# YOUR ACADEMIC ADVISORS & FACULTY MENTORS

## Parks College Academic Advising

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Masiulis</td>
<td>Academic Services Manager</td>
<td>(314) 977-8234</td>
<td><a href="mailto:masiulis@slu.edu">masiulis@slu.edu</a></td>
</tr>
<tr>
<td>Nancy Childrey</td>
<td>Academic Advisor</td>
<td>(314) 977-8234</td>
<td><a href="mailto:sheen@slu.edu">sheen@slu.edu</a></td>
</tr>
<tr>
<td>Summer King</td>
<td>Academic Advisor</td>
<td>(314) 977-5494</td>
<td><a href="mailto:summerking@slu.edu">summerking@slu.edu</a></td>
</tr>
<tr>
<td>Lauren Tancock</td>
<td>Academic Advisor</td>
<td>(314) 977-2517</td>
<td><a href="mailto:tancock@slu.edu">tancock@slu.edu</a></td>
</tr>
</tbody>
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### Special Program Advisors

<table>
<thead>
<tr>
<th>Program:</th>
<th>Advisor:</th>
<th>Phone:</th>
<th>Email:</th>
<th>Notes:</th>
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</table>

### Faculty Mentors

<table>
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<tr>
<th>Program:</th>
<th>Advisor:</th>
<th>Phone:</th>
<th>Email:</th>
<th>Notes:</th>
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**Scheduling an Appointment with Your Parks College Advisor**

Saint Louis University recently made it easier to schedule appointments with your academic advisor. Log into your MySLU account and go to the Tools tab. Click on the icon titled “SLU Appointments”. Select Academic Advising from the option list and click on “Make Appointment”. Then select a time frame that works for you and leave your information and reason for scheduling an appointment. A screen will appear that confirms the date and time of your appointment.

**How to Look Up Your Advisors & Mentors**

Log into Banner Self Service → Student Menu → Student Records → View Student Information → Select Current Term → Submit → Go to All Advisor Listing

* If no names are returned, please see the Secretary for your Department.
Email Etiquette

Email is SLU’s primary method for communicating with students. You will receive important information via email from faculty, advisors and administrators. Students are required to use their SLU email account when emailing advisors. Please follow the email guidelines below when corresponding with faculty or staff.

1) Provide your full name and Banner ID.
2) Be brief. Save lengthy explanations for face-to-face meetings or phone calls.
3) Include important information such as dates, course name, CRN, section number, etc.
4) DO NOT TYPE IN ALL CAPITAL LETTERS. do not type in all lower case letters.
5) Use proper English grammar and punctuation. Use full words, not text message abbreviations or language.
6) Save important email correspondence as documentation of conversations.

Academic Advisor Meeting Check List

☐ Discuss core degree requirements, courses for upcoming registration, and course prerequisites.
☐ Should you pursue a minor or certificate in another subject that interests you, or just take a few courses in that area?
☐ How can you fit all the courses you would like to take and are required to take into four years?
☐ Courses you might like to take off-campus next summer.
☐ Is there anything keeping you from performing to your best ability in your classes? How can you improve?

Faculty Mentor Meeting Check List

☐ Discuss Major/Minor Requirements, courses for upcoming registration, and course prerequisites.
☐ Will a minor or certificate compliment your degree or academic interests?
☐ What can you do with this degree when you graduate?
☐ What research/internship opportunities are available in your department?
☐ What courses should you take during a semester abroad and upon your return?
☐ How should you prepare for graduate school?
## Fall 2014 Important Dates and Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 25</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 29 (end of week 1)</td>
<td>Last day to add or drop classes using Banner Self-Service</td>
</tr>
<tr>
<td>September 2-5 (Week 2)</td>
<td><strong>Change of Registration</strong> – Use Change of Registration Form to drop (Advisor signature) and add (Instructor, Advisor and Dean’s Office signature)</td>
</tr>
<tr>
<td>September 5</td>
<td>Last day to drop without a “W.” Need Advisor’s signature.</td>
</tr>
<tr>
<td>September 26</td>
<td>Last day to receive a partial refund of tuition</td>
</tr>
<tr>
<td>October 13-18</td>
<td>Midterm Exam Week</td>
</tr>
<tr>
<td>October 20-21</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 21 by 5pm</td>
<td>Deadline for Midterm Grades to be posted to Banner</td>
</tr>
<tr>
<td>October 31</td>
<td>Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>November 3 at 7am</td>
<td>Senior Banner Online registration begins</td>
</tr>
<tr>
<td>November 10 at 7am</td>
<td>Junior Banner Online registration begins</td>
</tr>
<tr>
<td>November 17 at 7am</td>
<td>Sophomore Banner Online registration begins</td>
</tr>
<tr>
<td>November 24 at 7am</td>
<td>Freshman Banner Online registration begins</td>
</tr>
<tr>
<td>December 8</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 10-16</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>December 18 by 5pm</td>
<td>Deadline for Final Grades to be posted to Banner</td>
</tr>
</tbody>
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## Spring 2015 Important Dates and Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 12</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 16 (end of week 1)</td>
<td>Last day to add or drop classes using Banner Self-Service</td>
</tr>
<tr>
<td>January 19-23 (Week 2)</td>
<td><strong>Change of Registration</strong> – Use Change of Registration Form to drop (Advisor signature) and add (Instructor, Advisor and Dean’s Office signature)</td>
</tr>
<tr>
<td>January 23</td>
<td>Last day to drop without a “W.” Need Advisor’s signature.</td>
</tr>
<tr>
<td>February 13</td>
<td>Last day to receive a partial refund of tuition</td>
</tr>
<tr>
<td>March 2-7</td>
<td>Midterm Exam Week</td>
</tr>
<tr>
<td>March 9-14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 10 by 5pm</td>
<td>Deadline for Midterm Grades to be posted to Banner</td>
</tr>
<tr>
<td>March 27</td>
<td>Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>April 6 at 7am</td>
<td>Senior Banner Online registration begins</td>
</tr>
<tr>
<td>April 13 at 7am</td>
<td>Junior Banner Online registration begins</td>
</tr>
<tr>
<td>April 20 at 7am</td>
<td>Sophomore Banner Online registration begins</td>
</tr>
<tr>
<td>April 27 at 7am</td>
<td>Freshman Banner Online registration begins</td>
</tr>
<tr>
<td>May 4</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 6-12</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>May 14 by 5pm</td>
<td>Deadline for Final Grades to be posted to Banner</td>
</tr>
</tbody>
</table>

*Please check the Registrar’s website for the most current information: [http://registrar.slu.edu](http://registrar.slu.edu)*
Welcome to Parks College at Saint Louis University!

I am pleased to welcome you to the Parks College of Engineering, Aviation and Technology community. The Academic Advising Office is here to help you throughout your undergraduate education. We are excited to begin the new academic year with you.

The services provided by the Parks College Academic Advising Office go far beyond course selection. Academic Advisors are highly trained professionals who will meet with you individually and get to know your interests and goals. Advisors can provide you with important tools for academic success and connect you to a wealth of resources at Saint Louis University. Your Academic Advisor is here for you, whether you have a question or concern, or just want to share your good news with us. We love to hear about the great things Parks College students are doing!

This handbook will provide you with the important information Parks College students need to know. I hope you will bring this to your Academic Advising appointments and use it to hold your important academic documents. You can use it to locate information about university policies and procedures, campus resources and registration information. You will also find helpful information about time management and math study skills. Please take the time to read through this handbook in its entirety and become familiar with its contents.

Thank you for choosing Parks College and Saint Louis University. We look forward to getting to know you! Go Billikens!

Best Wishes,

Jennifer Masiulis
Academic Services Manager
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SAINT LOUIS UNIVERSITY MISSION STATEMENT

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God’s creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values.

Scholarship and Knowledge
By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.

Intellectual Inquiry and Communication
By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building
By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service
By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values
By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.
Parks College of Engineering, Aviation and Technology

Rooted in the Catholic Jesuit values of Saint Louis University, the mission of Parks College of Engineering, Aviation, and Technology is to form technically proficient and socially responsible engineering and aviation innovators and leaders for the world.

Goals of Advising at SLU

The Advising Model at SLU focuses on students working collaboratively with not only their Academic Advisor, but also with Faculty Mentors and Career Development Specialists in order to create successful student experiences. The goals of the Advising Model are to:

- Connect students to their academic communities (including Mentors and Advisors)
- Facilitate an understanding of relevant academic policies and procedures
- Support each student in assessing and pursuing his/her educational and career goals

Office of Academic Advising

Academic Advising promotes the holistic growth of students, respectful of their individual goals. Our integrated program works collaboratively with the University community in support of students’ academic success. Academic Advising also maintains student records, provides essential academic information and interprets academic policy for Parks College students.

What is an Academic Advisor?

You will be assigned an Academic Advisor for the entirety of your academic career to assist with curriculum development and planning; refer to resources for academic and career success; and clarify the program/curriculum requirements as they relate to the Jesuit model of education and the Five Dimensions.

What is a Faculty Mentor?

You will be assigned a Faculty Mentor within each major, minor, and special program you are pursuing. The Faculty Mentor will help you identify your academic and career goals; recommend courses of study and experiences in pursuit of these goals; and consider the role of the Five Dimensions in preparing you for life and the world of work.
ADVISING & MENTORING EXPECTATIONS

At Saint Louis University, it is our expectation that our students will be successful. Students will work closely with their Faculty Mentors in addition to working with their Academic Advisor to establish their education plan. Ongoing interaction and communication between students and their Academic Advisor and Faculty Mentors is essential for academic success.

STUDENT ROLE
- Be active participants in the Advising process
- Create a curriculum plan which:
  - Accommodates individual values, personality, abilities, and interest
  - Takes into account current academic progress (GPA, class standing, etc.)
  - Leads to completion of degree requirements
- Explore and engage in the unique opportunities available through Saint Louis University
- Establish communication with Academic Advisors and Faculty Mentors
- Seek feedback and advice to make informed academic decisions
- Come to meetings on time, prepared, and with questions and relevant materials

ACADEMIC ADVISOR ROLE
- Aid students in developmental transitions
- Assist students in creating their curriculum plans, including review of academic performance
- Clarify the program/curriculum requirements, particularly as it relates to the SLU Mission
- Introduce students to resources for academic and career success
- Clarify the purpose and roles within the Advising Model
- Participate in ongoing training and development

FACULTY MENTOR ROLE
- Establish a Mentor-Student relationship
- Discuss each student’s educational and career goals
- Discuss academic courses of study, experiences, and resources as they relate to the Saint Louis University Mission
- Help students to foster relationships with faculty and staff in their college/school communities
- Discuss academic performance as it relates to post-baccalaureate pursuits (i.e., opportunities for career, professional school, graduate school)
- Participate in ongoing training and development

Advisor & Mentor Relationship Basics
- Ask your advisor and mentor how they prefer to schedule meetings or if they have specific walk-in hours.
- Provide sufficient notice when requesting meetings.
- Bring all the materials and information you may need in the meeting. Come prepared with questions.
- Arrive on-time or call before the appointment time to cancel or reschedule.
- No shows take up appointment times other students could have used. Be respectful of your fellow students by showing up, or cancel at least 1 day prior.
SLU APPOINTMENTS

Online scheduling for Advising, Tutoring, Writing Center, and Career Services.
1. Sign in to MySLU.
2. Click on the “Tools” tab.
3. Click on the “SLU Appointments” icon.

