UC-2016 PROPOSAL

The motto of Southern Methodist University, *Veritas Liberabit Vos* ("The Truth Shall Set You Free"), epitomizes the ideals and tradition of a SMU education and is the guiding principle for the University Curriculum. The wisdom to critically discern existing knowledge and the capacity to create new knowledge are the hallmarks of an educated person and exemplify the character we seek to impart at the University.

The University Curriculum UC-2016 rests on the guiding principles and framework of the University Curriculum (UC) approved by the faculty of SMU and the Board of Trustees in 2010. It constitutes roughly one-third of the baccalaureate degree plan for all SMU students. It consists of two main coursework components plus a number of specified **Proficiencies** and **Experiences** that can be met through any part of the student's undergraduate career, including work in the major, elective courses, or approved activities. The heart of the University Curriculum is its **Fundamental** (previously **Foundation**) and **Breadth Requirements** (previously **Pillars/Columns**).

UC-2016 contains several new requirements that emerged out of the UC and the General Education Curriculum (GEC). A new breadth requirement, Language and Literature, was formed out of the Second Language Requirement and the Literature Perspective from the GEC but with more flexibility allowing contributions from departments other than English and World Languages. A second new breadth requirement, Technology and Mathematics, was created out of the Technology requirements in the GEC. Since there were no Mathematics or Statistics courses in the pillars, Mathematics was coupled with Technology thereby allowing more advanced mathematical and statistical (not limited to the Mathematics and Statistical Science Departments) to meet a UC requirement. Its formation will permit the current Pure and Applied Sciences division to function as it was originally intended to do in the 2010 document.

The University Curriculum Council has its genesis in the SMU Master Plan of 1963. The Master Plan called for the creation of the University College which oversaw the general education curriculum through the University College Council. In 1979 The Terry Commission Report made a series of recommendations that affected general education. University College was absorbed into the School of Humanities and Sciences creating the College in 1980 and the University College Council became the Council on General Education, though this body differed in significant ways from the University College Council (e.g., members, called Fellows were appointed by the President and Provost rather than being elected by the faculty). It oversaw both the Common Educational Experience (CEE) and the GEC, the predecessors of the UC. The 2010 document reaffirms that tradition by allowing the University Curriculum Council to "continue to have authority of UC decisions."

However, given all the changes that have taken place since the recommendations of the Master Plan and Terry Commission were implemented, the University Curriculum Council's role should be limited in scope until a more stable and transparent arrangement can formulated. The bylaws of the University Curriculum Council should be approved. In addition the University Curriculum Council's role is limited to approvals and removals of courses satisfying UC requirements, changes in criteria for double counting, and modification of Student Learning Outcomes. Any other changes must involve consultation with the various College and School undergraduate committees, the Academic Policies Committee of the Faculty Senate, and the Educational Policies Committee of the Office of the Provost. Other curricular bodies should be consulted as well.

Fundamental Requirements (11-25 cr)

Personal Responsibility and Wellness (2 cr)

PRW1: (1 cr)
Taken during the first year, PRW1 introduces students to university life and explores three sets of issues: (1) the role of personal responsibility in coping with college and life's other transitional periods; (2) challenges and opportunities—including managing time and stress, benefiting from diversity and autonomy, dealing with pitfalls related to alcohol and drugs, and exploring resources and activities on campus; and (3) personal finance to enable students to make informed decisions about managing their money, using credit cards, and making major purchases, both during their time at SMU and later in life.

PRW2: (1 cr)
In PRW2 (physical fitness courses), students work with instructors to establish personal goals and fitness plans for the term. A variety of individual and group fitness courses will be available, with each course containing core objectives and student-learning outcomes based on health-related fitness components.

Quantitative Fundamentals (0-3 cr)

Quantitative fundamentals refers to the ability to understand, evaluate and use quantitative information. Quantitative information takes many forms, and quantitative reasoning skills span a vast spectrum from basic numerical manipulations to advanced statistics and mathematics. The University Curriculum is made up of two quantitative requirements: the Quantitative Fundamentals and the Quantitative Reasoning Proficiency. In addition some students may complete the Technology and Mathematics requirement through a course that involves advanced mathematics and/or statistics.

