

Example

University

Transfer

Students'

Handbook

**Jerry Ford, EDD.
Houston, Texas**

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EXAMPLE **UNIVERSITY**

Office of the President
713-713-7133

Summer 2003

Greetings:

You are part of an ongoing, vital experience at Example University. We are excited about the outcome of this adventure and that you are to be a part of it. As you enter Example University, you become a part of a new era in the life of the University. You will leave your mark on the University as you seek to find your niche in the academic, social, and spiritual life of the campus and the world. How you grow and develop will depend for the most part on your desire and willingness to be involved individually and collectively.

As one who has enjoyed the fruits of commitment and involvement, I challenge you to consider the full range of possibilities that are available to you. I encourage you to choose those activities that will provide a wholesome balance to your primary reason for being at Example University—a great education—with your need to prepare socially, physically, culturally, and spiritually for the days and years ahead.

We welcome you to the excitement of the Example University family of students, faculty, staff, alumni, and friends. My hope is that these days will be only the beginning of many welcomes.

Sincerely,

LaVelle LaFord
President

Academic Advising

How You and Your Faculty Advisor Should Work Together!

Each student at Example University is assigned to a faculty member who is an advisor for both educational and vocational guidance. The advising process is designed to help students as they make important decisions related to their academic progress at the University. As new advisees, recently admitted students should become familiar with both their advisors and the advising process. Below you will find some guidelines to follow throughout the year to make the advising process a successful part of your University experience.

WHEN TO SEE YOUR ADVISOR

1. To discuss any problems which affect academic performance.
2. To select courses for the upcoming quarter.
3. To add or drop courses.
4. To register to take a course pass-fail or audit.
5. To discuss academic progress.
6. To declare a major.
7. To file a degree plan.
8. To discuss career considerations.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment instead of dropping by without one.
3. If it is necessary to drop by without an appointment, try to do so at a time when your advisor has posted office hours, avoid the busiest time of day (10:00 a.m.-2:00 p.m.), and allow plenty of time in case you have to wait to see your advisor.
4. Because the first and last two weeks of each quarter are the busiest for advisors, schedule longer conferences during the middle portion of the quarter.
5. In order to change advisors, secure a "Request for Change in Faculty Advisor" form from the Advising Office.

WHAT YOU AND YOUR ADVISOR SHOULD DO

1. You should.....contact and keep in touch with your advisor.
Your advisor should...post office hours.
2. You should.....make and keep appointments...call if it is necessary to change or cancel an appointment.
Your advisor should...keep appointments or call if it is necessary to change or cancel an appointment.
3. You should.....come with specific questions in mind.
Your advisor should...provide accurate and specific information.
4. You should.....come with necessary materials (pencil/pen, class schedule, registration forms, etc.)
Your advisor should...have resource material on hand (The University Catalogue, Advising Handbook, etc.)
5. You should.....ask about other sources of information.
Your advisor should...suggest other sources of information.
6. You should.....be open concerning school work, study habits, academic progress, etc.
Your advisor should...listen and help you solve problems.
7. You should.....build a schedule free of conflicts in time.
Your advisor should...check your schedule for appropriate selection of courses.
8. You should.....make decisions concerning careers, choice of majors, and selection of courses.
Your advisor should...suggest options concerning careers, choice of majors, and selection of courses.

(Adapted from How You and Your Advisor Will Work Together by the Undergraduate Advising Center at the University of Iowa, July, 1981.)

Academic Advising:

Guidelines for Advisees

There are probably no elaborate rules for getting the best advice from advisors, but a few general guidelines might assist as students earnestly solicit advice (especially concerning life changing events or other delicate dilemmas):

- 1. Seek advice from more than one source.** Ask several—other advisors, faculty members, administrators, students who have experienced your dilemma, etc. This allows you to:
 - Cover a wider range of considerations.
 - Broaden your horizons.
 - Contemplate events that you might not have otherwise reviewed
- 2. Be objective and even critical of advice given.** You do yourself an injustice by accepting advice in a “holus-bolus” fashion. The result of uncritical acceptance or unchallenged acceptance of advice and recommendations may prove to be a disaster later.
- 3. Listen carefully to advice given.**
 - Understood precisely what the advisor has said.
 - Hear your advisor out without interruption.
 - Ask questions to emphasize points.
 - Restate the conclusion of an advising session.
- 4. Do not be defensive about advice.** Several “Don’ts” to consider include:
 - Don’t try to find personal fault with the advisor to disqualify him or her as a judge of your situation.
 - Don’t be flippant about the advice given.
 - Don’t argue with the advisor.
 - Don’t try to change the subject to avoid a disagreeable message.
 - Don’t be paranoid in the face of criticism.
- 5. Ask a lot of questions.** Don’t be afraid or shy!
- 6. “Know that you know that you know you have the right answer, advice, or solution before you take action or make a decision!”**

(Jerry L. Ford, ED.D, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

“DON’T BELIEVE EVERYTHING YOU READ. I SPENT THE SUMMER TAKING A COURSE I ABSOLUTELY HATED ONLY TO FIND OUT THAT THE REQUIREMENT HAD BEEN DROPPED! YOU NEED TO TALK WITH ADVISERS ON A REGULAR BASIS. THE PRINTED REQUIREMENTS FOR MAJORS AREN’T ALWAYS UP TO DATE, OR THEY’LL ACCEPT SOMETHING OTHER THAN WHAT’S LISTED” (Tyler, 1997, p. 63).

Academic Advisor Responsibilities

What Should Advisors Be Expected To Do At Example U?

- **Have an advising folder from the Advising Office for each advisee. The advising folder should contain pertinent information about the advisee's educational history. The folder should be updated regularly by including grade/transcript summaries sent at the end of each quarter and by including dated records of all actions and discussions of significance. Notes may be made in the folder of failure to appear for appointments, any academic difficulties, choice of vocational preference, decision to change major, or any other appropriate comments. Questions about and assistance with folders may be directed to the College of General Studies office.**
- **Be available to students on a regular basis. For example, post a schedule of office hours for advising conferences.**
- **Establish friendly relationships and rapport.**
- **Discuss long range and vocational and educational goals, and allow the director of career services to assist you.**
- **Discuss general adjustment to college.**
- **Help resolve academic difficulties.**
- **Know about and keep resource materials (such as the undergraduate catalog) on hand to answer questions about academic policies. Other useful resources are this handbook, the academic calendar, and class schedule books.**
- **Know about resource persons to whom to refer students or contact directly for information and advice--dean's office, Registrar's office, etc.**
- **Be informed about the counseling/testing center in the event referral is indicated. Staff members can assist you with questions and referrals.**
- **Know resources and opportunities available to facilitate in-class and extracurricular learning. Examples include facilities in the Student Affairs Office, concert and lecture series, etc.**
- **Send occasional invitations via campus mail to advisees living in student housing encouraging them to come in for a brief conversation to see how they are doing.**
- **Help in the decision-making process in regard to course choice, vocational indecision, or personal problems (Fogarty, 1981, p. 5).**

Academic Calendar

Fall Quarter

August 31, 8:00 AM-5:00 PM	Registration for New and Re-entry Students Late Registration for Returning Students
September 3.....	Labor Day Holiday
September 4.....	First Day of Class
September 4, 8:00 AM-6:30 PM.....	Registration for Evening Students Late Registration for All Other Students
September 7-8.....	Period to Drop/Add Courses
October 2-4.....	Life Commitment Week
October 26.....	Last Day to Drop a Course
November 5, 8:00 AM-6:30 PM.....	Priority Registration for Returning Juniors, Seniors, and Graduate Students
November 6, 8:00 AM-6:30 PM.....	Priority Registration for All Returning Students
November 9.....	Last Day of Classes
November 12.....	Study Day
November 13-15.....	Final Examinations
November 16.....	Work Day, Grades due 5:00 PM-Registrar's Office

Winter Quarter

November 26, 8:00 AM-6:30 PM	Registration for New and Re-entry Students Late Registration for Returning Students Registration for Evening Students First Day of Classes for Monday PM only Classes
November 27.....	First Day of Class
November 27, 8:00 AM-6:30 PM.....	Registration for Evening Students Late Registration for All Other Students
November 28, 8:00 AM-6:30 PM.....	Late Registration for All Students
November 28-29.....	Period to Drop/Add Courses
December 14.....	Christmas Recess
January 2.....	Classes Resume
January 15-17.....	Religious Emphasis Week
January 21.....	Martin Luther King, Jr. Holiday
January 25.....	Last Day to Drop a Course
February 11, 8:00 AM-6:30 PM.....	Priority Registration for Returning Juniors, Seniors, and Graduate Students
February 12, 8:00 AM-6:30 PM.....	Priority Registration for All Returning Students
February 15.....	Last Day of Classes
February 18.....	Study Day
February 19-21.....	Final Examinations
February 22.....	Work Day, Grades due 5:00 PM-Registrar's Office
February 23, 10:00 AM.....	Mid-year Commencement

Spring Quarter

March 4, 8:00 AM-6:30 PM	Registration for New and Re-entry Students Late Registration for Returning Students Registration for Evening Students First Day of Classes for Monday PM
March 5.....	First Day of Class for Monday PM only Classes
March 5, 8:00 AM-6:30 PM.....	Registration for Evening Students Late Registration for All Other Students
March 6, 8:00 AM-6:30 PM.....	Late Registration for All Students
March 7-8.....	Period to Drop/Add Courses
March 27-29.....	Easter Holidays
April 2-4.....	Life Commitment Week
April 19.....	Last Day to Drop a Course
May 6, 8:00 AM-6:30 PM.....	Priority Registration for Returning Juniors, Seniors, and Graduate Students
May 7, 8:00 AM-6:30 PM.....	Priority Registration for All Returning Students
May 10.....	Last Day of Classes
May 13.....	Study Day
May 14-16.....	Final Examinations
May 17.....	Work Day, Grades due 5:00 PM-Registrar's Office
May 18, 10:00 AM.....	Commencement

**“When it comes to advice, the mass of people
clearly subscribe to the biblical doctrine that it
is more blessed to give than to receive.”**

(“The Way of Advice.” Royal Bank of Canada, 1991)

Academic Difficulty Analysis Form

Listed below are reasons why students have difficulty in college courses. Please indicate the course(s) (English, math, history, etc.) in which you are having difficulty and check the appropriate reasons.

