

Advisor Handbook

**Southwestern University
2007-2008**

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Introduction

To the Academic Advisor....

Welcome to advising at Southwestern University. This advising handbook was designed to help you make the most of your advising relationships with students.

Much of the information contained inside is identical to that which students receive; this way, you see what they see. This handbook contains:

- 1) information about the University's general education program—a set of requirements that all students must meet in order to graduate;
- 2) information to assist you and your advisees in selecting the courses they will take during their first year and future semesters at Southwestern;
- 3) information that can help you and your advisee plan research, internship, study abroad and other experiences, and
- 4) tips for handling various types of advising scenarios.

Keep this handbook as a reference to advising at Southwestern University. Please feel free to contact the Center for Academic Success (CAS; former the Office of Academic Services) with questions or comments any time. We can be reached at 863-1286.

Advising Tips/ First Semester Guide

Advising Philosophy

The Southwestern University Faculty Handbook says the following about academic advising:

“. . . At Southwestern, advising involves more than course selection; it provides students with an opportunity to discuss and review their academic and life plans with an interested and experienced member (of the campus community).”

Academic advising is the only structured activity on a college campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution.

At SU, we value advising that is “developmental” in nature. Developmental advising is a process concerned with human growth, is goal-related, and establishes a caring human relationship. The advisor, in this model, serves as a facilitator of communication, a coordinator of learning experiences through course and career planning, and an agent of referral to other campus agencies as necessary.

Developmental advising implies a progression; many advising relationships begin as advisor-directed and advisor-controlled, and ideally move toward student-directed and mutually-controlled. Many students come to college with very limited information guiding their choice of intended major or ideal career; one of the major roles of an academic advisor is to expand this window and encourage students to think critically about their choices. Another is to help students understand the impact of their choices, while remaining accountable for them. This may mean intervening in a student’s decision making process or having potentially uncomfortable conversations about academic performance, choice of major, or other issue.

Students are required to meet with their advisors prior to each registration period. It is hoped that students will interact with their advisors on a more frequent basis each semester. Many advisors choose to communicate with their advisees as a group at different periods throughout the semester; some send notes of congratulations after success in events key to the student’s experience, and some try to have coffee or lunch with their advisees periodically. Your style and comfort level with your advisees will shape your interactions, but for mutual trust and respect to develop, and for growth to occur, those interactions should be substantive and individualized to the needs of the students.

Students expect reasonable access to their advisors, especially during pre-registration periods. Students also expect (and deserve) honesty and awareness from their advisors, and should be prepared to share the same attributes with you. Students who have good experiences with their advisors are more likely to persist through graduation.

Please contact Kim Murphy in the Center for Academic Success with any questions or comments. Thank you for the work you do in helping our students achieve success!

Excellence in Academic Advising Award

Akin to the teaching awards given at the conclusion of each academic year, the Center for Academic Success (CAS) awards an academic advisor each year with a cash prize and certificate. Nominations for the award are solicited from students, and, at present, the CAS staff selects the recipient of the award.

Previous winners include:

Dr. Emily Neimeyer, Chemistry (2003)

Dr. Christine Kiesinger, Communication Studies (2004)

Dr. Alicia Moore, Education (2005)

Dr. John Delaney, Economics and Business (2006)

Dr. Sandi Nenga, Sociology and Anthropology (2007)

Getting to Know the Student

The Importance of the Advisor/Advisee Relationship

Academic advising enables students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the educational institution to meet their special needs and aspirations. The academic advisor serves as a coordinator of the student's educational experience. The academic advisor is the key person in individualizing a student's education. As such, the advisor has three major responsibilities:

1. To help each advisee better understand himself/herself.
2. To help each advisee better understand his/her environment with its opportunities and challenges.
3. To help each advisee use his/her potential abilities maximally in meeting the challenges and realizing the opportunities that are available.

Advisors must know the structure of the institution as it relates to schools and divisions; the philosophical bases for the general education program; procedures for scheduling and registration, for dropping/adding courses, for filing petitions and waivers; and methods for referral of students to special services. Advisors should also be completely familiar with the University *Catalog*. Most academic advisors can quickly become qualified to help students select courses; however, some faculty advisors struggle with building the personal relationship that is important for effective advising. To be truly effective, you should be able to go beyond routine course scheduling to help students achieve their academic and career goals. These tips are intended to help you become a more effective advisor.

Sample Questions for the First Meeting

The first meeting with a student should focus on getting to know the student and discussing your role as an advisor. Some students will talk freely and readily provide information when asked to tell a little about themselves. If the student appears shy or says very little, you can use some of the following questions to obtain information and build rapport with the student.

1. What high school did you graduate from? How well do you think your high school prepared you for the challenges that you will face at Southwestern?
2. Where do you live? What is your SU box number, phone number and email address? Are you familiar with the email system on campus? Remember that many official communications are sent via SU email.
3. What are you leaning toward as a major? Why? Is there a specific aspect of this major that interests you?
4. Have you taken any courses in your proposed major area yet?
5. What extra-curricular activities were you involved in throughout high school? Will you try to find similar activities to participate in at SU?
6. Have you received any scholarships? If so, what is required for you to keep those scholarships?
7. What are your goals after graduation (employment, graduate school, etc.)?
8. What do you expect from me as your advisor?

You can use these questions as a guideline for initial sessions with students. You can also save the information from these questions in the student's folder. It is a good idea to ask the student for a resume to keep on file once they have created one to stay informed about their career goals and progress.

Sample Questions for Subsequent Meetings

Future meetings with advisees should attempt to make life at SU as productive and trouble-free as possible. You should be ready to work with the student to help solve any problems that the student encounters. These meetings are also a time to make certain that the academic choices that students make correspond with their career goals.

1. How are you enjoying life at SU? Do you know where to get help if you encounter problems? [Refer student to Student Handbook, the Center for Academic Success, Counseling Services and other campus resources.]
2. What student organizations have you joined? [If student is not involved in the department's professional organization, this would be a good time to encourage involvement.]
3. Let's review a copy of your most recent resume. Have you contacted Career Services?

Personal Relationships with Advisees

Advisors sometimes wonder how much information to seek from students. As students vary in the amount of information they are comfortable sharing with an academic advisor, an operative guideline is to limit your questioning and discussion to academic and career issues. Some students may feel uncomfortable talking about their personal lives, but others will quickly volunteer unsolicited personal information. Whatever the case, you

should be prepared to deal with any personal questions that may arise and respond to them accordingly.

ADVISING SPECIAL POPULATIONS OF STUDENTS

Transfer Students

Advising transfer students can present many challenges. Students may be either ahead or behind in course sequences compared to other SU students in their classes. Like first-year students, they need to be planning their program at the same time they are adjusting to a new college. Unlike first-year students, however, they often bring a different level of maturity and depth of exposure to their education. A supportive advisor will help them develop a program that fits their goals and abilities. Transfer credit evaluations are handled by individual departments in conjunction with the Registrar's Office.

Students in Academic Jeopardy

Students with Warning or Probationary status are often those most in need of careful advising. Ironically, these are the students least likely to seek out their advisors or to follow through on the advice received. Many students in academic jeopardy lack specific skills such as time management, proper study habits, or self-discipline. They are reluctant to seek help and usually don't know what resources are available to them. You can play a critical role in offering your assistance to these students. When professional counseling is warranted, a referral to Counseling Services should be made.