The Discernment and Discourse Sequence (3-9 cr)

The University Curriculum foregrounds academic reading, writing, and oral expression in the Discernment and Discourse sequence. The courses in this sequence introduce students to academic thought and communication in seminars that allow students to work closely with faculty in small classes. All seminars share the goal of assisting students in the development of critical reading, expository and analytical writing, oral communication and research protocols.

The Discernment and Discourse requirement consists of three writing-intensive courses: DISC 1311, 1312, 1313.

DISC 1311: Foundations of Written and Oral Discourse (3 cr)
This course gives students practice in the reading, writing, and analytic skills necessary for the successful completion of DISC 1312 and 1313. Students will approach writing as a process of drafting, revising, and editing. They will work on sentence- and paragraph-level writing skills as they build toward essay-length writing projects. Students must earn a C- or better to proceed in the sequence of DISC courses. This course cannot be dropped.

DISC 1312: Introduction to Academic Discourse (3 cr)
This course introduces students to a variety of discipline-based modes of inquiry and expression. The texts students read and create will employ and exemplify the principles of academic discernment and discourse. Students must earn a C- or better to proceed in the sequence of DISC courses. This course cannot be dropped.

DISC 1313: Inquiry Seminar (3 cr)
This course is a topic-based seminar in which students continue to develop their critical reading and writing skills, employing analysis, evaluation, synthesis, and/or integration, while learning research protocols for the discipline or various disciplines represented in the course. Thus unlike 1311 and 1312, some sections of this course are expected to be taught by faculty outside of the English Department. Students must earn a C- or better to complete their DISC requirement. This course cannot be dropped.

The Second Language Sequence (0-8 cr)

SMU students are expected to demonstrate proficiency in reading, writing, speaking, and understanding a second language equal to the first years' study of the language at the university level. Students entering SMU may satisfy the second language requirement in a number of ways as outlined in Appendix D.

Ways of Knowing (3 cr)
Ways of Knowing courses cut across disciplines, exploring how natural scientists, social scientists, humanists, artists, engineers, and professionals in business and education go about addressing important issues. Ways of Knowing courses develop students' understanding of the multiple approaches whereby different disciplines define, acquire and create knowledge, including the ethical considerations involved.

Breadth Requirements (32 cr)

The breadth requirements involve three or four courses in the three areas of Humanities and Fine Arts (HFA); Science, Technology, Engineering, and Mathematics (STEM); and History, Social and Behavioral Sciences (HSBS). The first area consists of three divisions while the second and third consist of two. All but two divisions have two levels. Humanities and Fine Arts combines Creativity and Aesthetics (CA) and Philosophical and Religious Inquiry and Ethics (PRIE) together with Language and Literature (LL). Students must complete four courses in this area. Science, Technology, Engineering, and Mathematics combines Pure and Applied Sciences (PAS) and Technology and Mathematics (TM). Students must complete three courses in this area. History, Social and Behavioral Sciences combines Historical Contexts (HC) and Individuals, Institutions, and Cultures (IIC). Students must complete three courses in this area. Level one courses introduce students to fundamental ideas in disciplines associated with each division while level two courses provide more advanced knowledge or the application of fundamental ideas to other disciplinary areas. Divisions LL and TM have no levels. The maximum of 32 credits reflects that lab-based science courses may be four credits.

No area may be completed by taking courses in only one division; e.g., a student cannot complete HFA with four courses in CA. In HFA students must complete one LL course and three additional courses in CA and PRIE; one at level one, one at level two and one at either level. In HSBS students must complete one course at level one, one at level two and one at either level. In STEM students must complete one course in TM, one PAS course at level one and one PAS course at either level. Students will be allowed to meet only one PAS requirement through Advanced Placement (AP). Breadth courses, whether introductory (level one) or more advanced or applied (level two), may satisfy Proficiency and Experience requirements (see below). Breadth courses may also count toward a student's major.

Humanities and Fine Arts (12 cr)

The Humanities and Fine Arts area consists of three divisions: Creativity and Aesthetics; Philosophical and Religious Inquiry and Ethics; and Language and Literature. Students must complete four courses in this area: one LL course, one level one course in either CA or PRIE, one level two course in either CA or PRIE, and one course in either CA or PRIE at either level.