Reasons for Difficulty	Course	Course	Course
Poor study habits	_____	_____	_____
Have difficulty reading	_____	_____	_____
Turn course work in late	_____	_____	_____
Absent too much	_____	_____	_____
Tardy too often	_____	_____	_____
Do not prepare for class	_____	_____	_____
Have a health problem	_____	_____	_____
Have not sought help from the professor	_____	_____	_____
Inadequate background in the course	_____	_____	_____
Lack interest in the course	_____	_____	_____
Have to spend too much time on my job	_____	_____	_____
Have too many outside interests/activities	_____	_____	_____
Procrastinate too much	_____	_____	_____
Have a personal problem	_____	_____	_____
Other	_____	_____	_____
Do not know why I'm having difficulty	_____	_____	_____

In conference, the student and I affected the following actions relating to the above:

Student

Advisor

Date

(Jerry Ford, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas, 77036)

Academic Information

Attendance Regulations

Regular and punctual attendance is one of the keys to academic success. Starting with the first day of class, students are responsible for all course work. It is the responsibility of the student to make arrangements regarding any absence. Absences caused by conflicts with other University activities may be approved in advance by the Vice President for Student Affairs. In order to receive credit in any course, a student must be present for at least two thirds of the class sessions, group meetings. And other schedule activities related to that course.

Course Numbering

Each course at Example University is identified by a four-digit number. The first digit indicates the year in which the course is usually taken: 1=freshman; 2=sophomore; 3=junior; 4=senior; 5=post-graduate/graduate; 6=graduate. An undergraduate student may not register for a course with a 5 or 6 as the first digit. The second digit indicates the number of semester hours of credit awarded for successful completion of the course. The third and fourth digits indicate the sequencing of the course by individual departments.

Pass-Fail Courses

Undergraduate students may register for no more than one elective course per quarter on a pass-fail basis. Courses that are required by the University as part of a degree may not be taken under this option. In addition, a course taken on a pass-fail basis may not be used as part of a major. A “pass” grade does not affect a student’s GPA but a “fail” grade is calculated into the GPA, as may other failing grade. Occasionally, at the instructor’s discretion, a student may receive a grade of “A” in a pass-fail course if the student’s performance merits that grade.

Undergraduate Classification

Freshman:	Less than 32 semester hours of credit
Sophomore:	At least 32 and not more than 63 semester hours of credit
Junior:	At least 64 and not more than 95 semester hours of credit; approved degree plan on file in the Registrar’s Office
Senior:	At least 96 semester hours of credit with a minimum GPA of 2:00
Part-time Student:	Undergraduate student registered for less than 8 semester hours of credit in a regular quarter

Academic Loads & Semester Hours

Academic Loads

The minimum number of semester hours to complete an undergraduate degree at Example University (130) dictates that a student must earn approximately 11 semester hours each quarter to make normal progress toward completion in a four-year period. In actual practice, it is anticipated that a majority of those completing an undergraduate degree will accumulate a number of hours beyond the minimum. This, then, presumes a normal load of 12 undergraduate semester hours with an allowed maximum of 13 semester hours. Undergraduate students registered for 8 or more semester hours in a regular quarter are considered to be full-time students. Overloads must be approved by the Vice President of Academic Affairs.

What Are Semester Hours?

Example University operates on a quarter calendar (11 weeks per quarter), and its credit hours are semester credit hours. One semester credit hour usually means one and one-third hours of class per week throughout the quarter. Most three semester-credit-hour courses, for example, meet four hours per week. Exceptions to this pattern include some language courses, most physical education courses, some music and art courses, and most laboratories in the natural sciences.

Semester Hours And Study Or Preparation Time!

A good rule of thumb is that for each hour spent in class, students need to spend two to three hours studying—reading, researching, writing, problem solving, and consulting with the professor/teacher. So, if a student is in class about fifteen hours each week, that student will be preparing at least 30 hours apart from class time. In other words, being a full-time college student is a full-time job.

Achieving the objectives of general education requires more than simply offering courses. How these courses are taught, the kind of advice students receive, and what happens outside the classroom are equally important.

(Forrest, 1982)

Academic Majors and Minors

Double Major Requirement

Since most baccalaureate graduates of Example University will complete a major in each of two selected academic fields of interest, minors will not be recognized or indicated on student records. Ordinarily, not more than 36 semester hours in the same field may be counted as a part of an undergraduate degree program. Occasionally, a student who holds the undergraduate degree from Example University may wish to compile courses to complete a third major. When this request is made of the University Registrar's Office, the student must file a modified degree plan which details the requirements for the major which are in effect at that time. Upon completion of all requirements for the major, a note will be added to the appropriate section of the student's transcript which verifies completion of the third major and the date.

Degree Plan

Before an undergraduate student with 64 semester hours of credit can register, the student must have an approved degree plan on file. A transfer student who transfers more than 50 semester hours must file a degree plan before the second quarter in residence. A transfer student who expects to receive Veteran's Administration benefits must file a degree plan before the initial registration. The degree plan must be based on the current Example University catalogue at the time of filing and will be valid for a period not to exceed 5 years from the date of filing. The student must submit the degree plan to the Registrar's Office in person.

What About Being Undeclared Or Undecided?

National studies indicate that most college students change their minds about a major as they discover more about themselves and their intended major. Example University's degree program is designed to expose students to a wide variety of disciplines. The hope is that one result of this exposure will be a more mature choice of majors. Most students declare a major by the end of their sophomore year. While some majors require a precise sequence of courses begun in the first year, most majors can be completed without taking specific course in the first quarter of enrollment.

Being Undecided About A Major Is Not A Crime!

Students might find themselves in the best of all academic worlds, if not the most popular, and will have the opportunity to explore options and learn decision-making. Their commitment should be to get an education, not a piece of paper with a title on it.

A Job Versus A Career After Graduation?

Students should not plan their future and ignore establishing a strong present. College is more than an exploration of vocational or technical possibilities. How do they want to be seen at age 30, 40, and beyond? Maybe this is beyond their comprehension, but it is worth pondering. What situation will they likely be facing at those times? They may work 40 hours or more a week, but they have to live 168 hours. The non-working hours take as much brainpower, perhaps more, than what the work place will require. They are the products of the university, not the degree. And getting into a career position takes more than a slip of parchment. It involves mastery of the language in writing, in speaking, even in listening. In addition, it allows the development of inquiry skills, a willingness to relocate, and a developed sense of ethic and proper behavior. Just remember, a nerd with a degree is still a nerd!

Academic Probation

Common Errors

Many university personnel who work daily with students on academic probation find that those who are academically dismissed later make relatively common errors in judgment. Many of these students might have stayed in college if they had made different decisions while on probation. Listed below are some student errors occurring most often and the logic students use to make these mistaken judgments. In addition, basic information to help the academic advisor intercede and show the probationary student her/his mistakes in judgment following each student error.

- Error 1** **Enroll In Too Many Credit Hours.** Students think they can "get it all back" through one heroic try and, thus, attempt to make the entire grade point-average improvement in a single semester.
Assistance: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one semester usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification (12 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.
- Error 2** **Avoid Repeating Courses In Which They Earn Below-Average Grades.** Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.
Assistance: Students who earned below-average grades in courses usually should repeat courses as soon as possible -- at the University repeated grades replace original grades taken at the University in calculating the grade-point-average if the repeated grade is higher than the original. For example, a student who repeats an "F" course and receives a "C" has improved his/her GPA as much as earning an "A" in another course, because the repeated grade replaces the original in calculations. Most students do improve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he/she usually should repeat the course to improve his/her grade-point-average and to remove the failure symbolically, if not physically, from his record.
- Error 3** **Attempt To Drop A Course After The Deadline For Withdrawals.** Students believe they will receive special consideration because of their situation and expect to withdraw to protect their grade point average.
Assistance: An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a "W" grade is usually the end of the seventh week of the quarter. For specific dates, advisors should consult the University calendar in the current catalogue or the current class schedule.
- Error 4** **Fail To Resolve Incomplete Grades Within The Time Limit.** Students hope that they can do nothing and have university officials ignore their incomplete

grades. Sometimes they fear completion of the grade (i.e., replacement grade for the incomplete) will hurt their chances for continuation at the University.

Assistance: Students who do not resolve incomplete grades usually suffer more serious consequences than if they resolved the incomplete grades routinely. At the University, incomplete grades change to failures after one year. Thus, advisors should inform students of the significance of resolved incomplete grades compared even to mediocre completion.

Error 5 **Take Advanced Courses With A Weak Or Inadequate Background.**

Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

Assistance: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In rigorous majors, students should repeat some courses, even when they earn passing grades, if they are weak or unprepared to continue the sequence. Often students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are dismissed from school for academic reasons. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding.

Error 6 **Taking Courses On The Advice Of A Friend.** Students often are “advised” by friends to take courses simply because someone else found these courses met his/her need.

Assistance: Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The probationary student should place only limited faith in the course selections of friends.

Error 7 **Take All Of Their Early Courses Exclusively In The General Education Areas.** Students want to get all the basic courses out of the way. The reverse of this is true also--some students do not want to take any basic courses.

Assistance: Students frequently feel compelled to complete all general education courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. Thus, an advisor should encourage a probationary student to combine general and major course work, and when possible, to take at least one in his/her own interest area each semester.

Error 8 **Seek Academic Or Personal Help Late In The Semester.** Students want to succeed on their own and seek help only when it is sometimes too late.

Assistance: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

Exact advice given an individual probationary student depends, of course, on that student's unique situation and the academic rules and regulations of the University. Nevertheless, academic advisors who discuss the problems mentioned above with probationary students likely will point out many errors their students may be making. Reducing these common errors should reduce the attrition of students who, with proper academic advising/counseling, will go on to adequate scholastic achievement (Russell, 1981, pp. 56-58).

Alcohol And Other Drugs

Example University policy prohibits the unlawful manufacture, possession, use, sale, transfer, or purchase of a controlled substance or designer drug on or off campus. It is also a violation of University policy for anyone to possess, use, or be under the influence of an alcoholic beverage on the campus or at a university related activity off campus. Anyone violating these policies is subject to disciplinary action ranging from censure to expulsion.

The University trustees and administration believe that spiritual, intellectual, emotional, physical, and social development have their greatest growth free from mind-altering chemicals. The goal is to provide an environment where the entire campus community is challenged and motivated to live a chemical free lifestyle.

As a first step toward reaching that goal, the University administration makes every effort:

1. to seek full compliance with University policy and federal, state, and local laws and ordinances;
2. to discourage by every means possible the use of alcohol;
3. to promote sobriety; to provide social and recreational alternatives to the use of alcohol and other drugs; and
4. to offer confidential, effective, and redemptive assistance to employees and students who seek help for substance abuse problems, while focusing on the development of a comprehensive program of non-residential service.