4. Select an office from the list to schedule an appointment.

5. You may schedule an appointment by clicking on “Make Appointment”. If you need to check your appointment time or reschedule, click on “View Appt History”.

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MISSED APPOINTMENT POLICY

This policy is meant to provide students with the best opportunity to be assisted by an Advisor. Missed appointments prevent other students from having the opportunity to meet with their Advisor in a timely fashion. Additionally, waiting for late students to arrive reduces the productivity of Advisors who could be dedicating that time to assisting other students or working on other advising related responsibilities.

CANCELLATIONS

- If you need to cancel an appointment, please do so at least 24 hours in advance.
- If you need to cancel an appointment less than 24 hours in advance, please call your Advisor directly.
- To reschedule, students should come by the Advising Office to sign up for a new appointment or reschedule directly on SLU Appointments.

MISSED APPOINTMENTS (NO SHOWS)

- Students who do not show up for an appointment and do not contact the Advisor at least one hour in advance to cancel will be considered as a no show (missed appointment).
- Students arriving more than 10 minutes late will be counted as a no show (missed appointment).
- Students who miss two appointments will have to wait at least ten working days from the last missed appointment to see an Advisor. The day of the missed appointment is counted as Day One, so the first day the student can make an appointment will be Day Eleven.
- If the Advisor does not have an open appointment on Day Eleven, the student will have to wait until the next available opening to be seen.

EXCEPTIONS:

- If you have to miss because of an illness or unexpected emergency and you cannot give your Advisor advance notice, you will need to show proof of the situation with a note from Student Health and Counseling, medical provider or other appropriate official.
- If you have to miss an appointment due to work, you are expected to cancel within 24 hours of your appointment time.
- Other exceptions will be considered on a case-by-case basis.
STUDENT LEARNING OUTCOMES

In addition to the goals of the Advising Model, outcomes have been established for students. Below you will find a table of the outcomes along with the resources to assist you in achieving them. Website address and contact information for each resource can be found in the back of this handbook.

Your First Year

<table>
<thead>
<tr>
<th>Outcome (Students will...)</th>
<th>Resource (...by using...)</th>
</tr>
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<tbody>
<tr>
<td>Access information about campus resources.</td>
<td>• SLU Website</td>
</tr>
</tbody>
</table>
| Identify their academic advisor and faculty mentor. | • Banner Self-Service  
• Instructions in front of handbook |
| Identify information about degree requirements. | • University Academic Catalog  
• Flow Sheet |
| Understand prerequisites and course sequences. | • Banner Course Descriptions  
• Flow Sheet |
| Know how to access information about academic programs. | • University Academic Catalog  
• Department Websites |
| Understand registration policies and procedures. | • University Academic Catalog  
• Registrar’s Website  
• Academic Advising Office MDH 1004 |
| Register for classes using Banner Self-Service. | • Registrar’s Website |
| Calculate a SLU semester and cumulative grade point average. | • Registrar’s Website under FAQ’s |
| Locate and use the Academic Calendar and the Undergraduate Catalog. | • Registrar’s Website |
| Identify information about the Jesuit model of education/the Five Dimensions. | • Jesuit Mission Website |

What is a Flow Sheet?
A flow sheet represents the suggested order of completion of degree requirements. Students should keep a copy and use it to keep track of their progress through the degree requirements. If you do not have a flow sheet for your degree program, ask your Department Administrative Secretary, Faculty Mentor, or Academic Advisor for a copy. Some program flow sheets are available at http://parks.slu.edu.
### Your Second Year

<table>
<thead>
<tr>
<th>Outcome (Students will...)</th>
<th>Resource (…by using...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand degree requirements.</td>
<td>• Discuss degree requirements with faculty mentor and academic advisor. Ask why certain requirements are important.</td>
</tr>
</tbody>
</table>
| Work effectively with a faculty mentor to review their academic progress in an intended or declared academic program. | • University Academic Catalog  
• Flow Sheet |
| Develop attainable academic goals. | • Discuss ideas with your Faculty Mentor and Academic Advisor to clarify your goals and identify strategies for reaching those goals. |
| Utilize Banner Self-Service to develop a Degree Evaluation (Degree Audit, also known as CAPP). | • Registrar’s Website  
• Banner Self-Service |
| Understand appropriate formal academic processes. | • University Academic Catalog  
• Registrar’s Website  
• Academic Advising Office MDH1004 |
| Identify internship, practicum and undergraduate research opportunities. | • Faculty Mentor  
• Career Services Website  
• Academic Department Chair/Mentor  
• Email announcements |

### Your Third and Fourth Year

<table>
<thead>
<tr>
<th>Outcome (Students will...)</th>
<th>Resource (…by using...)</th>
</tr>
</thead>
</table>
| Integrate elements of the Jesuit model of education and the Five Dimensions of the SLU experience into curriculum development and planning. | • Jesuit Mission Website  
• Academic Advisor |
| Understand the application for the degree conferral process. | • Registrar’s Website  
• Commencement Website  
• Academic Advising Office MDH 1004 |
| Access information about post-graduation employment opportunities, and/or professional school and graduate school opportunities. | • CareerLink database  
• Career Services Website under Graduate School Assistance |
| Understand Commencement and the degree award process. | • Registrar’s Website  
• Commencement Website  
• Academic Advising Office MDH 1004 |
PARKS COLLEGE ACADEMIC POLICIES

In addition to University policies as stated in the University Academic Catalog, some special policies and procedures apply to students enrolled in Parks College. The full catalog can be accessed on registrar.slu.edu, under Academic Catalogs.

Special Registration Procedures

Pass/No Pass Option
The “P” grade is equivalent to a “C” grade or better, and the “NP” grade is equivalent to a grade of “C-”, “D”, or “F.” Pass/No Pass marks do not affect a student’s grade point average. The maximum number of hours that may be taken on a Pass/No Pass basis is eighteen (18), but not more than one course is permitted during any one semester. These eighteen (18) hours may be taken under the following options:
1. Any hours above the number required for graduation.
2. Any hours within the number required for graduation which are no longer specified due to the results of testing out of courses and/or advanced placement.
3. Any hours within the area of concentration which are not required by the controlling department and for which the student has received the approval of the advisor.

Pass/No Pass hours are NOT counted towards fulfilling degree requirements. The student must register as a Pass/No Pass member of the class. This status becomes permanent at the time of registration. This means a student may not change a Pass/No Pass course to standard grading after registration. The student is responsible for seeing that the above conditions are met.

Audit
To enroll in a course on an audit basis students must:
1. Submit completed Petition for Course Audit and
2. Receive approval by their college or school.
Students will be charged at the standard per-credit rate for courses taken on an audit basis. Students will not receive academic credit for a course taken on an audit basis and therefore the course will not count toward attempted credits, earned credits or graduation requirements. Enrollment in audit courses will be indicated on academic transcripts as an ‘AU’. If the conditions authorized in the Petition for Course Audit are not met, the instructor may request an authorized withdrawal of the student. A course registered for credit may be changed to audit only through the last day of the add/drop period. A course registered for audit may be changed to credit only through the last day of the add/drop period.

Registration at Another Educational Institution
Classified students at Parks may not register for courses at other educational institutions without prior written approval of the Dean of Parks College.

Flight Instruction at Other Institutions
Once a student has enrolled at Parks College, all subsequent flight instruction must be completed in residence at the College. Flight instruction outside of the College’s FAA-approved pilot instruction curricula is not permitted without prior written approval from the Chair of the department (whether currently enrolled or not). Students who receive flight instruction outside the approved curricula without prior approval are subject to dismissal from the program.
Flight fees will be charged in addition to the regular tuition. Please contact the Department for the current rates.

Students with prior flight experience/certification will be evaluated for proficiency at the corresponding flight certification level. Based on the results of such evaluation, the Chief Flight Instructor will recommend either some remedial training or continuation to the next level of training. Ground school courses completed at a Part 141 flight school may be transferable; those completed at a Part 61 flight school may not be transferable. Early consultation with the Department Chair and/or the Chief Flight Instructor is strongly recommended.

**Special Academic Requirements**

**Attendance**
As a policy, undergraduate students are expected to attend regularly all classes, laboratory sessions and examinations. The implementation of this policy is left to the discretion of the individual instructor with the following exception: no absences are permitted in any course, which is required for the Federal Aviation Administration (FAA) regulated pilot certification courses. FAA regulations specify the number of hours required in the approved programs. Students should contact the academic department for details of these regulations.

If any absences occur, it is the student’s responsibility to make up the missed work. Since the student is expected to attend classes regularly, the instructor is not obligated in any way to provide make-up examinations or additional help on material covered when a student is absent.

When, in the judgment of the instructor, a student has accrued an excessive number of absences, the instructor may report this on the appropriate excessive absence form to the student and his/her advisor. This report is, in effect, a warning. At the discretion of the instructor a failing grade may be given.

When a student is absent because of an authorized student activity, the instructor, providing that the faculty member directing such student activities secures prior approval from the Dean’s office, may excuse the absence. Any scholastic difficulties resulting from the absence, as well as any assignments and examinations, remain the student’s responsibility.

**Minimum GPA for Flight Training**
If a student’s GPA drops below a 2.0, that student will not be eligible for a flight slot the following semester.

**Academic Categories**

**Unclassified**
Anyone enrolled in Parks College who is not pursuing a program of studies designed to obtain a degree from the college or university but who enrolls in one or more classes will be considered an unclassified student. Unclassified students who subsequently decide to pursue a degree must complete the entire process of applying for admission and must be admitted under the usual guidelines and procedures.

**Students in Good Academic Standing**
Students with a cumulative grade point average of 2.00 or higher are classified as students in good standing. Such students are classified as part-time if enrolled for less than twelve
hours, full-time if enrolled for between twelve and eighteen credit hours, and full-time on overload if enrolled for more than eighteen credit hours.

**Students on Supervisory Status**
Minimum satisfactory scholastic achievement at Parks College is represented by a 2.00 cumulative grade point average (a C average). Anyone whose current or term grade point average is below 2.00 and whose cumulative grade point average is above a 2.00 will be considered on supervisory status during the term in which they next attend Parks College. Such students must see their Academic Advisor prior to the third day of classes of the next enrolled term.