Creativity and Aesthetics

To develop an understanding of and appreciation for the creative impulse in a variety of artistic, cultural and historical contexts, graduates of SMU will be able to identify, explore and explain concepts fundamental to the visual, literary, and performing arts through critical analysis, performance or the act of personal creation. Creativity and Aesthetics courses also seek to expose students to the fundamental role that creativity plays in maintaining a robust, adaptive, and prosperous society. Students take at least one course from the Creativity and Aesthetics division.

Philosophical and Religious Inquiry and Ethics

Students often enter college asking questions such as who am I, why am I here, what constitutes a good life? Philosophical and religious inquiry helps them explore approaches humanity has taken to answer these and other questions. With the resurgence of religion world-wide such exploration is timely. This inquiry also serves as the basis for thoughtful choice and action. Students take at least one course from the Philosophical and Religious Inquiry and Ethics division.

Language and Literature

Students will demonstrate how symbolic systems communicate meaningfully within their language communities. Students will analyze and create meaningful texts such as analytical essays, literary works, computer code, logical proofs, musical compositions, and films. Each student must take one course from the Language and Literature division.

Science, Technology, Engineering, and Mathematics (11 cr)

The Science, Technology, Engineering, and Mathematics area consists of two divisions: Pure and Applied Sciences and Technology and Mathematics. Students must complete three courses, one in Pure and Applied Sciences at level one, the second in Technology and Mathematics and the third in Pure and Applied Sciences at either level.

Pure and Applied Sciences

To be active, engaged citizens in a global society, graduates of SMU will be able to engage in scholarly discourse in science and engineering and to understand the implications of these disciplines. Students should be aware of the meaning and methods of science and engineering, and of the ways that both disciplines have shaped and continue to shape the world around us. Students take two courses from the Pure and Applied Sciences division.

Technology and Mathematics

Technology plays an increasingly important role in the lives of our students which will only expand after they graduate. Underlying most modern technologies are advances in mathematics. Students will discover the history, uses, and implications of mathematics and technology that shape our world by taking one course from the Technology and Mathematics division.

History, Social and Behavioral Sciences (9 cr)
The History, Social and Behavioral Sciences area consists of two divisions: Historical Contexts and Individuals, Institutions and Cultures. Students must complete one level one HSBS course and one level two HSBS course. The third can be at either level.

Historical Contexts
To understand societies in the contemporary world and the forces that have shaped them, graduates of SMU will be able to identify and analyze problems, events, and documents or artifacts from the past and know how to situate them in their appropriate social, political, economic, and cultural contexts. Students take at least one course from the Historical Contexts division.

Individuals, Institutions, and Cultures
To understand complex social systems, graduates of SMU will explore contemporary efforts to document and analyze the interaction of individuals, cultures, and institutions that shape economic, political, and social experiences. Students take at least one course from the Individuals, Institutions, and Cultures division.

Proficiencies and Experiences

Proficiencies and Experiences (P&Es) – the purpose of the P&Es in the University Curriculum are to: 1) hone skills throughout the four year undergraduate experience such as writing, oral communication, information literacy, and quantitative reasoning; 2) provide a means of recognizing students' experiences with new communities and cultures. The seven Proficiencies and Experiences emphasized in the University Curriculum are: Community Engagement, Global Engagement, Human Diversity, Information Literacy, Oral Communication, Quantitative Reasoning, and Writing. Students must complete one Human Diversity, one Information Literacy, one Oral Communication, and one Writing Proficiency and Experience. Two additional, distinct, Proficiencies and Experiences from the list of Community Engagement, Global Engagement, Quantitative Reasoning, and Writing must also be completed.

Community Engagement
The Community Engagement experience requirement challenges students to engage in a reflective way in substantial community-based activities where communities are groups of people with a shared identity held together by ties of affinity or necessity not easily broken. This requirement may be satisfied by engaging in communities that are civic, religious, professional, familial, ethnic or otherwise constituted.

Global Engagement
The Global Engagement experience requirement challenges students to participate in a reflective way by partaking in activities outside or inside the classroom or by engaging intellectually with non-US based cultures outside the U.S. or in immigrant communities inside the U.S. This requirement may be satisfied by taking courses or participating in on- and off-campus projects which are sustained over time. Many SMU Abroad courses satisfy this requirement.