Students with Disabilities

Approximately 10% of the Southwestern student body has some kind of disability. The vast majority of these disabilities are learning disabilities. A learning disability affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. It is commonly recognized as a significant deficit in one or more of the following areas: oral expression, basic reading skills, reading comprehension, mathematical calculation or problem solving. Individuals with learning disabilities also may have difficulty with sustained attention, time management or social skills. Many college students with learning disabilities are intelligent, talented, and capable. Typically, they have developed a variety of strategies for compensating for their learning disabilities. However, the degree of severity of the disability varies from individual to individual. According to regulations, students with documented disabilities have the same legal entitlements as all other students at SU. Section 504 of the Rehabilitation Act of 1973 and the Disabilities Act of 1990 prohibit discrimination on the basis of disability. Federal regulations mandate "reasonable accommodation" for students with learning disabilities in the same way that these laws mandate curb cuts, ramped entrances to classroom buildings and closed captioning for students with physical disabilities.

In order to qualify for accommodations at SU, students must provide appropriate documentation as outlined by the Center for Academic Success. After a thorough review of the documentation and meeting with the student, CAS electronically sends the student

and the faculty member a "Request for Academic Accommodations" form which indicates appropriate accommodations. Examples of accommodations include: time extensions for exams, note takers or a separate room for exam administration. We expect the student to discuss with their instructors the specific accommodations needed, but the student is not required to disclose the nature of the disability, as this information is considered confidential. Please contact the Access and Academic Resource Coordinator (x1536) for further assistance with accommodations.

International Students

All new students can experience feelings of loneliness and homesickness during their first year at SU. But for international students, the emotional discomfort that comes as a result of separation from their families is exacerbated by the cultural adjustment. Language, food, social behavior, nonverbal communication, and academic expectations are but a few of the challenges which international students face as they make their adjustments to SU. The challenge of advising international students is to understand that they have common concerns both socially and academically, but at the same time, each international student has his or her own specific questions or concerns. International students are faced with a wide range of topics that may impact their academic success. These topics range from immigration matters, social and cultural differences, financial matters, language barriers, and personal concerns. The Office of Intercultural Learning is available to assist you as an academic advisor if you have questions or concerns pertaining to an international advisee of yours.

Students of Color

Because students of color represent a smaller percentage of the total student body, they often need help developing a sense of community and belonging. Oftentimes, faculty, staff, and students subconsciously make assumptions about the abilities of students of color. As a result, students of color are faced with the dual responsibility of achieving personal success and debunking the myths associated with their particular racial or ethnic groups. Academic advisors for students of color have a unique opportunity to encourage students to recognize that the historical, social, institutional, and personal impediments which traditionally impact the success of students of color at predominately white institutions can be overcome. A goal in advising students of color is to dispel the myths of innate ability and help students learn that the process of development requires a realistic personal assessment of one's skills, an appreciation of one's ultimate goals, and the incremental steps necessary to reach these goals.

GUIDING STUDENTS THROUGH THE PLAN

Giving Good Advice

Giving good advice is what advising is all about. Academic advisors need to base their advice on students' career and life goals, interests, and ability to complete a proposed program. As the academic advisor, you should gain an understanding of each student's interests and goals as you get acquainted. Listed below are some suggestions for assessing student progress and helping individuals understand the options they have.

1. Ask students to make a list of courses they expect to take in the coming two to four semesters.
 - a. Have students plan at least 1 year in advance.
 - b. Keep a copy of proposed courses on file.
 - c. Pay attention to courses which may be offered only in fall or only in spring semester, or only during alternate years. Consult the Catalog for sequencing information.
 - d. Update and change the list at each advising session, using WebAdvisor to monitor open and closed sections.
2. Encourage students to take a challenging, yet balanced load.
 - a. Balance a term by using general education courses, electives, etc.
 - b. Avoid combining extremely challenging courses or too many labs in same term.
 - c. Look for patterns. (Example—If a student has difficulty with chemical concepts, the student may have difficulties with organic chemistry, physical chemistry, etc.)
3. Compare current course load to past performance.
 - a. Determine if students have performed adequately in the past with this number of units.
 - b. Look at courses to determine if load is balanced. (Are any of the courses in the proposed load known to be especially difficult?)
 - c. Look at past performance in similar subject areas to see if any of the proposed courses are in areas of known difficulty for this student.
 - d. Decide if the student's expectations and aspirations are reasonable relative to the proposed load.
 - e. Suggest a different mix of courses, if necessary.
4. Be aware of academic performance requirements for scholarships.
 - a. Ask students about scholarships they may have.
 - b. Adjust course load to appropriate level if students are financially dependent on a scholarship to stay in school.

5. Recognize that SU has a very talented student body, capable of a high level of achievement, but remember that these students still need encouragement. It is often assumed that highly talented students choose a major early on and have well-defined plans for future lifestyle and careers; however, this is rarely the case. In fact, these students struggle because they are able to consider a wide range of interests and abilities. They will need assistance in exploring their options and they will need encouragement and support from you.
6. Students are very sensitive to comments from advisors about their academic ability.
- Be tactful when providing potentially negative information.
 - Encourage students to reach their potential. Students may be looking for shortcuts and the easy way early in their experiences. Try to help them focus on their long term goals.
 - Point students to campus resources available to help maximize academic success, i.e. workshops at the Center for Academic Success or Counseling Services, one-on-one skill development, etc.

Knowing the Rules

The *Catalog*, *Student Handbook*, and *Faculty Handbook* contain most of the information relating to policies and regulations that both students and academic advisors need to know. This section of the Handbook is intended to supplement the information in the Catalog. Further information and clarification is available from the Registrar's Office.

1. Students' Right to Privacy (The Family Educational Rights and Privacy Act of 1974)

Legally, students' educational records are considered confidential. Release of student information is governed by FERPA (also known as "The Buckley Amendment").

Academic advisors/faculty members are required by FERPA to follow these guidelines:

- If a parent requests information about a son or daughter, you should first check with the Registrar's Office to determine if the student has signed a waiver for release of information to parents. No information can be released to the parent without the student's written consent.
- Be careful about giving information out over the telephone. It may be difficult to determine the identity of the caller. Therefore, whenever possible, discussions about students' educational records should occur in person. If you must use the telephone, you need to take measures to ensure the identity of the person calling. For example, you could take the caller's phone number, confirm it with the Registrar's Office, and then call the parent back.
- Grades cannot be posted by student ID number or by name. It is not legal to post grades in this manner or any other manner where the identity of the student maybe deduced by others.

A List of directory of information may be found in the SU Catalog. Other relevant FERPA and privacy information may be found in the *Student Handbook*, *Faculty Handbook*, and *Staff Handbook*.

- Non-directory student information may NEVER be released without the express written permission of the student. Even directory information may be restricted by the student, and is generally not released outside the SU community. It is therefore best to refer all requests for information about SU students to the Registrar's Office.

2. Other Legal and Ethical Issues in Advising Students

Liability for improper or erroneous counseling of students (i.e., errors in degree program, not following certification requirements, not accommodating permanently disabled students, etc.) is an unfortunate part of the job. Therefore, it is important to be as accurate as possible when discussing degree plans with students. If you are not sure about a requirement, seek advice from the department in question or the Associate Registrar.

3. Changing Majors/Changing Advisors

Southwestern has a no-questions-asked policy for changing advisors. Students can change advisors at any time for any reason after their first semester. The "Change of Advisor" form is available in the Registrar's Office and in the Center for Academic Success. When you receive notice from the Registrar's Office that one of your advisees has decided on a new advisor, you will be asked to forward the student's file to the new advisor.

