



**Henry Kendall College of  
Arts and Sciences**

**AS 1001**

**College Experience Handbook**

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# Academic Expectations

## Academic expectations at the University of Tulsa

Learning is a joint endeavor. Ultimately it is students who must transform the learning experience by making it a part of their way of being and translating it into something usable. This course is designed to help make your transition to college successful by focusing your academic goals, your skills, and your understanding of how The University of Tulsa works.

## Why are we at The University of Tulsa?

Since students come to the University for varying reasons, it is very helpful to articulate your personal reasons for being here. While some students enter the University feeling very sure they know which career they will pursue, many students come here to explore themselves and their interests. The College is a place for growth in your intellectual, civic, and social selves. By taking intellectual risks and encountering ideas you have not run into before, you will allow yourself to stretch and grow. You will make decisions regarding your future and the way in which you wish to lead your life. Not all classes will seem attractive to you, nor will all seem immediately relevant to your goals in life. But the point of a University education, rather than trade school training, is that you become a broadly educated person able to continue the pursuit of knowledge after your college years are completed. The Henry Kendall College at The University of Tulsa offers a unique learning opportunity for undergraduates. You are attending classes which will be taught, for 90% of your work, by full time faculty members of regular departments. The faculty are here both because the College affords them the unique opportunity to excel in both their research or creative pursuits and because it places an emphasis on quality teaching and close contact with the students. The small class size is attractive to faculty because it permits frequent writing assignments which engage the student in critical thinking.

## Courses

You will take courses in many areas. There is a group of courses known as core curriculum courses. These courses are required by the University and fall mainly into Writing, Math, and Languages. These requirements vary slightly according to the degree you are pursuing, i.e. a B.A. requires language competency of four semesters and a lower math competency, a B.S. requires a high math competency but no language. All undergraduates at the University also take courses from the Tulsa Curriculum Block Courses; these courses are offered by a wide variety of departments within three Blocks. The descriptions of the Blocks are in the Undergraduate Bulletin. The philosophy behind the Tulsa Curriculum engages exposure to differing approaches to problem-solving and views of the world. By sampling courses in Blocks I and III, and four in Block II, you will be able to get a taste for varied approaches used in differing disciplines toward understanding the world. Many students find their way into their eventual majors by taking a Block course that intrigues them. Most of the Block Courses contain a significant writing component. We urge you to try out courses that sound interesting. The University offers many areas, subjects, and languages to which you probably were not exposed in high school. Many ideas will challenge you, and while you do not have to be converted to a new way of thinking, it is your responsibility to enter the world of that subject, to understand the means of investigation and expression. After graduation, some of the information gained in classes unrelated to your major may be the very thing you call on in your career. Become

familiar with the **Bulletin**. You will have an assignment later on in the semester that focuses on the requirements and options in your anticipated major and on answering questions about the Tulsa Curriculum. If you are interested in finding out about how students have rated a class offered since Fall 2011, go to Course Evaluation Viewer (<https://ambl.utulsa.edu/evaluation/login>); for courses offered before that time you can go to McFarlin Library and look up the student teaching evaluation surveys for the class and the professor.

### **Understanding assignment hours**

The usual formula for anticipating college workload suggests 3 hours of reading or assignments for every course credit hour. So, for a 3 credit course, anticipate 9 hours of out of class work. Consider how a 14 hour semester is like a full time job: if for every hour in class your instructor expects 3 hours outside of class, then you are expected to spend an average of 42 hours per week on studies. Don't forget though, that you are expected to attend your 14 hours of classes as well. This adds up to a weighty sum of 56 hours a week spent in class-related time. Don't worry, just plan your time carefully.

Most academic courses are assigned 3 credit hours, and most meet for 50 minutes per credit hour per week (i.e. a three hour course usually meets for 150 minutes a week). Some courses, such as labs and studios, require longer meeting times but less outside work. As you think about enrolling in coursework for any term, look to see what the requirements will be in terms of your outside work. Course requirements are usually listed in the course description. You could also contact the professor or department offering the course. Figure in your commitments to work, activities like band or theater, and social obligations like sorority. In order to make sufficient progress toward your degree you will need to average 15.5 hours per semester. Some students choose to take courses in the summer in order to lighten the load during the year.

If you rarely studied in high school, the transition to college may shock you. In all likelihood you will need to develop new study patterns here. In most classes, listening to the lecture alone will not prepare you for assignments or tests. In the majority of cases the lecture will not be a repeat of information in the texts. In many cases you will be reading primary texts and learning to understand and interpret them by applying critical thinking skills. The average entering freshman had a High School G.P.A. of 3.5, so you are now in classes with others of equal and sometimes greater abilities. Expectations have gone up and the day-to-day prodding that still happens in some high schools to turn in assignments is no longer going to happen. In some courses you may not have a graded assignment until 1/3 to 1/2 the way through the semester and it is up to you to keep up with your work. We don't mean to scare you, but rather to prepare you for the changes in work that you may encounter. Please use the advice offered within this handbook and in your class to help make your first year a good year.

## The Liberal Arts Tradition

The term “liberal arts” describes the practice of studying a broad range of content areas and approaches, before choosing a discipline in which to specialize. The term refers originally to the classical education for those who were free citizens in ancient Greece (from the etymology of *liberal*, meaning free). Such an education generally focused on grammar, logic, and rhetoric (the *Trivium*) and had the aim of preparing informed, productive citizens. During the Medieval period, a *Quadrivium* (arithmetic, geometry, music, and astronomy) was added, and in the Renaissance the *Trivium* was emphasized and redeveloped as *studia humanitatis*, a program of history, literature, and philosophy. The separation of academic disciplines into university departments—such as history, art history, and philosophy—did not occur until the early twentieth century, around the same time as the social sciences—such as anthropology, psychology, and sociology—were forming as independent disciplines.

It is important to remember that while European traditions have largely shaped modern universities and other institutions in the United States, the cultural and philosophical traditions of the rest of the world—Africa, Asia, the Americas, Oceania—have also enriched not only the *content* of what we study but also the *ways* in which we study such content. This enrichment has at times happened directly, but far more often it has been filtered, adapted, or co-opted (when not suppressed or eradicated) through European cultural or economic exigencies. For example, the term *philosophy* derives from a Greek word (love of knowledge) and refers to what was originally a Greek manner of engaging with thought through dialogue; however, the methods of Greek philosophy were built organically upon cultural practices from not just Greece but also Egypt, India, and elsewhere. Hundreds of examples, from the Confucian teachings of ancient China to the traditional *adinkra* iconography of Ghana and the flower song performances of pre-colonial Mexico, show that all cultures analyze our world in ways that can be considered philosophical.

The liberal arts degree program today, as it exists in many United States universities, is highly valued in all career fields as the best way to develop the skills of critical thinking, creativity, writing and speaking clearly, and sensitivity to cultural or contextual nuance. Whether you eventually find a career in business, law, education, the health sciences, engineering, information technology, or any other field, the skills you develop in a liberal arts program such as the Tulsa Curriculum will prepare you to both *create* and *analyze* context: the perceptivity that, when thoroughly developed, will allow you to advance in any field. In sum, the liberal arts tradition is the practice of continual re-engagement not only with content both old and new, but also with the ways in which that content can be contextualized.

## Study Skills

### Academic Tune up

What do football teams, symphonies, play productions, and A students have in common? Each practices skills and exercises; each group reviews and repeats, breaks down large bits of work into small manageable bits, and reintegrates them in order to prepare for a performance event, which occurs under tremendous pressure. Scads of new information must be mastered, and success has shown that the best way to prepare for a performance is to work on the material systematically. This

formula for systematic practice can be used to create a pattern for study that prepares you to use material on a test, or in writing an essay, with great confidence and success.