Since the University is committed to a caring relationship among its students, faculties, administrators, and trustees—a caring that is characterized by understanding, forgiveness, and respect for individuality—its disciplinary procedures are intended to be constructive and redemptive. For students who seek help for substance abuse problems, complete confidentiality will be strictly observed to the limit of the law. Insofar as federal and state statutes and professional ethical standards permit, no professional on the Example University counseling or medical staff will in any way notify the administration of the name of a specific student who comes for assistance for substance abuse or any other type problem and no records will be forwarded to the administration regarding the services of the problem.

**“Wine is a mocker, strong drink is raging:
and whosoever is deceived thereby is not wise.”**

(Proverbs 20:1, The Holy Bible)

Attendance Regulations

Regular and punctual attendance is essential to successful achievement. Each student is responsible for all work from the first day of class and must make satisfactory arrangements regarding any absence. Faculty members will maintain a complete and accurate record on the attendance of each student and report to the student and her/his advisor whenever irregular attendance is endangering the student's status in the class. If the irregularity persists, the student involved may be dropped from the class roll by the Vice-President for Academic Affairs on recommendation from the instructor in the course, the student's advisor, and/or the appropriate college dean.

Absences due to University activities may be approved in advance for students in good standing only, by the Vice President for Student Affairs on recommendation of the faculty sponsor. This recommendation must be accompanied by a list of those students involved and include full information regarding the nature and extend of the activity. These approved lists will be circulated to faculty members and administrative officers in advance so that proper adjustments may be made and full advantage of the activity gained. The individual student is responsible for making up any work missed regardless of the reason for the absence.

In order to be eligible to receive credit in any course, a student must be present for at least two thirds of the class sessions, discussion group meetings and other scheduled activities related to that course. This limitation applies regardless of the ability of the student and the quality of the work he has done.

**Benjamin Franklin declared,
“We can give advice, but we cannot give conduct.
Remember this:
they that will not be counseled cannot be helped.”**

(“The Way of Advice.” Royal Bank of Canada, 1991)

Calendar of Events

August

31 Residence Colleges Open
31 Welcome Days at Country Camp

September

1-2 Welcome Days at Country Camp
6-12 Filing for Freshman Elections
8 Opening Convocation: Dr. M. Gillis
8 Tug-of-War
8 Greek "Back to School" Volleyball
9 CLC Fall Event/Club Convention
12 "Go Greek" Party for Sorority Rush
13-21 Campaigning for Freshman Elections
13 Volleyball: EU vs. National
19-25 Panhellenic Women's Rush
20 Volleyball: EU vs. TSU
20-21 Student Elections
23 Volleyball: EU vs. Schreiner
23-24 Sneak Preview
25-30 IFC Men's Rush
27 Volleyball: EU vs. Incarnate Word
30 Leadership Training Conference

October

1-2 Leadership Training Conference
1-4 IFC Men's Rush
4-6 Life Commitment Week: "Gabriel"
10 Volleyball: EU vs. Ambassador
11 Volleyball: EU vs. Mary-Hardin
13 "Frat" Night Football: Oilers-Browns
13 Guest Guitarist: Kevin Gallagher
14 Career Fair
18 Volleyball: EU vs. Southwestern
18-19 AED Blood Drive
25 Volleyball: EU vs. Concordia Lutheran
25-27 International Friends Food Festival
29 Yearbook Beauty Pageant

November

1 Volleyball: EU vs. St. Mary's
3 Volleyball: EU vs. Huston-Tillotson
4 Fall Choral Concert
4-5 Texas Black Student Retreat
5 Basketball: EU vs. Texas Lutheran
8 Basketball: EU vs. St. Edwards
12 Basketball: EU vs. Faith Baptist
14 Midnight Breakfast
15-17 Final Examinations

December

1 Founders' Day
3 Parent's Night
3 Basketball: EU vs. LSU/Shreveport

5 Basketball: EU vs. Wiley
6-7 Special Elections-Homecoming Court
9 CLC/EU Family Christmas Party
13 Basketball: EU vs. Louisiana Christian
18 Basketball: EU vs. Incarnate Word
TBA "The Nutcracker"

January

3 Basketball: EU vs. National Christian
7 Basketball: EU vs. Schreiner
12 Basketball: EU vs. Concordia Lutheran
27-28 EU-BSU Retreat

February

3-4 Homecoming Weekend
4 Basketball: EU vs. Ambassador
6 Basketball: EU vs. Texas College
7-9 International Friends Food Festival
10 "Go-Texas Day"
18 Basketball: EU vs. East Texas Baptist
20 Midnight Breakfast
21-23 Final Examinations
24 Commencement
25 Basketball: EU vs. LeTourneau
26-28 Mexico Mission Trip

March

1-3 Mexico Mission Trip
18 "International Nite"
TBA "Rockets Basketball"
TBA EU Men's Baseball/Women's Softball
23-26 National BSU Retreat
28-30 Hinton Christian Lecture Series
31 Sneak Preview

April

1 Sneak Preview
TBA EU Men's Baseball/Women's Softball
TBA "Astros Baseball"
7 Spring Fling
8 Student Foundation Fun Run
10-17 Filing for Student Elections
13 Easter Break
18-26 Campaigning for Student Elections
25-26 Student Elections
27 Women's Day
28 Husky Revue

May

4 Awards Day
15 Midnight Breakfast
20 Commencement
29 Memorial Day Holiday

Campus Bookstore

The campus bookstore is your one-stop shopping for a variety of items from new and used textbooks to clothing, school supplies, and gifts.

<u>Hours</u>	Monday and Thursday	8:00 AM—6:30 PM
	Tuesday and Wednesday	8:00 AM—4:30 PM
	Friday	8:00 AM—12:30 PM
	Extended hours of operation during the first two or three days of each quarter!	

Methods of Payment Payment for bookstore purchases may be made by cash, check, VISA, MasterCard, or student charges. When paying by check you will be required to furnish your student ID, social security number, and day-time phone number.

Refunds Keep your receipts the entire academic quarter just in case you need them! Refunds on all purchases may be obtained if the following criteria are met:

1. Requests for refunds must be accompanied by the original cash register receipt;
2. Items must be in the same condition as when purchased from the bookstore;
3. New textbooks must be totally free of all markings;
4. Refund period for textbooks will be ten (10) days from the first day of class each Fall, Winter, and Spring Quarter. Five (5) days during the Summer. No refunds on textbooks bought the week before and the week of finals;
5. All other purchases are five (5) days from the date of purchase;
6. Defective products should be returned immediately for full refund or exchange.

Textbook Information All required and recommended textbooks for each class are arranged alphabetically by course name, course number, and section. Bring your class schedule from registration to match course and section numbers with the information on the shelves. This will help ensure that you arrive at class with the correct book(s).

Book Buyback Books may be sold back to the bookstore during finals of each quarter. Days and times will be posted at least two (2) weeks in advance. Fifty percent of purchase price will be paid for books that are: (1) needed the following quarter; (2) current editions; and (3) in good re-saleable condition. All other books will be evaluated and market value will be paid for current edition books.

Other Services The bookstore also offers a variety of special services such as ordering class rings, graduation announcements and memorabilia, special order books, study aids for all majors, computer software and supplies, and much more. Check cashing is available at no charge. Checks may be written for a maximum of \$20.00 cash.

Note If you have any questions or concerns, please ask one of the bookstore staff for assistance. Your comments and suggestions are always welcome.

Campus Security—University Police

The University Police Department provides twenty-four hour a day patrol protection to the Example University campus parking lots, residence colleges, apartments, and all other campus facilities. Example University police officers are certified peace officers, and the department maintains working relationships with other city, county, state, and other law enforcement agencies in the area.

An escort service is available for anyone walking alone on campus at night. The service can be reached by dialing 9111 from a campus telephone. The police can also be reached by using one of the many emergency telephones located throughout the campus.

During the year, the department sponsors programs dealing with crime prevention techniques and keeps students informed through a variety of ways, including articles in the University newspaper, The Example Times.

The University Police Department headquarters is strategically located in the Domed Academic Center in the middle of the campus. Wherever you are on the campus you are not far from campus security. Please be alert for unusual happenings and/or unusual persons and report them to the University Police. A comfortable and safe learning environment is our primary objective. The police department phone number is 281-999-9111.

“Oh, to have an eraser that would wipe out painful memories. Not so much of the times when we’ve been hurt, but those stabbing memories of the times when we’ve hurt others.”

(Holmes, 1982, p. 58)

Career Services

The Example University Career Services Center is about bridge building. As students make the transition into college life, they need to know how their academic program relates to a chosen career. Career counseling and career testing are designed to help students answer this important question. As they move from the college experience to the world of employment, they need to be prepared to make this transition as painless and fruitful as possible. Internships, co-operative education, and job placement services are designed to help students accomplish this goal.

In between these transitions, it is important to learn how to prepare a resume, research potential employers, network, and interview effectively. Periodic programming presented by the Career Services Center gives students the opportunity to develop these job search skills. If graduate or professional school is their goal, they will find the catalog library helpful.

The Career Services Center provides the following options:

- Career Counseling & Testing
- Coordination of On-Campus Recruiting
- Resume Preparation Seminars
- Job Interview Seminars
- Career Resources Library
- Job Placement
- Graduate Catalog Library
- Resume Expert Plus
- Internet Access and Searches

The Career Services Center is located in the Domed Academic Center in the middle of campus in Room DAC-106.

**“Apply thy heart unto instruction, and
thine ears to the words of knowledge.”**

(Proverbs 23:12, The Holy Bible)

Christian Life on Campus

Christian Life on Campus (CLC) is a dynamic fellowship of students interested in discovering, developing, and sharing a personal relationship with God through Jesus Christ. All students, regardless of religious or denominational backgrounds, are welcome to participate in the activities and ministries of CLC.

Family

CLC provides students with an opportunity for interaction as they develop a sense of community, and as they grow in their relationship with Jesus Christ.

Ministry

CLC establishes a program for ministering to students, and for involving students in ministry to others. An indispensable ingredient in Christian growth is this kind of service.

Discipleship

The programs of CLC subscribe to the over-arching goal of encouraging Example University students to become disciples of Jesus Christ. CLC encourages a well-rounded approach of the Christian life. This approach includes practice in spiritual disciplines, service, stewardship, and personal devotion to God—elements that must be present in the life of a disciple.

How Do I “Join” CLC?