Recognizing and Helping Students Experiencing Emotional Difficulties

Students immersed in personal struggles often struggle academically as well. Here are some ideas about how to spot students who need personal help and how to get help for them.

1. Determining Whether There Is a Problem

The signs that a student is having emotional trouble vary widely. Here are just a few signs, roughly increasing in severity. Of course, most people show some of these at some times!

- Constant fatigue
- Sleep disturbances (too much, too little, poor quality)
- Weight loss or gain of striking amount
- Depressed mood. Sad, hopeless or else simply numb or "flat"
- Withdrawal from others.
- Decrease in class participation or attendance.
- High or increased usage of alcohol, drugs, cigarettes, caffeine.
- Anger or anxiety that seem out of proportion to the situation.
- Decreased ability to communicate.
- Hallucinations (seeing or hearing things with confusion about whether these are in the external environment).
- Violent threats or preoccupation with violent fantasies.
- Suicidal fantasies, statements, or gestures.

2. What To Do About It

A respectful inquiry rarely hurts and often helps. For example, "I've noticed you've been looking tired and maybe a little down; are you going through a rough time?" If the student denies it, you've at least indicated an interest, and they may come to talk with you

later. On the other hand, if the student begins to pour out their life story, you do not have to take on the role of psychotherapist. If the conversation feels at all overwhelming to you, or if you think the student needs more than you're trained to give, help the student make an appointment with Counseling Services. You might say, "This sounds really important, and I think the folks at Counseling Services could help you come up with some ideas about how to deal with that situation." The student can make an appointment by calling or coming by the Robertson Center, or you can call for an appointment while the student is still in your office. Counseling Services: ext 1252.

If you're not sure whether or how to talk with a student, Counseling Services would be glad to figure this out with you. Their services are confidential, and you don't even have to give the student's name if you prefer not to. Please feel free to call.

HELPING STUDENTS WITH CAREER DEVELOPMENT

Description of Career Development

Career development involves more than the completion of specified degree requirements leading to a particular academic degree. Career planning must incorporate students' values, goals, interests, skills, and other individual variables. Comprehensive career development services are available through the Career Services Office. Academic advisors who have regular contact with students can serve as their mentors and professional role models. In some cases, the academic advisors are the primary career planning resource, and in other cases, their role is to identify student needs and refer them to the appropriate resources.

The Academic Advisor and Career Development

Self-awareness is a critical component of the career development process. Students must be aware of who they are in terms of personal values, interests, strengths, and weaknesses, goals, motivations and personality characteristics. By selecting a career which is compatible with personal wants and needs, students are likely to feel higher motivation and greater personal satisfaction from a chosen occupation. Students must also be familiar with very practical components of occupational exploration. This knowledge will help prepare students in making the transition from student life to the professional work world. Students need to know which majors lead to which specific positions, the supply and demand trends for particular fields, the academic and personal requirements of specific positions, and how to effectively develop a targeted resume and interview for desired professional positions.

BE AWARE:

- Advisor's own interests, values, and abilities can affect how (s)he assesses student's aspirations.
- Advisors are in a unique position to observe a student's behavior and assist students with issues (especially through referral) that may impede the student's career development.

LOOK FOR:

- Interests
- Values/lifestyle preferences
- Personality characteristics
- Abilities/skills
- Personal resources/constraints
- Motivation

Recommending Students for Employment or Graduate Schools: The Legal Issues in Advising

Providing references for students seeking employment or admission to graduate school is an important professional responsibility for faculty members, and sometimes academic advisors. Like other responsibilities, there are legal implications of which advisors should be aware.

First, be aware that both written and oral communications regarding a particular student's work or suitability for employment/graduate school should be considered confidential. You are, perhaps, aware that under the Buckley Amendment students can waive their right to obtain recommendations completed on their behalf, but they are not obligated to do so. Faculty and staff, on the other hand, must safeguard students' privacy rights. You have no authority to disseminate student records or other confidential information regarding a student without the permission of the student. Of course, both oral and written recommendations, like all confidential material, may only be disclosed to those authorized by the student to receive the recommendation. Students are obliged to ask faculty and staff to serve as references and faculty and staff should not do so until a student makes such a request. If an employer contacts a faculty or staff member for a reference and the student in question has not asked the faculty member, the faculty or staff member should first consult with the student before offering a recommendation. Once a student requests a reference (written or oral), faculty or staff members can provide recommendation without fear of breaching a student's privacy rights. Faculty and staff should use discretion, however, and not disclose the specific contents of educational records (grades, for example) without a student's approval.

Career Services recommends that students and faculty/staff discuss a recommendation frankly at the time the student first seeks assistance. The student should be aware of the nature of the faculty member's recommendation. If a student finds the recommendation will be unfavorable, the student can withdraw the request and approach other faculty or staff. Faculty and staff should also be aware that unfavorable recommendations might expose the author to defamation charges.

KNOWING WHERE TO FIND IT

Referring students to campus resources is one of the most critical functions of a good, developmental advisor. Whether students are having a problem or just simply have a question, it is helpful to be aware of what resources are available on campus. By referring students to appropriate resources, you can provide them with more effective assistance in whatever matter arises.

You should feel comfortable referring students whenever you feel that another campus resource could better serve the students' needs. Assisting students in making appointments can be helpful, particularly if the student is experiencing anxiety over the issue at hand.

Academic Support and Student Life Resources

CENTER FOR ACADEMIC SUCCESS (3rd Floor, Cullen Bldg., x1286; Kim Murphy, Director)

- *Academic coaching
- *Academic skills development
- *Accommodations for students with disabilities
- *Planning for Academic Success Seminar (probation program)

REGISTRAR'S OFFICE (1st Floor, Cullen Bldg., x1952; Dave Stones, Registrar)

- *Academic progress and degree plan questions
- *Transfer credit/study abroad credit approval
- *Declaration of major
- *FERPA clearinghouse, parent questions
- *Course scheduling or registration issues

CAREER SERVICES (McCook-Crain Bldg., x1346; Roger Young, Director)

- *Career library and resource center
- *Career counseling
- *Position listings, part-time/summer position listings
- *Internships
- *On-campus interviews, job search strategy programming

COUNSELING SERVICES (1st Floor, Robertson Center, x1252; Director TBD)

- *Individual counseling
- *Group counseling
- *Consultations
- *Motivation and stress management
- *Diversity education programming

RESIDENCE LIFE (3rd Floor, McCombs Campus Center, x1624, Mike Leese, AVP)

- *Hall programs
- *Roommate problems, mediation

DEAN OF STUDENTS (3rd Floor, McCombs Campus Center, x1624, Mike Leese, AVP)

- *Conflict mediation
- *Judicial Affairs
- *Sexual harassment

UNDERSTANDING ACADEMIC ADVISING

What is academic advising?

Academic advising is a complex and important activity in relation to your educational career. Advising involves more than course selection. At its best, it provides you with an opportunity to discuss and review your academic and life plans with an interested and experienced member of the faculty or professional staff, and to receive advice and assistance as you develop and grow within the context of an academic community. The academic advising process will help you:

1. Clarify your values and goals and better understand yourself as a person and as a student;
2. Understand the nature and purpose of higher education;
3. Understand information related to educational options, requirements, policies, and procedures;
4. Plan an educational program consistent with your individual interests and abilities;
5. Monitor and evaluate your educational progress;
6. Integrate the many resources of the institution to meet your individual educational needs and aspirations.