### **Making a plan for managing your studies**

- Set a study goal
- Clarify why you need to accomplish this goal
- Determine what is needed to achieve the goal
- Set a timetable of specific deadlines
- Divide the studying into segments
- Devise a way to demonstrate that this has been successfully completed
- Prepare a checklist for increments of completion
- Plan a reward for successful completion

You must become your own coach or director. Learning to plan a schedule that allows you to have sufficient time to intake new information and assimilate it for your own use, in harmony with the time clock set in motion by the syllabus and the semester, is a great achievement. The same skills will serve you very well in any future career.

### **Why include time tables?**

When you do not include a time frame in your planning, stress builds, procrastination proliferates, and the incremental learning process and opportunity for review are diminished. Why include rewards in an action plan for academic success? We need to see payoffs for our hard work, and building rewards into the plan makes the studying worthwhile through immediate feedback. We need to celebrate the small successes, too.

### **Creating an atmosphere for success**

What is a distraction-free environment? It is a place that allows you to focus on a defined task. Some students need silence, some need classical music or white noise, while some can tune out anything. For some folks a messy room impedes study. Be honest with yourself about what you need in order to accomplish your study goals and arrange the appropriate space in which to accomplish them. Remember there are terrific quiet spaces in the library and in some residence halls, and it is your right to establish study hours in your room. Make a sign asking others to respect your study time. Turn off or silence the phone. You need to honor your contract with yourself to succeed. Only you can decide what you need, and it might be worth trying a distraction-free environment to see if this will enhance your study time and make it more effective. Good lighting is important, as well as having all the tools you need. By establishing regular habits, it is easier to stay on top of the work. Rather than ditch studying from Friday to Monday, set aside some hours during the weekend for review or to work ahead on an assignment.

### **Study skills in and out of the classroom**

Your success in reading assignments, listening to lectures, testing, and preparing written assignments can be improved by using a technique called SQ4R. This system helps you to take in the information, translate it into a usable form, and measure your accrual of knowledge. Another suggestion for

improving study skills involves developing regular study groups in which students review materials and quiz each other in preparation for testing.

## SQ4R

**Survey** Preview the material to see if there are headings, chapter summaries, and stated objectives that give you a clear picture of the primary concepts in the reading.

**Question** Write up questions on the material to clarify the concepts. As you review, this will help you keep in mind the important information.

**Read** Now read the material to answer the questions. Add new questions to the material as you read. Note that you will be reading at differing rates: when searching the material for answers you will read at a more rapid rate, but when you locate the answer your reading will slow to take in the details.

**wRite and Recite** Write out the answers and talk them out. Both forms of activities are corporeal, or bodily, which helps you to internalize the information. Also, both activities help you to commit the information to memory in a more long term fashion because you are answering questions rather than simply copying facts. The more in-depth the question and the higher the requirement of applied facts towards analysis, the greater the ownership of the information.

**Review** When preparing for an exam over the material studied using this technique, you now should have a very solid set of questions and answers to review. This can also serve as a basis for study group “testing” and review.

### Active Learning: enhancing your classroom experience

- 1) **BE THERE.** If you attend class and have followed the SQ4R preparations, you should be well on your way to success.
- 2) Become an active participant in the classroom. Prepare questions on material that is unclear or about which you have an interest to develop.
- 3) If you feel uncomfortable asking questions or speaking up, you will get less from the class. Make a commitment to yourself to increase your class participation.
- 4) Take notes in an incomplete outline form, and develop questions as you take notes. In taking notes we suggest leaving the opposing page blank for integrating questions from reading, review and for developing test questions. It can be helpful to leave a blank column on the left side of the page to fill in material you miss. Take a few minutes after class to fill in the blank spots in your notes. If you missed something ask a classmate or make a time to ask the professor. You should know the professor’s office hours. One- on-one discussion would help you to augment your learning relationship.
- 5) Organize your class work. Rather than haphazardly grabbing any old sheet of paper and having all your notes mixed together, so that half the “study” process is finding your notes, make them easily accessible. Suggestions include using a notebook that is either divided into sections for different classes, or using separate small notebooks for individual classes. For

some people, expandafiles are helpful in keeping together notes from readings and lectures, if the amount of class material is very heavy.

- 6) Review notes on at least a weekly basis to be sure that what seemed clear in class is recorded in a way you will still remember by mid-terms.
- 7) Take advantage of the services offered through the [Center for Student Academic Support \(CSAS\)](#). Sessions available include Time Management, Study Skills, Note-Taking, Test-Taking, and Test Anxiety.

## Test-Taking Strategies

### General test-taking hints

Read over the entire test before you begin answering questions: information in one section may help you with another, and you need to have a sense of what is required in the time allotted. Plan how you will use your time. Give yourself time to answer each section and to reread essay sections. Bring all the writing utensils you will need, and place a watch on your desk in order to be able to refer to the time easily. If you have formulas or facts which you fear losing, or have developed an acronym for certain information, write it in the corner of the test material first so that you can retain it. Remember to take the opportunity to show what you know, but be sure that you understand the question being asked. Answer all aspects of that question: be sure that if a question asks for examples, or to compare and contrast, that you follow instructions. Make sure that your answer is readable, grammatical, and correctly spelled.

### Types of tests

There are two basic types of tests: essay and objective. The category of objective testing falls mainly into 3 forms: True/False, Multiple Choice, and Matching.

With True/False, the close reading of the question for key words will help improve your score. Watch for the words “seldom,” “normally,” and “generally”; when these appear, the answer is more likely to be true. The watch-words “always,” “never,” and “must” are more likely to appear in a question that will require a false answer. If the statement is more specific than most, the chances are that it is true,(if you are uncertain and hazarding a guess).

When answering Multiple Choice questions, try covering the answers and answering on your own, then choose the answer that most closely approximates yours. Watch-words in multiple choice answers are those that use unqualified absolutes: “never,” “always,” and “guarantees.” Be alert to grammatical construction. The instructor may give a clue, for example, by ending the sentence with “an” and thus requiring an answer that starts with a vowel.

With Matching questions, begin by taking one column at a time. Try lightly crossing out the answers you have used. Mark the choices you are certain of first, then go back to the more difficult ones. Short answer objective tests or fill-in-the-blank sections require specific information, but if you don't know the exact information, you might get partial credit by coming close.

Essay tests come in several forms. They may ask for a paragraph, a definition or identification, an outline, or a full-blown short or long essay. Be sure you understand the requirements of the professor, as the grammatical structure of the essay often counts in the grading. If you are unsure whether the

identification needs to be done in complete sentences or whether fragments will be accepted, ask. For a paragraph, and most especially for a long essay, it is very useful to outline briefly the structure and points you will make. Read the question carefully, jot down the important facts or theories, organize your answer, and then write the essay. Leave time to read over your answer in order to make changes, if necessary. There are some key words used regularly in asking essay questions; make sure you are following the directions implied in the question when structuring your essay. It may even be helpful to underline the clarifying term in the essay question, like analyze or compare.

### **A short list of terms used in essay questions**

- **analyze:** Examine critically and show the essential features or break into component parts and explain how they relate
- **criticize:** Point out the weaknesses and strengths of the argument or theory.
- **compare:** Show both the similarities and differences between two or more things.
- **contrast:** Show the differences between two or more things.
- **define:** Present a clear, detailed, and precise meaning.
- **describe:** List the physical characteristics. Or: discuss, explain, or identify.
- **discuss:** Present the most important features and expound upon their relationship.
- **elaborate:** Develop in greater detail the theme or idea presented.
- **explain:** Clarify and interpret the details of the discussion, theme, or theory. Present a step-by-step analysis.
- **evaluate:** Appraise carefully the idea or theory, giving the positives and negatives.
- **illustrate:** Enhance by presenting clear examples.
- **list:** Write a series of numbered items such as facts.
- **outline:** Give the information by organizing it in the form of an outline, using headings and subheadings, etc.
- **prove:** Support the argument by listing all logical claims in its favor.
- **summarize:** Present all the main points concisely.

