides students solid training and practice in written and oral communication.
- Develops students’ critical thinking and problem-solving ability in multiple domains.
- Provides formation and application in data analysis, technological competence and ethics.

Students can satisfy the Proficiencies and Experiences requirement through credit-bearing coursework or through noncredit activities that have been identified as meeting the Student Learning Outcomes (SLOs). Post-matriculation and dual credit also can satisfy the Proficiencies and Experiences requirement. If needed, students can petition the General Education Office, using the Proficiencies and Experiences petition form.

Civics and Individual Ethics (CIE)

Moral judgments confront us everywhere. Ethical reasoning provides students foundational skills to reflect rigorously on ethical issues and to apply ethical reasoning in civic and individual life. It allows students to identify their own ethical convictions, think self-critically about them and reflect on their merits. This is a key component of a liberal arts education.

Community Engagement (CE)

Community engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community; it prepares students for their public lives as citizens, members of communities and professionals in society. Through the process of community engagement, students gain experience participating in multiple types of civic action and skills, and they are given the opportunity to integrate their academic learning with direct action and involvement. In addition, community work encourages students to work with different types of people that may be a part of the work, such as teammates, colleagues, community/agency members and those served or collaborating in the process. In this way, students develop collaborative skills and enhanced perspectives that will serve them throughout their lives.

Global Perspectives (GPS)

Effective and transformative global learning gives students an ability to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts and evaluate the goals, methods and consequences of that action. Global learning enhances students’ sense of identity, community and perspective taking. Global learning expands knowledge of human and natural systems; privilege and stratification; and sustainability and development that help students gain a better understanding of cultures other than their own and cultivate their important roles as global citizens.

Human Diversity (HD)

Understanding human diversity gives students the ability to navigate and appreciate the realities of diverse communities and nations that exist in a multi-faceted world. Cultivating this understanding requires knowledge of a variety of cultures, subcultures and social systems in local, regional, national and global contexts. Courses in Human Diversity help students to understand the factors that contribute to individual identity as well as the environmental and historical circumstances in which social and cultural systems are produced. Finally, an understanding of human diversity provides students with insights into the ways in which inequalities are enacted and upheld.

Oral Communication (OC)

Oral communication consists of both extemporaneous and prepared communication, and it is intended to increase knowledge, to foster understanding or to promote change in the listeners’ attitudes, values, beliefs or behaviors. Oral communication is fundamental to individual, professional and social growth. It enables the free expression and exchange of ideas, allowing individuals, organizations and communities to understand and learn from one another through expression. Oral communication is vital, because it is an empowering skill that allows individuals to become “upstanders,” rather than bystanders – people who are confident, neither silent nor afraid to speak at critical individual, professional and social junctures.

Quantitative Applications (QA)

Quantitative Applications courses provide students the ability to use and apply the tools of mathematical and/or statistical analysis to a wide range of subject areas. Students in these courses use information to solve problems in disciplines ranging from the Sciences and Engineering, Business to the Social Sciences and Humanities. These courses promote numeracy and data literacy as skills that enhance the understanding of any topic or subject. Quantitative Applications courses reinforce the quantitative skills developed in the Quantitative Reasoning Foundation.

Writing (W)

Writing courses emphasize university-level writing as an activity central to both academic and professional success. They promote writing as an activity that clarifies and enhances students’ understanding of any topic or subject. Writing courses reinforce the writing skills developed in the first-year foundational sequence (WRTR 1312 and 1313).

Writing in the Major (WIM)

Understanding one’s major or minor means being able to engage critically with the knowledge that defines the field. It also means being able to write clearly within its conventions. Writing in the major and minor strengthens the foundational writing and critical thinking skills acquired in the first-year sequence for use at a more advanced level, honing them for a specialized disciplinary context.

Students may also request to have work they have done in or outside class be considered for CC Graduation Requirements: Proficiencies and Experiences. To learn more, talk to your advisor and visit the CC website.
Dear Mustang,

Congratulations on your transfer to SMU! You already have proven that you can succeed in college based on your successful admission. 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 Student 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 SMU 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 with the U.S. Military Veterans of SMU (MViVets), an organization of student-veterans.

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 Alshuler 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 Student Services

Monica Gomez
Assistant Registrar, Transfer Student Services

PREPARE FOR ADVISING

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 in preparing for your advising appointment.

- Review Peruna Passport for important information to help you transition to SMU.
- Familiarize yourself with SMU’s degree requirements for the Common Curriculum (CC).
- 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 catalog.smu.edu.
- Identify some possible courses (from the CC, 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 mailed to SMU Office of Undergraduate Admission, PO Box 750181, Dallas TX 75275-0181.

- Be sure to have any AP and/or Higher Level IB examination scores sent to SMU’s registrar before your advising appointment. See page 4 for a table of accepted AP/IB scores.
- Review your Transfer Evaluation Report and take note of any discrepancies. Collect your course syllabi and descriptions in case you decide to request that any of your coursework be re-evaluated. smu.edu/creditreeval

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 smu.edu/creditreeval.

All students must complete the Pre-Advising Canvas Course (PACC) before meeting with an advisor. After completing the PACC, you will be able to set up an 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 CC. You also will have an opportunity to consult with someone from the General Education office during a virtual “CC Petition Workshop.” 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.)

COMMON CURRICULUM (CC)

All students at SMU complete the CC 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.

Note: Transfer students with fewer than 24 credits at time of matriculation will follow the Common Curriculum requirements as stated on pages 9-13.