How to interact with an academic advisor

The first thing to know is that your academic advisor is not like your high school counselor. An academic advisor is one of the most important resources a student has on campus, especially a campus as intimate as Southwestern. The advisor is your key to learning what resources are available to you and how to make the most of these opportunities. No matter what your academic advisor's specific discipline or field is, he or she will be able to assist you in planning your academic career.

Responsibilities of the advisee

You need to plan carefully prior to meeting with your academic advisor. Both you and your advisor can expect certain things from one another. Your advisor will expect you to:

1. Schedule appointments as needed throughout the semester;
2. Come to advising appointments prepared with a proposed schedule of classes, alternative course options, and questions;
3. Study the University's academic program and requirements to prepare for conversations related to your educational program;
4. Be aware of all appropriate deadlines and meet them;
5. Ask for further academic, institutional, or personal advice as needed and seek additional counsel from other sources when appropriate;
6. Notify him/her of academic difficulties and take necessary steps to rectify problems;
7. Listen to options and opportunities which might be suggested by your advisor and be willing to explore them;
8. Be committed to working seriously to get the most out of educational opportunities offered by Southwestern and to invest the necessary time and energy in this endeavor to make the best use of the University's resources;
9. Make all final decisions about goals and educational plans.

Responsibilities of the advisor

While your advisor is prepared to assist you in making choices, you will be expected to be ultimately responsible for your own decisions. However, you can expect your advisor to:

1. Allocate time to meet with you at least once each semester;

2. Know the general education curriculum, keep abreast of changes, and assist you in understanding University regulations and requirements;
3. Know the requirements for majors in his/her discipline and be able to answer general questions about the requirements of other majors;
4. Aid you in designing schedules to meet your educational, co-curricular, and career interests and goals;
5. Approve choices within your academic program, including courses for which you wish to register, requests to drop or add courses, approval of transfer credit, etc.;
6. Refer you to other offices when further advising is needed;
7. Be willing to assist you if you encounter academic problems or related difficulties and, as necessary, refer you for further assistance;
8. Make you aware of your responsibilities and encourage you to review your progress toward a degree.

CHOOSING A MAJOR

OVERVIEW:

Whether you have decided on a major or not, you are in a fortunate position. All first-year students should take advantage of the opportunities for exploration of interests and fields of specialization available here.

A liberal arts institution fosters openness and curiosity as well as an expansion of an individual's perception of him or her self, the community, and the world. As a liberal arts university, Southwestern wants to help you see the multiplicity of life rather than confine you to a single narrow view of it. If you do not yet know what work you want to do in the world, you are free to explore all the options available, to change your mind, and to gain some knowledge you would otherwise miss.

A substantial number of seniors graduate with a major other than the one which they originally intended. Even more people will change careers at least once or twice in the course of their lives. The national average number of career changes in the United States is SEVEN over an adult's lifetime.

The more thoroughly you have given yourself the chance to try out new interests and develop older ones, the better decision about a major you will ultimately make. In the process you will prepare yourself for the inevitable changes and opportunities of later life. Far from feeling apologetic about declaring an "undecided" major, you should make good use of your good fortune.

In order for you to make a more informed decision when choosing a major, take some time to research your options. The following research methods can help:

1. Read the Southwestern Catalog. It contains a detailed description of the University's academic programs, degrees, and courses. Most students don't take advantage of this handy source of information and end up wondering about questions that could be answered in its pages.

Use it like a dictionary. No one expects you to know everything on each page, but you should take time to learn requirements, then refer back to it when you have specific questions.

2. Talk to professors. Your professors and academic advisor have devoted a large portion of their lives to their particular disciplines. They will be happy to answer your questions about the major, degree requirements, and career possibilities. Don't end your pursuit with only your advisor or professors that you have for classes. During your first year, talk to at least one of the professors in each area that interests you. An advisor in the Center for Academic Success can also help you explore your interests and learning styles and discuss how they may relate to possible majors (ext 1286).

3. Explore. You are required to take a set of courses in various departments to fulfill the General Education portion of your degree requirements. Try to take courses in areas in which you feel you may be interested in pursuing a major. These courses are designed to give you exposure to different ways of thinking.

4. Visit classes other than the ones you are taking. Once classes begin, ask the professor if you may sit in on a class session or two in one of the majors you are exploring.

5. Ask your parents. Ask your parents' friends. Do you hear those fateful words: "What are you majoring in?" Turn the question around by asking people what they did to prepare for what they're doing now. Everybody likes to talk about themselves, and this may be a great source of information for you. Most people have an interesting story about how they got where they are. Informational interviewing is an effective tool for information gathering. Ask Career Services for assistance (ext 1346).

6. Gain experience. You have at least three summers to gain work experience in jobs related to your tentative major. Many students have changed fields after job experience. Others have felt more sure of the field they were in and gained academic motivation after being involved in the work world. Personnel officers and graduate schools state that serious consideration is given to the candidate who has shown active involvement in the career to which they aspire. Ask your academic advisor about internship opportunities, and visit Career Services for additional information.

7. Career Services helps you develop the tools to link your liberal arts education to the world of work. A wide range of services are available to assist you in identifying your skills, interests, and abilities, to help you choose a major or career path. These services include: individual career sessions, interest testing, workshops and programs, job fairs, and on campus recruitment. Career Services also houses a Resource Center with reference materials about career planning and job search. For more information on internships, contact Career Services (ext 1346).

FALL SCHEDULE PLANNER

On the following page, plan a tentative schedule that includes all of the courses you are considering taking. Begin with the classes which are most critical for you to take this semester and then fill in those which are optional. Remember, your First-Year Seminar section has been pre-assigned. Also, your advisor will tell you whether to take College Writing in the Fall or in the Spring if you don't already have credit.

Below are some tips to help you plan a tentative schedule.

1. Study the Fall Schedule of Classes. The Registrar's Office web page contains lots of information about registration, and Web Advisor contains the course schedule.

The listing of each class includes the following:

- a. course and section number
- b. beginning and ending times and days the class or lab meets
- c. course title and prerequisites, if any
- d. instructor name (Staff means the instructor hasn't been announced yet)
- e. building name and room number.

Classes typically meet Monday-Wednesday-Friday (MWF) for 50 minutes, or Tuesday-Thursday (TTH) for 75 minutes. Others may be listed on one day only, such as W or on two days such as MW. If these classes give three semester hours of credit, they will meet for 150 minutes per week. Also, some lab science courses meet in double sessions. "ARR" means an arranged meeting time, so be sure to contact the instructor to find out when you will meet.

2. Decide how many semester hours to take. Most entering students carry a load of 14 hours in the Fall semester. This can vary somewhat, but in order to be a full-time student, you must carry at least 12 credit hours each semester. A four-year graduation plan is based on approximately 15 hours each semester.

3. Beware of common scheduling problems:

- a. scheduling two classes at the same time
- b. forgetting labs or courses that meet in double sessions
- c. scheduling courses already passed by exam or credit (your advisor should have this information)
- d. failing to balance your workload over the full week (taking only MWF classes in order to have TTH free is NOT advisable)
- e. not allowing time for lunch or exercise/free time.