## Performance Anxiety

Use your relaxation techniques to focus your mind and relax your body. Be positive, since a positive attitude will help in facing a testing situation. You will perform better if you are well fed and well rested. Remember, if you have been preparing all semester, the test should not come as a surprise. You can help yourself by looking at it as the payoff for the hard work you have put in studying all semester. If performance anxiety does happen: take a deep breath, tell yourself to put it off, go to the bathroom before you begin, or break something (like a pencil) to release fear. If it becomes overwhelming and affects performance, contact the Counseling Center or the Center for Student Academic Support Services. They can help.

## Professors

### Who are college professors and how did they get here?

Professors come in all shapes, forms, disciplines, and temperaments. Most are extraordinarily enthusiastic about the area of study they have specialized in, and the majority love sharing that knowledge with interested students. Teaching in the College is a very personal experience and class size affords the faculty an opportunity to know students individually and to engage them in one-on-one discussion. Professors are able not only to know students in the major, but also to form relationships with interested students outside of the major. Most professors hold a terminal degree in their area of specialization and are either active scholars in that area and published in the field, or, where appropriate, are active artists in their creative specialty.

### Academic rank and titles

You will quickly notice that professors have differing titles listed on the syllabi you receive and in the **Bulletin**. The University system has a process in place for tenure and promotion. The titles that the professors hold have been earned through a process of peer review. Their work in teaching, scholarship, and service is evaluated and judged by peers in the department and the College at large, prior to any promotion in rank. Tenure is a contractual arrangement in which, after a period of review and evaluation, a faculty member may be granted an ongoing contract. The concept of tenure was devised to insure academic freedom, the freedom to pursue ideas and research without fear of losing your job because the administration didn't agree with you. Every professor has completed graduate and often post graduate and professional work. Beyond undergraduate studies, they have been in graduate school for anywhere from three years for an MFA (the highest degree attainable in a performing or studio art), to around six years to complete an MA and Ph.D. Beyond this, many professors have held postgraduate fellowships or internships. Many hold degrees in more than one area. Look in the back of the **Bulletin** and you will see listings of credentials for the faculty of The University of Tulsa.

The most common titles you will encounter are: Instructor, Assistant Professor, Associate Professor and Professor. You will also see the term Adjunct or Applied added to the rank. A full Professor is the highest academic rank one can earn; an Associate Professor has been promoted by peer review and is usually tenured; an Assistant Professor is untenured but in the tenure track. Instructors are the lowest

academic rank, are not tenure-track, and usually do not hold a terminal degree. Some academic areas promote Instructors from Jr. to Sr. Instructor. The term Applied or Clinical is used by the academy to denote faculty who hold longer term contracts, and while non-tenure-track, they nonetheless have a long association with the University and are eligible for promotion (but not tenure) in the College of Arts and Sciences. A Chaired or Endowed Professor is usually a noted scholar whose position has been endowed through a benefactor to the University. He or she has a reduced teaching load and greatly enhances the reputation of the University through scholarship and presentations. A Chair or Director heads a department or school within a college. A Dean is either the academic head of a college, or is responsible for an area of the University. The Provost is the academic head and chief operating officer of the University. The President's duties include fundraising and the capital campaign, as well as the general wellbeing of the University. You will note the title Associate or Vice in combination with Dean, Provost or President. These persons work for the head of their defined areas of responsibility. All Chairs, Directors, academic Deans, the Provost, and the President are also faculty members and teach at the University.

### **How do you address these people?**

The safest bet is to use the title. The generic title “professor” works for most. If you are unsure; using “Dr.” is safe for 9/10 of the faculty. Dean, Provost or President with the last name added is the proper formal address. Most faculty will tell you how they like to be addressed; if they don’t, it never hurts to ask. Some faculty are very informal and prefer first names. As we said when we began, faculty come in all shapes, sizes, and temperaments.

### **Expectations**

Focus on your educational opportunities. Become aware that the scholars who teach you have high expectations, and that one of the most important of these is academic integrity and honesty. Academic honesty is a critical factor in the lives of most college professors and hopefully in the lives of college students. Academic honesty means respect for the knowledge and ideas developed by others. The most appropriate way to wield academic honesty is by crediting your sources when using them in a paper. So, to put it simply, if you didn’t think it or write it completely by yourself, you probably need to cite the work in the appropriate way in your paper. This means not only direct quotes, but also by citing information that directly influences your ideas, construct, or that was gleaned from a specific source. The form of academic dishonesty that gets the most attention, and that college freshmen are likely to encounter, is the plagiarism of ideas through paraphrase. Simply rewriting something in your own words doesn’t make it yours. Please be very careful in this regard. There are other forms of academic dishonesty, like directly cheating or buying a paper outright. An act of academic dishonesty is an act of theft. All of TU’s colleges have policies on academic misconduct. Please consult the academic misconduct policy for the Henry Kendall College of Arts & Sciences at <http://www.utulsa.edu/academics/colleges/henry-kendall-college-of-arts-and-sciences/Advising/AcademicMisconductPolicy.aspx>.

### **Teaching styles**

It is an interesting fact that the majority of college professors, while holding advanced degrees in their field and being published scholars or creative artists, were never trained as teachers. They have

learned to teach by modeling their teaching behaviors on their former professors and by individual experimentation or through personal research to improve their teaching. Consequently, you will probably experience many lecturers varying in expertise from spellbinding to boring. Styles of teaching are as diverse as the subject matter. Many professors design very interactive sessions in which group process, small group exercises, and student presentations are a part of the mastery of the material. Some professors mix styles of presentation to stimulate visual learners with notes on the board, participatory learners with discussion, auditory learners with engaging lectures, and kinesthetic learners with physical activities. If you are having a difficult time with a particular professor, it can be very helpful to think about your learning style and the interaction of that style with the class. If this happens, make an appointment to clarify your difficulties and areas of concern. It may be helpful to fill out the pre-visit form (included here) in order to remember everything you need to ask when you show up in the office. The professors have worked hard to get where they are, but they are here for your education. Remember, too, that everyone needs encouragement, so if a subject stimulated you, or a class lecture or activity was particularly enlightening, tell the professor. It is very helpful to have feedback.

Some classes will measure your knowledge by means of exams; some will combine exams with assigned papers; some will require research projects leading to formal papers or oral presentations; and others will require small or even large group projects. Each professor determines the teaching style he/she thinks will best suit the material and level of the students. A great emphasis is put on your introduction to college level writing and thinking, so you will in all likelihood be writing on a very regular basis. Remember that every time you write, the professor also has to read.

The most daunting fact for many college freshmen is that there are fewer simple black-and-white right answers. At The University of Tulsa, the expectation is that factual data will be used in support of critical analysis or to illustrate your thesis or understanding of a particular issue. Since this is your education, you must be willing to meet the professor at least halfway. You need to participate in the class, read the material assigned in a productive way, and work to engage yourself in the subject, schedule sufficient time for the assigned work, and be clear about your goals in the class. Remember, the professor really cares about the subject and is engaged by eager and prepared students.

If you are determined to learn from a class, there is nothing that can stop you. If you are fortunate enough to mesh well with a class and a particular professor, learn not only the material, but also what it was that helped you to learn. Then, apply that to other classes. If you are having difficulties, don't waste energy complaining to people who can't do anything to help you. Seek solutions, utilize the study techniques suggested in this course, and take advantage of the support made available by the University in the Writing Center, computer centers, through tutors, and certain supplemental instruction classes offered through the Center for Student Academic Support. The first person you will want to seek help from is the professor.

### **Prep sheet for talking to your Professor or Advisor.**

List the issues that concern you.

Make a concerted effort to state them clearly. If you can, give an example, i.e. "I am unclear on where I stand in your class." Do you mean that you don't know what your grade is at this point in time, or

that you feel uncertain about the material? Which part of the material?