Supervisory conditions include:
1. Student will not hold office in any student organization during the period of probation.
2. Student will be restricted to no more than 15 credit hours. The Academic Advisor may grant exceptions to these rules.
3. After receiving their mid-term grades, student must consult with their advisor as to their academic performance. If the student fails to do so, a registration hold will be placed on their academic record.

**Students on Contract Status**
Anyone whose overall grade point average is **below 2.00** will be considered on contract status (probation) during the term in which they next attend Parks College. Such students must see their Academic Advisor prior to the third day of class of next term of enrollment.

Contract conditions include:
1. Student may not hold office in any student organization during the period of probation.
2. Student will ordinarily be restricted to no more than 15 credit hours.
3. After receiving their mid-term grades, student must consult with their advisor as to their academic performance. If the student fails to do so, a registration hold will be placed on their academic record.
4. Student will be required to sign a contract stating that he or she will decrease the credit point deficiency by a fixed amount (to be determined by Parks College) and acknowledging that failure to satisfy this contract can result in dismissal from Parks College. Parks College may grant exceptions to these rules.

The pre-registration of students on supervisory and contract status will be cancelled if the student fails to see their Academic Advisor prior to the third day of class of next term of enrollment. Students who have not registered and attended classes within the first three days of the semester may not be allowed to enroll. A registration hold will be placed on their academic record.

**Dismissed Students**
Parks College enforces the university’s policy on academic dismissal. A student may be dismissed if he or she fails to reach a 2.0 cumulative GPA within two semesters subsequent to the assignment of probation status or reaches a grade point deficiency of more than 15 points. Any student on contract status who does not satisfy the contract he or she signed with Parks College may be dismissed. In addition, any student who fails a course three times can be dismissed from the college.

**Appeal Options for Dismissed Students**
A dismissed student may attempt to again attend Parks College by appealing to the Dean. Information regarding this appeal may be obtained from the Dean’s office.
PARKS COLLEGE CORE CURRICULUM

In addition to general requirements specified by the University, all students in degree programs leading to Bachelor of Science degrees must satisfy the Parks College Core Curriculum requirements and additional requirements specified by the individual academic programs.

Individual degree programs may require specific courses in order to satisfy these requirements. It is recommended that students consult their Academic Advisor, Department Chairperson or Program Director for guidance in choosing core curriculum courses.

**Professional Orientation (minimum of 1 credit)**
One course designed for incoming freshman students providing an orientation to careers in the intended field of study. Also included is presentation of resources available to students from the department, college, and university.

**Jesuit Tradition (minimum of 12 credits)**
Theology (3 Cr.)
Philosophy and/or Ethics (3 Cr.)
Humanistic Values (6 Cr.)
   Humanistic value courses shall be chosen from Philosophy, Theology, Social and Behavioral Sciences (including courses from Anthropology, Communications, Economics, Education, Political Science, Psychology, Public Policy Studies, Sociology, or Social Work), or Humanities (including courses from Fine Arts, Literature, History, or Foreign Language).

**Knowledge (minimum of 16 credits)**
Science with laboratory experience (4 Cr.)
   Science courses shall be chosen from Astronomy, Biology, Chemistry, Engineering Science, Geology, Meteorology, and Physics.
Mathematics (3 Cr.)
Computer Science/Information Technology (3 Cr.)
Additional experience in Science and/or Mathematics (6 Cr.)
   Science courses shall be chosen from Astronomy, Biology, Chemistry, Engineering Science, Geology, Meteorology, and Physics.

**Communication Skills (minimum of 3 credits)**
Written or Oral Communication (3 Cr.)

**Cultural Diversity (minimum of 3 credits)**
These courses shall be chosen from a list provided by the College of Arts and Sciences, found at http://www.slu.edu/x12585.xml. Students may also satisfy the cultural diversity requirement for an academic term of study at an institution where the culture is significantly different from the students’ native culture. Students should consult with their Department Chair prior to the semester of study at another institution.

**Capstone Experience (minimum of 3 credits)**
A senior-level course or sequence of courses providing opportunities for students to use their acquired and accumulated knowledge on a problem or in a setting that is representative of that found in the profession.
RECOMMENDED MINIMUM COMPUTER SPECS

Research has determined that 99% of incoming students to Saint Louis University bring with them a computer and associated software. In order to realize the greatest benefit of the technology, a set of minimum recommendations have been developed to offer you a degree of continuity with the existing infrastructure and various program requirements. It is strongly recommended that you contact your department chairperson to determine the best computer configuration for your particular program.

In order to provide guidance in your selection of a computer for your Saint Louis University experience the faculty and staff of Parks College recommend the following minimum guidelines when selecting a computing platform and operating system. These recommendations are intended to serve as a college-wide minimum platform not necessarily tailored to a specific program or course. If you have questions about the usability of a particular computer feel free to ask the Chairperson of the department you are interested in joining.

Recommended System
Type: PC or MAC with Boot Camp or Parallels to run Windows Applications
Form Factor: Notebook/Laptop or Tablet
CPU: Core i5-3540m – 2.7 GHz (Dual Core or Better)
Operating System: Microsoft Windows 7 or MAC OS 10.8 Mountain Lion
Memory: 4 Gigabytes
Hard Drive: 320 Giga
Video: 256 MB integrated memory or Intel HD graphics
Optical: DVD +/- RW
Wireless Network: 802.11g or 802.11n
Network Card: RJ45 (typical network connection)
Port: Two, USB 2.0, Two USB 3.0
Port: One, VGA Out

Example Systems
A Dell Latitude E5430 with a Core i7 3.0GHz, 4GB of memory, and 500GB Hard Drive retails for $1,318 (5/23/2014)
A MacBook with similar configuration retails for $1,199 (5/23/2014)
This should not be construed as an endorsement of Dell, or MAC computers but only examples of the cost of a computer with these specifications.
The MacBook will require an adapter purchased separately to be compatible with projectors used at SLU.
Most engineering applications will only work with a windows operating system if you decide to go with a mac you will need to install windows with either Boot Camp or Parallels for full compatibility.
A Discrete graphic card is not needed but would be beneficial for 3D applications in Civil Engineering or Aerospace and Mechanical Engineering.

Recommended Items
Jump Drive: 16 Gigabyte

Optional Items
Warranty: Multi-year with accidental damage protection
Video: Video Port or Digital Video Interface (VGA Capable)
Processor: i7-3540M 3.0GHz
Memory: 6 or 8 Gigabytes
Hard Drive: 500 Gigabyte 7200 rpm or SSD for faster performance
Battery: High Capacity
Carrying Case: Backpack with separate padded space design for laptops
Office Suite: http://www.slu.edu/x33127.xml
Keyboard/Mouse: USB, 3 Button Scroll Mouse or Trackball for CAD classes
Power Strip: Surge Suppressing
Ports: 1394 (Firewire), Media Card Reader
Port: One Express Card 34/54
Cable: VGA cable

SLU Supplied Items
Antivirus, Microsoft Windows 7 Pro, Microsoft Windows 8.1 Pro

Questions regarding these recommendations may be forwarded to Professor Kyle Mitchell mitchekk@slu.edu, Professor Terrence Kelly kelleytk@slu.edu, or Professor Larry Boyer boyerlg@slu.edu.
CULTURAL DIVERSITY

All current students must complete one approved cultural diversity course. This requirement may simultaneously satisfy another core curriculum requirement, a requirement for a major, minor, or certificate program, or an elective course. The following is a list of approved cultural diversity courses. Students enrolling fall semester 2011 or thereafter must complete one course from either the Diversity in the U.S. list or the Global Citizenship list

### 3 hrs Diversity in the U.S.
- AAM200 Introduction to African American Studies
- AAM201 Contemporary Black America
- AAM222/ARTH222 African American Art
- AAM250/CMM250 Intercultural Dialogue
- AAM322/ASTD322 The Urban Crisis
- AAM337 Spirituals, Motown, and Hip Hop: African American Social History and Music
- AAM434/PSY434 African American Psychology
- AAM481/PHIL482 Philosophy and Race
- AAM490 Black Women in Society
- ARTH222/AAM222 African American Art
-ASTD202 Investigating America
- ASTD310 American Decades
-ASTD320 Making the American City
-ASTD322/AAM322 The Urban Crisis
-ASTD370 Mixed-Race America
-ASTD425 American Mosaic - Literature and Diversity
-CCJ 225 Introduction to Corrections
- CMM230/AAM250 Intergroup Dialogue
- CMM330 Intercultural Communication
- CMM432 Communication across Racial Divisions
- CMM435 Stereotyping and Bias in Mass Media
- CSD300 Characteristics of Multicultural Populations
- ENGL3560 American Ethnic Literature and Film
- ENGL3240 The Female Bildungsroman
- HCE426 Race and Research Ethics
- HIST359 American Women
- HIST364 History of the American West since 1848
- MLNG321 Repairing the World: Social Justice through the Lenses of the Jewish Tradition
- PHIL432 Feminism and the History of Ethics
- PHIL481/WSTD481 Feminist Philosophy
- PHIL482/AAM481 Philosophy and Race
- POLS201 Ethics and Politics
- POLS215 The Politics of Black America
- POLS222 Urban Politics
- POLS313 Civil Liberties and Rights
- POLS376/WSTD390 Feminist Theory
- POLS378 Disability Theory and Politics
- POLS380 Structure of Poverty
- POLS397 Metropolitan Environment
- PSY420/WSTD420 Psychology of Women
- PSY433 Psychology of Oppression
- PSY434/AAM434 African American Psychology
- PUBH 365 Public Health and Social Justice
- SOC111 Introduction to Sociology: Diversity Emphasis
- SOC150 The Urban Community: Race, Class and Spatial Justice
- SOC211 Sociology of Sport
- SOC329 Native Peoples of North America
- SOC343/WSTD344 Marriage and Family
- THR270 Exploring U.S. Diversity in Theatre
- THR461 Multi-Cultural Survey of Theatre
- THEO337 U.S. Hispanic Theology
- SWRK327 Diversity and Anti-Oppression Practice
- WGST197 Introduction to Women's and Gender Studies
- WGST330/CMM330 Intercultural Communication
- WGST344/SOC343 Marriage and Family
- WGST390/POLS376 Feminist Theory
- WGST420/PSY426 Psychology of Women
- WGST433/PSY433/AAM433 Psychology of Oppression
- WGST481/PHIL481 Feminist Philosophy
- WGST490/AAM490 Black Women in Society