You already have! Every Example University student is considered a part of Christian Life on Campus. All you need to do is get involved! To find out more about the opportunities for involvement in CLC, take part in the “Fall Event” held in September on campus, or you can fill out an interest survey card, found in the Campus Ministries Office located on the second floor of the University Student Center. A CLC Executive Council member will then contact you.

If you are interested in becoming a part of the CLC leadership, applying for University Council should be your first step. For information and an application form, come by the Example University Campus Ministries Office or call extension 3393.

**In Christian Life on Campus, YOU Are Significant!
Sooooo...What are YOU waiting for? Get Involved, and
Make a World of Difference!!!**

Christian Life on Campus:

Interests and Ministries

Bible Study/Discipleship

There are Bible study and discipleship groups that meet both on and off campus each quarter. It is important for the Christian student to engage in an investigative study of scripture with others. In such settings, special bonds of friendship are formed as students learn to apply Biblical principles to life situations. Training is offered for those who wish to lead a Bible study on campus.

Black Student Fellowship

Although CLC desires to include students from every ethnic group on campus, there is a special additional outlet for our African-American students. The “Black Student Fellowship” (BSF) meets twice each month, addressing needs and issues that are especially relevant to the Black Christian community. The “Gospel Choir” (open to any student) is an exciting outlet for musical expression of this ethnic group’s style. The choir, which rehearses weekly, hopes to perform at this year’s Black Student Retreat in Dallas.

Children’s Missions

Kid’s Club is a very special community missions ministry to our inner city children. Each week, a group of Example University students provide an “After School in the Park” program for boys and girls. The CLC puppet team and clowns also participate in valuable children’s ministries. When working with these kids, you will wonder who gets the greater blessing...the children, or you!

Clowning/Puppets/Mime

Clowning, puppetry, and mimes are incredible mediums for ministry, especially when you are working with kids. The CLC clowns, puppeteers, and mimes are called

upon to use their lively skills in local ministry, as well as on CLC mission trips! We also provide training for students interested in learning the basic elements of these ministry tools.

Community Missions

There are incredible opportunities for community missions in our city. Through the four Christian Mission Centers, Example University students can participate in feeding homeless people, working with children, distributing clothing, cleaning, and rebuilding. This ministry of CLC is certain to grow as we look for opportunities right here at home to care for need people in Christ’s name.

Disciple Now Teams

Each year, qualified Example University students are recruited by CLC to lead “Disciple Now” weekends for area church youth groups. Besides having a terrific time, these EU’ers gain some great youth ministry experience while helping churches in need.

Evangelism

We believe that evangelism is for every follower of Christ. Making disciples among all the peoples of the earth was Jesus, last instruction to His followers. It is important to us that all people know about the existing relationship they can have with God through Jesus Christ. So, we train and encourage our Christian students at Example University to meaningfully share their faith with other students.

Fellowships

Numerous CLC—sponsored fellowships are held throughout the year. Just a few that are scheduled are:

- A. CLC Fall Event (September 9, Example University Campus)
- B. International Fellowships (held each quarter in the Glass Activity Center)
- C. Campus Christmas Celebration (December 9, Example University Student Center)
- D. “SIX O’CLOCK” each week provides a special time of fellowship, worship, and Bible study.

Fine Arts Team (MASTERPIECE)

If acting and/or musical performance is your thing, we have a great place for you to get involved called MASTERPIECE! This group, chosen by audition, shares its ministry of drama throughout the year on campus, and with area churches. And during the winter quarter, MASTERPIECE presents a major work for the entire University family. A special audition will be held for transfer students in early September.

Freshman Council

The Freshman Council, elected by the student body at large in mid-September, is a group of freshman students who are part of the core CLC leadership. Freshman Council seeks to develop leadership skills among its members as they become involved in various areas of the CLC program. For more information about becoming a member of the Freshman Council, contact Chuck Chuckster in the campus ministries office as soon as school begins!

Lunch Encounter

Each Thursday, right after convocation, CLC gives you an opportunity to visit informally with the convocation guest (speaker/entertainer). This Lunch Encounter is held in the University Parlor. Every Example University student is invited to enjoy a great lunch provided by various campus organizations or by area church groups. A contribution of \$1.00 is requested

from all who participate in Lunch Encounter—proceeds are used for student missions and world hunger.

Medical & Dental Fellowship

Two Tuesdays each month during the campus activity period (10:00—11:00 AM), a group of Christian pre-medical, nursing, and pre-dental students meet for a time of Bible study and fellowship. These students explore ways in which they can use their health care skills for Christ. For more information, contact Dr. Holsum (ext. 2375).

Mission Trips

Mission trips are a very important element of the CLC program, engaging Example University students in “hands-on” missions experience. Two mission trips are planned each year, designed to provide missions opportunities in city, state, national, and foreign areas on a rotating basis. These mission trips are conducted during the break before the winter and spring quarters. The annual Mexico Medical Mission project, held over spring break, is designed to give our health care students the opportunity for specialized ministry in “third world” areas.

Newsletter (UP WORD)

UP WORD is the CLC’s official publication, produced to inform Example University students and faculty, campus organizations, area churches, and state agencies about the various CLC activities. If your skills lie in the area of computer word processing and/or journalism this could be an area for your to consider!

Prayer Ministry

Christian students should always be involved in prayer. However, the CLC Prayer Ministry provides a structure for students to pray about specific issues in a systematic manner. Through the “prayer request boxes” on campus, Example University students can share personal concerns for which they would like other students to join them in prayer. Coordinat4ed efforts of prayer will be held

concerning campus, local, national, and world needs.

Publicity

The publicity committee of CLC is always looking for students who are skilled in artwork, in painting signs and banners, or in making attractive posters. This dedicated team is responsible for publicizing to the campus every major CLC event.

Retreats/Trips

There are numerous retreats and trips sponsored by CLC throughout the year. Among those this year are:

“Glorieta” at Glorieta, New Mexico (August 5-12)

“Leadership Training Conference” at Austin, Texas (September 30-October 2)

“Black Student Retreat” at Dallas, Texas (November 4-6)

“State International Student Conference” at San Antonio, Texas (November 6-9)

“Mid-Winter Retreat” at Country Camp in Columbus, Texas (January 27-28)

“State BSU Conference” at Fort Worth, Texas (February 24-26)

“National Black Student Fellowship Retreat” at Nashville, Tennessee (March 23-26)

Senior Adult Ministry

The special needs of the elderly are also a concern of CLC. Through such ministries as “Adopt a grandparent,” our Senior-Adult Ministry Team reaches out to senior citizens who need friendship and reassurance of purpose. And, students’ lives are greatly enriched as they are touched by the depth of experience of the elderly.

SIX O’CLOCK

Open to all Example University students, SIX O’CLOCK is the general meeting for all students who want to participate in CLC. It is designed to engage university students in meaningful fellowship and challenge them to make a difference for Christ in their world. Meeting in the Library Lecture

Room each Tuesday at 6:00 PM “SIX O’CLOCK” seeks to provide a place of Christian expression where students from all Christian backgrounds will be comfortable.

Summer Missions

One of the surest ways to change your life forever is to experience summer missions: from inner city Houston, to the Texas/Mexico border, to California or New York City...from Latvia on the Baltic Sea to Asia! Ask anyone who has been, and chances are they’ll say it was the experience of a lifetime! There are several missions opportunities offered through CLC to meet your qualifications and availability: Baptist Student Union summer/semester missions, North American Mission Board summer missions, Texas River Ministry, Innovators, Camp Work...and more!!! Applications are taken and interviews are held in October for available positions.

World Hunger

Living in a land of wealth and plenty, Americans seldom (if ever) see real hunger, much less experience it! Through the work of CLC’s World Hunger Committee, Example University students and faculty are made more aware of the plight of the starving and are given personal opportunities to make a difference. Serving these purposes are such events as the annual campus-wide “Jar Wars”—jars of money collected for missions.

Worship

Beginning early in the fall quarter, students will gather on the Example University campus one evening each week for a time of student-led worship. A combination of great music and singing, interesting guest speakers, and student enthusiasm make this an experience you won’t want to miss. As with all CLC programs, every university student is welcome, regardless of religious or denominational preference.

Convocation Policies

1. All full-time students (8 hours or more) are required to attend convocation as long as they attend Example University. This is a degree requirement.
2. This course will be taken on a pass-fail basis with satisfactory attendance being a criterion for grading. Students are to be attentive at all convocations and present a good image of our student body.
3. It is the responsibility of each student to know his convocation requirement and also to see that his/her attendance is accurately recorded by the attendance clerk. Students must be checked in by 10:10 a.m. to be counted present. No student is dismissed until the program is terminated.
4. Satisfactory attendance means that a student must attend $\frac{2}{3}$ of the convocation programs in each quarter. This means attending eight (8) of twelve (12) in the fall and spring quarters and seven (7) of ten (10) in the winter quarter. This requirement of eight (8) of twelve (12) is due to the extra Tuesday and Wednesday convocations during Life Commitment Week in the fall and the Staley Lecture Series in the spring. No disciplinary action will be taken for unsatisfactory attendance, but a student who fails will jeopardize his/her graduation, financial aid, or campus housing.
5. The absences allowed per quarter include those absences due to illness, personal reasons, etc.
6. Convocation is scheduled from 10:10 a.m. to 11:00 a.m. each Thursday in Doe Gymnasium. Convocation attendance will be recorded by an electronic reader which scans the individual bar code affixed to the back of the student's I.D. card. Students without their I.D. cards will not receive credit for attendance. Students scanned after 10:10 a.m. will be reported as late and will be required to provide an appropriate excuse to the Vice President for Student Affairs.
7. LUNCH ENCOUNTERS are held in the Doe Parlor after each convocation. Faculty, staff, and students are invited to share a lunch and dialogue with the convocation guest that day. The lunches cost \$1.00, and all the proceeds go to support Summer Missions. The lunches are provided by local churches, student organizations, etc.
8. Tuesdays at 10:10 a.m. will be Activity Period to be used for such activities as Senate or C.L.C. committees, class meetings, Roundtable, pep rallies, student recitals, etc. Exception to this rule is that the Tuesday Activity Period will be utilized as additional convocations during Life Commitment Week in the fall and the Staley Lecture Series in the spring. All activities are to be scheduled on the official school calendar in the Student Affairs Office.
9. The Vice President for Student Affairs will have the authority for the implementation of the program.
10. Only members of the Example University family may attend these convocations. (Students' parents are considered as family.) Only a limited number of tickets will be distributed for some of the convocations as facilities permit.