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 Student 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 Stampede.
  - It’s not just for first-year students. Register for Stampede at 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. 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 Involvement and Social Change and Intercultural Engagement. connect.smu.edu

- 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

- 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 (from your year of entry) to better understand your intended major. catalog.smu.edu

- Take care of yourself.
  - Try to keep a healthy balance between school and work, and don’t hesitate to go to SMU’s Dr. Bob Smith 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 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 recording software to turn long drives into hands-free study time.
  - Record 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 30-45 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.
  - Lockers are available in The Commuter Lounge in Hughes-Trigg Student Center by the term or academic year for students to securely store their belongings on campus. Call 214-768-4440 for more information.
  - In Hughes-Trigg you also can find an ATM, a post office, Copy Central, Wi-Fi, Chick-fil-A, The Market, Steel City Pops and sushi.
  - SMU participates in a DART Higher Education Pass Program, and all currently enrolled students are eligible to receive an annual DART transit pass through the Parking and ID Card Services Office located in Hughes-Trigg.

Need more ideas? Call the Altshuler Learning Enhancement Center at 214-768-3648.
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:

- Participate in and contribute to your own education.
- 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.
- Seek out professors. Seek out peers. Seek out information about things of which you have little or no present knowledge.
- Question everything and demand that those around you collaboratively develop answers.
- Think about how things you know in one area (say, art) relate to things in other areas that seem completely different (say, economics).
- Eschew the easy path of simple memorization and regurgitation. Reject the notion that a grade is the end point of a class.
- 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.

TIME MANAGEMENT

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

Three hours of classes per day 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 per day Most college professors expect you to study two to three 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, visit the A-LEC. See how students utilize the popular “Semester 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.

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 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 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.)
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

<table>
<thead>
<tr>
<th>When you don’t understand the material</th>
<th>Address your professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a fuller explanation of comments on your work</td>
<td>Email</td>
</tr>
<tr>
<td>When something might interfere with your performance</td>
<td>Office hours</td>
</tr>
<tr>
<td>When you think you disagree, engage with real questions</td>
<td>In class</td>
</tr>
<tr>
<td>Share serious concerns with student’s academic advisor</td>
<td>Parents’ concerns</td>
</tr>
<tr>
<td>Ask what you can improve and point to examples</td>
<td>Grade discussions</td>
</tr>
</tbody>
</table>

### Not Like This

<table>
<thead>
<tr>
<th>When you don’t understand the material</th>
<th>“Mrs.” or by first name, unless invited</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a fuller explanation of comments on your work</td>
<td>From: <a href="mailto:sweetness@gmail.com">sweetness@gmail.com</a></td>
</tr>
<tr>
<td>When something might interfere with your performance</td>
<td>Subject: ?</td>
</tr>
<tr>
<td>The day of the exam</td>
<td>OK 2 quote Wikipedia 4 the paper?</td>
</tr>
<tr>
<td>Smirk, stew, stare out the window or whisper to a friend</td>
<td>Emailing because you’re scared</td>
</tr>
<tr>
<td>Directly to professor</td>
<td>Challenge judgments about your work or talk about what you’ve “always gotten”</td>
</tr>
<tr>
<td>Ask professor what your grade is</td>
<td>Ask professor what your grade is</td>
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</table>
MEET YOUR PEER ACADEMIC LEADER (PAL)

Each Residential Commons has a PAL who will be available to assist you as you actively shape your learning experience. Coming soon: Kathy Crow and Cockrell-McIntosh PALS.

The Peer Academic Leaders (PALs) are an extension of the University Advising Center. The primary goals of PALs are to help students better understand the Common Curriculum and utilize academic resources through peer mentoring. Through PALs, SMU students will have the opportunity to actively shape the learning experience of their Residential Commons.

Here are a few things your PAL can help with:

- Understanding how to read your Academic Requirements on my.smu.edu
- Help you understand how to navigate my.smu.edu
- Assist with providing a better understanding of the Common Curriculum
- Troubleshooting to find courses when you are enrolling
- Understanding what to do if you have enrollment holds
- Help you prepare for your academic advising meeting with your advisor

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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 verified each term to avoid a hold on your enrollment. See the Enrollment and Academic Records section of the Undergraduate Catalog for more information (section heading “Email and Mailing Addresses, Telephone and Emergency Contact”).

CLASS ENROLLMENT

- Class registration is completed online through my.SMU after meeting with your advisor 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 the “Tasks” tile. Then click on “Holds.”
- After enrolling, you may find it necessary to add or drop a course. Pay close attention to the add/drop dates for each term. smu.edu/registrar/faqs
- See the Official University Calendar for deadline information at smu.edu/EnrollmentServices/registrar/AcademicCalendarsCourseCatalogs/AcademicCalendars.
- To request an official Enrollment Verification, visit smu.edu/registrar/verification.

GRADING AND ACADEMIC ACHIEVEMENT

- Early Intervention and Midterm Grade Reports are available in the my.SMU Student Center. Visit smu.edu/EnrollmentServices/registrar/AcademicRecords/ProgressGrades and click on “Early Intervention and Midterm Grading.”
- The End-of-Term grades are provided through my.SMU.
- The Final Exam Schedule is posted at smu.edu/enrollment services/registrar/enrollment/Finalexamschedule.
- To calculate your grade point average (GPA), visit smu.edu/EnrollmentServices/registrar/AcademicRecords/GPACalc.
- 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 catalog.smu.edu; see the “Academic Advising and Satisfactory Progress Policies” section in the Undergraduate Catalog (from your year of entry).

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.
- 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 smu.edu/oit/services/mysmu/studentessentials.
- To request an official transcript, visit smu.edu/registrar/trancript.