Avoid the broad statement “I just don't get it.” Try to be clear and specify, i.e. “I feel a little lost in the last reading assignment. Could you please explain what the author meant by ...?”

If you have a disagreement with the way the professor teaches, try to state clearly the nature of your problem, i.e. “I am having difficulty determining what is important in your lectures,” or “Could we have an opportunity to discuss this material after the lecture,” or “Please clarify the point of the group exercises.”

It is a good idea to try to get to know the professor before you have problems. Make an opportunity to talk about some point you found interesting in your reading or the lecture. Use this space to list points of interest or concern you wish to discuss with your professor.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Time Management

“There is never enough time.” “How am I to do all this work?” “Why am I always behind?” If any of these statements sound familiar, time management is a skill you need to learn. The ability to manage time is a skill that *can* be learned and that successful people have mastered. While it is not necessary for you to turn into a compulsive Type A person, a little organization goes a long way. The following exercises will help you to make the most of your time. That means you will have time for the things you want to do and the things you need to do. One of the simplest ways to get a grip on your life is to learn to make TO DO lists and to complete them. Most of us make mental lists, but actually making a written list, prioritizing items, setting deadlines, and striking completed items off the list can be very satisfying. Below are several steps toward managing time for academic success.

1. Assess your current behavior.
2. Set your priorities and goals.
3. Plan ahead and make your TO DO lists.
4. Break large projects into small, manageable segments.
5. Overcome procrastination.
6. Learn to say no to interruptions. Prevent those that can be prevented and minimize those that

- are unavoidable.
7. Control your environment. Turn off phones, let the voice mail get the call, put up a sign, or move to a quiet place.
  8. Use a timer to help you manage smaller blocks of time, in order that you can move on to all tasks.
  9. Always include time for things that you enjoy in your plan. Be sure to schedule, and honor, breaks. Tying special rewards to the accomplishment of goals can make your time plan more enjoyable, and can incorporate immediate rewards for working on parts of a larger, long-range project. Remember that rewards don't have to cost anything. They can be as simple as an hour of free reading, TV, or a walk or phone call with a friend.

### **Assessment: Free time exercise**

Using the blank schedule, record your time usage for a one week period. Include all activities, i.e. sleeping, eating, watching TV, studying, classes, exercise. Bring this assessment to class and use it as the basis for discovering ways you can find more time.

### **Make a time plan**

You can make time plans in many ways. Using the time assessment as your basis, you might try developing a time plan for one week, in which you schedule all necessary activities first, (i.e., classes and work) and then schedule time for study and leisure. Be sure to include meals during cafeteria hours and remember to schedule sleep. In order to make the studying part of your plan work, you would benefit by making a TO DO list for the week. List the things you must accomplish and note the due date, then estimate an approximate amount of time needed to accomplish each task and assign it to a time period on your calendar. Try sticking to the plan as closely as you are able; if you need to revise it, do so consciously. In order to manage your semester, try making a study plan for each class.

Try it first by taking a syllabus for one class and determining the assignments, papers, readings, etc., that will be due this semester. Make a plan that sets due dates to complete each assignment and designates a reward for accomplishing this in a timely fashion. For instance, if you finish reading chapters 3-7 and organize your notes for the same, then the reward might be to take a walk or watch your favorite program on TV. Once you have a sense of the requirements for each class, you will be able to schedule and manage your time on a week-to-week basis.

You will be assigned some form of Goal Setting and Time Management planning as a part of this course. Helpful suggestions for goal setting include targeting specific goals and keeping track of progress. For instance, you might decide you want to achieve a 3.2 GPA for the semester rather than simply say that you want good grades. Breaking down the tasks for the semester, by the week and day, will help put them in a manageable form. Learn to make TO DO lists and keep track of what you accomplish. Of course, there will be times when a plan has to be reworked. But taking an honest look at how you use your time and energy can go a long way toward bringing it under your control in reaching academic and social goals.

**Time Management Weekly Plan \_\_\_\_\_ to \_\_\_\_\_**

Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7-8 am							
8-9							
9-10							
10-11							
11-12 pm							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12 am							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							

**Basic Schedule Regular Class and Work FALL 2013**

Time Management Weekly Plan \_\_\_\_\_ to \_\_\_\_\_

Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7-8 am							
8-9		EAT	EAT	EAT	EAT	EAT	
9-10		English		English		English	
10-11		French	French	Work Study	French	French	
11-12 pm			C. Math	Work Study	C. Math		
12-1		AS 1001	12:15 EAT	Work Study	12:15 EAT	EAT	
1-2		EAT		EAT		Work Study	
2-3		Work Study	History		History		
3-4		Work Study					
4-5		Work Study				Work Study	
5-6		EAT	EAT	EAT	EAT	EAT	
6-7							
7-8							
8-9							
9-10							
10-11							
11-12 am							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							

### Time Management Weekly Plan

This sample plan includes 1 test, 1 paper, study time, 4 nights of rehearsal, 1 fraternity party, running, 2 workouts, church, etc.

9/27 to 10/1

Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7-8 am		RUN	RUN	RUN	RUN	RUN	
8-9		EAT	EAT	EAT	EAT	EAT	
9-10		English		English	Review	English	
10-11	Church	French	French	Work Study	French Test	French	
11-12 pm	Brunch		C. Math	Work Study	C. Math		
12-1	Brunch	AS 1001	12:15 EAT	Work Study	12:15 EAT	EAT	
1-2	Library	EAT		EAT		Work Study	
2-3	Library	Work Study	History	Polish	History	Work Study	
3-4	Library	Work Study	3:15	Paper	Paper Due	Work Study	
4-5	Library	Work Study	Work out	Paper	Work out	Work Study	
5-6	EAT	EAT	EAT	EAT	EAT	EAT	
6-7			Revise Paper	Study			Meet Friends
7-8		Rehearse		Rehearse	Rehearse	Rehearse	Meet Friends
8-9		Play	Study	Play	Play	Play	Play
9-10		Play	Study	Play	Play	Play	Play
10-11		Play	Study	Play	Play	Play	
11-12 am		Draft Paper	Study	Study	Study	Frat Party	
12-1		Draft Paper	Study	Study	Study	Frat Party	
1-2		Bed	Bed	Bed	Bed	Bed	
2-3						Bed	
3-4							
4-5							
5-6							



## College Life

### **College demands on your social and personal growth**

College will place you in situations you may not have encountered before, and learning to assert your rights is a skill many people must consciously develop. Asserting one's rights doesn't mean being aggressive. It means learning to communicate clearly the position one occupies both emotionally and morally, rather than being pushed into doing something that makes you uncomfortable, or even endangered, out of fear of hurting someone's feelings or seeming too aggressive.

One of the problems that living away from home often poses is that others don't know your signals. That look of yours that everyone in your family knew meant that you were upset, may pass unnoticed by a new roommate. It is important that you practice communicating clearly. If having a roommate borrow your clothes, or play loud music during the time you need to study, is a problem, then you must learn to articulate your needs and feelings rather than let things build to a fight. If you don't want to drink at a party, learn to say no. If you are uncomfortable with the way a date is going, stop it rather than find yourself in a situation you can't control. Learning to speak your thoughts and feelings clearly takes practice. It is often helpful to think about what you are going to say and even practice saying it, before confronting the person with whom you are experiencing the problem. It can also be helpful to preface with the disclaimer "I feel this way when x happens," and to offer a suggestion for a remedy. You are now in a situation where some of the limits that were set by your family must be self-imposed. You must become your own advocate and referee. Remember that if problems do become difficult, there are backups in your RA, professors, friends, the University counseling services, and Chaplain's office. Don't let a small problem become a large one that could interfere with your success and happiness at the University.

### **Safety and student life**

As a student at The University of Tulsa you have certain rights and obligations. Policies have been developed by the University to safeguard both you and your property. It is important that you read the Student Handbook and become familiar with those policies in full. We are listing here some policies and thoughts on safety on campus. While it is not our intent to frighten you, it is our obligation to advise you to use caution and good judgment in your new home.