### 3 hrs Global Citizenship
- AAM212/ARTH212 Survey of Art in Africa
- AAM232/ARTH232 Art of African Diaspora
- ARTH210 Art of Jerusalem and Three Faiths
- ARTH212/AAM212 Survey of Art in Africa
- ARTH232/AAM232 Art of African Diaspora
- ARTH235 Excavating Culture of Three Faiths
- ARTH314 Islamic Art and Society
- ASCI360 Humanitarian Action
- ASTD240 American Homefronts, Global Wars
- ASTD358 The United States and the World
- BIOL134 The Diversity of Life
- BIOL328 Ethnobotany
- CMH201 Introduction to Global Health
- CMM465 International Public Relations
- EAS109 Climate Change
- ENGL3500 Post-Colonial Literature
- ENGL3540 African Diaspora Literature
- ENGL3310 World Literary Traditions I
- ENGL3320 World Literary Traditions II
- ENGL3330 World Literary Traditions III
- FREN487 Exoticism: France and its “Others”
- HIST323 History of Africa from 1884
- HIST324 History of Africa since 1884
- ITAL365 All Things Trans: Modern Italy Across Borders, Cultures, and Disciplines
- MLNG200 Cross-Cultural Preparation for Study Abroad (1 hr)
- MLNG201 Cross-Cultural Inquiry for Study Abroad (1 hr)
- MLNG202 Cross-Cultural Re-Entry from Study Abroad (1 hr)
- Note: Students must take MLNG 200, 201, and 202 to fulfill Global Citizenship Requirement
- MLNG320 Israeli Culture: From the Birth of Zionism to the 21st Century
- MUSC117 World Music
- PHIL342 Environmental and Ecological Ethics
- PHIL349 Jewish Life: Middle Ages to Modern Time
- POLS151 Introduction to Politics of the Developing World
- POLS160 Introduction to International Politics
- POLS252 African Politics
- POLS253 Soviet and Post-Soviet Politics
- POLS254 Ethnicity and Internal War
- POLS255 Politics of Sub-Saharan Africa
- POLS256 The Politics of Asia
- POLS257 Introduction to Latin American Politics
- POLS280 Introduction to International Political Economy
- POLS350 Asian Miracles
- POLS353 Comparative Revolution
- POLS354 Latin American Social Movements
- POLS360 Problems of Globalization
- POLS365 International Relations of Africa
- PSY427 Cross-Cultural Human Development
- PUBH201 Introduction to Global Health
- SOC118 Geography of World Regions
- SOC120 Introduction to Anthropology
- SOC318 Immigration
- SPAN435 Counter Hegemony Discourse
- SPAN438 Cultural Stereotypes
- SPAN440 Strangers in a Familiar Land: Displacements in Latin America
- THEO278 Religions of the World
- THEO373 Islam: Religion and Culture
- WGST461 Global and Transnational Feminism
# MATH MINORS FOR ENGINEERING STUDENTS

TO DECLARE A MINOR: Complete the Arts & Sciences declaration form and submit it to the Arts & Science’s Dean’s Office or your Parks College Academic Advisor in MDH 1004.

## AEROSPACE ENGINEERING / MECHANICAL ENGINEERING

**Required Courses:**
- MATH 142 Calculus I
- MATH 143 Calculus II
- MATH 244 Calculus III
- MATH 355 Differential Equations
- MATH 370 Advanced Math for Engineers

**Minor in Engineering Mathematics - Choose TWO:**
- MATH 311 Linear Algebra for Engineers
- MATH 320 Numerical Analysis
- MATH 360 Combinatorics
- MATH 401 Elementary Theory of Probability
- MATH 402 Introductory Mathematical Statistics*
- MATH 403 Probability & Statistics for Engineers
- MATH 451 Introduction to Complex Variables
- MATH 452 Complex Variables II*
- MATH 453 Geometric Topology*
- MATH 455 Nonlinear Dynamics and Chaos
- MATH 457 Partial Differential Equations
- MATH 465 Cryptography

* Courses do not count as math/science elective, but will count as tech elective.

**Minor in Mathematics – Take BOTH:**
- MATH 266 Principles of Mathematics
- MATH 315 Introduction to Linear Algebra

## ELECTRICAL ENGINEERING / COMPUTER ENGINEERING

**Required Courses:**
- MATH 135 Discrete Math
- MATH 142 Calculus I
- MATH 143 Calculus II
- MATH 244 Calculus III
- MATH 311 Linear Algebra
- MATH 355 Differential Equations
- MATH 403 Probability & Statistics

**Minor in Engineering Mathematics - Choose ONE:**
- MATH 320 Numerical Analysis
- MATH 360 Combinatorics
- MATH 370 Advanced Math for Engineers
- MATH 401 Elementary Theory of Probability
- MATH 402 Introductory Mathematical Statistics
- MATH 451 Complex Variables I
- MATH 452 Complex Variables II
- MATH 453 Geometric Topology
- MATH 455 Nonlinear Dynamics and Chaos
- MATH 457 Partial Differential Equations
- MATH 465 Cryptography

**Minor in Mathematics – Take BOTH:**
- MATH 266 Principles of Mathematics
- MATH 315 Introduction to Linear Algebra

May substitute for the MATH 311 requirement

## BACHELOR OF SCIENCE- PHYSICS / ENGINEERING PHYSICS

**Required Courses:**
- MATH 142 Calculus I
- MATH 143 Calculus II
- MATH 244 Calculus III
- MATH 320 Numerical Analysis
- MATH 355 Differential Equations
- MATH 370 Advanced Math for Engineers
- MATH 403 Probability & Statistics

**Minor in Engineering Mathematics - COMPLETED**

**Minor in Mathematics – Take BOTH:**
- MATH 266 Principles of Mathematics
- MATH 315 Introduction to Linear Algebra

## BIOMEDICAL ENGINEERING / CIVIL ENGINEERING

**Required Courses:**
- MATH 142 Calculus I
- MATH 143 Calculus II
- MATH 244 Calculus III
- MATH 355 Differential Equations
- MATH 403 Probability & Statistics

**Minor in Engineering Mathematics - Choose TWO:**
- MATH 311 Linear Algebra for Engineers
- MATH 320 Numerical Analysis
- MATH 360 Combinatorics
- MATH 370 Advanced Math for Engineers
- MATH 401 Elementary Theory of Probability
- MATH 402 Introductory Mathematical Statistics
- MATH 451 Complex Variables I
- MATH 452 Complex Variables II
- MATH 453 Geometric Topology
- MATH 455 Nonlinear Dynamics and Chaos
- MATH 457 Partial Differential Equations
- MATH 465 Cryptography

**Minor in Mathematics – Take BOTH:**
- MATH 266 Principles of Mathematics
- MATH 315 Introduction to Linear Algebra
1. Complete a **Registration Approval Form** with all of the courses you need to take for the following semester.

2. Meet with your **Faculty Mentor** to discuss progress and courses within the degree program for following semester. The Faculty Mentor must sign the Registration Approval Form before you will be allowed to register.

3. Meet with your **Academic Advisor** to discuss progress and core courses for following semester. The Academic Advisor must sign the Registration Approval Form before you will be allowed to register.

4. Obtain from your Academic Advisor your **Registration PIN**.

5. **Access Banner Self Service.**
   - Navigate to myslu.slu.edu and use your SLUNet ID and Password to log in. If you have never logged in before first change your password at password.slu.edu.
   - Click on the Tools tab.
   - Click on Banner Self Service.

6. Once Logged into Banner Self Service,
   - Click on "Student Resources and Financial Services".
   - Click on "Registration".
   - Click on "Add or Drop Classes".
   - Select the appropriate term (i.e. Fall of the 2014-2015 Acad Year = Fall 2014). *Do NOT select terms prefixed with "CEU."*
   - Enter in your Registration PIN.

7. You have now accessed the "Add or Drop Classes" worksheet.
   - Enter the CRNs (Course Registration Numbers) associated with the desired course sections, or
   - Click on "Class Search" in the lower left of the worksheet to search the schedule of classes.
   - Once all CRNs are entered click the "Submit Changes" button.
   - Provided you do not receive errors, you have now successfully registered.
   - If you get any error messages, please refer to the following page.

8. You can now print your student schedule using Banner Self Service by clicking on View Student Schedule in the lower right of the page.

9. If you receive a registration error indicating the requirement of a signature or approval from Instructor, Advisor, Dean, or Department, you will have to complete a **Change of Registration** form, obtain the appropriate signatures, and submit the form to the Office of the Registrar.

**HOLDS** – You can view explanations and instructions for resolving holds on the Registrar’s website at http://registrar.slu.edu.
REGISTRATION ERRORS

1. **Link Error (L1, B1, D1) Required** – You have a link error because some Lecture sections require concurrent registration in a Lab or Discussion and both must be entered into Banner simultaneously.
   1. **L1 message** = Lecture Missing
   2. **B1 message** = Lab Missing
   3. **D1 message** = Discussion Missing
   Note: HIST discussion and lecture instructors must match. Examples of courses requiring concurrent registration: HIST 112, BIOL 104, THEO 100

2. **CORQ (course information) REQ** – This is a Co-Requisite Error because the section requires concurrent registration with an additional course. The error will indicate the missing course by Subject Code and Course Number. Both sections must be entered simultaneously.
   
   Exp: CHEM 163 & 165, PHYS 161 & 162

3. **Test Score & Prerequisite Error** - This error indicates that the prerequisites for the course have not been met. Please verify that you have met all of the course prerequisites by viewing the catalog entry for the course on Banner Self Service.
   1. If you have not met the prerequisites, then register for a different course.
   2. If you have met all of the prerequisites, please contact the Registrar’s Office for assistance.

4. **Time Conflict** – You are trying to register for courses whose times overlap on your schedule. The error message will display the CRN of the section which is in conflict.
   Select a different section.

5. **(Level, Class, Major, or College) Restriction** - Your student record is prohibited from registration in this section. Undergraduates attempting to register for a Graduate or Professional course must see their Dean’s Office to fill out the appropriate paperwork.
   1. Class Restriction: limited by status as Freshman, Sophomore, etc.
   2. Major Restriction: limited by declared major(s)
   3. College Restriction: Limited by the college linked to your student record

6. **Closed Sections** – You may not enroll in this section. Select a different section.
   1. **Reserved Closed** - Course section is restricted to a certain number of students per classification. The is most common among “SLU Inquiry” sections which are limited to 6 Sophomores and 13 Freshmen.
   2. **Closed** - All seats for the section have been filled.
   3. **Closed X** - Course is cross-listed with another course (two different sections are combined for the instruction of the course) and the summation of the sections’ enrollments has reached the maximum specified for the cross-list.

7. **Administrative Add Error** – There is a problem with one or more of the sections for which registration was attempted which requires administrative attention. Please contact the Office of the Registrar for assistance.
MY CLASS IS CLOSED…NOW WHAT DO I DO?

If you find that a course is closed or full, you may want to consider some of the options below to complete your class schedule.

1. **DO NOT PANIC!!!!** – Remember, it only takes one student to drop a course and the course becomes open again.