POLICIES AND PROCEDURES

- Students may seek a waiver of a certain policy or appeal an academic decision. The Committee on Academic Petitions (CAP) handles these appeals.
- If it ever becomes necessary to withdraw from all of your classes, contact the Office of Student Success and Retention at ssr@smu.edu 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. More information regarding a grade of Incomplete is available at catalog.smu.edu. Click on “Undergraduate Catalog,” “Enrollment and Academic Records” and then “Grade Policies.”
- Students may repeat up to six courses taken at SMU for which grades of D+ or lower were received. Under a Grade Replacement Repeat, the grade from the repeated course, even if lower, will be the grade used to calculate the student’s GPA. A course may be repeated only once under this policy. Specifications and limitations are found at catalog.smu.edu. Click on “Undergraduate Catalog,” “Enrollment and Academic Records” and then “Grade Policies.”
- 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
Visit customizing them to count as Engaged Learning Fellowships. opportunities offered by departments throughout the University, the categories listed. Students also are able to engage in similar capstone-level projects ($2,000 in funding available) in any of the categories listed. Students also are able to engage in similar opportunities offered by departments throughout the University, customizing them to count as Engaged Learning Fellowships. Visit smu.edu/Provost/EngagedLearning/Engaged-Learning-Fellowship.

The Engaged Learning Fellowship is recognized as SMU’s most prestigious student engagement program. Juniors and seniors tap into their passions and work with mentors to develop unique capstone-level projects ($2,000 in funding available) in any of the categories listed. Students also are able to engage in similar opportunities offered by departments throughout the University, customizing them to count as Engaged Learning Fellowships. Visit smu.edu/Provost/EngagedLearning/Engaged-Learning-Fellowship.

The Big iDeas program encourages students to think big about contemporary needs and make something new or better. In the fall there is the Big iDeas Pitch Contest ($1,000 in funding available) and in the spring the the Big iDeas Business Plan Competition ($5,000 in funding). Big iDeas provides the training students need to become entrepreneurial and a mentorship to go from idea to prototype and validation to scale. Students who win Big iDeas become a member of the Incubator@SMU where SMU alumni, graduate students, staff and faculty members realize their goals for tech, corporate, social, creative and arts ventures. Visit smu.edu/Provost/EngagedLearning/BigiDeas.

The Clinton Global Initiative includes the University network (CGI U), and Engaged Learning is the sponsoring office on campus. CGI U challenges students to address critical global needs and to submit their ideas directly to CGI U. Selected students attend a fully funded annual meeting that brings together university students and thought leaders from around the world for a three-day conference at a network university hosted by Chelsea Clinton. Visit smu.edu/Provost/EngagedLearning/CGIU.

The Undergraduate Research Program at SMU is for you if you are interested in becoming more engaged with the intellectual life that is a hallmark of a university. You will work closely with one of your SMU professors on a research or creative project and get paid for it. The Undergraduate Research Assistantships provide a unique opportunity for full-time students in any school or major to 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 throughout the school year and during the summer. Current and former URA students have been involved in projects related to cancer research in the biology department, paleoclimates in the geology department, GPS technology in the physics department, happiness and wellness in the psychology department, consumer behavior in the marketing department and current immigration trends in the anthropology department, to name a few. All URA students present the results during the Fall Research Symposium or Research Days in the Spring. Some present their research at professional conferences and have had their work published in our office’s “Journal of Undergraduate Research” at scholar.smu.edu/jour/ or national publications. Visit smu.edu/Provost/EngagedLearning/Undergraduate-Research.

OFFICE OF NATIONAL FELLOWSHIPS AND AWARDS
smu.edu/NationalFellowships  G07 Clements Hall
Are you a future Rhodes Scholar? Considering a career in science research or the Foreign Service? SMU’s 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 at 214-768-3726 when you see a good fit, and we can help you apply.

HART CENTER FOR ENGINEERING LEADERSHIP
smu.edu/Lyle/Centers/HartCenter  253 Caruth Hall
The Hart Center for Engineering Leadership is dedicated to Lyle students’ success in college and well into their professional careers. Our career and leadership development programs provide opportunities for Lyle students to gain valuable communication, decision making and self-awareness skills to complement their technical learning and launch successful careers. Kathy Hubbard, Leadership Development Director, oversees Lyle’s professional and Peer Mentorship Programs, Student Engineering Joint Council Leadership Retreats, Leadership Speaker Series and Lyle Engineering in the City community engagement projects. Linda Parker, the Career Development Director, oversees on-campus employer recruitment for Lyle Engineering, the Fall and Spring Engineering Connections Career Fair, Mock Interview Day, Resumania and company information sessions that facilitate internships and full-time employment opportunities.

SMU-IN-TAOS
smu.edu/taos  338 Blanton Building
Experience education with Altitude. 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. Earn credit hours during short terms in January, May, June and August. Our unique program is designed to provide SMU students from all disciplines with an amazing living-and-learning experience.
The mission of the SMU Abroad program is to provide SMU undergraduates of all majors with diverse opportunities for study abroad and to support the development of young adults as globally aware students and citizens. Experienced leadership and solid academic content characterize the over 150 SMU Abroad programs, which include summer, January term and May term programs led by SMU faculty, and term programs offered through pre-approved providers.

Over 500 undergraduates each year earn credit abroad toward graduation requirements. Approximately 70 percent participate in SMU faculty-led programs, and while 80 percent choose programs in Europe, students can study in over 50 countries across the globe. Courses can meet major, minor and Common Curriculum requirements. Internship and research opportunities are available.

Students interested in studying abroad should start planning early with their academic advisors; some students study abroad as early as the first January and summer at SMU.