Dean's List and Honor Roll

General Information

In order to encourage excellence in undergraduate scholarship and give recognition to superior achievement, a Dean's List and Honor Roll are released each quarter by the Vice President for Academic Affairs. Full-time undergraduate students registered for a minimum of eight (8) semester hours of alpha grade credit and maintaining a quality point average at a level which, if continued, would make them eligible to graduate with honors (3.50 and above), are included on the Dean's List. Those completing a minimum of eight (8) semester hours with a quality point average of 3.25 through 3.49 comprise the Honor Roll. Students registered for fewer than eight (8) semester hours and meeting any of the above standards are included on the Honorable Mention List.

Degrees with Distinction

Honors at graduation are awarded to undergraduate students who have completed a minimum of 64 semester hours in residence at Example University and earned an appropriate number of quality points to be eligible for the honors indicated. An average standing of 3.50 entitles the student to graduate cum laude; 3.70 magna cum laude; 3.90 summa cum laude.

**“Study to shew thyself approved unto God,
a work-man that needeth not to be ashamed,
rightly dividing the word of truth.”**

(II Timothy 2:15, The Holy Bible)

Financial Aid

The financial aid policy of the University is to attempt to meet the financial needs of all qualified students through the use of one or more of the programs listed below. Financial need is determined from the report of the College Scholarship Service. A financial aid transcript is required of all transferring students.

Each application for aid should submit the Financial Aid Form to the College scholarship Service at the address indicated on the form. This form may be obtained from high school counselors or the Financial Aid Office at Example University. Currently enrolled students may also apply for financial aid and scholarships.

In addition, an Application for Financial Aid and all other forms should be filed with the Financial Aid Office by May 1st. A plan of aid will then be prepared to meet the needs of each student. The "package" may include several kinds of assistance but in no circumstance will more than one type of institutional grant or scholarship be awarded.

Financial aid is ordinarily drawn from more than one source. Eligibility for various programs is best determined in consultation with the Financial Aid Office. No commitment of funds is made until after the student has been officially admitted to the University. For financial aid purposes, eight or more semester hours is considered full-time; six semester hours is considered half-time.

The Financial Aid Process at Example University

I. Allocation of Funds

A. Federal:

1. Application due in September for next academic year
2. Based on formula including previous year's usage of funds
3. Head count
4. Total amount of tuition and fees
5. Income grid of parents and students

B. State: Application due in March for next academic year based on need of full-time Texas residents not majoring in religion or receiving athletic grants

C. Institutional:

1. Application (budget request) due in December for next academic year
2. After the budget is approved in the spring, funds are allocated to the various departments based on the previous year's usage.
3. Each department is notified of amounts it has to award. After July, that commitment is over, and funds are reallocated to departments needing them, i.e., Presidential Scholarship funds (Mr. Stiles Doe) may be shifted to Music (Dr. Linder Doe), etc.

II. Selection:

1. Applications are ready for students in February for the next academic year. A May 1st priority deadline is used. Awards are made beginning in late May, early June.
2. Federal and State aid are based on a demonstration of financial need. This process takes six to eight weeks, so students need to plan ahead.
3. Institutional aid is based on criteria set by the administration and the department concerned but with some basic minimum standards, such as (1) full-time status, (2) convocation passed, (3) minimum GPA (4) eligibility to represent the institution.

III. Delivery System:

1. Financial Aid Office collects all supporting documents and verifies all information.
2. Awards are then made in the following order:
 - a. Pell Grant
 - b. TEG
 - c. Institutional grant
 - d. Work-study
 - e. Loans
3. Award letters are sent to the student with one or more of the above programs. Awards are made for the entire year but broken down by quarters.
4. Student accepts the award notice and is then ready to register for the next enrollment period.
5. After registering for the quarter, the student comes to the Financial Aid Office to have monies applied to his/her account.
6. Student takes the receipt to the business office and settles his/her account. If financial aid is greater than the bill, he/she may collect excess in the form of a refund to cover indirect costs (such as housing, transportation, etc.).

IV. Parameters and Discussion:

1. Federal and State programs have fairly rigid guidelines that allow for little deviation.
2. Our institutional aid philosophy is to use limited budgets to help and reward the maximum number of students. A student, therefore, may receive only one type of institutionally funded scholarship.

V. Typical Aid Received:

Stephen's parents' income is \$32,443, and he made \$4302. He lives at home, and his total cost is \$10,226. Based on the federal formula, his parents can contribute \$929, and he should contribute \$2441. His need is \$6856. His award is as follows:

Pell Grant	\$ 740
TEG	\$1350
<u>Loan</u>	<u>\$2625</u>
Total	\$4715
<u>Unmet need</u>	<u>\$2141</u>

**Oliver Wendell Holmes stated:
“Put not your trust in money,
but put your money in trust.”**

(Safire and Safir, 1992, p. 230)

Frequently Called Phone Numbers

A phone call is usually all that is necessary to connect you with extensive, enthusiastic, and professional help. Do not hesitate to call for assistance! If you are on campus, dial the extension listed below. If you are off campus dial 994-7661 and ask the operator to ring the extension.

Academic Affairs	3232	Mailroom	2391
Academic Advising Office	3331	Maintenance Office	3319
Admissions Office	3291	Nurse	2235
Athletics Office	3250	Newspaper	3218
Automobile Registration	3238	Panhellenic Association	3238
Bookstore	3258	Parking Tickets	3318
Business Office	2218	Petitions	2215
Campus Dining Hall	3259	Placement Services	3359
Campus Ministries	3393	Police	3318
Campus Organizations	3238	Post Office	2391
Career Services	3359	President's Office	3450
Change of Advisor	3331	Public Relations Office	3206
Christian Life on Campus	3393	Registrar's Office	3213
College of Business	3325	Registration	3213
College of Education	3240	Reserve Books	3304
College of Fine Arts	3338	Residence Halls—Men	3484
College of General Studies	3331	Residence Halls—Women	3483
College of Humanities	3282	ROTC	743-3875
College of Nursing	3300	Scholarships	3204
College of Science/Math	2374	Security	995-3318
Computer Center	3399	Sororities	3238
Counseling Services	3240	Sports Information	3250
Doctor—University Nurse	2235	Student Affairs Office	3238
Emergency (Campus Police)	3318	Student Senate	3238
Enrollment (Registrar)	3203	Student Loans	3204
Financial Aid Office	3204	Substance Abuse	3240
Fire Department	227-2323	Television Studio	3469
Food Services (Cafeteria)	3259	Testing Center	3240
Fraternities	3238	<u>The Example Times</u> Office	3218
Glass Activities Center	2218	Training Room	3328
Grade Questions (Registrar)	3203	Transcripts	3214
I.D. Cards	3238	University Calendar	3238
Incomplete Grades	3203	University Minister	2239
Inter-fraternity Council	3238	University Police	3318
Internships	3325	Vehicle Registration	3238
Intramural Sports	3238	Veterans' Affairs	3214
Language Lab	2315	Withdrawal Procedures	3213
Library	3304	Work-Study Program	3359
Lost and Found	3318	Yearbook Office	2007

Glass Activities Center

The Glass Activities Center Is A Place For You!

At the Glass Activities Center, you can work out, rest, recreate, relax, unwind, study (?), meet and greet, shoot hoops or billiards, play ping pong or volleyball, or scout out the guys or gals.

Membership is open to all Example University students, faculty, and staff. Five dollars (the cost of making your activities identification badge) will get you an annual membership.

The center is operated by the Department of Human Kinetics, and is supervised by the intramural director and coordinator of student affairs.

Come on by and check it out!

The Purposes Of Example University's Glass Activities Center Are

- To under-girt, supplement, strengthen, and complement the wellbeing of the students, faculty, and staff of Example University.
- To improve the quality of life of participants—
 - Spiritually
 - Physically
 - Emotionally
 - Socially
- To seek to lead the lost to Christ.
- To provide activities in a Christian setting.

**“Don’t be afraid to be friendly.
You’ll be helping somebody else as well as yourself.”**

(Holmes, 1982, p. 58)

Grading System—Undergraduate

To record the level of undergraduate student achievement and stimulate quality work, the University system of grading is expressed in letters and quality points as indicated below:

- A** for excellent work—4 quality points per semester hour
- B** for above-average work—3 quality points per semester hour
- C** for average work—2 quality points per semester hour
- D** for below-average work—1 quality point per semester hour
- IS** for satisfactory progress, work incomplete because of circumstance of an unusual nature beyond the control of the student—0 quality points per semester hour—becomes a grade of “F” if not completed within one quarter
- F** for unsatisfactory work—0 quality points and semester hours completed, no credit
- IU** for unsatisfactory progress, work incomplete—0 quality points—becomes a grade of “F” if not completed and satisfactory grade obtained within one quarter. An “IU” is calculated as a grade of “F”
- NR** for extenuating circumstances, when the student who fails to complete the work of a course has failed to contact the instructor, the instructor may assign a grade of “NR.” An “NR” will have the same effect on the student’s QPA as a grade of “IS.” It is distinguished from the grade “IS” by the fact that an “NR” automatically changes to “F” on the last day to register for the next academic quarter
- P** for pass-fail courses*
- W** for withdrawal within the first seven weeks of the quarter. Withdrawal after the seventh week cannot be approved and a grade of “F” is automatically recorded*
- X** for courses audited—no hours attempted, no hours earned, no quality points

* See the [Example University Bulletin of Information](#) for more details.

Intramural Athletics

Aim and Function of the Intramural Program

Every regularly enrolled student is invited to participate in the intramural sports program. In this program, eleven sports have been set up to meet the general needs of the student body. Regardless of athletic abilities, you will find a place and sport in this program. Every effort is made to make participation competitive, yet friendly and interesting.

The Intramural Athletic Committee

Consisting of representatives from each team, this committee, in conjunction with the Director of Intramural Sports, shall have jurisdiction over all aspects of athletic competition, i.e., scheduling, rule interpretation, and implementation of policies. The committee shall be responsible for the selection of All-star teams in flag football, basketball, softball, soccer, kickball, and volleyball.