4. Always pick alternate classes to substitute in case any of the classes you desire are filled when you are registered.

5. A change in your schedule is possible once you meet with your advisor during Orientation. You may add courses through the first two weeks of school with a faculty member's approval. You may drop a course without record until the tenth week. You may want to take into account some consequences you may face in adjusting your schedule later in the semester. **Remember**, if you enroll for a light load and then drop a course, it may affect your eligibility for financial aid, membership in organizations, participation in athletics, health insurance coverage, or assignment of on-campus housing.

RECOMMENDED FIRST-YEAR COURSES:

1. You will take the Area I Foundation Courses – First-Year Seminar (FYS) in the Fall and College Writing and a Mathematics or Computer Science course either in the Fall or Spring semesters.
2. You will probably want to begin your foreign language sequence (based on your placement exam results; your advisor will have this information).
3. Certain majors such as Business, Biology, Chemistry, and others should begin their Mathematics sequence in the Fall semester.
4. Beyond the above, you should let your interests – both in subjects you enjoyed in high school and subjects you think you might like – serve as guides. See the *Catalog* or the on-line course schedule for General Education course choices.

UST05-012- FYS 2 hrs.

UST05-113- College Writing 3 hrs.

ALTERNATE COURSES

DAILY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50	8:00-9:15	8:00-8:50	8:00-9:15	8:00-8:50
9:00-9:50		9:00-9:50		9:00-9:50
	9:30-10:45		9:30-10:45	
10:00-10:50		10:00-10:50		10:00-10:50
	11:00-11:50		11:00-11:50	
	OPEN		Chapel	
11:00-11:50		11:00-11:50		11:00-11:50
	12:00-12:50		12:00-12:50	
12:00-12:50		12:00-12:50		12:00-12:50
	1:00-2:15		1:00-2:15	
1:00-1:50		1:00-1:50		1:00-1:50
	2:30-3:45		2:30-3:45	
2:00-2:50/3:15		2:00-2:50/3:15		2:00-2:50/3:15
	4:00-5:15		4:00-5:15	
3:30-4:45		3:30-4:45		3:30-4:45

**GENERAL
EDUCATION
PROGRAM**

General Education Courses

FOUNDATION COURSES [THESE COURSES ARE TO BE COMPLETED IN THE FIRST YEAR]

FIRST-YEAR SEMINAR

UST 05-012 *First-Year Seminar*- The First Year Seminar program is designed to introduce new students to college while exposing them to what it means to live and learn in a liberal arts-based academic environment. The seminars include a variety of topics and should appeal to a wide range of interests. You should have received your FYS section and early assignments over the summer; if not, please contact the Provost's Office at (512)-863-1510

Semester course taken: Fall 2007

COLLEGE WRITING

UST05-113 *College Writing* - Students are assigned to this course in the fall or in the spring semester. There will be at least 7 sections offered in the fall and at least 7 sections offered in the spring. A student may earn credit in this course by making a 4 or 5 on an Advanced Placement English examination, or a 5 or higher on an International Baccalaureate Higher-Level Examination in English. Advisors have AP/IB score information in their advising folders.

Exam credit given or Semester course taken: _____

MATHEMATICS

MATH 52-xxx *Mathematics* - This requirement is satisfied by completion of any college-level mathematics or computer science course (excluding CSC54-143), or by a 4 or above on an Advanced Placement mathematics or computer science examination. Southwestern students are expected to fulfill the mathematics general requirement during their first year. Mathematics and natural science majors normally satisfy the requirement with Calculus I. Other choices include:

Mathematical Concepts (52-103) - An introduction to some of the important ideas in mathematics illustrating the scope and spirit of mathematics and emphasizing the role that it plays in society from an historical point of view. Topics include number systems, algebra,

General Education Program Courses Continued

geometry, and measurement. The course is designed for those seeking EC-4 or 4-8 teacher certification, however the course is suitable for a general audience (may not be used for mathematics major or minor);

Introduction to Statistics (52-113) - Designed to provide students in the social and biological sciences with the skills necessary to perform elementary statistical analysis (may not be used for math major or minor);

Elementary Function Theory (52-123) - A course that explores relations, functions, and general properties of functions. An objective of this course is to prepare students for Calculus 1. May not be used for mathematics major or minor (for those weak in computational skills, it is advisable to take Elementary Function Theory prior to Statistics); or

Computer Science I (54-183) – a computer programming course that requires some experience in programming languages.

Elementary Function Theory is only offered in the Fall, so any student needing to improve weak computational skills should take this in the Fall.

The other courses listed above are offered each semester. Some might be offered each summer as well. Those students in such majors as Accounting, Business, Computer Science, Mathematics, or other natural sciences who need sequential courses in mathematics should begin their mathematics the fall semester of their first year. Others are requested to wait until the spring semester. Business students (as well as math/science majors whose backgrounds are not sufficient for Calculus) should take Elementary Function Theory during the fall semester, otherwise take Calculus I. Students planning to seek teacher certification should take Mathematical Concepts in the spring semester. Most other social sciences majors should take Statistics during the spring semester. If a student plans to take only one math course, Statistics generally would be the most beneficial selection, with Mathematical Concepts and Computer Science I being appropriate alternatives.

Exam credit given or Semester course taken: _____

General Education Program Courses Continued

FITNESS AND RECREATIONAL ACTIVITY (2 HOURS)

All students take two different, one-hour Fitness & Recreational Activity courses (FRAs) to graduate. These may be taken during any semester. Students may take up to three FRAs for credit. A wide variety of courses are offered each semester. You may choose to take one of these in the fall semester.

Courses taken: _____

Semesters taken: _____

MODERN & CLASSICAL LANGUAGE REQUIREMENT

FOREIGN LANGUAGE (4TH-SEMESTER PROFICIENCY)

All students must demonstrate proficiency in a language other than English at the fourth-semester level. Entering students take a Language Placement Exam prior to their matriculation at SU. Those students who have a strong background in language in high school may place out of one or more semesters of language at SU; these students then take the remaining courses necessary to reach the fourth-semester. For example, a student who places out of Spanish I then needs to take Spanish II, III and IV to meet the requirement. It is possible to place out of all four semesters. Students may study any language offered at SU, even with no prior experience in that language. You will be assigned to an appropriate language course based on your Placement Exam results; if you place out of the first semester of language at SU, you will not take a language course in the fall unless you plan to take Spanish. Spanish II is offered in the fall. Otherwise, odd courses (levels I and III in each language) are offered in the Fall; even courses (levels II and IV) are offered in the Spring.

Courses exempt and/or Courses taken: _____

Semesters taken: _____

General Education Program Courses Continued

INTERCULTURAL PERSPECTIVES (3 HOURS)

The goal of this requirement is to help students understand and interrogate their relation to the world. Students develop awareness of their own and others' worldviews by encountering and analyzing how the interaction between material conditions, and cultural beliefs and practices shapes everyday life differently for different peoples in different social, global, and historical contexts. Courses fulfilling this requirement consider similarities and differences in physical and cultural environments, institutions, practices, values, beliefs, worldviews and/or identities. Among Area One requirements, only the Intercultural Perspectives requirement may be satisfied by designated courses taken in Area Two. Courses that satisfy this requirement are marked in the catalog with (IP) following their descriptions.

Course taken: _____

Semester taken: _____

RELIGION (3 HOURS)

Courses satisfying this requirement introduce students to reflections on the meaning of human existence, community, and the universe from the perspectives of the major religious traditions of humankind. Specific courses may focus upon a segment of religious and philosophical tradition or on several religious traditions in comparison. These courses show how religious tradition shapes human consciousness and provides individuals with self-definition and meaning.