2. **CHOOSE OTHER OPTIONS** – Your Advisor (Freshmen and Sophomores) or Faculty Mentor (Juniors or Seniors) have listed several course options on your Registration Approval Form. You may want to choose another class which you listed that is open at this time.

3. **EMAIL THE INSTRUCTOR** – You can also email the instructor of the closed/full course and see if he or she will give you permission to be added to the course. If so, please complete a Change of Registration Form with your instructor’s signature, and bring it to your Academic Advisor for her signature. You can then be added to the class by submitting the Change of Registration Form to the Registrar’s Office in Room 22, DuBourg Hall. *You cannot get into a closed/full class without the instructor's permission. Also, note that asking the instructor does NOT guarantee a “yes” response. The decision is at the instructor’s discretion.*

4. **CHECK THE COURSE STATUS IN BANNER** – As a student drops a course, it is immediately updated in Banner. Continue to check a course status in Banner for available seats in a full/closed class. If a seat becomes available, you may register for that course online. A seat may become available if a student changes majors, drops a course, transfers to another school, or changes course sections. *You may make changes in Banner through the first week of classes.*

5. **ATTEND THE FIRST DAY OF CLASS** – You may attend the closed/full class and ask permission to be added to the course at that time. Have a Change of Registration Form completed and ready for the instructor’s signature. If the instructor agrees, bring the signed form to your Academic Advisor for her signature, and submit it to the Registrar’s Office.

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*If you encounter problems in registering for a full schedule, enter in as many classes as you can, and return to Banner later to make changes. You should not stop registering after entering only one or two classes.*
**In order to drop a class, you MUST speak with your Academic Advisor AND complete appropriate paperwork.**

**Timing is important**
- If you drop the course during the first two weeks of the semester, the class is simply removed from your transcript.
- If you drop between the second and tenth week of class, you will receive a “W” for your grade in that class. The “W” is a permanent part of your record but does not affect your GPA.
- After the 10th week of class, you may NOT DROP a class.

**Benefits of dropping a course**
- Dropping a course is better than getting an “F” for your final grade. An “F” is a permanent part of your record and can drastically affect your grade point average.
- If you drop a course that is extremely demanding, you will have more time to work on other courses and perhaps improve your grades in those courses.
- If you are on a scholarship or other program requiring a minimum GPA, dropping a class in which you may earn a low grade may be necessary in order to meet your GPA requirement.

**Consequences of dropping a course**
- Dropping a course may affect your Financial Aid. Check with Student Financial Services in DuBourg 121, (314) 977-2350.
- Dropping a course may affect your housing situation. For questions about on-campus housing, contact the Department of Housing and Residence Life at (314) 977-2811.
- Dropping a course may affect your health insurance if you go below full-time status (12 hours). Check with your insurance company.
- Dropping multiple courses during your college career may indicate a negative pattern to future employers or graduate schools.
- Dropping a course that is a pre-requisite for another course may significantly put you behind in your academic program, depending on when the course is offered again.
- You will be disqualified from special programs, such as the Pre-Law Scholars and Pre-Med Scholars programs, if you drop a course after the second week of class (This is when the drop is indicated as a “W” on your transcript).
- Registration priority is based on accumulated credit hours. Dropping a class reduces the number of hours you will earn for this semester and may affect your registration status.
- International students must check with the Office of International Services in Des Peres Hall before dropping a class, as dropping below 12 hours may impact their legal status.

**I don’t want to drop the class but I am struggling. What else can I do?**
- Have an open and honest discussion with your instructor about the course. You may be able to salvage your grade by working closely with the instructor to re-learn past information and improve your performance in the rest of the semester.
- Seek help through Tutoring and Supplemental Instruction Services, if available. Schedule a meeting with a tutor in SLU Appointments.
- Talk to your Academic Advisor. He or she may be able to help you pinpoint the area(s) in which you are struggling, offer you information on improving study skills and time management, and refer you to additional academic resources.
- Connect with others who would be willing to work with you in a study group.
SCHEDULING STUDY TIME

**General Rule:** It takes 2-3 hours of study outside of class for each hour in class. That is at least one hour of reading and one hour of homework per credit hour per week.

<table>
<thead>
<tr>
<th>Weekly Time Commitment for 12 Credit Hours</th>
<th>Example Weekly Study Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Time 12 Hours</td>
<td>Mon-Fri (3.5 hrs daily)</td>
</tr>
<tr>
<td>Reading 12 Hours</td>
<td>Sat/Sun (4 hrs daily)</td>
</tr>
<tr>
<td>Homework 12 Hours</td>
<td><strong>Total Weekly 24 Hours</strong></td>
</tr>
<tr>
<td>Regular Weekly Total 36 Hours</td>
<td>(Doesn’t include class time)</td>
</tr>
<tr>
<td>Test Prep 18 Hours</td>
<td></td>
</tr>
<tr>
<td><strong>Test Week Total 54+ Hours</strong></td>
<td><strong>Example Test Prep Week</strong></td>
</tr>
<tr>
<td></td>
<td>Mon-Fri (6 hrs daily)</td>
</tr>
<tr>
<td></td>
<td>Sat/Sun (6 hrs daily)</td>
</tr>
<tr>
<td></td>
<td><strong>Test Prep Week Total 42 Hours</strong></td>
</tr>
</tbody>
</table>

**Study Scheduling Tips**

1. Record class and lab times in appropriate day/hour blocks on a time schedule sheet.
2. Record times for meals, waking up, working out, etc.
3. Record regularly scheduled personal activities like meetings, work and athletics.
4. Record any special activities you need or want to do on a regular basis.
5. Schedule a preview time (15-30 minutes) immediately before each class whenever possible. During the preview, look at your notes in preparation for the upcoming class. If you have two or three classes in a row, preview from last to first class.
6. Schedule a review time immediately after your classes (15-30 minutes) whenever possible. Use this time to edit and summarize your notes. Look over any assignments that were given and plan when and how you will do them.
7. Schedule your intensive study/review time for each class. Try to schedule some study time each day for each class. Learning is more effectively and efficiently accomplished in shorter regular sessions than in longer irregular sessions. Also, use more of the day (i.e. morning, afternoon) for studying. Evening is often an ineffective time to study. Start your study period with the courses you like least or that you're not doing well in. Try to study the same subjects at the same time each study day.
8. Schedule a weekly review for each course at the end of the week in which you spread out all of the past week’s notes along with the reading assignments to see what you have been learning during class and study time. You can also plan the next week and determine how much reading you need to do, what projects are due, and if any tests are scheduled.
9. Keep some open day or evening time for daily physical activity. Research indicates that regular exercise will not only give you a general sense of well-being, but can reduce tension and help you accomplish tough classes, studying, and work schedules.
10. **Label** some empty blocks of time as OPEN for academic or personal needs.
11. Schedule some time during Friday, Saturday, and Sunday to play, relax, or do whatever you want to do. This is your reward for sticking to your schedule. In addition, you'll enjoy your free time more.

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### 12 Credit Hour Study Schedule
**With 24 hours of Studying per Week**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Wake-up/ Shower</td>
<td>Wake-up/ Shower</td>
<td>Wake-up/ Shower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Class 1</td>
<td>Wake-up/ Shower</td>
<td>Class 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Read/ homework</td>
<td>Class 4</td>
<td>Read/ homework</td>
<td>Class 4</td>
<td>Call Mom</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>Class 2</td>
<td>Class 5</td>
<td>Class 2</td>
<td>Class 2</td>
<td>Wake-up/ Shower</td>
<td>Wake-up/ Shower</td>
</tr>
<tr>
<td>11-12</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Class3</td>
<td>Internet/ Phone</td>
</tr>
<tr>
<td>12-1</td>
<td>Lunch</td>
<td>Study in Library</td>
<td>Lunch</td>
<td>Study</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1-2</td>
<td>Study in Library</td>
<td>Clean your bedroom</td>
<td>Study in Library</td>
<td>Clean your place</td>
<td>Free time!</td>
<td>Laundry</td>
</tr>
<tr>
<td>2-3</td>
<td>Study in Library</td>
<td>Study in Library</td>
<td>Study in Library</td>
<td>Study in Library</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>3-4</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Video Game</td>
</tr>
<tr>
<td>5-6</td>
<td>Nap/ Internet</td>
<td>Nap/ Internet</td>
<td>Nap/ Internet</td>
<td>Nap/ Internet</td>
<td>Nap/ Internet</td>
<td>Relax</td>
</tr>
<tr>
<td>6-7</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>7-8</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Internet/ Phone</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td></td>
<td>Internet/ Phone</td>
<td>Shopping</td>
<td>Hang out with Friends</td>
<td>Free Time!</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Watch TV</td>
<td>Video Game</td>
<td>Internet/ Phone</td>
<td></td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Study Hours** 5 3 4 4 0 2 6

### 12 Credit Hour Test Week Study Schedule
**With 42 hours of Studying per Week**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Wake-up/ Shower</td>
<td>Wake-up/ Shower</td>
<td>Wake-up/ Shower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Class 1</td>
<td>Wake-up/ Shower</td>
<td>Class 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Read/ homework</td>
<td>Class 4</td>
<td>Read/ homework</td>
<td>Class 4</td>
<td>Read/ homework</td>
<td>Laundry</td>
</tr>
<tr>
<td>10-11</td>
<td>Class 2</td>
<td>Class 5</td>
<td>Class 2</td>
<td>Class 2</td>
<td>Wake-up/ Shower</td>
<td>Wake-up/ Shower</td>
</tr>
<tr>
<td>11-12</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Class3</td>
<td>Internet/ Phone</td>
</tr>
<tr>
<td>12-1</td>
<td>Lunch</td>
<td>Study in Library</td>
<td>Lunch</td>
<td>Study</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1-2</td>
<td>Study in Library</td>
<td>Clean your bedroom</td>
<td>Study in Library</td>
<td>Clean your place</td>
<td>Free time!</td>
<td>Laundry</td>
</tr>
<tr>
<td>2-3</td>
<td>Study in Library</td>
<td>Study in Library</td>
<td>Study in Library</td>
<td>Study in Library</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>3-4</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Watch TV</td>
</tr>
<tr>
<td>5-6</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Video Game</td>
</tr>
<tr>
<td>6-7</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>7-8</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Call Mom</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td></td>
<td>Internet/ Phone</td>
<td>Shopping</td>
<td>Hang out with Friends</td>
<td>Free Time!</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Watch TV</td>
<td>Video Game</td>
<td>Internet/ Phone</td>
<td></td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Sleep</td>
<td></td>
<td></td>
<td></td>
<td>Internet Time</td>
<td></td>
</tr>
</tbody>
</table>

**Total Study Hours** 7 7 7 7 2 5 7
FIVE DAY STUDY PLAN

**Start Early:** More than any other technique, the key to performing well on exams is starting early and using short, frequent study sessions. The human brain learns better through repetition over time versus short term memorization. For example, you will perform better on an exam if you spend one hour studying each day for 20 days than if you spend 10 hours studying each day for two days before an exam.