HEGI FAMILY CAREER DEVELOPMENT CENTER

smu.edu/career 200 Hughes-Trigg Student 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. Counselors will assist students in identifying major and career options through exploration of their interests, values, personality strengths and experiences. 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.

SMU INTERSESSIONS

smu.edu/intersessions 102 Blanton Building

Intersessions allow you to take additional courses outside of fall and spring terms in a smaller class setting. Complete one course in just eight class days in JanTerm or in just 11 class days in May-Term. During the June and July sessions, you can complete up to four courses (14 credit hours) and choose the format: month-long sessions (22 class days) or shorter sessions (11 class days). Some online courses also are available in each term, each approximately one month in duration. Choose from some 350 courses fulfilling Common Curriculum (CC), major, minor or prerequisite requirements. Whether your goal is to get ahead of the curve, explore new interests or simply stay on track for graduation, intersessions let you customize your experience and make the most of your academic career. Enjoy increased flexibility in your academic planning, and fit in courses around your holiday plans, summer work or internship.
REACH YOUR POTENTIAL
Student Academic Success Programs

ALTSHULER LEARNING ENHANCEMENT CENTER (A-LEC)
smu.edu/SASP 202 Loyd All-Sports Center

ACADEMIC CENTER FOR EXCELLENCE (ACE)
smu.edu/SASP Armstrong Commons

Whether you are just out of high school or transferring in from another college, expect your SMU courses to be more challenging in many ways: 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. About 75 percent of all entering students learn how to excel by taking advantage of the programs offered. You’ll see top students aiming for high grades to get into law or medical school or to keep scholarships. Others want a solid GPA while also juggling leadership positions in campus organizations, double or triple majors, varsity athletics or internships and part-time jobs. The following services are available at the Altshuler Learning Enhancement Center (A-LEC) and Academic Center for Excellence (ACE):

Individual Academic Counseling
smu.edu/AcademicCounseling

Maybe you struggle to take notes in rapid lectures or you study hard for your first midterm, aiming for an A, only to be surprised by the test – and your grade. Talk to your professors; then make an appointment to see a learning specialist in the A-LEC or at ACE. 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 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 tutoring at no additional cost 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. Tutors help not only students who may be struggling – many students come for tutoring because they are doing well – earning a B or B+ – but really want an A.

Reading and Learning Strategies (HDEV 1110)
smu.edu/HDEV1110

Consider enrolling in HDEV 1110, Reading and Learning Strategies, 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. One fall section is reserved for first-year pre-health students, and one section is reserved for students with learning differences. Once a year, there is a section reserved for transfer students. Online sections are also available.

Learning Strategies Workshops
smu.edu/SASPWorkshops

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 learning specialists offer 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 a learning specialist and other students to discuss new strategies you can use to learn more easily and effectively. Most workshops are held at the A-LEC or at ACE. The current year’s schedule is included in Peruna Passport on page 28.

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 staff the Writing Center can be an important source of guidance to help you become a more confident writer. Writing Center faculty are available by appointment for 30-minute, one-to-one tutorials for help on any assignment for any SMU class. To allow yourself ample time for revision and a conference with your instructor, schedule well in advance of the assignment date. Appointments are made through your my.SMU Canvas account.

Writing Center faculty also are available during drop-in hours for quick questions about your work-in-progress, and they supervise a drop-in Writing Lab where you can work on your assignment in a quiet environment with a faculty member nearby to answer questions or provide direction. Some Writing Center faculty specialize in working with students for whom English is not their first language.
Disability Accommodations and Success Strategies
smu.edu/DASS

Students who seek services and accommodations on the basis of a disability should 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 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.

Student-Athlete Academic Services
smu.edu/SAAS

Appreciating that SMU Division I student-athletes commit to representing the University, and thus face the unique challenge of balancing academic and athletic objectives, the Student-Athlete Academic Services (SAAS) team is tasked with providing mentoring and core skills support to these gifted students, help them respond effectively to specific academic challenges, better articulate their educational goals and succeed in their undergraduate careers.

Student Persistence and Achievement (SPA)
smu.edu/SPA  Academic Center for Excellence (ACE)

Services provided by the office of Student Persistence and Achievement are located in the Academic Center for Excellence (ACE), located in Armstrong Commons. The range of innovative programming offered at ACE focus on the academic success of new students, including first-year and transfers. Recognizing that everyone comes to college with different educational experiences, academic services include assisting those who identify as first-generation college students and may need guidance in adjusting to an urban city or seek assistance in fully utilizing all campus resources, whether they be academic, financial or social needs. The office of Student Persistence and Achievement plans and implements intentional programming and provides mentorship to students in support of their academic pursuits. This office also coordinates many of its efforts in partnership with Student Affairs and other areas within Academic Affairs.

ACE also is home for the Rotunda Scholars Program, which provides an intensive one-year system of support for students selected based upon their admissions applications. As an invite-only academic program, Rotunda Scholars are given exclusive access to a multitude of opportunities such as undergraduate research, campus jobs, internships, engaged learning projects and study abroad experiences, just to name a few. Rotunda Scholars also receive specialized academic advising, have access to a reserved study space, participate in several workshops throughout the academic year on a myriad of topics and are invited to exclusive events at SMU and in the Dallas community.
# IMPORTANT SMU NUMBERS AND WEBSITES