Course taken: _____

Semester taken: _____

Reading a Degree Plan

By the second semester of your sophomore year, you must officially declare your major and any minors by filling out a Request For Degree Plan card in the Registrar's office. The degree plan is a way for you and the Registrar to keep track of what you have taken and what requirements you lack in order to graduate.

Too many students don't use their degree plan as a reference, and realize their senior year that they cannot graduate on time because of one or two required classes.

The attached pages are examples of degree plans. But how do you read them? Each degree plan is split into two columns:

Left hand column: this column contains foundation courses (First-Year Seminar, English, math), General Education courses, and any other classes required for graduation from Southwestern by all students with your degree type.

Right hand column: this column contains courses in your major and minor.

Listed in both columns are classes you have taken as well as classes you still need to take. "Due" indicates that you must still take this course.

Remember that 60 hours of upper-level courses must be completed in order to earn a degree. The course number and the course grade are both listed for classes you have taken.

Each student is responsible for meeting all *Catalog* requirements for graduation. The degree plan assists in this task. The plan is routinely checked by your academic advisor and the Assistant Registrar to assure as much accuracy as possible. Students should seek the advice of their academic advisor and direct questions of interpretation to the Registrar.

2007-2008 BACHELOR OF ARTS Specialization: _____

Course	No.	Gr.	Hrs.	Course	No.	Gr.	Hrs.
AREA ONE: (11 courses)				AREA THREE:			
First-Year Seminar	05-012						
College Writing	05-113						
Math or Comp Science	-						
Foreign Language thru sophomore level:							
	-014						
	-024						
	-113						
	-123						
FRA (two different FRAs; P/D/F)			XX	XX			
	47-						
	47-						
Intercultural Persp.	-						
Religion	-						
AREA TWO: (8 courses)				XX	XX		
Humanities (2 courses/6 hours)				XX	XX		
	-						
	-						
Nat.Sci.(2 courses/6 hrs/2 diff depts.)							
Exper. Lab	-						
	-						
Soc.Sci.(2 courses/6 hrs/2 diff depts.)							
	-						
	-						
Fine Arts (2 courses/6 hrs)				XX	XX		
Lecture	-						
Perf/Prod	-						

Date Degree Expected _____ Minimum Total Hours: 121

A "C" average (2.0 or better) on all work attempted (overall and within the major or minor) is required for graduation. No grade below "C-" may be counted toward the required hours in the major, minor, or area of concentration. A minimum of 60 hours must be above intro level. No more than 48 hours may be credited in one subject area. At least 61 hours must be completed at Southwestern, including the last 33 hours.

A major requires at least 30 hours, 60 percent above the introductory level. Sixty percent of the major must be completed at SU, and at least half of the SU hours must be above the introductory level. A minor (optional) requires at least 18 hours, 12 above introductory level (at least 12 hours at SU with 6 of those above intro).

An independent major (area of concentration), approved by the departments and divisions involved, consists of at least 48 hours (24 from one department, 18 above intro; 24 additional hours, 18 above intro). Of the 48 hours, 30 must be completed at SU (15 above intro level).

Each student is responsible for meeting all *Catalog* requirements for graduation. The degree plan assists in this task. The plan is routinely checked by your academic advisor and the Assistant Registrar to assure as much accuracy as possible. Students should seek the advice of their academic advisor and direct questions of interpretation to the Registrar.

2007-2008 BACHELOR OF FINE ARTS Specialization: Theatre

Course	No.	Gr.	Hrs.	Course	No.	Gr.	Hrs.
AREA ONE: (11 courses)				AREA THREE:			
First-Year Seminar	05-012			Core courses:			(28 hrs.)
College Writing	05-113			Theatre Lab (2 hrs)	73-111		
Math or Comp Science	-			Theatre Lab (5 hrs)	73-211		
Foreign Language thru sophomore level:							
	-014				73-143		
	-024				73-153		
	-113				73-163		
	-123				73-183		
FRA (two different FRAs; P/D/F)					74-123		
	47-				74-233		
	47-				74-243		
Intercultural Persp.	-			Capstone			
Religion	-						
AREA TWO: (8 courses)				Emphasis Courses: (36 hrs.)			
Humanities (2 courses/6 hours)					-		
	-				-		
	-				-		
Nat.Sci. (2 courses/6 hrs/2 diff depts.)					-		
Exper. Lab	-				-		
	-				-		
Soc.Sci. (2 courses/6 hrs/2 diff depts)					-		
	-				-		
	-				-		
Fine Arts (2 courses/6 hrs)					-		
Lecture	-				-		
Perf/Prod	-				-		

Date Degree Expected _____ Minimum Total Hours: 121

A "C" average (2.0 or better) on all work attempted (overall and within the major or minor) is required for graduation. No grade below "C-" may be counted toward the required hours in the major, minor, or area of concentration. A minimum of 60 hours must be above intro level. No more than 48 hours may be credited in one subject area. At least 61 hours must be completed at Southwestern, including the last 33 hours.

A major requires at least 30 hours, 60 percent above the introductory level. Sixty percent of the major must be completed at SU, and at least half of the SU hours must be above the introductory level). A minor (optional) requires at least 18 hours, 12 above introductory level (at least 12 hours at SU with 6 of those above intro).

An independent major (area of concentration), approved by the departments and divisions involved, consists of at least 48 hours (24 from one department, 18 above intro; 24 additional hours, 18 above intro). Of the 48 hours, 30 must be completed at SU (15 above intro level).

Each student is responsible for meeting all *Catalog* requirements for graduation. The degree plan assists in this task. The plan is routinely checked by your academic advisor and the Assistant Registrar to assure as much accuracy as possible. Students should seek the advice of their academic advisor and direct questions of interpretation to the Registrar.

2007-2008 BACHELOR OF MUSIC Specialization: Music--

Course	No.	Gr.	Hrs.	Course	No.	Gr.	Hrs.
AREA ONE: (11 courses)				AREA THREE:			
First-Year Seminar	05-012			76-113/80-113			
College Writing	05-113			76-123/80-123			
Math or Comp Science	-			76-223/80-223			
Foreign Language thru sophomore level:				76-233/80-233			
	-014			World Music 80-363			
	-024			Conducting 77-603 or 613			
	-113			Solfege/Ear Training Prof(C in 131)			
	-123			76-101, 111			
FRA (two different FRAs; P/D/F)				76-121, 131			
	47-			Ensembles (78-101/201,121/221			
	47-			131/231, 171/271)			
Intercultural Persp.	-						
Religion	-						
AREA TWO: (8 courses)							
Humanities (2 courses/6 hours)				Principal Instrument:			
	-						
	-						
Nat.Sci.(2 courses/6 hrs/2 diff depts.)							
Exper. Lab	-			Secondary Instrument:			
	-						
Soc.Sci.(2 courses/6 hrs/2 diff depts.)							
	-			Keyboard Proficiency:			
	-						
Fine Arts (2 courses/6 hrs)							
Lecture	-						
Perf/Prod	-						

Date Degree Expected _____ Minimum Total Hours: 121

A "C" average (2.0 or better) on all work attempted (overall and within the major or minor) is required for graduation. No grade below "C-" may be counted toward the required hours in the major, minor, or area of concentration. A minimum of 60 hours must be above intro level. No more than 48 hours may be credited in one subject area. At least 61 hours must be completed at Southwestern, including the last 33 hours.