**On Cramming:** Although it isn’t recommended, if you find yourself trying to cram test material, try to focus on remembering the information you do know rather than trying to teach yourself new information. You will typically not remember what you tried to learn the night before the exam anyway, so it is best to make sure you REALLY know some part of the information for the test. If you do have a few days, try to spread the studying out so you are not doing it all in one night.

**KEYS TO THE FIVE DAY PLAN:**

1. PLAN AHEAD.
2. Space out your learning over a period of 5 days.
3. Divide material so you can work on it in chunks.
4. Each day, prepare a new chapter or chunk of information and then review previous material.
5. Use active learning strategies (writing, reciting, flash cards, etc.) to study material.
6. Use self-testing techniques to monitor your learning.
7. Meet with classmates to prepare and test each other on the material.

**HOW TO MAKE A FIVE DAY PLAN:**

1. Break the material into chunks. If it can be divided by chapter, do that. If not, make up your own chunks based on the structure of the material.
2. Plan to spend about two hours studying on each of the five days.
3. You work on the material in two ways: Prepare, and then review.

**Example:**

<table>
<thead>
<tr>
<th>Day</th>
<th>1st Chunk</th>
<th>2nd Chunk</th>
<th>3rd Chunk</th>
<th>4th Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>Prepare 2 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Review 30 mins</td>
<td>Prepare 2 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>Review 15 mins</td>
<td>Review 30 mins</td>
<td>Prepare 1 ½ hrs</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Review 10 mins</td>
<td>Review 15 mins</td>
<td>Review 30 mins</td>
<td>Prepare 1 hr</td>
</tr>
<tr>
<td>Sat</td>
<td>Review 10 mins</td>
<td>Review 10 mins</td>
<td>Review 20 mins</td>
<td>Review 30 mins</td>
</tr>
</tbody>
</table>
**STRATEGIES**

### Preparation Strategies

- Develop study sheets
- Develop concept maps
- Make word cards
- Make question cards
- Make formula cards
- Make problem cards
- Make self-tests
- Do study guides
- Re-mark text material
- Define 20 topics that may be on the exam
- Do problems
- Outline material
- Summarize material
- Chart related material
- List steps in the process
- Predict essay questions
- Plan essay answers
- Write essay answers
- Answer questions at the end of the chapter
- Prepare material for study group

### Review Strategies

- Recite study sheets
- Replicate concept maps
- Recite word cards
- Recite question cards
- Practice writing formulas
- Work problems
- Take self-tests
- Practice study guide info out loud
- Take notes on re-marked text
- Recite the 20 topics that may be on exam
- Do “missed” problems
- Recite main points from outline
- Recite notes from recall cues
- Re-create chart from memory
- Recite steps from memory
- Answer essay questions
- Practice reciting main points
- Write essay answers from memory
- Recite answers
- Explain material to group members or study partners

**EXAMPLE OF A STUDY PLAN DAY**

**Saturday**
- Prepare Calculus I, chapter 2
  1. Review notes from reading. Reread highlighted features.
  2. Make cards for Differentiability and Continuity.
  3. Make study cards for reasons for understanding the relationship between differentiability and continuity.
  4. Make a definition sheet.
  5. Do all the examples and problems assigned.
  6. Review study guide.

  Review Calculus I, chapter 1
  1. Go over cards for functions.
  2. Self-test on definitions.
  3. Review all examples and problems assigned.
  4. Review study guide.
## HOW COLLEGE DIFFERS FROM HIGH SCHOOL

*Adapted from smu.edu/alec/transition.asp*

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.</td>
<td>You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.</td>
</tr>
<tr>
<td>You are not responsible for knowing what it takes to graduate.</td>
<td>Graduation requirements are complex, and may differ from year to year. You are expected to know those that apply to you.</td>
</tr>
<tr>
<td>You will usually be told what to do and corrected if your behavior is out of line.</td>
<td>You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.</td>
</tr>
<tr>
<td>You seldom need to read anything more than once, and sometimes listening in class is enough.</td>
<td>You need to review class notes and text material regularly.</td>
</tr>
<tr>
<td>You are expected to read short assignments that are then discussed, and often re-taught, in class.</td>
<td>You are assigned substantial amounts of reading and writing which may not be directly addressed in class.</td>
</tr>
<tr>
<td>You will usually be told in class what you need to learn from assigned readings.</td>
<td>It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.</td>
</tr>
<tr>
<td>Teachers are often available for conversation before, during, or after class.</td>
<td>Professors expect and want you to attend their scheduled office hours.</td>
</tr>
<tr>
<td>Teachers provide you with information you missed when you were absent.</td>
<td>Professors expect you to get from classmates any notes from classes you missed.</td>
</tr>
<tr>
<td>Teachers present material to help you understand the material in the textbook.</td>
<td>Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.</td>
</tr>
<tr>
<td>Teachers often write information on the board to be copied in your notes.</td>
<td>Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.</td>
</tr>
<tr>
<td>Testing is frequent and covers small amounts of material.</td>
<td>Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.</td>
</tr>
</tbody>
</table>
SUCCESS IN MATHEMATICS
(From the Department of Mathematics and Computer Science)

Math Study Skills

Active Study vs. Passive Study
Be actively involved in managing the learning process, mathematics and your study time:

- Take responsibility for studying, recognizing what you do and don't know, and knowing how to get your Instructor to help you with what you don't know.
- Attend class every day and take complete notes. Instructors formulate test questions based on material and examples covered in class as well as on those in the text.
- Be an active participant in the classroom. Get ahead in the book; try to work some of the problems before they are covered in class. Anticipate the Instructor’s next step.
- Ask questions in class! There are usually other students wanting to know the answers to the same questions you have.
- Go to office hours and ask questions. The Instructor will be pleased to see that you are interested, and you will be actively helping yourself.
- Good study habits throughout the semester make it easier to study for tests.

Studying Math is Different from Studying Other Subjects

- Math is learned by doing problems. Do the homework. The problems help you learn the formulas and techniques, as well as improve your problem-solving prowess.
- A word of warning: Each class builds on the previous ones, all semester long. You must keep up with the Instructor: attend class, read the text and do homework every day. Falling a day behind puts you at a disadvantage. Falling a week behind puts you in deep trouble.
- A word of encouragement: Each class builds on the previous ones, all semester long. You’re always reviewing previous material as you do new material. Identifying and learning the key concepts means you don't have to memorize as much.

College Math is Different from High School Math

A College math class meets less often and covers material at about twice the pace that a High School course does. You are expected to absorb new material much more quickly. Tests are probably spaced farther apart and so cover more material than before. The Instructor may not even check your homework.

- Take responsibility for keeping up with the homework. Make sure you find out how to do it.
- You probably need to spend more time studying per week - you do more of the learning outside of class than in High School.
- Tests may seem harder just because they cover more material.

Study Time

You may know a rule of thumb about math (and other) classes: at least 2 hours of study time per class hour. But this may not be enough!

- Take as much time as you need to do the homework and completely understand the material.
• **Form a study group.** Meet once or twice a week, and call each other, to go over the problems. Either someone else in the group will help you, or you will discover you’re all stuck on the same problems. Then it’s time to get help from your Instructor.

• The more challenging the material, the more time you should spend on it.

### Problem Solving

#### Problem Solving (Homework and Tests)

• The higher the math class, the more types of problems: in earlier classes, problems often required just one step to find a solution. Increasingly, you will tackle problems which require several steps to solve them. Break these problems down into smaller pieces and solve each piece - divide and conquer!

• **Problem types:**
  1. Problems testing memorization ("drill"),
  2. Problems testing skills ("drill"),
  3. Problems requiring application of skills to familiar situations ("template" problems),
  4. Problems requiring application of skills to unfamiliar situations (you develop a strategy for a new problem type),
  5. Problems requiring that you extend the skills or theory you know before applying them to an unfamiliar situation.

In early courses, you solved problems of types 1, 2 and 3. By College Algebra you expect to do mostly problems of types 2 and 3 and sometimes of type 4. Later courses expect you to tackle more and more problems of types 3 and 4, and (eventually) of type 5. Each problem of types 4 or 5 usually requires you to use a multi-step approach, and may involve several different math skills and techniques.

• When you work problems on homework, write out complete solutions, as if you were taking a test. Don't just scratch out a few lines and check the answer in the back of the book. If your answer is not right, rework the problem; don't just do some mental gymnastics to convince yourself that you could get the right answer. If you can't get the answer, get help.

• The practice from doing homework and reviewing will make test problems easier to tackle.

### Tips on Problem Solving

• Apply Pólya's four-step process:
  1. The first and most important step in solving a problem is to **understand the problem**, that is, identify exactly which quantity the problem is asking you to find or solve for (make sure you read the whole problem).
  2. Next you need to **devise a plan**, that is, identify which skills and techniques you have learned can be applied to solve the problem at hand.
  3. **Carry out the plan.**
  4. **Look back:** Does the answer seem reasonable? Review the problem and method of solution so that you will be able to more easily recognize and solve a similar problem.

• Other strategies: use one or more variables, complete a table, consider a special case, look for a pattern, guess and test, draw a picture or diagram, make a list, solve a simpler related problem, work backward, solve an equation, look for a formula, use coordinates.
"Word" Problems are Really "Applied" Problems

The term "word problem" has only negative connotations. It's better to think of them as "applied problems". These problems should be the most interesting ones to solve. Sometimes the "applied" problems don't appear very realistic, but that's usually because the corresponding real applied problems are too hard or complicated to solve at your current level. But at least you get an idea of how the math you are learning can help solve actual real-world problems.

Solving an Applied Problem

- First convert the problem into mathematics. This step is (usually) the most challenging part of an applied problem. If possible, start by drawing a picture. Label it with all the quantities mentioned in the problem. If a quantity in the problem is not a fixed number, name it by a variable. Identify the goal of the problem. Then complete the conversion of the problem into math, i.e., find equations which describe relationships among the variables, and describe the goal of the problem mathematically.
- Solve the math problem you have generated, using whatever skills and techniques you need (refer to the four-step process above).
- As a final step, you should convert the answer of your math problem back into words, so that you have now solved the original applied problem.

Studying for a Math Test

Everyday Studying is a Big Part of Test Preparation

Good study habits throughout the semester make it easier to study for tests.

- Do the homework when it is assigned. You cannot cram 3 or 4 weeks' worth of learning into a couple of days of study.
- On tests you have to solve problems; homework problems are the only way to get practice. As you do homework, make lists of formulas and techniques to use later when you study for tests.
- Ask your Instructor questions as they arise; don't wait until the day or two before a test. The questions you ask right before a test should be to clear up minor details.