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Address</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising/Records: Cox School of Business</td>
<td>214-768-3195</td>
<td>252 Maguire Hall</td>
<td>cox.smu.edu/undergrad</td>
</tr>
<tr>
<td>Advising/Records: Dedman College of Humanities and Sciences</td>
<td>214-768-2298</td>
<td>134 Clements Hall</td>
<td>smu.edu/DedmanRecords</td>
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<tr>
<td>Advising/Records: Lyle School of Engineering</td>
<td>214-768-3039</td>
<td>253 Caruth Hall</td>
<td>smu.edu/LyleAdvising</td>
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<tr>
<td>Advising/Academic Services: Meadows School of the Arts</td>
<td>214-768-2754</td>
<td>1120 Owen Arts Center</td>
<td>smu.edu/MeadowsAcademicServices</td>
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<tr>
<td>Advising: Pre-Health</td>
<td>214-768-4604</td>
<td>135 Dedman Life Sciences Building</td>
<td>smu.edu/prehealth</td>
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<td>Advising: Pre-Law</td>
<td>214-768-1272</td>
<td>408 Blanton Student Services Building</td>
<td>smu.edu/prelaw</td>
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<td>Advising: Pre-Major (University Advising Center)</td>
<td>214-768-2291</td>
<td>408 Blanton Student Services Building</td>
<td>smu.edu/advising</td>
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<tr>
<td>Advising/Records: Simmons School of Education and Human Development</td>
<td>214-768-2776</td>
<td>234 Annette Caldwell Simmons Hall</td>
<td>smu.edu/simmons/AboutUs/AcademicServices</td>
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<tr>
<td>Bursar</td>
<td>214-768-3417</td>
<td>120 Blanton Student Services Building</td>
<td>smu.edu/enrollmentservices/bursar</td>
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<tr>
<td>Center for Drug and Alcohol Prevention</td>
<td>214-768-2277</td>
<td>Student Health Center</td>
<td>smu.edu/StudentAffairs/HealthCenter/AlcoholDrugServices</td>
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<tr>
<td>Chaplain and University Ministries</td>
<td>214-768-4502</td>
<td>316 Hughes-Trigg Student Center</td>
<td>smu.edu/chaplain</td>
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<tr>
<td>Counseling and Psychiatric Services (CAPS)</td>
<td>214-768-2277</td>
<td>Student Health Center</td>
<td>smu.edu/healthcenter/counseling</td>
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<tr>
<td>Dean of Student Life Office</td>
<td>214-768-4564</td>
<td>302 Hughes-Trigg Student Center</td>
<td>smu.edu/studentlife</td>
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<td>Disability Accommodations and Success Strategies (DASS)</td>
<td>214-768-1470</td>
<td>202 Loyd All-Sports Center</td>
<td>smu.edu/DASS</td>
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<td>Emergency/SMU Police</td>
<td>214-768-3333 or 911</td>
<td>Patterson Hall</td>
<td>smu.edu/businessfinance/police</td>
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<tr>
<td>Engaged Learning</td>
<td>214-768-3223</td>
<td>G01, G03 Clements Hall</td>
<td>smu.edu/engagedlearning bigideas</td>
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<tr>
<td>General Education Office</td>
<td><a href="mailto:thecc@smu.edu">thecc@smu.edu</a></td>
<td>smu.edu/gened</td>
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<tr>
<td>Hegi Family Career Development Center</td>
<td>214-768-2266</td>
<td>200 Hughes-Trigg Student Center</td>
<td>smu.edu/career</td>
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<td>International Student and Scholar Services</td>
<td>214-768-4475</td>
<td>216 Blanton Student Services Building</td>
<td>smu.edu/international/issas</td>
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<td>Libraries, Central University: Ask a Librarian</td>
<td>214-768-2326</td>
<td>Fondren Library Center</td>
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<td>OIT Help Desk</td>
<td>214-768-4357</td>
<td>Fondren Library West</td>
<td>smu.edu/oit/help</td>
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<td>Office of the Student Experience</td>
<td>214-768-4560</td>
<td>307 Hughes-Trigg Student Center</td>
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<td>Parent and Family Programs</td>
<td>214-768-4797</td>
<td>302 Hughes-Trigg Student Center</td>
<td>blog.smu.edu/parents</td>
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<td>Registrar</td>
<td>214-768-3417</td>
<td>101 Blanton Student Services Building</td>
<td>smu.edu/registrar</td>
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<tr>
<td>Residence Life and Student Housing</td>
<td>214-768-2407</td>
<td>Boaz Hall</td>
<td>smu.edu/housing</td>
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<tr>
<td>SMU Abroad</td>
<td>214-768-2338</td>
<td>216 Blanton Student Services Building</td>
<td>smu.edu/abroad</td>
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<tr>
<td>SMU Bookstore</td>
<td>214-768-2435</td>
<td>3060 Mockingbird Lane</td>
<td>smu.bncollege.com</td>
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<td>SMU-in-Taos</td>
<td>214-768-3657</td>
<td>338 Blanton Student Services Building</td>
<td>smu.edu/taos</td>
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<tr>
<td>SMU Internships</td>
<td>JanTerm – MayTerm – June-July</td>
<td>214-768-1009</td>
<td>102 Blanton Student Services Building</td>
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<tr>
<td>Social Change and Intercultural Engagement</td>
<td>214-768-4580</td>
<td>307 Hughes-Trigg Student Center</td>
<td>smu.edu/StudentAffairs/SocialChange</td>
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<tr>
<td>Student Financial Aid</td>
<td>214-768-3417</td>
<td>119 Blanton Student Services Building</td>
<td>smu.edu/financial_aid</td>
</tr>
<tr>
<td>Transfer Admissions</td>
<td>214-768-3992</td>
<td>220E Blanton Student Services Building</td>
<td>smu.edu/Admission/Apply/Transfer</td>
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<tr>
<td>Transfer and Transition Services</td>
<td>214-768-7427</td>
<td>100E Blanton Student Services Building</td>
<td>smu.edu/transfer</td>
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<td>University Honors Program</td>
<td>214-768-2813</td>
<td>G02 Clements Hall</td>
<td>smu.edu/univhonors</td>
</tr>
<tr>
<td>Writing Center</td>
<td>214-768-3648</td>
<td>202 Loyd All-Sports Center</td>
<td>smu.edu/writingcenter</td>
</tr>
<tr>
<td>Writing and Reasoning Program</td>
<td>214-768-2981</td>
<td>108 Clements Hall</td>
<td>smu.edu/writingcenter</td>
</tr>
</tbody>
</table>
2020–2021 CONDENSED ACADEMIC CALENDAR