Human Diversity
The Human Diversity proficiency requirement challenges students to explore in a reflective way basic issues related to race, ethnicity, gender, or societal difference. This requirement may be satisfied by taking courses or participating in on- or off-campus projects which bring together aspects of human

diversity in a creative and meaningful way. Students must complete one Human Diversity Proficiency and Experience. It is recommended that students complete this requirement in their first year.

Information Literacy
Satisfying the Information Literacy proficiency requires students to engage in independent research, data generation and/or analysis, or identifying, evaluating, and using material data beyond what is provided by the professor or covered in class. Students must complete one Information Literacy Proficiency and Experience

Oral Communication
Students will engage in substantial activities, inside or outside the classroom, that develop oral communication skills, such as arguing a position, presenting spontaneous ideas, presenting reports and projects, or performing presentations and speeches fluently. Students must complete one Oral Communication Proficiency and Experience.

Quantitative Reasoning
Building on the Quantitative Fundamentals Requirement students will enhance their mathematical or statistical abilities in activities that require substantial quantitative reasoning.

Writing
Building on the Discernment and Discourse sequence, students will enhance their writing ability by composing coherent, well-supported and carefully edited essays and reports suitable for a range of different audiences and purposes. Students must complete at least one Writing Proficiency and Experience.

APPENDIX A – STUDENT LEARNING OUTCOMES

Red type indicates changes from current outcomes

PROFICIENCIES AND EXPERIENCES:

Community Engagement

Pick one from below that best fits the context of the course or activity.

1. Students will apply academic learning to address specific need(s) in a community through a community engagement activity.
2. Students will demonstrate an enhanced sense of personal values and civic responsibility through a community engagement experience addressing a community's specific need(s).

Global Engagement

Pick one from below that best fits the context of the course or activity.

1. Students will demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the culture(s) being visited or studied.
2. Students will demonstrate an enhanced awareness of personal values and attitudes pertaining to global identity and commitment through engagement with other societies and cultures.

Human Diversity

Pick one from below that best fits the context of the course or activity.

1. Students will demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.
2. Through personal experience with other cultures and communities, students will examine their own attitudes and beliefs arising from individual or group status, treatment, opportunities, or accomplishments.

Information Literacy

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

Oral Communication

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

Quantitative Reasoning

Pick three from below that best fit the context of the course or activity

1. Students will develop quantitative models as related to the course subject matter.
2. Students will assess the strengths and limitations of quantitative models and methods.
3. Students will apply symbolic systems of representation.
4. Students will collect, organize and analyze data from a variety of sources.
5. Students will formulate structured and logical arguments.
6. Students will test hypotheses and make recommendations or predictions based on results.

7. Students will communicate and represent quantitative information or results numerically, symbolically, aurally, visually, verbally, or in writing.

Writing

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

FUNDAMENTAL REQUIREMENTS:

Personal Responsibility and Wellness

PRW1: Choices

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

PRW2: Physical Fitness

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

Quantitative Foundation

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

Discernment and Discourse

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

Second Language

American Sign Language:

1. Interpretation (Reading & Listening): The student will demonstrate ability to interpret meaning in the target language.
2. Interpretive Communication (Speaking & Listening): The student will express and negotiate meaning in the target language.
3. Presentational Communication (Speaking): The student will demonstrate the ability to sign a given discourse, applying a minimum of 10 ASL grammatical features, using clear ASL parameters, such as handshapes, Non-Manual Signals, Palm Orientation, Movement, Placement, Body Contact, and conceptually accurate ASL signed vocabulary.
4. Cultural Understanding: The student will apply Deaf Culture Techniques in a No Voice English Environment having learned aspects of deaf culture.

All Languages Except Latin:

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

Latin:

1. Reading: Students will demonstrate ability to understand short passages of adapted Latin text with familiar vocabulary and sentence structure.
2. Reading: Students will demonstrate ability to identify basic noun usage and verb aspects in context of adapted Latin text.
3. Writing: Students will demonstrate ability to write Latin forms and phrases as directed.

Ways of Knowing (KNW)

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

BREADTH REQUIREMENTS:

Humanities and Fine Arts

Creativity and Aesthetics:

Level 1

1. Students will identify and/or employ methods, techniques, or languages of a particular art form and describe how these inform the creation, performance or analysis of that form.
2. Students will demonstrate an understanding of concepts fundamental to creativity through explanation and analysis.