Studying for a Test

* Start by going over each section, reviewing your notes and checking that you can still do the homework problems (work the problems again). Use the worked examples in the text and notes - cover up the solutions and work the problems yourself. Check your work against the solutions given.

* You're not ready yet! In the book, problems appear at the end of the section in which you learned how do to that problem; on a test, the problems from different sections are together.

- Step back and ask yourself what kind of problems you have learned how to solve, what techniques of solution you have learned, and how to tell which techniques go with which problems.
- Try to explain out loud, in your own words, how each solution strategy is used (e.g. how to solve a quadratic equation). If you get confused during a test, you can mentally return to your verbal "capsule instructions". Check your verbal explanations with a friend during a study session (it's more fun than talking to yourself!).
• Put yourself in a test-like situation: work problems from review sections at the end of chapters, and work old tests if you can find some. It’s important to keep working problems the whole time you’re studying.

Taking a Math Test

Taking a Test
• First look over the entire test. Try to identify those problems you definitely know how to do right away, and those you expect to have to think about.
• Do the problems in the order that suits you! Start with the problems that you know for sure you can do. This builds confidence and means you don't miss any sure points just because you run out of time. Then try the problems you think you can figure out; then finally try the ones you are least sure about.
• Time is of the essence - work as quickly and continuously as you can while still writing legibly and showing all your work. If you get stuck on a problem, move on to another one - you can come back later.
• Work by the clock. On a 50 minute, 100 point test, you have about 5 minutes for a 10 point question. Starting with easy questions will put you ahead of the clock. When you work on a harder problem, spend the allotted time (e.g., 5 minutes) on that question, and if you have not almost finished it, go on to another problem. Do not spend 20 minutes on a problem which will yield few or no points when there are other problems still to try.
• Show all your work: make it as easy as possible for the Instructor to see how much you do know. Try to write a well-reasoned solution. If your answer is incorrect, the Instructor will assign partial credit based on the work you show.
• Never waste time erasing! Draw a line through the work you want ignored and move on. Not only does erasing waste precious time, but you may discover later that you erased something useful (and/or maybe worth partial credit if you cannot complete the problem). You usually can put your answer on another sheet of paper to avoid needing to erase.
• In a multiple-step problem outline the steps before actually working the problem.
• Don't give up on a several-part problem if you can't do the first part. Attempt the other part(s) - if the actual solution depends on the first part, explain how you would do it.
• Make sure you read the questions carefully, and do all parts of each problem.
• Verify your answers - does each answer make sense given the context of the problem?
• If you finish early, check every problem (that means rework everything from scratch).

Getting Assistance

When
Get help as soon as you need it. Don't wait until a test is near. New material builds on previous sections, so anything you don't understand now will make future material difficult to understand.

Use the Resources You Have Available
• Ask questions in class. You get help and stay actively involved in the class.
• Visit the Instructor's Office Hours. Instructors like to see students who want to help themselves.
• Ask friends, members of your study group, or anyone else who can help. The classmate who explains something to you learns just as much as you do, for he/she must think...
carefully about how to explain the particular concept or solution in a clear way. So don't be reluctant to ask a classmate.

- Go to the Math Help Sessions or other tutoring sessions on campus.
- Find a private tutor if you can't get enough help from other sources.
- All students need help at some point, so be sure to get the help you need.

**Asking Questions**

Don't be afraid to ask questions. Any question is better than no question at all (at least your Instructor/ tutor will know you are confused). But a good question will allow your helper to quickly identify exactly what you don't understand.

- Not too helpful comment: "I don't understand this section." The best you can expect in reply to such a remark is a brief review of the section, and this will likely overlook the particular thing(s) which you don't understand.
- Good comment: "I don't understand why f(x + h) doesn't equal f(x) + f(h)." This is a very specific remark that will get a very specific response and hopefully clear up your difficulty.
- Good question: "How can you tell the difference between the equation of a circle and the equation of a line?"
- Okay question: "How do you do #17?"
- Better question: "Can you show me how to set up #17?" (the Instructor can let you try to finish the problem on your own), or "This is how I tried to do #17. What went wrong?" The focus of attention is on your thought process.
- Right after you get help with a problem, work another similar problem by yourself.

**You Control the Help You Get**

Helpers should be coached, not crutches. They should encourage you, give you hints as you need them, and sometimes show you how to do problems. But they should not, nor be expected to, actually do the work you for you. They can help you figure out how to learn math for yourself.

- When you go to office hours your study group or a tutor, have a specific list of questions prepared in advance. You should run the session as much as possible.
- Do not allow yourself to become dependent on a tutor. The tutor cannot take the exams for you. You must take care to be the one in control of tutoring session.
- You must recognize that sometimes you do need some coaching to help you through, and it is up to you to seek out that coaching.
FOUR YEAR CAREER DEVELOPMENT PLAN
(From SLU Career Services in the Student Success Center)

Career Services designed the following checklist to help you prepare for a career after graduation. This checklist represents a recommended pathway that the “typical” student might follow. Please keep in mind that situations vary from individual to individual. Career Services encourages students to begin this process as a freshman, although you may begin at any point. Visit our website at http://careers.slu.edu for additional information.

FRESHMAN YEAR

- Register in CareerLink to view potential employment opportunities including on-campus jobs
- Obtain employment on/off campus either part-time or work study, if possible with your academic load
- Schedule an appointment with a Career Services Career Development Specialist to discuss available services and how you can utilize them
- Join or research campus organizations, both social and professional
- Get involved with engineering/aviation related organizations/activities
- Find an upperclassman student mentor in your major
- Investigate engineering/aviation conferences and competitions
- Work with your Academic Advisor to create an academic timeline that will accommodate an internship or co-op experience
- Begin to create a resume. Career Services can get you started.
- Attend presentations by professionals within the industry
- Conduct information interviews and/or job shadow with professionals in the field so you can learn about the reality of the field

SOPHOMORE YEAR

- Look in CareerLink to view potential internships/co-ops and on-campus recruiting opportunities
- Make an appointment with a Career Development Specialist to discuss career paths and opportunities
- Join student, professional, and/or Greek organizations; participate in on-campus events and activities
- Get involved with Parks College’s related organizations/activities
- Investigate engineering related professional associations to join
- Attend Parks College’s speaker events
- Search for a part-time job or internships/co-ops related to your field of interest
- Attend a job search workshop to learn skills and tactics related to the internship and co-op search
- Research information related to specific types of jobs in your field of interest
- Attend career fairs to begin networking and obtaining contacts
- Ask your instructors, advisor, faculty mentor or department chair about undergraduate research opportunities with faculty
- Attend conferences and competitions related to engineering/aviation
- Update your resume with your latest work experiences
- Start looking at the networking tool, LinkedIn
JUNIOR YEAR

- Look for undergraduate research opportunities with faculty
- Attend conferences and competitions related to engineering/aviation
- Co-publish an article with a faculty member
- Attend Parks College’s speaker events
- Network with engineering related professional associations to meet potential employers
- Get involved with Parks College’s related organizations/activities
- Update your resume and upload it in CareerLink
- Attend Park’s College’s speaker events
- Network with engineering/aviation related professional associations to meet potential employers or internship sponsors
- Get involved with Park’s College’s related organizations/activities
- Update your resume and upload it in CareerLink
- Attend campus career fairs to connect with employers or graduate schools
- Research graduate programs and complete graduate/professional school application if you are planning on attending graduate school
- Apply and participate in co-op/internship/service learning opportunities
- Network and take part in informational interviews
- Job shadow to learn more about a career of interest
- Schedule a mock interview with Career Services to practice your interviewing skills
- Research jobs and companies matching your interests, abilities, and values
- Investigate what employers look for in employees in your chosen career field. Career Services can help get you started.

SENIOR YEAR/5+ Years

- Schedule an appointment with a Career Development Specialist to create a job search plan
- Look for undergraduate research opportunities with faculty
- Attend conferences and competitions related to engineering/aviation.
- Co-publish an article with a faculty member
- Attend Parks College’s speaker events
- Network with engineering/aviation related professional associations to meet potential internship sponsors
- Get involved with Parks College’s related organizations/activities
- Revise, update, and have a Career Services professional review your resume
- Develop unique cover letters specific to each job with the help of Career Services
- Register in CareerLink; participate in On-Campus Recruiting and/or Resume Collection process
- Schedule a mock interview to practice and fine tune your interviewing skills
- Attend career fairs to network with employers from industries of interest
- Attend special events geared toward seniors
- Complete the Graduate Survey
For more information about Parks student organizations, visit http://parks.slu.edu/current-students/student-organizations.

**Aero Society of Automotive Engineers (ASAE)**
The purpose of this society is to further the objectives of the parent organization; to provide for the advancement and dissemination of knowledge pertaining to aviation and its related fields; to provide students the opportunity to become acquainted with the activities of the SAE organization as a whole.

**Air Force ROTC Detachment 207**
The Air Force Reserve Officer Training Corps (ROTC) is an educational program designed to give men and women the opportunity to become a United States Air Force officer while completing their degrees.

**Alpha Eta Rho**
Established in 1950, Alpha Eta Rho Pi Chapter is one of the oldest student organizations at Parks College of Saint Louis University. It is an International Aviation Business Fraternity that serves as a contact between aviation students and professionals. Its goal is to promote, foster, and mentor aviation students. Many of the fraternity's alumni are now airline captains, military aviation flag officers, CEOs, NASA engineers, and mechanics. The national president of the fraternity, Bob Clement, is a Parks College graduate.

**American Institutes of Aeronautics and Astronautics (AIAA)**
The Parks College chapter seeks to educate and excite students about aerospace engineering and science and to promote fellowship among students interested in aeronautics and astronautics. We hold monthly programs with aerospace speakers. We also sponsor aerospace related field trips and participate in events sponsored by the St. Louis Section of the AIAA.

**American Society of Civil Engineers (ASCE)**
The Saint Louis University ASCE student chapter is an organization that provides activities and opportunities for Civil Engineering students at Parks College. The chapter sponsors activities that promote the value of the civil engineering profession, allow for networking with local industry leaders, and help to foster a Jesuit spirit of stewardship through service. Additionally, the chapter participates in civil engineering competitions and represents SLU Civil Engineering students at civil engineering related conferences or seminars. Originally the Civil Engineering Club, the student organization became an official ASCE student chapter in July 2012.

**American Society of Mechanical Engineers (ASME)**
The Saint Louis University ASME helps the global engineering community develop solutions to real world challenges. Founded in 1880 as the American Society of Mechanical Engineers, ASME is a not-for-profit professional organization that enables collaboration, knowledge sharing and skill development across all engineering disciplines, while promoting the vital role of the engineer in society. ASME codes and standards, publications,
conferences, continuing education and professional development programs provide a foundation for advancing technical knowledge and a safer world.