Tentative Schedules

Women's Intramural Schedule

Fall Quarter

Intramural Council Meeting.....TBA
Putt-Putt Golf.....Sept 19-23
Kickball Sept.....26-Oct. 10
Bowling.....Oct. 8
Volleyball.....Oct. 31-Nov. 4
Table Tennis.....Nov. 29-Dec. 2

Winter Quarter

Intramural Council Meeting.....TBA
Badminton.....Dec. 5-9
Co-Ed Volleyball & 3/3 Basketball...Dec. 12-16
Basketball.....Jan. 10-Feb. 15

Spring Quarter

Intramural Council Meeting.....TBA
Softball.....March 13-30
Tennis.....April 3-5, 10-13
Track.....April 24-27
Intramural Sports Banquet.....TBA

Men's Intramural Schedule

Fall Quarter

Intramural Council Meeting.....TBA
Flag Football.....Oct. 4-Nov. 4
Golf.....Oct. 17
Bowling.....Oct. 8
Billiards.....Nov. 4-11
Table Tennis.....Nov. 29-Dec. 2

Winter Quarter

Intramural Council Meeting.....TBA
Badminton.....Dec. 5-9
Co-Ed Volleyball & 3/3 Basketball...Dec. 12-16
Volleyball.....Jan. 2-6
Basketball.....Jan. 10-Feb. 16

Spring Quarter

Intramural Council Meeting.....TBA
Soccer.....March 6-24
Softball.....March 13-30
Tennis.....April 22-23, 30 May 1
Track.....April 24-27
Intramural Sports Banquet.....TBA

Library—Moody Memorial

The library is designed, staffed, and operated in order to provide resource materials and research assistance for students and faculty.

Hours: The library is open 83 hours per week during regular quarters and 74.5 hours per week during the summer quarter.

Fall, Winter, Spring Quarters

Monday-Thursday	7:30 AM-11:00 PM
Friday	7:30 AM-5:00 PM
Saturday	10:00 AM-5:00 PM
Sunday	2:00 PM-6:00 PM

Summer Quarter

Monday-Tuesday	7:30 AM-11:00 PM
Wednesday-Thursday	7:30 AM-9:00 PM
Friday	7:30 AM-5:00 PM
Saturday	10:00 AM-5:00 PM
Sunday	Closed

The library is closed for convocations and other special events. Holiday schedules are posted. Schedules are subject to change. Food and drink are not permitted in the building.

Borrowing Privileges: Circulating books may be kept for a period of two weeks. To checkout books, students must present a validated I.D. card. Books may be reviewed if no one else needs them and must be returned to the library for renewal. Patrons can place holds on materials that are checked out.

Reference Service: Professional librarians are on duty at the reference desk all the hours the library is open. They are available for directing students in the use of the catalog and periodical indexes and assisting in the use of reference books and electronic data bases.

Reserve Books: Faculty members place widely circulating books on reserve at the circulation desk. Four periods may be designated: building use only; overnight only; two hours only; and one week. Overnight books are to be used in the building until 15 minutes before the library closes and returned 30 minutes after the library reopens.

Non-Book Materials: The library maintains collections of phonograph records, cassette tapes, video cassettes, compact discs, filmstrips, slides, and media kits. These items are to be heard or viewed in the library on equipment provided. Exceptions are made for classroom presentations with faculty approval. Video cassettes may be checked out for three days.

Off-Campus Resources: The City Public Library System issues cards to Example University students valid at the Central Library and branches. The nearest branch to EU is the Walter Fondren Branch on Clarewood across from the Sharp Shopping Center and another is at West Belfort and Fondren Road.

The other universities and community colleges allow EU students to use materials within their respective library facilities.

Interlibrary loans are available for research materials not in the EU Library. Apply at the Reference Desk.

Photocopiers: The library provides three photocopy machines. Patrons may use coins (10 cents per 8 ½" x 11" or .15 cents per 11" x 17") or depreciating "credit cards" which are available at the circulation desk. The cards provide substantial savings. A coin changer is available, but patrons are encouraged to bring change with them.

SOMETIMES, A FEW SIMPLE RULES CAN UNCOMPLICATE MATTERS:

- 1. IF YOU TURN IT ON, TURN IT OFF!**
- 2. IF YOU UNLOCK IT, LOCK IT UP!**
- 3. IF YOU BREAK IT, ADMIT IT!**
- 4. IF YOU BORROW IT, RETURN IT!**
- 5. IF YOU VALUE IT, TAKE CARE OF IT!**
- 6. IF YOU MAKE A MESS, CLEAN IT UP!**
- 7. IF YOU MOVE IT, PUT IT BACK!**
- 8. IF IT BELONGS TO SOMEONE ELSE AND YOU WANT
TO USE IT, GET PERMISSION!**
- 9. IF YOU DON'T KNOW HOW TO OPERATE IT, LEAVE
IT ALONE!**
- 10. IF IT IS NONE OF YOUR BUSINESS, DON'T ASK QUESTIONS!**
- 11. IF IT ISN'T BROKEN, DON'T FIX IT!**
- 12. IF IT WILL BRIGHTEN SOMEONE'S DAY—SAY IT!**
- 13. IF YOU OPEN IT, CLOSE IT!**
- 14. IF YOU CAN'T FIX IT, CALL IN SOMEONE WHO**

CAN! (Landers, 1983, p. 12).

Lingo for College

Although these terms may not be found in your college dictionary, an understanding of the following terms is necessary to survive college life. Be warned...usage of these terms in front of certain professors (especially English profs) may cause you to lose points in class.

Advisement: This is the time when you will meet with your academic advisor, who will tell you what classes work best for your degree.

All Nighter: An interesting phenomenon which takes place during the wee hours of the morning. This is often carried out at Denny's over hot chocolate or coffee.

Clueless: What you are when a prof asks you a question over an assignment you haven't read.

Cramming: Condensed emergency form of study generally practiced during an all nighter.

Crash: Motionless form of immediate sleep. Usually occurs for very short periods of time or entire days. Most common occurrence is after an all nighter.

Dead Week: A myth that has been passed on for years at Example University. Rumor has it that at one time the administration ordered the faculty to give no tests during the week prior to final exams.

Drop/Adds: Avoid this like the plague. This usually occurs after you did not get your schedule right the first time. This will be rewarded with long lines and healthy fees.

Finals: These are usually the motivating factor behind the all nighter. This is the time the professors will expect you to know every word spoken in class since the first of the quarter.

Freshman: A year of being in the wrong place, standing in the wrong lines, and having the wrong slip. Luckily others are aware of this problem and will usually help.

Freshman Fifteen: A disease that seems to hit a lot of people during their freshman year. Early warning signs are that clothes begin to shrink and scales don't seem to work. Although there is no medication available, symptoms can be treated with exercise and diet.

GPA: Also known as the Grade Point Average. This is a number inversely proportionate to the number of hours spent in social and extracurricular activities. The GPA is also one of the first things noticed on resumes and graduate school applications and should be given great attention.

Hours: A unit of academic credit representing an hour of class work each week for an academic term/semester (quarter at Example University).

Junior: On the average, members of this group are into their fifth major and are hoping to graduate within the next three years.

Major: A predominant field of study. For many people this changes with the same frequency as the weather.

Midterms: Junior-sized version of a final exam.

Office Hours: Usually advertised by profs at the beginning of the quarter and sometimes even kept as the quarter progresses.

Prof: Term of endearment for professors, most commonly used in the generic sense rather than in direct address.

Quarter: Three of these may not buy you a coke, but hopefully will launch you into your sophomore year.

Quiz/Test/Exam: Three different names to describe one awesome experience.

Random: A term used to describe an oddity in one's behavior. Remember: if you are thinking something about someone, they're probably thinking the same about you.

Scantron: The form used to take true-false and multiple-choice tests. This is graded by a computer and returned with little red marks by the wrong answers.

Senior: This person comes in a variety of forms—4th year, 5th year, and so on. Females are characterized by predator man-hunting instincts. Guys have allergic reactions to gold and/or diamonds.

Skip: A self imposed walk. (see walk)

Stressed: State of mind that happens when everything you've put off for the last three weeks has to be turned in tomorrow, right before your exams!

Study: In its broadest sense, this involves at least sitting and looking at a book and/or notes. Ideally it means actually reading, memorizing, and comprehending aforementioned material.

Study Break: The longest fifteen minutes of your life. Whole football games have been watched during this short period.

Syllabus: Passed out by the prof at the beginning of the quarter. This is an accurate warning of the fun that is yet to come.

Walk: A day off from class. In its purest form, the walk is initiated by the professor.

Meeting New People

Eight Helpful Hints

1. **Take the initiative; be the first to say “Hi.”**
2. **Don’t be deterred by appearance or dress a little different from your own.**
3. **Make eye contact. When you look people in the eyes as you talk with them, you show concern, confidence, and interest.**
4. **Learn and remember names. Everyone loves recognition, and remembering names shows people that you’re interested in them.**
5. **Be a good listener. Learn to listen to the needs, wants, desires, and interests of others.**
6. **Be sincerely interested in the people you talk with. Ask questions.**
7. **Your attitude is critical. Don’t be afraid to talk about seemingly insignificant topics. Your words aren’t as important as your attitude.**
8. **Remember that conversation can take place only between equals. You can make more friends in a month by being interested in other people than you can in a couple of years by trying to get other people interested in you.**

(Jerry L. Ford, ED.D, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

**Lord Chesterfield advised,
“Be wiser than other people if you can;
but do not tell them so.”**

(Safire and Safir, 1992, p. 304.)

Note Taking—Do's and Don'ts

Do's Of Note Taking:

1. Do look over previous notes before class
2. Do attend all lectures
3. Do be academically aggressive
4. Do take a front seat to see and hear better
5. Do use large loose-leaf binder
6. Do carry only loose-leaf sheets to class
7. Do write on only one side of a sheet
8. Do record course, lecturer, and date on top sheet
9. Do begin taking notes immediately
10. Do write in short, telegraphic sentences
11. Do make notes complete for later understanding
12. Do use modified printing style
13. Do use lecturer's words
14. Do strive to detect main headings
15. Do capture ideas as well as facts
16. Do keep your note organization simple
17. Do skip lines and leave space between main ideas
18. Do discover the organizational pattern
19. Do capture fragments if the lecture is too fast
20. Do leave blank spaces for words to be filled in later
21. Do develop your own abbreviations and symbols
22. Do record lecturer's examples
23. Do identify your own thought-notes
24. Do keep separate loose-leaf binders for each course
25. Do remain as relaxed as possible during note taking

Don'ts Of Note Taking:

1. Don't sit near friends
2. Don't wait for something "important"
3. Don't convert lecturer's words
4. Don't look for facts only
5. Don't give up if the lecturer is too fast
6. Don't stop to ponder
7. Don't over indent
8. Don't doodle
9. Don't use spiral-bound notebooks
10. Don't consider any example too obvious
11. Don't use Roman numerals
12. Don't use too many abbreviations (Ford, [Welcome Days 1994](#), M-8).