Level 2

1. Students will analyze and construct clear and well-supported interpretations of creative or innovative works within a particular discipline.

Pick one from below that best fits the context of the course

2a. Students will analyze the role and value of creative works to the individual or cultural contexts in which they are created and adopted.
2b. Students will demonstrate the ways in which creative works reflect values and modes of thought in individual or cultural contexts.
2c. Students will apply the creative process to develop original works in a particular discipline.

Philosophical and Religious Inquiry and Ethics:

Level 1

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

Level 2

Pick one that best fits the context of the course

1a. Students will demonstrate the ability to critically reflect on or apply methods, theories, or principles from philosophy or religious studies via a focus on a specific area or set of issues.
1b. Students will identify ethical issues within a particular domain, and to explain and evaluate responses to those issues in terms of both their factual and ethical presuppositions.

Language and Literature

1. Students will demonstrate an understanding of how a symbolic system communicates meaningfully within its language community.

Pick one that best fits the context of the course

2a. Students will analyze or create text such as literature, films, or musical compositions.
2b. Students will analyze and produce meaningful computer code or proofs in symbolic logic.

History, Social and Behavioral Sciences

Historical Contexts

Level 1

Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period.

Level 2

Pick one that best fits the context

1a. Using extensive primary and/or secondary sources students will explain, in their own prose, how and why historical changes occur in a particular time and society.

1b. Using primary and secondary historical sources, secondary and/or primary students will situate disciplinary/professional subject matter within its changing historical contexts.

Individuals, Institutions, Cultures

Level 1

1. Students will identify the types of interactions and influences that arise between or among individuals, institutions, and cultures using methodologies from the social or behavioral sciences.
2. Students will summarize basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

Level 2

Pick one that best fits the context of the course

1a. Students will analyze and evaluate critically research outcomes and different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

1b. Students will demonstrate an understanding of specific disciplinary or professional subject matter(s) by applying research outcomes or theory about how individuals, institutions, and/or cultures shape economic, political and social experiences.

Science, Technology, Mathematics, and Engineering

Pure and Applied Sciences:

Level 1

1. Students will demonstrate basic facility with the methods, approaches of scientific inquiry, hypothesis development, and/or problem solving.
2. Students will explain how the concepts, advancements, and findings of science or engineering in general, or of particular scientific or engineering disciplines, shape our world.

Level 2

1. Students will explain the concepts and findings that undergird current scientific theories or engineering practices.
2. Students will assess, select and apply appropriate techniques, skills, and modern tools to activities in science or engineering.

Technology and Mathematics:

Pick one that best fits the context of the course

a. Students will demonstrate an understanding of post-calculus mathematical concepts.
b. Students will demonstrate an ability to analyze complex mathematical problems that arise in a particular discipline or area.
c. Students will demonstrate an understanding of how particular technologies work and the social or environmental implications of technology.

APPENDIX B – TRANSITION

With the arrival of a new provost in 2016 it is expected that a committee will be formed to examine the current status of the University Curriculum. Based on that committee's findings the provost may decide to appoint a committee to create a new general education curriculum. As the process that produced UC-2010 required nearly four years from its beginning in October 2008 to implementation in the fall of 2012 there is every reason to expect (and be prepared for) a similar length of time. During that time undergraduate students must meet some general education requirements. The only viable candidates are UC-2012 with its exemptions and UC-2016. The description below assumes that choice will be UC-2016 which will last at least three years. The actual times may vary as the process moves forward.

Current CF courses and double-counting pillar courses may be proposed as KNW courses. The CF designation will end by Fall 2016. Double-counting pillar courses will continue as such for students on UC-2012. Those that do not become KNW will need to choose which division requirement they will meet for UC-2016.

SPRING 2016

1. Provisional approval of courses for Language and Literature and Technology and Mathematics. Faculty must petition (one page plus attached syllabus) for approval of a course in a new division. Provisional approval lasts for two years. By the end of that time faculty must have sent in a full-blown proposal or it will be dropped from the division.
2. Remove pillar approval for certain courses for UC-2016 students.
3. Courses that double count for two pillars would need to have one of the two pillars removed or become KNW (with no pillars) for UC-2016 students (this information would need to be handled by the registrar). However, faculty teaching such courses would still be assessing both SLOs for UC-2012 students.
4. Current CF courses need to be proposed as KNW courses. The CF designation will cease at the end of summer 2016.

