



TEXAS TECH UNIVERSITY

# Undergraduate Education Office of the Provost

## Advising Guide *for* Students & Families

### 2012-2013

Provided to better engage, equip, empower, and encourage new Red Raiders and families during their first undergraduate academic experiences at Texas Tech.



Produced in partnership with  
Texas Tech University Advising



TEXAS TECH UNIVERSITY

# Undergraduate Education, Office of the Provost

## 1 From the Dean of A&S: A Welcome & An Introduction

### College of Arts & Sciences Facts

Dean:	Lawrence Schovanec, Ph.D.
Enrollment:	8,858 undergraduate
	1,266 graduate
Full time Faculty:	477
Endowments:	\$21,518,233
Scholarships awarded to A&S students:	\$4,590,617

### Departments in the College of A&S

- Biological Sciences
- Chemistry & Biochemistry
- Classical & Modern Languages & Literatures
- Communication Studies
- Economics
- English
- Environmental Toxicology
- Geosciences
- Health, Exercise & Sport Sciences
- History
- Mathematics & Statistics
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology, Anthropology & Social Work

### Academic Majors in Arts & Sciences

Anthropology, Biochemistry, Biology, Cell and Molecular Biology, Chemistry, Classics (Classical Languages), Communication Studies, Economics, English, Exercise and Sport Sciences, French, Geography, Geosciences, German, History, International Economics, Latin American and Iberian Studies, Mathematics, Microbiology, Philosophy, Physics, Political Science, Psychology, Russian Language and Area Studies, Social Work, Sociology, Spanish, Technical Communication, and Zoology

### Special Temporary Designations

- PreCommunications Disorders
- PreDental
- PreLaw
- PreMedical Technician
- PreMedicine
- PreNursing
- PreOccupational Therapy
- PreOptometry
- PrePharmacy
- PrePhysical Therapy
- PrePhysician Assistant
- Undecided/Undeclared

### COMMITMENT TO EXCELLENCE

Students who enter a very competitive job market should be encouraged to know that a liberal arts degree earned in the College of Arts & Sciences develops a wide skill set that employers value: critical thinking, complex reasoning and writing and communication skills. This outcome results directly from the study and appreciation of the liberal arts: humanities; mathematics; and social, behavioral, and natural sciences. The core values of the College of Arts and Sciences - the capacity to communicate, to think critically, and to exercise creativity and imagination - does more than prepare students for their first job, but also for a lifetime of experiences and opportunities.

The faculty of A&S has achieved international recognition for its scholarship research programs. They embody the notion of an 'Integrated Scholar. They are faculty members who are able to do more than just publish their research in book and other scholarly outlets. They infuse the results of their research and scholarship into courses they teach and other learning experiences that are provided to our students, such as undergraduate research and special individual study. These opportunities and numerous study abroad programs all contribute to the rich mosaic of learning experiences that are provided to students in the College of Arts and Sciences.

Sally Davis (pictured to the right) is a 1980 Mathematics graduate. Her education at Texas Tech gave her the technical skills and abilities that have fueled her success at NASA.



Photo courtesy of NASA.

### Scholarships for Students

Arts & Sciences scholarships enable students to reach their goals and realize their dreams by greatly reducing the number of hours a student has to work to supplement income, allowing for greater study time. Scholarships encourage and reward students, making an enormous difference in their lives.



At its Annual College Scholarship reception the College of Arts & Sciences was proud to award 77 *Academic Achievement Awards* and 34 *H.Y. Price Awards* for the 2010-2011 academic year. Dean Lawrence Schovanec awards the *Cates Endowment Academic Achievement Scholarship* to Alison Jones.