### **There are some practical things you can do to keep safe both property and self.**

- Lock your room, your bicycle, and your car.
- Walk or jog with others, especially in early morning hours or after dark, or call security for an escort.
- Walk in lighted areas.
- Never leave your books, purse, or bookbag unattended.
- Write your name in each book in several places along with an identifying characteristic like your id number.
- Locate the campus call boxes.
- Report any incidence of campus crime to the proper authorities.

- Remember it is okay to use caution and to exhibit concern for yourself and others.

While we don't want fear to rule your life, using safety precautions makes good sense.

### **Sex and the college coed**

We make no pretensions of telling students how to conduct their private lives. We would be irresponsible if we did not bring up the fact that you are a sexual human being and that part of your choices in the college years have to do with your sexual activity. It is important that you make informed choices. Sexually transmitted diseases affect college students. They can change your life and limit your future. If you are going to become sexually active then you must become sexually responsible. The use of condoms is a necessary protection against AIDS and sexually transmitted diseases. The Alexander Health Center presentation will give facts regarding confidential testing and information sessions. There are peer counselors available to supply information you may need. Don't let ignorance or wishful thinking harm you. Become sexually informed. Make choices based on accurate information, and determined by the moral lifestyle that you decide is right for you.

### **University of Tulsa Policy on Sexual Assault**

The complete policy is available from the Student Affairs Office - this is a condensed version. Sexual assault is a vicious and absolutely intolerable act. The University will take decisive disciplinary action against any student found responsible for such an act on-campus or off-campus. The University respects the privacy of consensual relationships among its students and does not intend to become intrusive in these relationships.

Consent is defined as a clear expression of assent to a sexual act. Consenting persons must act freely, voluntarily, and have knowledge of the act or transaction involved. Consent will not be implied by silence, mere passivity, or from a state of intoxication or unconsciousness. Lack of consent is implied if there is a threat of violence, if violence is in fact used, or if the accused has taken advantage of a position of influence that the person has over the victim.

Sexual assault is defined as a sexual act committed upon a non-consenting person. Sexual assault is any of the following behaviors: forcible sexual offense (including but not limited to rape, sexual penetration, sodomy, or any other act as defined in this policy), non-forcible sexual offense, nonconsensual sexual contact, sexual-related offenses (offensive behavior that is sexually motivated and directed at or involves another person, including but not limited to indecent exposure, voyeurism, and sexual harassment.)

### **University of Tulsa Policy on Alcohol**

The complete University of Tulsa Policy on Alcohol is available through the Student Affairs Office and is stated in the Student Handbook. A brief summary is included below. You are responsible for knowing and following the policies of the University.

The University of Tulsa is an educational and social community wherein its students and their guests interact in a wide variety of activities. It is acknowledged that at some of these activities the

consumption of alcohol will occur. The policy of the University exists in order to conform with the state and federal laws and to keep with the mission of The University of Tulsa.

Students and organizations are held responsible for the observance of state and federal laws with respect to alcoholic beverages. Violations of the Alcohol Policy will be reviewed under the provisions of The University of Tulsa Judicial Code. Those who plan or choose to attend events where alcoholic beverages will be available and consumed must assume full legal responsibility and liability for the consequences of their actions.

Consuming alcohol is a matter of personal choice. When students choose not to do so, their position should be honored, and peer or organizational pressure should never be exerted to cause them to do otherwise. Alternative beverages must be provided at any event where alcohol is consumed. Legal proof of age must be presented to those in charge of the event. All functions where alcohol is served must abide by the policies and restrictions of the University and state and federal laws.

**A first conviction for DUI can cost thousands of dollars**, and this is assuming no one was injured. Responsible use of alcohol includes education on prevention of alcohol abuse and the dangers of drunk driving. If you drink be responsible. If you drink don't drive.

### **Substance abuse monitoring exercise**

Substance abuse affects behavior and performance. Alcohol is the drug of choice for the majority of young adults. The great majority of acquaintance rapes, car accidents involving fatalities, and fraternity hazings take place with alcohol present. Take a serious look at how your behavior may have become entwined with alcohol since moving to campus by completing the following monitoring exercise. Record your use of alcohol or other substances for one week. Also record any affected behaviors (classes missed, late assignments, poor performance, etc.) that might be connected with the abuse of alcohol or other substances.

### **Signs of alcohol abuse**

- Frequent drinking to the point of intoxication
- Drinking in the morning as a way to “get your day started”
- Frequently skipping classes due to hangover
- Blackouts: inability to remember what happened during the time you were drinking
- Drinking while alone to escape boredom, anxiety, or loneliness
- Injuring yourself or another as a result of drinking
- Frequently denying or rationalizing your behavior to others
- Drinking to relieve chronic hangover
- Doing something that you would not do if you were sober

### **Suggestions for discussion**

How do you handle the pressures to drink in college? What can you do to prevent drinking from leading to date/acquaintance rape? How could you help a friend whom you recognize as having a drinking problem? What are the signs of alcohol and substance abuse? Is alcohol associated with

every social event your group enjoys? Discuss what this adds to or subtracts from the event, and why you think this seems to happen. If you are a non-drinker, articulate why.

## Advising

### Advising and you

The Henry Kendall College of Arts and Sciences has a faculty advising program. New students are placed in a *College Experience* course taught by a faculty member who also serves as the student's first-year advisor. The first-year advisor will help you with choosing your classes for the spring of your first year and the fall of your sophomore year. When you have declared a major, your new departmental home will assign a faculty member in your major as your advisor.

When you see your faculty advisor during the enrollment period, you will notice that he/she will fill in balance sheets: one for your core and general curriculum, and another for your intended major. These forms list requirements and serve as a guide to help you decide which courses you need to take in order to fulfill degree requirements. The two of you will consult the schedule of classes for the coming semester, compare it to the courses you need, and determine your enrollment. Enrollment happens in order of seniority, which means that freshmen go last. Therefore, it is always wise to have a few alternatives in mind. Your advisor will help you come up with a list of classes and will check on how your semester is going. You will only be eligible to enroll after your faculty advisor approves your selection of classes. Advisors will have access to the grades you have earned through WebAdvisor. They are also contacted when students are showing signs of academic distress, such as receiving unsatisfactory grade reports. Your advisor can be very helpful in making plans for graduate school or in exploring career options.

The Dean's Office in Arts and Sciences is also ready to help you deal with unusual problems. The Coordinator of Advising, Jane Thomas, and the Associate Dean, Dr. Teresa Reed, can help with problems your faculty advisor is not able to solve. Jane Thomas also grants the transfer of credits from other institutions and updates files to ensure that your balance sheets are correct. In your junior year it will be important for you to meet with her to have your first graduation check to confirm that you are on track to graduate on time.

### Role of the student

1. Know the degree requirements of the College and of your major.
2. Be familiar with the academic regulations of The University as listed in the Undergraduate Bulletin and Student Handbook.
3. Consult with your faculty advisor each semester.
4. Follow registration procedures as listed under the Registration heading of this guide.
5. Be familiar with the academic calendar for such information as drop/add deadlines, registration deadlines, and final exam schedules.

Your advisor is the first person you should see in your quest for assistance.

## **Study Abroad**

If you are interested in studying abroad, consult with your academic advisor. Specific program information can be obtained through the Center for Global Education, 3126 East 5th Place, x3229.

## **Public Service Internships**

The University of Tulsa also offers opportunities for public service internships. These internship programs are designed to help students explore their interests, obtain experience, and prepare for public life. For more information, contact Mike Mills in Student Affairs or the Advising Office, x2510.

## **Certificate Programs**

Certificate programs are defined sequences or groups of courses that focus on an area of specialized knowledge or information. In the College of Arts and Sciences, students may complete requirements for a certificate program in lieu of a minor. See your Advising Office for specific certificate programs (also listed online).