A major requires at least 30 hours, 60 percent above the introductory level. Sixty percent of the major must be completed at SU, and at least half of the SU hours must be above the introductory level). A minor (optional) requires at least 18 hours, 12 above introductory level (at least 12 hours at SU with 6 of those above intro).

An independent major (area of concentration), approved by the departments and divisions involved, consists of at least 48 hours (24 from one department, 18 above intro; 24 additional hours, 18 above intro). Of the 48 hours, 30 must be completed at SU (15 above intro level).

Each student is responsible for meeting all *Catalog* requirements for graduation. The degree plan assists in this task. The plan is routinely checked by your academic advisor and the Assistant Registrar to assure as much accuracy as possible. Students should seek the advice of their academic advisor and direct questions of interpretation to the Registrar.

2007-2008 BACHELOR OF SCIENCE Specialization: _____

Course	No.	Gr.	Hrs.	Course	No.	Gr.	Hrs.
AREA ONE: (11 courses)		XX	XX	AREA THREE:			
First-Year Seminar	05-012						
College Writing	05-113						
Math or Comp Science	-	XX	XX				
Foreign Language thru sophomore level:							
	-014						
	-024						
	-113						
	-123						
FRA (two different FRAs; P/D/F)		XX	XX				
	47-						
	47-						
Intercultural Persp.	-						
Religion	-						
AREA TWO: (8 courses)		XX	XX				
Humanities (2 courses/6 hours)		XX	XX				
	-						
	-						
Nat.Sci.(2 courses/6 hrs/2 diff subj areas)							
Exper. Lab	-	XX	XX				
	-	XX	XX				
Soc.Sci.(2 courses/6 hrs/2 diff subj areas)							
	-						
	-						
Fine Arts (2 courses/6 hrs)		XX	XX	BS Requirements:			
Lecture	-			BIO50-102, 112			
Perf/Prod	-			BIO50-122, 162			
				CHE51-153, 151,163,161 OR			
				CHE51-173,171,214			
				MAT52-154 and one from:			
				52-253,113,CSC54-143,183			
				PHY53-154 and 53-164			
				Approved Sci. Elective			

Date Degree Expected _____ Minimum Total Hours: 121

A "C" average (2.0 or better) on all work attempted (overall and within the major or minor) is required for graduation. No grade below "C-" may be counted toward the required hours in the major, minor, or area of concentration. A minimum of 60 hours must be above intro level. No more than 48 hours may be credited in one subject area. At least 61 hours must be completed at Southwestern, including the last 33 hours.

A major requires at least 30 hours, 60 percent above the introductory level. Sixty percent of the major must be completed at SU, and at least half of the SU hours must be above the introductory level). A minor (optional) requires at least 18 hours, 12 above introductory level (at least 12 hours at SU with 6 of those above intro).

An independent major (area of concentration), approved by the departments and divisions involved, consists of at least 48 hours (24 from one department, 18 above intro; 24 additional hours, 18 above intro). Of the 48 hours, 30 must be completed at SU (15 above intro level).

Countdown to Graduation

First Year Fall Semester	GRADE	REQ.	First Year Spring Semester	GRADE	REQ.

Total Hours Completed _____

Second Year Fall Semester	GRADE	REQ.	Second Year Spring Semester	GRADE	REQ.

Total Hours Completed _____

Third Year Fall Semester	GRADE	REQ.	Third Year Spring Semester	GRADE	REQ.

Total Hours Completed _____

Fourth Year Fall Semester	GRADE	REQ.	Fourth Year Spring Semester	GRADE	REQ.

Total Hours Completed _____

**ACADEMIC
ENRICHMENT
OPPORTUNITIES**

Academic Enrichment Opportunities

Southwestern University offers many opportunities that allow students to enrich their academic experience. These opportunities include the Paideia Program, Civic Engagement, Departmental Honors Program, internships, various national and international fellowships, and study abroad. Whether you are interested in attending graduate school or eagerly awaiting graduation to enter the work force, these opportunities can better prepare you for life after SU. Although students usually take advantage of some of these opportunities during the junior and senior years, the earlier you begin thinking about the possibilities, the better prepared you will be.

Paideia Program

Southwestern University's Paideia Program provides students with the opportunity to enhance their academic study through the incorporation and interconnection of experiences in three areas: an intercultural/diversity experience; a civic engagement experience; and a collaborative research or creative experience. As a signature element to the program, students will work closely with "Paideia Professors" who will play a vital role in helping students make intentional connections among their experiences in ways that encourage them to reflect on what they learned and how they grew through each experience. Such reflection supports what liberal arts study aims to do: encourage students to become critical thinkers and broaden their perspective on the world around them.

In short, the Paideia Program will involve the following:

Students:

Up to 100 students each year (rising sophomores) may be selected to participate in the program. The application process will include essays from and letters of recommendations for students in good academic and disciplinary standing. Accepted students will be assigned to a Paideia Seminar group of no more than 10 students. The student will remain with that seminar group for the next three years. Seminars will be led by "Paideia Professors" who will conduct a minimum of three seminar sessions each academic semester for each seminar group. Students will develop a series of reflections on their learning opportunities. The Paideia Program will pay \$1000 of Paideia-related expenses on behalf of each Paideia student, providing that students comply with all program requirements. Participating students' academic records will acknowledge their participation in the Paideia Program.

Faculty:

Paideia Professors will serve renewable three-year terms. Paideia Professors will conduct a minimum of three Paideia Seminars each academic semester, per seminar group, and will assist students, in conjunction with Paideia Program staff, in connecting opportunities related to the Paideia Program to academic coursework and reflecting on these connections.

Paideia Staff:

The Director and staff of the Paideia Program will assist students and faculty in setting goals, developing learning opportunities, scheduling seminars, selecting student and faculty participants and providing general support for the program.

* The Paideia Program was envisioned by Southwestern's Provost and Dean of the Faculty, James W. Hunt, with support from a variety of faculty and staff.

Academic Enrichment Opportunities Continued

Civic Engagement

The Office of Civic Engagement serves as the primary campus resource for outreach opportunities in the greater community. Office staff, which includes the Coordinator of the Program and an Americorps*VISTA volunteer, regularly meets with students interested in civic engagement to help them identify civic engagement opportunities that best fit their respective degree plans (if applicable), interests, skills, and passions. Student organizations are free to contact the Office at any time to discuss social justice, service, or any other volunteer activities for their members. The role of this Office at Southwestern is not only to encourage and facilitate civic engagement, which includes activism, volunteerism, service, and community-based learning, but to raise student consciousness about the systemic public and social issues such activities address.

The Office of Civic Engagement is located in Mood-Bridwell Hall, Room 305. Call the Coordinator, Suzy Pukys, at 863-1987 or email pukyss@southwestern.edu to schedule an appointment to learn more about outreach opportunities of all kinds in Central Texas.