FALL TERM 2020

April 6–August 28, Monday–Friday Enrollment for fall 2020 continuing students for all undergraduates and for graduates in Dedman College, Lyle, Meadows and Simmons.

May, June, July Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students. More information is available from the Office of the Student Experience, Student Affairs, 214-768-4560, smu.edu/studentaffairs/newstudent.

August 22, Saturday Residence halls officially open at 9 a.m.

August 23, Sunday Opening Convocation, McFarlin Auditorium.

August 24, Monday First day of classes.

August 28, Friday Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in December.

September 4, Friday Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the University without academic record (withdrawal refund schedule applies). See Bursar’s website for more information.

September 7, Monday Labor Day. University offices closed.

September 9, Wednesday Last day to declare pass/fail or no credit grading options. Last day to request an excused absence for the observance of a religious holiday.

September 25–26, Friday–Saturday Family Weekend.

September 29, Tuesday Early intervention grades due for first-year undergraduate students.

October 12–13, Monday–Tuesday Fall Break.

October 23–24, Friday–Saturday Homecoming Weekend.

October 25, Sunday Midterm grades due for first-year and sophomore students.

November 2, Monday 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

November 2–20, Monday–Friday Enrollment for spring 2021 continuing students for all undergraduates and graduates in Dedman College, Lyle, Meadows and Simmons.

November 6, Friday Last day to drop a course (grade of W).

November 12, Thursday Last day for December graduation candidates to change grades of Incomplete and to obtain a final grade for a grade of X or a missing grade from a previous term.

November 16, Monday Students should file for May graduation. The last day to file is January 22, 2021.

November 24, Tuesday Last day to withdraw from the University.

November 25, Wednesday No classes.

November 26–27, Thursday–Friday Thanksgiving holiday. University offices closed.

December 2–7, Wednesday–Monday No final examinations or unscheduled tests and papers.

December 3, Thursday Last day for oral/written examinations for December graduate degree candidates.

December 7, Monday Last day of classes.

December 8–9, Tuesday–Wednesday Reading days.

December 10–16, Thursday–Wednesday Examinations (no examinations scheduled for Sunday).

December 17, Thursday Residence halls close at 10 a.m. for winter break. (December graduates should contact the Department of Residence Life and Student Housing).

December 18, Friday December Rotunda Recessional.

December 19, Saturday December Commencement Convocation. Official close of term and conferral of degrees.

December 23–January 1, Wednesday–Friday University closed.

December 25, Friday Christmas Day.

JANUARY TERM 2021

December 17, 2020–January 17, 2021 Official dates for January Term in Dallas can be found online through the Intersessions website at smu.edu/intersessions.

Official dates for January Term in Taos can be found online through the SMU-In-Taos website smu.edu/taos.
SPRING TERM 2021

November 2–January 25, Monday–Monday Enrollment for spring 2021 continuing students for all undergraduates and graduates in Dedman College, Lyle, Meadows and Simmons.

January (TBA) Academic Advising, Enrollment and Orientation conferences for new first-year and transfer undergraduate students.

More information is available from the Office of the Student Experience, Student Affairs, 214-768-4560, smu.edu/student_affairs/newstudent.

January 1, Friday New Year’s Day. University offices closed.

January 3, Sunday Residence halls open for continuing students.

TBA Residence halls open for new students.

January 13, Wednesday Spring Rotunda Passage (tentative; subject to change).

January 18, Monday Martin Luther King, Jr. Day. University offices closed.

January 19, Tuesday First day of classes.

January 25, Monday Last day to enroll, add a course or drop a course without tuition billing while remaining enrolled for the term. Last day to file for graduation in May.

February 1, Monday Last day to drop a course without academic record (tuition charges apply). Last day to withdraw from the University without academic record (withdrawal refund schedule applies). See Bursar’s website for more information.

February 3, Wednesday Last day to declare pass/fail or no credit grading options. Also, last day to request an excused absence for the observance of a religious holiday.

February 18, Thursday Last day for continuing undergraduate students to change their majors before April enrollment.

February 23, Tuesday Early intervention grades due for first-year undergraduate students.

March 15-21, Monday–Sunday Spring break.

March 24, Wednesday Midterm grades due for first-year and sophomore students.

April 1, Thursday 60 percent point of the term that federal financial aid has been earned if a student officially withdraws from SMU; prior to this date a partial calculated return to federal programs will be required.

April 2, Friday Good Friday. University offices closed.

April 4, Sunday Easter Sunday.

April 5-23, Monday–Friday Enrollment for summer 2021 and fall 2021 continuing students for all undergraduates and graduates in Dedman College, Lyle, Meadows and Simmons.

April 8, Thursday Last day to drop a course (grade of W).

April 12, Monday Honors Convocation.

April 14, Wednesday Last Day for May graduation candidates to change grades of Incomplete and to obtain a final grade for a grade of X or a missing grade from a previous term.