## **Registration Process:**

*A brief outline:*

1. Check with the Registrar or the College Advising Office to see if you have any holds placed on your enrollment. You must clear them with the office that has placed the hold (i.e. Business Office, Admissions, International Student Services, Alexander Health Center) before enrollment.
2. Review the schedule of courses for the next semester and consider your needs and options. Make an appointment to consult with your advisor. During the meeting finalize your choice of courses and pick some alternate courses (especially humanities and social science courses) in case any of your first choices are already closed. Your advisor may enroll you in her/his office or you can enroll yourself through [WebAdvisor](#). You will be able to access online enrollment only after the Advising Office has received notification from your advisor that your choice of courses have been approved. It is therefore imperative that you meet with your advisor before attempting to enroll.
3. The enrollment procedure should take about 15 minutes. You can print out a copy of your schedule. Check it carefully to make sure it lists the courses in which you intended to enroll along with all required labs or discussion sections.

## **TU ADVISING TALK**

**Audit:** Students may elect to audit a course and will have all the privileges of students taking the course for credit, except taking the final examination or receiving credit for the course. Students who have completed all other requirements for a course may elect to take the course for credit through the

first three weeks of a regular term if the course instructor and the college dean give their permission. Students originally enrolled in a course for credit may elect to change their status to that of audit through the first three weeks of a regular term if they secure the consent of the course instructor. To change officially their status in the class, students must complete the *Drop/Add Form* and turn it in to their college advising office.

**Bulletin:** TU's [Undergraduate Bulletin](#) contains answers to many of the questions students ask about academic policies, financial issues, majors, departments, colleges, and course offerings at TU. It describes the different kinds of financial aid, and defines such policies as Probation, Dismissal, Incomplete, etc. It lists all of the majors at TU, course requirements for the majors, the names of faculty members in each department, and descriptions of the courses offered by each department. As a TU student, you are responsible for knowing the information in the Bulletin, such as academic policies, course prerequisites, and major requirements. Therefore, EVERY TU student should have either hard-copy or online access to the Bulletin, should be familiar with it, and should use it as a reference.

**Certificate:** A defined sequence or group of courses that focuses on an area of specialized knowledge or information. A longer sequence of courses than a minor, but not as long as a major. In Arts & Sciences, it can function in place of a minor.

**College:** TU is a university made up of three undergraduate colleges and a graduate college: Arts and Sciences, Business, and Engineering and Natural Sciences, and the College of Law. When you graduate from TU, you will receive your bachelor's degree from one of the colleges.

**Credit hour:** You can think of the "credit hour" as a unit of measure for college courses. For instance, a lecture course that meets for 150 minutes a week (three days for 50 minutes each day, or two days for 75 minutes each day) is usually a three-credit-hour course. A lab that might meet for two to four hours per week still carries only one credit because labs require less preparation outside of class and consist mainly of activities that reinforce what you are learning in a lecture course.

**Drop/Add:** Students may drop or add a course through the third week of classes during a regular semester. Adding a course after the second meeting requires completion of the Drop/Add form, including the instructor's signature. A class may be dropped without academic penalty through the third week (this does not require the instructor's signature).

**First Seminar:** A three-credit course required of Arts & Sciences students during the second semester of the freshman year. Each First Seminar section covers a different topic, but all of them require close reading, critical thinking, analytical writing, and class discussion.

**Incomplete:** Students who are doing passing work but who, because of serious illness or other legitimate extenuating circumstances, cannot complete their coursework, may, at the discretion of the instructor, receive a grade of I (incomplete). Incompletes will not be granted without an exceptionally good reason. When the instructor grants an incomplete, a "Record of Incomplete" form must be filed in the office of the undergraduate Dean. This form, which is to be signed by the instructor and by the student, should specify what must be done to remove the incomplete and give a deadline for completion of unfinished work. The incomplete grade will remain on the student record for one year. After that time, unless the course work is completed and the instructor changes it to an alternate grade, the grade is changed to F. Students with more than 9 credits of I will not be permitted to enroll in courses at the university without the permission of the Office of the Dean.

**Major:** A major is a program of study, or group of selected courses, required for an academic degree in a particular subject. The courses required for the major are specified by each department.

**Minor:** A minor is a group of courses, fewer than the number required for a major, for students to take who wish to pursue an interest in some subject in addition to their major. The courses required for the minor are specified by each department. For most minors, the required courses are listed in the Bulletin, though for some you need to consult with the department in question or your academic

advisor.

**Pass/Fail:** Some courses may be taken pass/fail. Grades of C or better are recorded as a pass (P). Grades of D are recorded as D, and grades of F are recorded as a fail (F). Grades of P are not computed into the GPA, but grades of D or F are. You should be careful about your selection of P/F courses, and consult your advisor. A Permit for Declaring Pass/Fail should be completed in the Advising Office and turned into the Office of Registration and Records within the first three weeks of the semester.

**Prerequisite:** A course that must be completed successfully before you enroll in another course. The first course is a prerequisite because it contains knowledge or skills you need to have mastered before you take the second course. You can find out if a course has prerequisites by reading its course description in the **Bulletin**; the syllabus for a course should also list any prerequisites.

**Probation and Dismissal:** Student academic performance is reviewed at the end of every regular (fall or spring) semester. Any student whose cumulative University of Tulsa grade point average falls below 2.0 (C) is automatically placed on probation. A student on academic probation may be required to make up course deficiencies, accept limitations on enrollments (limitations vary according to College), or abide by limitations on extracurricular activities, as determined by the Dean of the college in which the student is enrolled. In order to be removed from academic probation, students must raise their University of Tulsa cumulative grade point average to 2.0. The decision to remove a student from academic probation can be made only by the Dean of the college in which a student is enrolled at that moment. Students may ask to be removed from probation at the end of a summer session if they have raised their cumulative grade point average at The University of Tulsa to at least a 2.0. Work taken outside The University of Tulsa does not count toward a student's removal from probation. Students who remain on probation for 2 consecutive semesters are subject to dismissal from The University. Those who fail 50% or more of their grade point hours or earn a GPA of 1.0 or less for any academic year are subject to dismissal even if they have not previously been on probation. Students who are subject to dismissal are not considered to be making satisfactory progress toward their degree.

**Reading Days:** One or more days between the last day of classes and the first day of final exams, placed in the academic calendar to give students time to begin preparing for final exams.

**Section:** A course may be offered in several sections each semester, with each section meeting at a different place and possibly at a different time, and with a different instructor, but having basically the same content. Different sections of some courses have the same syllabus, while different sections of other courses do not.

**Syllabus:** A handout from your instructor, which may include some or all of the following: the purpose of the course; prerequisites and co-requisites, if any; the instructor's name, office hours, and telephone number; a schedule of reading and/or homework assignments; a schedule of tests; the instructor's policy on accepting late work; and his or her grading policy. You should receive a syllabus from the instructor of each of your classes; if you miss the class period in which the syllabus is handed out, it is your responsibility to request one from the instructor and to find out how to make up any work you have missed.

**Synonym Number:** Each course section will have a unique identifying number called the synonym number. It will be listed after the course section numbers in the schedule of courses. Please write the synonym number on the registration form along with the department, course, and section number.

**Withdrawal:** Once you have enrolled in a course, you are obligated financially and academically to complete the course or to complete an official withdrawal. Non-attendance of classes does not constitute an official withdrawal or drop.

## **FREQUENTLY ASKED QUESTIONS ABOUT ADVISING ISSUES:**

### ***How do I change from one college to another?***

Changing your college requires completion of a **Change of College Form**. This form is available in the Office of Registration and Records, 103 McClure Hall, and requires signatures from the Advising Offices of both colleges.