Planning Life Goals & Objectives

1. **Involve yourself with honest self-assessment.**
2. **Give serious consideration to:**
 - **Your perception of yourself.**
 - **Your dreams and goals for the future.**
3. **Design a strategic plan to help shape your future through achievement of your goals.**
4. **Analyze your situation.**
5. **Gather information pertinent to your situation and your goals.**
 - **Define the nature of the problem.**
 - **Recognize necessary changes.**
 - **Examine the benefits of change.**
 - **Examine the consequences of remaining the same.**
 - **Identify potential obstacles.**
 - **Locate all possible resources.**
6. **Realize that goals represent a broad view of future plans.**
7. **Realize that objectives represent a detailed view of specific plans to meet the goals.**
8. **Evaluate your goals and objectives for their quality according to the following:**
 - **Simple in wording and focus.**
 - **Single focus.**
 - **Positive.**
 - **Challenging.**
 - **Realistic.**
9. **Create a reasonable timetable to achieve goals and objectives.**
10. **Begin with the deadline; then work backwards to determine due dates for individual segments of the goals and objectives.**
11. **Build in accountability measures.**
12. **Be aware of pitfalls, especially when the goals depend on other people.**
13. **Follow the timeline.**
14. **Design and keep in mind a procedure for measuring or verifying the success of the goal/objective.**
15. **Prepare for success by making the goals/objectives somewhat specific rather than too vague.** (Sheila Faith Ford, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

Quarter Calendar Assignment Overview

To assist you with time management and your workload this quarter, complete this “Quarter Calendar Assignment Overview” form. Simply list all assignments, test, and other activities that have specific deadlines. Utilizing the completed form will help you see deadlines at a glance.

<u>Week</u>	<u>Subject/Course</u>	<u>Requirement and Due Date</u>
One	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Two	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Three	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Four	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Five	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Six	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Seven

Eight

Nine

Ten

Eleven

Critical Notes:

Registration Instructions

Normal Registration Procedures Are as Follows:

1. Obtain your Registration Process Form and other forms from your academic advisor.
2. Meet with your academic advisor to select your class schedule.
3. Take your completed Registration Process Form to the Student Affairs Office on the second floor of Anderson Student Center. In or near that office you will:
 - a. register automobile(s) for parking on campus;
 - b. turn in completed Student Life Information Form;
 - c. secure or validate your student identification card.
4. Proceed to the Registrar's Office lobby. There your schedule will be entered into the computer. You will receive a copy of your schedule that will also serve as your invoice.
5. If you have been awarded financial aid for this quarter, proceed to the Financial Aid Office on the second floor of the Anderson Student Center.
6. Proceed to the Business Office for settlement of your account. If you are pre-registering, see the schedule of mandatory clearance dates to avoid having your schedule cancelled. If this is not a pre-registration, you must clear the Business Office on the day of your registration.

**“Of the many good reasons why people should
make a habit of seeking advice, the best is that
nobody is infallible.”**

(“The Way of Advice.” Royal Bank of Canada, 1991)

Scheduling—Managing Your Time

Benefits Of Scheduling:

1. Helps you get started.
2. Prevents avoidance of disliked subjects.
3. Helps you monitor the slackening-off process.
4. Helps eliminate the wrong type of cramming.
5. Makes studying more enjoyable.
6. Enhances cumulative review.
7. Frees the mind.
8. Controls the study break.
9. Promotes scheduled recreation.
10. Helps raise your recreational efficiency.
11. Regulates daily living.

Principles Of Scheduling:

1. Make a plan for living, not just for studying.
2. Eliminates dead hours.
3. Use daylight hours.
4. Study before discussion-type classes.
5. Study after lecture-type classes.
6. Prioritize assignments and activities.
7. Avoid unnecessary detail.
8. Know your sleep patterns.
9. Plan blocks of time.
10. Discover how long to study.
11. Allow time for sleep.
12. Eat well-balanced, healthy meals.
13. Double your time estimates and starting long jobs ahead of time.
14. Avoid tight schedules.

The Successful Student:

1. Follows a regular study schedule.
2. Usually works at the same time each day.
3. Works mostly in a regular study place.
4. Works for short periods with frequent rest breaks.
5. Reviews notes immediately after a lecture.
6. Avoids procrastination and last minute cramming.
7. Does not get easily distracted.
8. Does not need exams for motivation (Ford, Welcome Days 1994, M-5).

“Americans have more time-saving devices and less time than any other people in the world.” (McKenzie, 1980, p. 515)

Study Skills

Study skills provide students with the ability to learn effectively and are fundamental to each student's success in developing talents in communication, mathematical sciences, and reasoning. Study skills goals include:

- 1. Set up a special time and place to study.**
- 2. Learn to follow instructions accurately.**
- 3. Learn to pay attention in class.**
- 4. Take thorough, well-organized, class lecture notes.**
- 5. Practice learning material on your own.**
- 6. Learn to manage your study time to meet deadlines.**
- 7. Learn to use libraries, computers, and other technology.**
- 8. Learn how to take tests effectively.**
- 9. Improve your memory skills.**

**"TODAY IS YESTERDAY'S
FUTURE—THE TIME YOU USED
TO DREAM ABOUT. DON'T
MISS IT BY DREAMING ABOUT
TOMORROW. WAKE UP;
CLAIM IT! THAT WONDERFUL
FUTURE IS NOW"** (Holmes, 1982, p. 58)

Study Skills— General Written Work

Characteristics

- Reflection of writer's ability, desire, and character
- Product of student learning
- Focused on appropriate subject matter in an interesting manner
- Mechanical correctness
- Visually attractive and intellectually stimulating

Techniques

- Evaluation of the quality based on the content, organization, correctness, and presentation style in relation to the assignment
- Fulfillment of the student's responsibilities:
 - To demonstrate knowledge of the subject
 - To use the acceptable form and structure
 - To present the very best product
 - To take pride in one's work
 - To demand excellence of one's own work
 - To determine and use methods for continual improvement of quality

Style

- Found by reading great writing
- Shows concern for the reader
- Uses simplicity
- Demonstrates sincerity
- Clarifies the vague
- Instructs in acceptable ways
- Gives depth to the simple
- Displays the uniqueness of the ordinary
- Brings unity of concepts to seemingly unrelated ideas
- Reflects individual beliefs
- Reflects the writer's heart

(Sheila Faith Ford, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

Study Suggestions

A disciplined study plan makes the difference between an average student and a superior one. The following suggestions have guided others and may help you.

When Reading:

1. Concentrate on the material (I know it's difficult, but you can handle it!)
2. Underline key phrases—it keeps you awake.
3. Review the assignment within 24 hours after class and again before the next class meeting.

When Highlighting:

1. Don't be afraid to underline; you bought the book, it is yours!
2. Only highlight key phrases. Over highlighting will only confuse you later.
3. Put key words or phrases in the margins.

Noise:

Nothing is more wasteful than studying the same paragraph again and again because there is too much noise for you to absorb what you are reading. Only you know if you can concentrate with music or a TV on (Be honest with yourself!), but experiments have shown that “extra noise” distracts up to 25% of your attention. Also, it is just physically tiring when you are trying to concentrate with noise in the background. The best environment—a quiet place to study.

Studying For A Test:

1. Realistically estimate how much preparation you need in order to avoid cramming.
2. Do not study too much at one time. Take short breaks approximately every hour.
3. Try to do most of your studying during the day when your mind is more alert. It has been estimated that one hour of studying time in the day is equal to one and a half hours at night.
4. Do NOT wait until the night before to start studying!

Before The Test:

1. Get a good night's sleep.
2. Get up early to avoid being in a rush to class.
3. Eat a good healthy breakfast.
4. Have a confident, positive attitude (Ford, *Welcome Days* 1994, M-7).

Always bear in mind that your own resolution to succeed is more important than any one thing.—Abraham Lincoln

Safire and Safir, p. 355

Study Tips

Avoiding Tardiness

Chronic tardiness is just a bad habit that can be corrected. To facilitate the change, you should apply the following considerations to your efforts:

1. Awareness of the undesirability of tardiness.
2. Awareness of related problems.
3. Conscious decision to change.
4. Daily detailed diary of activities and time schedule.
5. Analysis of the diary.
6. Evaluation of your environment and its effects on the schedule.
7. Identification of areas for positive change.
8. Visualization of the ideal schedule situation.
9. Time allotment for tasks during the ideal schedule.
10. Comparison of ideal and actual schedules.
11. Identification of priorities.
12. Enlistment of help from others such as family and class mates.
13. Reward system for oneself.
14. Ability to focus on the positive change in spite of an occasional regression.
15. Willingness to seek outside help in case of insurmountable problems. (Sheila Faith Ford, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

Better three hours too soon than a minute too late!

—Ford, in Shakespeare's *The Merry Wives of Windsor*

(Safire and Safir, 1992, p. 347)

Study Tips

Essay Tests

1. **Think ahead about questions the instructor might ask.**
2. **Outline answers for those questions (*and learn them*).**
3. **Arrive on time for the test.**
 - **Read the entire test.**
 - **Plan your time and your approach.**
 - **Answer the easiest question first.**
4. **Outline each question you answer briefly before writing the essay.**
5. **Organize your writing according to the best writing skills.**
6. **Write correctly in the area of mechanics also.**
7. **Make your paper look attractive and neat.**
8. **Review your work to verify that you have intended answered with appropriate, adequately developed concepts.**

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**Say Not, When I have leisure I will study;
you may not have leisure.—The Mishnah**

(Safire and Safir, 1992, p. 333)

Study Tips

Improving Listening Skills

1. **Focus on the speaker and the message.**
2. **Avoid any known distractions.**
3. **Mentally prepare to listen by clearing the mind of any interference.**
4. **Physically prepare to listen by being alert.**
5. **Listen to the entire presentation before reacting.**
6. **Recognize the specific listening goal of the situation and adjust your techniques accordingly.**
7. **Practice active listening.**
 - ◆ **Mentally organize the message you hear.**
 - ◆ **Silently ask questions.**
 - ◆ **Silently paraphrase the message.**
 - ◆ **Pay attention to all nonverbal clues.**

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Houston, Texas 77036)

**There is only one rule for being a good talker—learn how to
Listen!—Christopher Morley**

**When people talk, listen completely. Most people never
Listen!—Ernest Hemingway**

Grow antennae, not horns.—James B. Angell

(Safire and Safire, 1992, pp. 200-201)

Study Tips

Objective Tests

Multiple-choice, true-false, fill-in-the-blank, and matching questions classify as objective test items.