April 22, Thursday Students should file for August or December graduation. Last day to file for August graduation is June 4. Last day to file for December graduation is the last day to enroll for fall 2021.

April 26, Monday Last day to withdraw from the University.

April 29-May 4, Thursday–Tuesday No final examinations or unscheduled tests and papers.

April 30, Friday Last day for oral/written examinations for graduate students who are May degree candidates.

May 4, Tuesday Last day of classes (follows a Friday schedule).

May 5, Wednesday Reading Day.

May 6-12, Thursday–Wednesday Examinations (no examinations scheduled for Sunday).

May 13, Thursday Residence halls officially close for non-graduating students.

May 14, Friday Baccalaureate.

May 15, Saturday May Commencement Convocation. Official close of term and conferral of degrees.

May 16, Sunday Residence halls officially close for graduating seniors.

MAY TERM 2021

May 13–28, 2021

Official dates for May Term in Dallas can be found online through the Intersessions website at smu.edu/intersessions.

Official dates for May Term in Taos can be found online through the SMU-In-Taos website at smu.edu/taos.

SUMMER TERM 2021

June 1–August 4, 2021

Official dates for Summer Terms in Dallas can be found online through the Intersessions website at smu.edu/intersessions.

Official dates for Summer Terms in Taos can be found online through the SMU-In-Taos website at smu.edu/taos.

AUGUST TERM 2021

August 5–20, 2021

Official Dates for August Term in Taos can be found online through the SMU-In-Taos website at smu.edu/taos.

Visit smu.edu/registrar/academic_calendar.asp to review this and other academic calendars.
# A-LEC Learning Strategies Workshops

## Fall 2020

<table>
<thead>
<tr>
<th>Topic</th>
<th>Day/Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Transfer Students: Your Transition to SMU</td>
<td>Monday, August 24</td>
<td>5 PM</td>
</tr>
<tr>
<td>Time Management</td>
<td>Tuesday, August 25</td>
<td>3 PM</td>
</tr>
<tr>
<td>Transfer Students: Your Transition to SMU</td>
<td>Thursday, August 27</td>
<td>1 PM</td>
</tr>
<tr>
<td>Time Management</td>
<td>Monday, August 31</td>
<td>3 PM</td>
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<tr>
<td>Career Readiness w/Microsoft Office Certification</td>
<td>Tuesday, September 1</td>
<td>3 PM</td>
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<tr>
<td>Technology Resources–Box, Canvas, LinkedIn, Zoom</td>
<td>Tuesday, September 1</td>
<td>4 PM</td>
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<tr>
<td>Note-Taking and Organization</td>
<td>Wednesday, September 2</td>
<td>5 PM</td>
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<tr>
<td>Time Management</td>
<td>Thursday, September 10</td>
<td>4 PM</td>
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<tr>
<td>Test Prep: Essay and Multiple Choice</td>
<td>Wednesday, September 16</td>
<td>4 PM</td>
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<tr>
<td>Stress Management and Test Anxiety</td>
<td>Thursday, September 17</td>
<td>2 PM</td>
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<tr>
<td>Concentration and Textbook Reading</td>
<td>Monday, September 21</td>
<td>4 PM</td>
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<tr>
<td>Note-Taking and Organization</td>
<td>Tuesday, September 22</td>
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<tr>
<td>Study Groups: Maximize your Learning</td>
<td>Thursday, September 24</td>
<td>4 PM</td>
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<tr>
<td>Memory Techniques</td>
<td>Tuesday, September 29</td>
<td>4 PM</td>
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<td>Crash Course in Excel</td>
<td>Wednesday, September 30</td>
<td>3 PM</td>
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<td>Excel Functions Made Easy</td>
<td>Wednesday, September 30</td>
<td>4.15 PM</td>
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<td>Time Management</td>
<td>Monday, October 5</td>
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<td>Stress Management and Test Anxiety</td>
<td>Monday, October 26</td>
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<tr>
<td>Test Prep: Essay and Multiple Choice</td>
<td>Tuesday, October 27</td>
<td>4 PM</td>
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</table>

**Workshops for Finishing the Term Strong**

**Choose ONE and bring your calendar and all syllabi!**

| Plan a Successful Finish: The Last Month | Tuesday, November 10 | 2 PM |
| Prepare for Finals: The Last Week | Monday, November 16 | 4 PM |
| Stress Free Zone Open House | Wednesday, December 2 | 2 PM |
| Wednesday, December 9 | 3-6 PM |

**Spring 2021**

<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
<td>Time Management</td>
<td>Tuesday, January 19</td>
<td>4 PM</td>
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<tr>
<td>Transfer Students: Your Transition to SMU</td>
<td>Wednesday, January 20</td>
<td>4 PM</td>
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<tr>
<td>Time Management</td>
<td>Thursday, January 21</td>
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<tr>
<td>Time Management</td>
<td>Wednesday, January 27</td>
<td>5 PM</td>
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<tr>
<td>Time Management</td>
<td>Thursday, January 28</td>
<td>3 PM</td>
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<tr>
<td>Technology Resources–Box, Canvas, LinkedIn, Zoom</td>
<td>Monday, February 1</td>
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<tr>
<td>Career Readiness with Technology Tools</td>
<td>Monday, February 1</td>
<td>5 PM</td>
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<tr>
<td>Note-Taking and Organization</td>
<td>Wednesday, February 3</td>
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<td>Test Prep: Essay and Multiple Choice</td>
<td>Tuesday, February 9</td>
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<td>Stress Management and Test Anxiety</td>
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<td>Memory Techniques</td>
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<td>Concentration and Textbook Reading</td>
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<td>Test Prep: Essay and Multiple Choice</td>
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<td>Stress Management and Test Anxiety</td>
<td>Tuesday, March 30</td>
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<tr>
<td>Crash Course in Excel</td>
<td>Tuesday, April 6</td>
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<tr>
<td>Excel Functions Made Easy</td>
<td>Tuesday, April 16</td>
<td>4.15 PM</td>
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**Workshops for Finishing the Term Strong**