Departmental Honors Program

The faculty of Southwestern University makes available to highly motivated and able students a Departmental Honors Program, designed to allow students to engage in a substantial project in their major area of study near the end of their undergraduate career. The honors project is an independent endeavor that is developed and executed by the student in consultation with an honors advisor. The project research could take the form of a substantial paper based on empirical and/or bibliographic research, creative works, and the like. To be considered for admittance to the Departmental Honors Program, students should ordinarily have a minimum cumulative grade point average of 3.4 and a minimum grade point average of 3.6 in the major. Admission to the Honors Program requires approval of the department. Approval is based on an informal assessment of the student's academic ability and motivation to carry out a substantial independent project, the coherence and feasibility of the project, and the availability and willingness of an appropriate faculty advisor and supervisory committee. Ordinarily, students enroll for Honors credit no earlier than the second semester of their junior year. The student who successfully completes an honors project will graduate "with honors" in his/her major, and "With Honors" will be designated on his/her permanent record and diploma. For further information, consult the Southwestern University Catalog and/or talk with your advisor.

Academic Internships

Academic internships are offered by a number of departments and programs at Southwestern. These internships allow students to acquire new knowledge and to integrate that knowledge with concepts that have been learned through more traditional academic experiences. Internships for credit require significant academic work beyond on-site hours, such as keeping a journal, writing, research, classroom meetings and presentations. This academic component, supervised by a faculty member, is part of what distinguishes academic internships from part-time or full-time employment, volunteer work, or non-credit internships. Students can earn academic credit in their major or minor. Except under certain circumstances, all academic internships will be graded on a Pass/D/Fail basis. The internship must be approved and supervised by the department involved.

Academic Enrichment Opportunities Continued

Internships offer a way to expand a student's education and turn theory into practice. They are valuable experience that will help students distinguish themselves in the job market and when applying for graduate school.

If you are interested in an academic internship, you should:

- Go to Career Services to meet with the Internship Coordinator, prepare a resume, attend workshops, and explore information on careers, jobs, and internships;

-Find out if your department or academic program has additional material on academic internships;

-Check the Catalog and ask your academic advisor if he/she is aware of additional materials or requirements. If you are applying for an international or other off-campus academic program, find out if internships are an option;

-Make an appointment with the faculty member(s) responsible for supervising internships in your department. Discuss credit hours and requirements. (Be sure to do this well before pre-registration for the semester or summer term in which you are interested);

-Complete all of the necessary materials and meet the deadlines for registration.

Fellowships

Southwestern University students can compete for numerous fellowships to support undergraduate and graduate study, research and internships/apprenticeships both in the United States and abroad. A fellowship rewards personal and academic achievements, recognizes future potential and opens doors to opportunities that would otherwise seem beyond reach to many students. Most fellowships are highly competitive and prestigious, and offer substantial financial rewards. Southwestern University students **can** and **do** compete successfully to earn these awards. Because of the competitive nature of many fellowships, students should begin researching opportunities as early as their first year at SU. Many application processes take as long as a full calendar year and may require on campus and off-campus interviews. The Southwestern Committee on Fellowships is a resource for students exploring and applying to fellowships. The Committee publicizes fellowships and provides individual campus contacts for each fellowship to assist students in evaluating their eligibility and preparing a competitive application. To ensure students' greatest chance at success, Southwestern requires all students applying for fellowships to work with the University Committee on Fellowships.

Study Abroad

Southwestern University believes that cross-cultural awareness is an integral part of a liberal arts education. It therefore strongly encourages students to study abroad. A summer, semester or year spent overseas opens a window to a world of new experiences, and sheds light on past experiences and preconceptions. Study abroad is a life-changing opportunity which can bring a fresh perspective to international political and economic issues, interpersonal relationships, and career choices.

Academic Enrichment Opportunities Continued

Students are encouraged to begin planning early, in order to allow ample time for academic and cultural preparation. In order to finish the degree in a timely fashion, it is important to consider what courses and pre-requisites must be completed before departure. Accordingly, it is never too early to begin planning. International Studies majors should especially be aware that study abroad is a requirement for completion of the degree.

Office of Intercultural Learning

The first stop for information is at the Office of Intercultural Learning. The reception and check-in is located in 311 Mood-Bridwell Hall. The resource room is found in Rm. 304, and contains information on study, work and travel opportunities. Sue Mennicke, the Director of Intercultural Learning and International Students Services, can be found in Rm. 309. Stop by to browse and gather information in the resource room during regular office hours. If you would like to schedule an appointment to discuss your plans, please call 863-1857.

MAJORS/ MINORS

Majors and Minors

This is a list of majors and minors available at Southwestern University. All majors require at least 30 hours (18 above the introductory level). All minors require at least 18 hours (12 above the introductory level). Department and Program Chairs are listed for your convenience. PLEASE CONSULT THE CATALOG FOR SPECIFIC MAJOR/MINOR REQUIREMENTS.

MAJOR/MINOR

Accounting
American Studies

Animal Behavior
Anthropology
Art
Art History
Biochemistry
Biology
Business
Chemistry
Classics
Communication Studies
Computational Mathematics
Computer Science
Economics
Education
English
Environmental Studies
Feminist Studies
French
German
History
Independent Major
International Studies
Kinesiology
Latin
Latin American Studies
Mathematics
Music
Paired Majors
Philosophy
Physics
Political Science
Pre-Medical/Pre-Dental Programs
Pre-Engineering Program
Pre-Veterinary Program
Psychology
Religion
Sociology
Spanish

Theatre

CHAIR

Dr. John Delaney, Economics/Business
Dr. David Gaines, English (Fall '07)
Dr. Bob Bednar, Comm. Studies (Spring '08)
Dr. Romi Burks, Biology
Dr. Melissa Johnson, Sociology/Anthropology
Prof. Star Varner, Studio Art
Dr. Kim Smith, Art History
Dr. Emily Niemeyer, Chemistry/Biochemistry
Dr. Rebecca Sheller, Biology
Dr. John Delaney, Economics/Business
Dr. Emily Niemeyer, Chemistry/Biochemistry
Dr. Hal Haskell, Classics
Dr. Bob Bednar, Communication Studies
Dr. Kendall Richards, Math/Computer Science
Dr. Kendall Richards, Math/Computer Science
Dr. John Delaney, Economics/Business
Dr. Michael Kamen, Education
Dr. Jim Kilfoyle, English
Dr. Laura Hobgood-Oster, Religion/Philosophy
Dr. Elaine Craddock, Religion/Philosophy
Dr. Glenda Carl, French/German/Chinese
Dr. Glenda Carl, French/German/Chinese
Dr. Thomas McClendon, History
Contact appropriate department chair
Dr. Alicia Gaunder, Political Science
Dr. Jimmy Smith, Kinesiology
Dr. Hal Haskell, Classics
Dr. Daniel Castro, History
Dr. Kendall Richards, Math/Computer Science
Dr. Kiyoshi Tamagawa, Music
Contact appropriate department chair
Dr. Laura Hobgood-Oster, Religion/Philosophy
Dr. Steve Alexander, Physics
Dr. Eric Selbin, Political Science
Dr. Emily Niemeyer, Chemistry/Biochemistry
Dr. Bill O'Brien, Physics
Dr. Romi Burks, Biology
Dr. Jacquie Muir-Broadbudd, Psychology
Dr. Laura Hobgood-Oster, Religion/Philosophy
Dr. Melissa Johnson, Sociology/Anthropology
Dr. Carlos de Oro, Dr. Katy Ross, Dr. Joseph Zavala, Spanish
Dr. Rick Roemer, Theatre

MINORS NOT OFFERED AS MAJORS

Architecture & Design Studies

Chinese

Dance

Education

Greek

CHAIR

Dr. Thomas Howe, Art History

Dr. Carl Robertson, Chinese

Dr. Rick Roemer, Theatre

Dr. Michael Kamen, Education

Dr. Hal Haskell, Classics