**Association of Parks College Students (APCS)**
The Association of Parks College Students (APCS) is an organization that represents each Parks College organization, as well as every Parks College student, to the Student Government Association of Saint Louis University. APCS works with the other organizations to provide extra-scholastic activities within each student's interest. They also help provide funding for many Parks College and SLU events. APCS is, however, more than just a student government. Their goal is to keep the Parks College spirit alive, as well as educate the students of SLU about the history of Parks College.

**Biomedical Engineering Society (BMES)**
The Biomedical Engineering Society is a national organization founded to promote the increase of biomedical engineering knowledge and its utilization. The society itself was founded in Illinois in 1968, and our chapter at Saint Louis University was founded in 2001.

**Engineers Without Borders**
Engineers Without Borders (EWB) uses engineering as a way to help improve the lives of those living in third-world countries. Implementation trips are organized for technical projects such as providing sanitary water or electricity to a local village. As an organization at a Jesuit university, EWB also volunteers around the local community as men and women for others.

**Flying Billikens**
Parks College Flying Billikens is an exciting and active student organization at Saint Louis University. This fall the Flying Billikens attended the Region VI SAFECON competition in Norman Oklahoma and had a strong showing with a first place finish in the navigation competition and a second and third place finish in the preflight competition. The organization also devotes time to giving back, as members volunteer at Wings of Hope, located at the Spirit of St. Louis Airport, and sponsor tutoring sessions for flight students at Parks who need extra help.

**Institute of Electrical and Electronics Engineers (IEEE)**
The IEEE (Institute of Electrical and Electronic Engineers) is an award-winning SLU student organization. This fall the IEEE sent 9 members to Rolla to compete in the Black Box Competition. The Black Box Competition is an annual event for Electrical Engineering students to show off their oscilloscope skills in an effort to find out what type of circuit is hidden inside a box. The group travels to competitions and seminars and has on-campus opportunities for involvement.

**Parks Guard Rifle Drill Team**
Parks Guard is a Class A Varsity Exhibition Rifle Drill Team. The organization attended VUIDM in Villanova, PA this March and brought two exhibition drill teams to compete in the 12-man and 2-man Senior Armed Exhibitions along with its Color Guard, Squad Basic and MEC teams. The Guard's rigorous exhibition drill practice schedule prepared the team to successfully compete against ROTC cadets from the Navy, Marines, Army and Air Force. The 12-man rifle drill team took 1st Place in the Exhibition Phase of the competition.
Parks Racing (FSAE)
Team members of Parks Racing are very well rounded and can perform well at a wide variety of projects. Parks Racing is the back-to-back defending champions of the annual Parks College pumpkin launch competition.

Society of Physics Students
The Society of Physics Students has a very active chapter at SLU. Their goal is for students interested in physics to explore the more entertaining side of those boards filled with complex equations. Physics majors, minors, and those just passionate about the subject (orbitals) of this field of science are welcome to participate in this casual, yet active and award winning organization.

Society of Women Engineers (SWE)
The Society of Women Engineers (SWE), founded in 1950, is a not-for-profit educational and service organization. SWE is the driving force that establishes engineering as a highly desirable career aspiration for women. SWE empowers women to succeed and advance in those aspirations and be recognized for their life-changing contributions and achievements as engineers and leaders.

Students for the Exploration & Development of Space (SEDS)
The Saint Louis University Chapter of Students for the Exploration and Development of Space (SLU-SEDS) was established in February of 2006 after SLU's Parks College sent a group of aerospace engineering students to the SEDS National Conference. The chapter is now an official Saint Louis University organization whose mission is to involve the student body in space-related community service, education and activities.

Tau Beta Pi
Tau Beta Pi is the official engineering honor society for Parks College. Their mission is to honor young men and women who have demonstrated exemplary character and outstanding scholarship.

Women in Aviation
Women in Aviation is not an organization just for women! WIA is an organization for SLU students, faculty, and staff that have an interest in Aviation and support women being an active part of the industry. By no means of the imagination is it a requirement that you must be female or a pilot. Our members are pilots, engineers, flight instructors, students, and staff.

Rocketry Club
This is a new club as of fall 2013. SLU Rocketry is the club on campus to learn about the science and art of model rocketry. They design, build, test, and fly rockets and their payloads. The club is multidisciplinary and involves math, science, art, and a lot of passion and creativity.
Office of the Registrar

The Office of the Registrar website will be your primary resource for SLU academic policies and procedures. You will also find instructions for using Banner on this website. The Registrar is responsible for registration, the schedule of classes, maintenance of academic records and transcripts, enrollment verifications, graduation, online undergraduate catalog and the academic calendar.

One Grand Blvd
DuBourg Hall Room 22
St. Louis, MO 63103
Monday - Friday 8:30 a.m. – 5:00 p.m.

General Information (314) 977-2269
Degree Verification (703) 742-4200
or www.degreeverify.com
Graduation (314) 977-2258
Transcripts (314) 977-2269
VA Certifications (314) 977-2259
Fax (314) 977-3447

University Academic Catalog
The catalog can be found in electronic format on the Registrar’s website. It contains university and college/school academic policies; registration and withdrawal information; probation and dismissal requirements, Dean’s List and Honors requirements, as well as an outline of degree requirements for every program at SLU.

Career Services
Career Services can help students decide on majors and careers, give job search techniques, help with the internship search, and assist with applying to graduate school. They also provide services such as assessments, on-campus interviewing, and workshops. Career Development Specialist, Wendy LaBenne, specializes in engineering and aviation careers.

Office Hours
Student Success Center Monday-Friday 8:30 a.m. - 5:00 p.m.
Busch Student Center, Suite 331 Other hours by appointment
20 North Grand Boulevard Walk-In Hours 1-2 p.m. (10-15 minutes
St. Louis, MO 63103 meetings only)
Phone: 314-977-2828
Email: careers@slu.edu
Disability Services

The Disability Services is dedicated to providing equal opportunity and access for every student. If you have a learning or physical disability, including ADHD, you may want to register with Disability Services at the beginning of the year, even if you don’t feel you need accommodations at this time. If you later find you need accommodations, this will speed up the processing of your request. It’s also recommended that you notify your Academic Advisor of your challenges as they may have additional strategies to help you succeed. Please contact Disability Services for details about accommodations.

Busch Student Center, Suite 331
(314) 977-3484

Student Financial Services

Student Financial Services includes financial aid, student loans, scholarships, work study, and billing.

Office of Financial Services
DuBourg Hall, Room 121
221 North Grand Boulevard
St. Louis, Missouri 63103-2907
Email: SFS@slu.edu
Phone: (314) 977-2350 or 1-800-SLU-FOR-U

Office Hours
Monday - 8:30 a.m. - 5:00 p.m.
Tuesday - 8:30 a.m. - 5:00 p.m.
Wednesday - 8:30 a.m. - 5:30 p.m.
Thursday - 8:30 a.m. - 5:00 p.m.
Friday - 8:30 a.m. - 5:00 p.m.

Study Abroad Office

Students typically go abroad Sophomore or Junior year and will apply one semester before they wish to go abroad (Transfer students must spend at least one semester at the Saint Louis Campus before applying to go abroad).

Office of International Services, Study Abroad
Des Peres Hall, Room 102
3694 West Pine Mall
St. Louis, MO 63108
Phone: (314) 977-2318
E-mail: GoAbroad@slu.edu

Student Health & Counseling

Student Health and Counseling Services provides medical treatment, counseling, and outpatient services as well as a variety of educational programs for all Saint Louis University full-time, part-time, and graduate students.

3518 Laclede Ave.
Marchetti Tower East
St. Louis, MO 63103-3398
Phone: 314-977-2323
FAX: 314-977-7165
Email: shc@slu.edu
http://www.slu.edu/x25329.xml
### Aerospace & Mechanical Engineering Department

**Majors:**
- Aerospace Engineering (AE)  
  - Main Office: MDH 1017  
  - FAX: (314) 977-8240
- Mechanical Engineering (ME)  
  - Main Office: (314) 977-8240  
  - FAX: (314) 977-8403

**Department Chair:** Dr. Sridhar Condoor  
**Admin Secretary:** Kay Bopp  
**Office Secretary:** boppsk@slu.edu

### Aviation Science Department

**Majors:**
- Flight Science (FSCI)  
  - Main Office: MDH 1025  
  - FAX: (314) 977-8251
- Aviation Management (AGMT)  
  - Main Office: (314) 977-8251  
  - FAX: (314) 977-8388

**Department Chair:** Dr. Stephen Belt  
**Admin Secretary:** Jean Kirby  
**Office Secretary:** jkirby2@slu.edu

### Biomedical Engineering Department

**Majors:**
- Biomedical Engineering (BME)  
  - Main Office: BME Bldg.  
  - FAX: (314) 977-8292
- Interdisciplinary Engineering (IDE)  
  - Main Office: (314) 977-8292  
  - FAX: (314) 977-8288

**Interim Dept Chair:** Dr. Gary Bledsoe  
**Admin Secretary:** Neva Gillan  
**Office Secretary:** gillanna@slu.edu

### Civil Engineering Department

**Majors:**
- Civil Engineering (CVNG)  
  - Main Office: MDH 1033  
  - FAX: (314) 977-8207

**Interim Dept Chair:** Dr. Riyadh Hindi  
**Admin Secretary:** Vickey Pettiford  
**Office Secretary:** pettiford@slu.edu

### Electrical & Computer Engineering Department

**Majors:**
- Electrical Engineering (EE)  
  - Main Office: MDH 1017  
  - FAX: (314) 977-8300
- Computer Engineering (CE)  
  - Main Office: (314) 977-8300  
  - FAX: (314) 977-8384

**Department Chair:** Dr. H. Mallikarjuna  
**Admin Secretary:** Linda Walthes  
**Office Secretary:** waltheskk@slu.edu

### Physics (College of Arts & Science)

**Majors:**
- BS Physics (BSPK PHYS)  
  - Main Office: MDH 1025  
  - FAX: (314) 977-2525
- BS Engineering Physics (EPHY)  
  - Main Office: (314) 977-2525  
  - FAX: (314) 977-8403
- BA Physics (Arts & Sciences)  
  - Main Office: (314) 977-8266  
  - FAX: (314) 977-8283

**Department Chair:** Dr. William Thacker  
**Admin Secretary:** Ruth Hartsell  
**Office Secretary:** rhartsel@slu.edu

### Office of the Dean

**Main Office:** MDH 1002  
**FAX:** (314) 977-8231  
**FAX:** (314) 977-8403

**Dean:** Dr. Theodosios Alexander
**Associate Dean:** K. Ravindra
**Executive Assistant:** Karen Fox
**Executive Assistant:** K. Ravindra
**Executive Assistant:** Karen Fox

**Office Secretary:** talexander@slu.edu  
**Office Secretary:** ravindra@slu.edu
**Office Secretary:** foxkc@slu.edu

**Office Secretary:** foxkc@slu.edu