### ***How do I change my address or other information?***

It is the student's responsibility to ensure that The University has an up-to-date address and telephone number so that important academic information can be delivered to the student in a timely fashion. To update your address, please ask for a **Student Change of Personal Data Form** from the Office of Registration and Records, 103 McClure Hall.

### ***What is my class standing?***

You are a freshman if you have from one to twenty-nine credit hours completed. Sophomore standing is from thirty to fifty-nine credit hours; juniors from sixty to eighty-nine; and seniors, ninety or more credit hours.

### ***What is the procedure for dropping a course?***

A course may be dropped during the first three weeks of a semester with no academic penalty. Academic penalty refers to the fact that there will be no entry on your transcript. To drop a course during this time period, you must complete the **Drop/Add Form** available in the advising office.

### ***What consequences should be considered before withdrawing from a course(s)?***

Course withdrawals are treated as a serious matter that require advisor/student interaction. Students must see their advisor when they need to withdraw from a course. In addition to the advisor's signature, the **instructor's** signature is required to withdraw after the first three weeks of the semester. No withdrawals are permitted after the 12th week of the semester. Withdrawals taken during this period (4th through 12th week) will be noted as a W on the transcript. See the Important Dates section for the dates of these deadlines. If withdrawing from a course reduces the total hours for the semester to fewer than 12, then there are also financial aid implications and, in the case of international students, visa status implications. Students should check with those offices for additional information.

### ***Can I take classes at another institution that will transfer here?***

There are some important restrictions that apply to transfer credit. To ensure transferability, students should seek approval from their advising offices. University policy states that the last 45 credit hours towards graduation must be taken in residence at The University of Tulsa).

### ***How do I declare a major?***

Students officially declare a major by completing a form in the collegiate Advising Offices. Students' records are then forwarded to the major departmental office for processing and assignment of a faculty advisor.

### ***What is a graduation check, and when should I have one administered?***

To make certain you have fulfilled all of the requirements necessary to graduate, you should make an appointment with an academic advisor during your junior year.

By working with your faculty and academic advisors, your growth as a student can be significantly influenced. Your questions and comments are always welcome.

## Requirements

1. You must complete a total of at least **124 hours** to graduate.
2. You must complete your **last 62 hours at a 4-year** university and your **last 45 at TU**.
3. All freshman students in the College of Arts and Sciences will be enrolled in the College Experience Course (AS 1001) in the fall semester. This mandatory, one-credit-hour course is designed to orient the freshman student to academic life and student success. Freshman faculty advisors will be instructors for this course. The Associate Dean of the College will assign students to a section of AS 1001 based on the students' academic interests.
4. Two courses are required to fill each of Blocks 1 and 3, and four courses to fill Block 2. One of the Block 3 courses must include a lab. No more than two courses from any one discipline may be used to fulfill General Curriculum requirements.
5. Two courses must be taken to fulfill the cultural diversity and gender studies requirement. If, for example, these courses would fulfill a Block or First Seminar requirement, then they may be used to fulfill both requirements. (See list compiled by Arts and Sciences Curriculum Committee in the schedule of courses.)
6. Core and general requirements (with the exception of the Senior Seminar) should be completed before the end of the sophomore year.
7. Recreation (REC) courses do not apply toward completion of a degree.
8. Only students pursuing majors in Education with a Science major, Economics, Environmental Policy, or Speech Pathology are eligible to receive a Bachelor of Science degree.
9. You must declare a major and a minor (or certificate) to graduate. You declare a major by filling out a major declaration card in the Advising Office. Majors are declared at the end of the first year or in the second year at TU.

## Bachelor of Arts or Bachelor of Fine Arts Degree Program

Anthropology

Art

Arts Management

Chinese Studies

Communication

Deaf Education

Economics

Educational Studies

English Language and Literature

Environmental Policy

Film Studies

French

German

History

Music

Musical Theatre

Organizational Studies  
Philosophy  
Political Science  
Psychology  
Religion  
Russian Studies  
Sociology  
Spanish  
Theatre  
Urban Education

## **Bachelor of Science Degree Program**

Economics  
Education with Science major  
Environmental Policy  
Sociology  
Speech Language Pathology

## **Stress**

### **Reducing perfectionism and setting achievable goals**

Lack of organization can be a real hindrance to academic success, but so can perfectionism. If you avoid answering questions in class or even giving opinions because the professor may think you are dumb, or if you feel that none of your accomplishments ever meets your standards, you may be a perfectionist. Learning to set realistic goals and to recognize achievements, rather than being a slave to a false ideal, is just as important as being able to manage time. If you are unable to enjoy your accomplishments because you always think something is not good enough, or if you are unable to separate yourself from your work, confusing your self-worth with the grade you receive on a paper, perfectionism may be a problem. It is good to want to do well, and setting healthy goals is important. The false expectation that one must be perfect can in fact stop all progress, delaying completion of projects or causing withdrawal from a new area of learning because one doesn't achieve an A the first time out.

### **Healthy Goals**

- Based on wants and desires.
- One step beyond present or previous accomplishments.
- Pleasure can be derived from the process of working toward a goal.
- Disapproval or failure seen as specific to the situation (e.g. I didn't earn an A this time, I will focus on improving on the weak area next time).

### **Perfectionist Goals** *Based on the expectations of others.*

- To be perfect at all times.
- The end result is all.
- Disapproval or failure is generalized to self-worth. (e.g. I am a failure because I didn't receive an A on this test.)

### **Suggestions for overcoming perfectionism**

- Make a list of the advantages and disadvantages of trying to be perfect. Note any self-criticism when you do not reach your goal. Is the criticism realistic? Is it helpful?
- Try changing your standards to 90% of your original for a few projects.
- Set strict time limits on tasks. When that time limit is up, move on to something else.
- Recognize that an activity involves more than the end result. What was the process or journey like? What did you learn?
- Ask yourself: “What is the worst thing that could happen if I don’t do this task perfectly?”
- When you make a mistake, ask yourself, “What can I learn from the mistake?”
- Recognize that most criticism is specific to an action. It is rarely a rejection of an individual.

### **Stress Busters**

Stress manifests itself in many ways: short temper, feelings of being out of control or helpless, procrastination, increase in physical illness, emotional withdrawal, and substance abuse are a few of the notable manifestations. In the transition to college your life stresses will change. Becoming responsible for your daily maintenance and educational decisions, even simple things like getting to class or doing laundry, can add stress to your college experience. The following are a few tips that will help relieve stress once you recognize it.

- 1) **Exercise regularly.** Find a physical release that you enjoy and can cultivate. The Mabee gym has a pool and an exercise room. The Collins Fitness Center is an excellent resource. Walking, running, roller-blading, or biking can be great exercise and offer a change of pace. Intramural sports offer socialization as well as exercise.
- 2) **Eat healthfully.** Avoid the infamous “Freshman 15” (lbs.) by choosing your diet with some thought. There are wonderful possibilities at the salad bar. Keep fruit or healthy snacks in your room; avoid vending machines. If you change your diet radically from the patterns you have established for the 18 years before this, your body will let you know by gaining weight or becoming ill. If your schedule of classes interferes with the hours of the cafeteria, contact the cafeteria supervisor and ask that a brown bag lunch or supper be prepared on the days you need one.
- 3) **Sleep sufficiently,** and on a regular basis. This is important to staying healthy. Many students come to college perfectly healthy and then wind up one or more of their semesters by catching mono or other significant illnesses. If you are not getting sleep on a regular basis you are more likely to be susceptible to the next virus coming your way. Sleep deprivation adds to stress. And, while it would be nice to be a “sleep camel” (storing it up on a weekend and not sleeping during the week), it doesn’t work that way. Lack of sleep adds to fuzzy thinking, and falling asleep in class adds to a rotten semester.
- 4) **Study sufficiently** over the course of the semester rather than procrastinating. If you implement your time management plan you should feel more in control of the semester. There will be weeks that are more stressful than others, when many tests come at the same time or papers are due. But, if you plan your studying and spread it out, it will be less daunting than cramming everything in at the last minute. And, chances are your grades will reflect the preparation.