1. Prepare for the tests.

- ◆ **Memorize the necessary material.**
- ◆ **Ask what types of questions and how many will be on the test.**
- ◆ **Review previous tests is possible.**
- ◆ **Review all of the designated material.**
- ◆ **Make a sample test for yourself and include the answers.**

2. Follow the test schedule so that you take the test at the appropriate time.

- ◆ **Find and answer the easiest questions.**
- ◆ **Go back to the difficult questions.**
- ◆ **Respond to all questions unless wrong answers count extra.**
- ◆ **Ask questions of your instructor if you are confused about anything on the test.**
- ◆ **Try to see the question from a variety of views, especially the instructor's.**
- ◆ **Approach difficult questions by marking key words and phrases.**
- ◆ **Paraphrase unclear questions.**
- ◆ **Review your questions and answers after finishing; change only those answers that you know are incorrect.** (Sheila Faith Ford, ED.D., J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas, 77036)

**The man with the average mentality, but with control;
with a definite goal, and a clear conception of how it can be gained,
and above all, with the power of application and labor,
wins in the end.—William Howard Taft**

(Wons, 1930, p. 67)

Study Tips

Recording and Using Classroom Notes

1. Record class lectures and discussions.
2. Choose a seat in class that will position you to hear and see all that occurs.
3. Read the text or other assignment before the lecture.
4. Develop a systematic recording system that works for you.
 - Use full size paper with margins.
 - Keep all notes together according to the courses.
 - Date your notes each day.
 - Write on one side of the page only so you can review and add material during your private study time.
 - Write clearly.
 - Abbreviate and use symbols when possible.
 - Develop a system to keep up with assignment and test dates.
5. Use an outline or spacing technique to show relationships among ideas.
6. Watch for signals from the teacher.
 - Copy material written on the board/overhead and identify as such.
 - Record definitions and enumerations.
 - Record anything the teacher emphasizes as significant.
 - Mark your notes when the ideas are repeated.
 - Note the rate and loudness of the lecturer in relation to the significance of ideas.
7. Record one or more examples from the lecture, especially the one that best clarifies the concept for you.
8. Record details to explain the major points and connect the ideas.
9. Leave enough space within the notes to add material when you review.
10. Ask questions if you don't understand part of the lecture.
11. Continue to take notes during class discussions.
12. Take notes the entire lecture.
13. Review your notes soon after class.
14. Compare your notes and the text, adding material to your notes if needed. (Sheila Faith Ford, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

Study Tips

Reviewing for Tests

- 1. Being prepared will help you avoid fear and frustration.**
 - ◆ Attend class regularly.
 - ◆ Read the textbook as assigned.
 - ◆ Complete any all assignments.
 - ◆ Take good textbook and classroom notes.
- 2. Knowing what to study will help you study more efficiently.**
 - ◆ Find all key terms, learn their definitions, and study their examples.
 - ◆ Locate and learn lists and their general headings.
 - ◆ Take special note of all points emphasized by the teacher and the textbook.
 - ◆ Pay attention to instructor-directed reviews and suggestions for study.
 - ◆ Review previous tests if they are available.
- 3. Forming a habit of making the most of your time will contribute to your peace of mind.**
 - ◆ Use the night before the test for a last minute quick review.
 - ◆ Organize everything you need to take with you to the test.
 - ◆ Arrive on time for the test.
 - ◆ Find a comfortable, quiet, acceptable place to sit.
 - ◆ Read all of the directions on the test before you begin.
 - ◆ Determine how much time you can spend on each section of the **test**. (Sheila Faith Ford, ED.D., J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas, 77036)

Great it is to believe the dream
When we stand in youth by the starry stream;
But a greater thing is to fight life thru
And say at the end, "The dream is true!"

(Wons, 1930, p. 83)

Study Tips

Time Management

1. **Prioritize responsibilities and activities.**
2. **Prepare a monthly calendar for long-range plans.**
3. **Prepare a weekly calendar for immediate commitments.**
4. **Make a daily list of what you feel must be done that day.**
 - **Be realistic.**
 - **Mark through each item completed.**
 - **Preview the list at the end of the day.**
 - **Transfer remaining commitments to the next day.**
 - **Delete tasks that have been transferred for as much as a week and are not critical.**
5. **Organize a weekly study schedule.**
 - **Allow a minimum of one hour of study time for each hour of class time.**
 - **Arrange for regular study time.**
 - **Study in time blocks of at least one hour.**
 - **Plan rewards for effective use of time.**
 - Telephone a friend.**
 - Watch a television show.**
 - Eat a snack.**
 - **Try to arrange study time both before and after class.**
 - **Work on your most difficult subject first.**
 - **Learn to balance your life with study, play, self, and family.**
 - **Allow flexibility in your schedule by trading time rather than losing time.**
6. **Review and evaluate your calendars and schedules regularly.**

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**I can give you a six-word formula for success:
“Think things through—then follow through.”
—Edward Vernon (Eddie) Rickenbacker
(Safire and Safir, 1992, p. 335)**

Succinct Study Steps

- 1. Preview the new material to be read.**
 - **Skim the text.**
 - **Notice the title, headings, pictures, and charts.**
 - **Use the title, headings, and key words to make questions regarding the material.**
- 2. Read the material to answer your questions.**
 - **Read difficult material more slowly than easy material.**
 - **Highlight key ideas.**
- 3. Try to paraphrase verbally each section after you read it.**
- 4. Refresh your memory by reviewing the material you have read and paraphrased.**

(Sheila Faith Ford, J & S Enterprises, 7715 Hiawatha Drive, Houston, Texas 77036)

**The difference between failure and success
is doing a thing almost right
and doing it exactly right!**

(McKenzie, 1980, p. 479)

**The trouble with people today
is that they want to get to the promised land
without going through the wilderness.**

(McKenzie, 1980, p. 479)

Traditions

Traditions are a source of pride and enthusiasm to a university community for they provide continuity through the years and combine stability with growth. Much of the excitement of attending a young, changing university is that tomorrow's traditions are being made by use today. The preceding years have opened the door to traditional activities, but scores of new projects and activities await implementation by individuals and organizations. Our favorite tradition is friendliness so begin by speaking to everyone you meet!

Freshman Tiger Beanie and Tiger Tug-of-War. The "Freshman Beanie" is the University's way of welcoming freshmen to its life and spirit. You then become a pledge to our way of life and a vital part of the new year. The freshmen will wear their "Beanies" until the exciting "Tiger Tug-of-War" which occurs during the third week of classes. If the freshmen lose the "Tiger Tug-of-War," they must continue to wear their "Beanies" for an additional week. A freshmen must wear the "Beanie" with pride and wear it according to the welcoming code for freshmen"

1. *Freshmen shall wear a beanie at all times.*
2. *Beanies shall be worn open on top of the head.*

NOTE: It has been found that the "freshman Beanie" immediately draws all freshmen into a common bond (suffering) that continues through graduation.

School Colors. Selected by our founders before the first classes began, purple and gold have become symbolic of Example University in many phases of campus life from athletics to banquets to striped neckties.

Mascot. The official mascot of Example University is the sleek, beautifully striped Royal Bengal Tiger. We believe that you, too, will take pride in the "Tiger" that is the symbol of athletics at Example University.

Honoring Speakers. It has been traditional in all convocation programs at Example University that the audience rise as the guest speaker approaches the podium. Students are asked to continue this tradition each year.

**"Nobody gets more out of a surprise party
than the people who plan it."**

(Holmes, 1982, p. 58)

Tutorial Assistance

What Help Is Available If a Student Needs Study Assistance?

The best source of help is the instructor of the class; therefore. Students are encouraged to begin with the instructor. Instructors can help students see whether the problem results from unproductive study techniques, lack of understanding of important concepts, inappropriate placement, or other factors which affect students' ability to do well in a course. Students may need to adjust to different, and perhaps more stringent, grading policies.

Students may contact the division in which the class is offered for private tutoring. Tutors can help with building the student's understanding of the subject, examining student learning strategies, reviewing information presented in class, and quizzing the student in preparation for tests. Help is also available through the Basic Grammar and composition Laboratory—ENGL 1303 L1 or L2 or L3 on the EU course schedule. The “Basic Gram/Comp Lab” offers one on one tutoring to assistance students with writing problems. At least two sections of the “Basic Gram/Comp Lab” are offered each quarter, and the “Lab” is open to ALL students. For additional information concerning the Basic Grammar and Composition Laboratory contact the Department of Languages in room T 214 in the Atwood Collins Theology Building.

It is anticipated that developmental reading instruction will be available to entering freshmen students. University testing-screening to determine individual needs will precede placement. Students may contact the Dr. Ruth Ann Samson in room A-14 of the Brown Administration Building for additional information.

The General Studies College in room S-106 in the Space Science Center in cooperation with University student organizations will attempt to find tutors for students desiring them.

**“Few of us do as much as we want to for others, but
there is one gift we can always bestow—a smile.”**

(Holmes, 1982, p. 58)

Your Mind

A Learning Machine

You Should:

Keep it Fueled ----- Eat nutritious foods!
Keep it Charged ----- Get enough sleep!
Keep it Oiled ----- Exercise regularly!
Keep it Clean ----- Avoid substance abuse!
Keep it Running ----- USE IT!

You Should Determine To:

1. Look beyond the daily assignments.
2. Follow some “rabbit trails” (side issues that interest you).
3. Read some good books that are not required reading.
4. Expect to change.
5. Expect to grow—progress depends on students eventually learning more than their professors know.
6. Acquire adult speech (educated speech).
7. Develop your speaking voice.
8. Acquire some educated tastes—in literature, art, music, manners, etc.
9. **Think** (about reasons, about consequences, about ideas)
(Ford, Welcome Days 1994, M-2).

“A wise man reflects before he speaks.
A fool speaks and then reflects on what he has uttered.”

--French Proverb--

(Wons, 1930, p. 88)

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**"OH, TO HAVE AN ERASER THAT
WOULD WIPE OUT PAINFUL MEMORIES.
NOT SO MUCH OF THE TIMES WHEN
WE'VE BEEN HURT, BUT THOSE
STABBING MEMORIES OF THE TIMES
WHEN WE'VE HURT OTHERS"**

(Holmes, 1982,p. 58).

**Christ was one child who knew more than His
parents—yet He obeyed them.**

(McKenzie, 1980, p. 380)