**Choose ONE and bring your calendar and all syllabi!**

**Plan a Successful Finish: The Last Month**

| Plan a Successful Finish: The Last Month | Thursday, April 8 | 4 PM |
| Prepare for Finals: The Last Week | Monday, April 12 | 2 PM |
| Stress Free Zone Open House | Wednesday, May 5 | 3-9 PM |

*All workshops are 45-60 minutes unless otherwise noted. For workshop locations, visit smu.edu/sasp.*

## MISSED A WORKSHOP?

Request an individual meeting by visiting smu.edu/academiccounseling

Student Academic Success Programs–A-LEC, Loyd Center 202, 214-768-3648, smu.edu/sasp
The CC Requirement Tracker below provides a visual overview of all the CC components. Use this page to record the different CC requirements that you can fulfill as you explore classes and experiences in your areas of interest.

### General Education: Foundations and Breadths

<table>
<thead>
<tr>
<th>Components</th>
<th>Hours</th>
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<tr>
<td><strong>Foundations</strong></td>
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<tr>
<td>QR – Quantitative Reasoning</td>
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<td>WRTR 1312 – Introduction to Academic Writing</td>
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<td>WRTR 1313 – Writing and Critical Reasoning</td>
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<td>SLR – Second Language</td>
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<td><strong>Breadth Components</strong></td>
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<td>May Satisfy Up to 3 with AP/IB</td>
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<td>CA – Creativity and Aesthetics</td>
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<tr>
<td>HC – Historical Contexts</td>
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<td>SBS – Social and Behavioral Sciences</td>
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<td>LAI – Literary Analysis and Interpretation</td>
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<tr>
<td>PREI – Philosophical, Religious and Ethical Inquiry</td>
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<td>ES – Exploring Science</td>
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<td>TAS – Technological Advances and Society</td>
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<td><strong>Grand Total</strong></td>
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### Graduate Requirements: Proficiencies and Experiences

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<th>Course or Experience</th>
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<tbody>
<tr>
<td>CE – Community Engagement</td>
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<tr>
<td>GPS – Global Perspectives</td>
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<td>HD – Human Diversity</td>
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<td>CIE – Civics and Individual Ethics</td>
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<td>OC – Oral Communication</td>
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<td>QA – Quantitative Applications</td>
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<td>W – Writing</td>
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<tr>
<td>WIM – Writing in the Major</td>
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### Common Curriculum (CC) Transfer and Test Credit Policies

<table>
<thead>
<tr>
<th>Requirements/Policies</th>
<th>FYRS First Year Students New from High School</th>
<th>FYTS* Transfer Students with 1-23 hours of Post-High School Transfer Credit**</th>
<th>TRNS Transfer Students with 24+ hours of Post-High School Transfer Credit**</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Academic Writing (WRTR 1312) and Writing and Critical Reasoning (WRTR 1313)</td>
<td>WRTR 1312 and 1313 must be completed at SMU</td>
<td>WRTR 1312 and 1313 must be completed at SMU regardless of transfer or test credit</td>
<td>1. Waived if student transfers in WRTR 10XX AND WRTR 10YY; 2. If transfer credit is received for WRTR 10XX OR WRTR 10YY, students must take WRTR 1313; 3. If WRTR 10XX and 10YY were both dual/concurrent credit or test credit, students must take WRTR 1313</td>
</tr>
<tr>
<td>Quantitative Reasoning Foundation</td>
<td>Can be satisfied with test or transfer credit</td>
<td>Can be satisfied with test or transfer credit</td>
<td>Can be satisfied with test or transfer credit (terms of college language courses)</td>
</tr>
<tr>
<td>Second Language Requirement</td>
<td>Can be satisfied with test credit</td>
<td>Can be satisfied with test credit</td>
<td>Can be satisfied with test or transfer credit (2 terms of college language courses)</td>
</tr>
<tr>
<td>Breadths</td>
<td>4 out of the 7 must be at SMU; remaining 3 may be test or transfer credit</td>
<td>4 out of the 7 must be at SMU; remaining 3 may be test or transfer credit</td>
<td>A maximum of 3 of the 7 Breadths can be satisfied with test credit. All 7 Breadths can be satisfied with transfer credit.</td>
</tr>
<tr>
<td>Concurrent/Dual Credit***</td>
<td>WILL NOT satisfy CC components</td>
<td>WILL NOT satisfy CC components</td>
<td>WILL satisfy CC components</td>
</tr>
<tr>
<td>Post-Matriculation Transfer Work</td>
<td>WILL NOT satisfy CC components</td>
<td>WILL NOT satisfy CC components</td>
<td>WILL NOT satisfy CC components</td>
</tr>
</tbody>
</table>

* The FYT code is determined by transfer credits taken after high school and before matriculation to SMU and DOES NOT include concurrent/dual credit. These students are mainly the Spring Entry students who start in January (Franklin, Richmond, Visiting).

**Transfer credit is college credit completed after high school graduation but before matriculation at SMU. It does NOT include concurrent or dual credit.

***Concurrent/dual credits are course credits completed prior to high school graduation. Concurrent credit is work completed through a college that is not given credit by the high school for graduation purposes. Dual credit is work completed through a college (could be taken at the college or at the high school) that counts for college credit and high school graduation requirements.