## **Assessment for physical life patterns**

*Assignment:* Keep a record of your eating, sleeping, and exercise patterns for one week. Note times you are aware of particular stress. Note the ways you relieve and respond to stress.

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## **Useful Numbers and Campus Locations**

### **College of Arts & Sciences, Chapman Hall**

Dean: Kalpana Misra, x2547, [kalpana-misra@utulsa.edu](mailto:kalpana-misra@utulsa.edu)

Associate Dean: Teresa Reed, x 2774 [teresa-reed@utulsa.edu](mailto:teresa-reed@utulsa.edu)

### **Arts & Sciences Advising Offices x2244**

Jane Thomas, x2815, [jane-thomas@utulsa.edu](mailto:jane-thomas@utulsa.edu)

Veronica Ostapowich x2473, [veronica-ostapowich@utulsa.edu](mailto:veronica-ostapowich@utulsa.edu)

Diana Pennington, x2473, [diana-pennington@utulsa.edu](mailto:diana-pennington@utulsa.edu)

Honors Program: Denise Dutton, x2122, [denise-dutton@utulsa.edu](mailto:denise-dutton@utulsa.edu)

Tulsa Global Scholars Program (TUGS): Lara Foley, x2050, [lara-foley@utulsa.edu](mailto:lara-foley@utulsa.edu)

Tulsa Undergraduate Research Challenge (TURC): Steve Steib, x2952, [steve-steib@utulsa.edu](mailto:steve-steib@utulsa.edu)

## **Computer Labs**

BAH 123, x2022

KEP, x2294

McFarlin Library x3493, 2280 Plaza Level

**Writing Center** McFarlin 3<sup>rd</sup> Floor (above the coffee shop), 8am-7pm, x3131

**Alexander Health Center** 8-5 M-F, x2241

**Security** 24 hours, x5555

**Center for Student Academic Support**, Lorton Hall. x2315

**Chaplain's Office**, Sharp Chapel x2547

## **Departments**

Anthropology, Harwell Hall x2348

Art, Phillips Hall x2739

Communication, Oliphant Hall x3805

Communication Disorders, MKCC x2504

Economics, Chapman Hall x2219

Educational Studies, Chapman Hall x2313

English, Zink Hall x2557

Film Studies, Lorton Performance Center x2234

History, Chapman Hall x2338

Languages, Oliphant Hall x2332

Music, Lorton Performance Center x2262

Philosophy & Religion, Chapman Hall x2279

Political Science, Chapman Hall x2338

Psychology, Lorton Hall x2248

Sociology, Chapman Hall x2256

Theatre, Kendall Hall x2566

Urban Education, Chapman Hall x2313

### **Interdisciplinary Studies**

Arts Management, Joseph Rivers, x3576  
Chinese Studies, Kalpana Misra, x2547  
Environmental Studies, Chad Settle, x2952  
Organizational Studies, Kalpana Misra, x2547  
Russian Studies, Chris Ruane, x3841

### **Certificate Programs**

Advertising, Teresa Valero, x3513  
African American Studies, Teresa Reed, x2774  
Classics, Jon Arnold, x3115  
Creative Writing, Michael Wright, x3174  
International Studies, Ryan Saylor, x2821  
Journalism Studies, John Coward, x2542  
Judaic Studies, Eduardo Faingold, x2354  
Museum Studies, Lamont Lindstrom, x2888  
Political Philosophy, Russ Hittinger, x3081  
Visual Studies, David Moncrief, x2841  
Women's and Gender Studies, Holly Laird, x2807, and Lamont Lindstrom, x 2888

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### **Useful Links**

**TU Website** <http://www.utulsa.edu/>

#### **A&S Academic Advising**

<http://www.utulsa.edu/academics/colleges/Henry-Kendall-College-of-Arts-and-Sciences/Advising.aspx>

**A&S Faculty & Staff Directory** <http://www.utulsa.edu/academics/colleges/Henry-Kendall-College-of-Arts-and-Sciences/Faculty-and-Staff.aspx>

**Technology** <http://www.utulsa.edu/offices-and-services/information-technology.aspx>

*includes the following:* Find My User name, Change My Password, Gmail (students email), Getting Connected to the Network, Emergency Text, Registration, Virus Protection, Microsoft Software, Organizational Web Space, Many more useful links

**Academic Essentials** <http://www.utulsa.edu/academics/Academic-Essentials.aspx>

*includes the following:* Academic Bulletins, Tulsa Curriculum, Important Dates, Schedule of Courses, WebAdvisor, WebCT

**Alexander Health Center**

<http://www.utulsa.edu/student-life/Health-and-Wellness/Alexander-Health-Center.aspx>

**Athletic Ticket Office** <http://www.tulсахurricane.com/#00>

**Bookstore~ online** <http://www.bkstr.com/Home/10001-10365-1?demoKey=p>

**Campus Computer Store** <http://www.is.utulsa.edu/facilities/store/>

**Campus Security** <http://www.utulsa.edu/security/>

**Career Services** <http://www.utulsa.edu/student-life/career-services.aspx>

**Center for Global Education** <http://www.utulsa.edu/globaleducation/>

**Collins Fitness Center**

<http://www.utulsa.edu/student-life/Health-and-Wellness/campus-recreation/collins-fitness-center.aspx>

**Financial Aid**

<http://www.utulsa.edu/admission-and-financial-aid/undergraduate-financial-aid.aspx>

**Help Desk** <http://www.is.utulsa.edu/helpdesk/>

**Online Employee Directory** <https://wadi.utulsa.edu/empdir/directory?search>

**Schedule of Courses** <http://www.utulsa.edu/courses/schedule/>

**Student Academic Support (CSAS)**

<http://www.utulsa.edu/student-life/Student-Academic-Support.aspx>

**Student Affairs** <http://www.utulsa.edu/studentaffairs> *includes the following:*

Student Code of Conduct, Student Rights and Responsibilities,  
Drug and Alcohol Policies, Request to Inspect Records, Travel Approval Process, Event  
Registration, Complaint Form, FERPA Regulations,  
Student Handbook

**Student Association** <http://www.utulsa.edu/sa/>

**Student Employment**

<http://www.utulsa.edu/student-life/Student-Employment.aspx>

**The Collegian** <http://www.utulsa.edu/collegian/>

**University Calendar** *(includes all colleges and departments)*

<http://www.utulsa.edu/Calendars.aspx>

**WebAdvisor <https://webadvisor.utulsa.edu>**

**WebCT <https://vista.utulsa.edu/webct/entryPage.dowebct>**

## Appendix

### Acknowledgments

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The publications of The University of Tulsa: Counseling Services  
Center for Student Academic Support Services  
The Office of Student Affairs  
3rd Floor Design  
University Relations

The pamphlets of the counseling center of The University of Virginia:

“Time Management”

“Perfectionism”

“Alcohol: How much is too much?”

“Study Skills Tools for Academic Success”

The publications of The University of South Carolina:

*Transitions, a handbook for University 101*

“First Year Experience List”

Monographs and articles:

*College Is Only The Beginning*, John N. Gardner and A. Jerome Jewler, Wadsworth Publishing Co., Belmont, California, 1985.

*How College Affects Students*, Ernest T. Pascarella and Patrick T. Terenzini, Harcourt Brace Jovanovitch College Publishers, Fort Worth, 1991.

*Student Success*, 6th edition, Timothy L. Walter and Al Siebert, Jossey-Bass Publishers, San Francisco, 1993.

*Teaching College Freshmen*, Bette Erikson and Diane Welton Strommer, Jossey-Bass Publishers, San Francisco, 1991.

“Renaissance Humanism and the Future of the Humanities.” Jennifer Summit. *Literature Compass* 9/10 (2012): 665-678.