SPRING 2019

1. Transition courses that satisfy CA and PRIE level one in UC-2012 from non-humanities disciplines to CA and PRIE level two, respectively, for UC-2016 students. These changes go into effect in Fall 2019 (thus UC-2016 students in the 2016 and 2017 cohorts will receive CA1 or PRIE1 while students in subsequent cohorts will receive CA2 or PRIE2).
2. Transition courses that satisfy HC and IIC level one in UC-2012 from non-history/social and behavioral sciences disciplines to HC and IIC level two, respectively, for UC-2016 students. These changes go into effect in Fall 2019 (thus UC-2016 students in the 2016, 2017, and 2018 cohorts will receive HC1 or IIC1 while students in subsequent cohorts will receive HC2 or IIC2).

FALL 2019

1. Switch to assessment of UC-2016 SLOs.

Students under UC-2012 **will not** be able to switch to UC-2016.

APPENDIX C –DATA COLLECTION AND MONITORING

The Office of General Education will collect data on and monitor:

- Number of Majors and Double Majors
- Number and Choice of Minors
- Enrollments in UC-2016 Courses
- Seating Capacity in UC-2016 Courses
- Graduation Progress
- Impact of Second Language Requirement Changes
- Ways of Knowing Courses
- Impact of Pure and Applied Science Change
- Percentage of Teaching by Adjuncts, Lecturers, Tenure and Tenure-Track Faculty

APPENDIX D

1. Second Language: Foundations group

    a. Demonstrate **proficiency** in reading, writing, speaking, and understanding a second language equal to one year's study of the language at SMU, in one of these ways:

        i. Presenting an appropriate score on a recognized second language proficiency exam (Also satisfies b. below):

            1. A score of 4 or 5 on a language Advanced Placement (AP) exam;
            2. A score of 5, 6, or 7 on a HL International Baccalaureate (IB) exam,
            3. A score of 640 or above on the SAT II (Subject Test or Subject Test with Listening).
            4. A score of X on the National Latin Exam (TBD)

        ii. Demonstrating native literacy in a language other than English, documented by (Also satisfies b. below):

            1. Matriculation as an International Student
            2. Successful completion of an ESL course at SMU
            3. Providing high school transcripts from a non-English-dominant country
            4. A score of Intermediate Mid or above on the ACTFL OPI examination in a language not taught at SMU

        iii. Successfully completing two sequential semesters of a second language at a community college or 4-year institution **prior** to matriculation.

        iv. Placing into fourth semester or beyond and earning an appropriate score on one of SMU's designated Second Language Proficiency Tests, taken **within one year** of matriculation at SMU. (Students choosing this option earn internationally recognized certification of their language proficiency).

            1. For Spanish: A score of Intermediate on the Diploma Basico de Español como Lengua Extranjera (DELE), offering annually.
            2. For French: A score of Intermediate on the Certificat de Français Professionnel (CFP) or the Diplôme de Français Avancé (DFA).
            3. Other languages: (TBD)

        v. Successfully completing course work at another four-year institution equivalent to a second-semester language course at SMU, **with prior approval.**

        vi. Successfully completing a second semester language course at SMU or an SMU accelerated semester abroad program.

        vii. Taking two approved substitution courses as recommended to the student by the Disabilities Accommodations & Success Strategies (DASS) office.

1. This option requires advance approval by DASS.
2. Students with a documented disability who think they may have trouble learning a second language may apply for a second language substitution. To apply for a second language substitution, please read the guidelines, and then complete the online application for second language substitution request.
3. Please click here to view the complete list of substitution courses available

b. Second level of world language and culture, satisfied in one of the following ways:

   i. See i. and ii. Above.

   ii. Completion of the third or fourth semester of language instruction at SMU, another four-year institution, or an SMU approved study abroad program.

      1. Students placing into third semester or beyond and taking the course at SMU earn retroactive credit for all courses placed out of and simultaneously complete both parts A and B of the requirement.

   iii. Completion of approved Computer Language course

   iv. Completion of approved course in global studies