## How is College Different from High School?

Following the Rules in High School	Choosing Responsibly at Texas Tech
High school is mandatory and usually free.	College is voluntary and costly.
Your time is structured by others.	You manage your own time.
Participation is required for extracurricular activities.	You determine if an activity is worth your investment of time.
You can count on teachers to remind you of your responsibilities and to guide you in setting priorities.	You balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
Each day you move directly between classes and spend about 6 hours per day (30 per week) in class.	You often have hours between classes each day/evening. You spend only 12 to 16 hours in class each week.
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex, and vary from year to year. You are expected to know those that apply to you.
<b>Guiding principle: You are usually told what to do and are disciplined if your behavior is out of line.</b>	<b>Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.</b>

Going to High School Classes	Succeeding in Texas Tech Classes
The school year is 36 weeks long; some classes extend over both semesters and some don't.	The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
Classes generally have no more than 35 students.	Class sizes vary from 2 to 400 (but most are 30-100).
You may study outside class as little as 0 to 2 hours a week, often in last-minute test preparation.	You need to study 2 hours outside of class for each hour spent in class. This totals about 45 hours weekly.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You complete reading in advance and must review class notes, text material, and assignments regularly.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
<b>Guiding principle: You will usually be told in class what you need to learn from assigned readings.</b>	<b>Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.</b>

Tests in High School	Exams at Texas Tech
Testing is frequent and covers small amounts of material.	Examinations are usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, organize your notes and prepare independently for an exam. A particular course may have only 2 or 3 exams in a semester.
Makeup tests are often available.	Makeup exams are seldom an option; if they are, you need to request them.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule exams without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
<b>Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems as you were shown.</b>	<b>Guiding principle: Mastery is generally seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.</b>

High School Teachers	Texas Tech Professors & Instructors
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are available before, during, or after class.	Professors expect and want you to utilize their office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research and enjoy sharing their knowledge with you.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying and may expect you to relate the classes and text.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts, often drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended.
<b>Guiding principle: High school is a teaching environment in which you acquire facts and skills.</b>	<b>Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.</b>

Grades in High School	Assessment at Texas Tech
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may raise your overall grade when test grades are low.	Grades on exams and major papers usually provide most of the course grade.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first exams. These are usually “wake-up calls” to let you know what is expected--but they also may account for a substantial part of your course grade. You don’t want to be shocked when you get your grades.
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C.
<b>Guiding principle: “Effort counts.” Courses are usually structured to reward a “good-faith effort.”</b>	<b>Guiding principle: “Results count.” Though “good-faith effort” is important in regard to the professor’s willingness to provide extra assistance, it will not substitute for results in the assessment process.</b>

## 2 Advising Appointments: Your Preparation

### The Basics

1. Remember that the advisor is not here to do things for you; they *advise* you.
2. You have incredibly important prep work to finish before you meet with your academic advisor.
3. Be on Time. There are many other students who meet with their academic advisors each semester, too. If you have an appointment with an advisor, don't cut your time short by being late. Be patient if, when you arrive, you find them a little backed-up, especially during the very busy advising season prior to Advance Registration. When everyone waits until the last minute, things can get a little crazy. If you are more than 10 minutes late, it is likely you'll be rescheduled to take care of the person after you who shows up on time. This is a good reason to be one of those students who meets early and often with his or her advisor.
4. Take notes and keep them. Your advisor will probably be doing this too, but do not be confused: it is your responsibility to maintain all documentation on your own. A notebook and pen or laptop are all you need to get started.
5. It is VERY rare that an advisor will organize your class schedule or register you for classes. You know yourself better than anyone else, so do the work to create a plan that works best for you. Then follow through and register on time.

The basic tools you need include:

- Pen and/or pencil (maybe a highlighter)
- Advising Guide
- Official University Catalog & Handouts from the RRO Departmental Advising Sessions
- A resource for current open class sections and their respective call numbers (Consider using [www.advising.ttu.edu/open](http://www.advising.ttu.edu/open).)
- Your "thinking cap" and a little patience

### Beginning Your Plan

#### Your Preferences

Most degree plans allow for a great deal of choice within each category of the General Degree Requirements.

Discuss your favorite course subjects and hobbies with your advisor. Begin by making a list of your top one to three favorites before you get to your advising appointment - these things do matter!

**List the top three courses, subject areas, and/or activities that most appeal to you.**

- 1.
- 2.
- 3.

What you do not like is just as important for your advisor to know as what you do like. Advisors can give you information for solid course selections and balanced semester loads if you provide this information during the advising process - again, this information does make a difference.

**List the top three classes or subject areas which you do not like or do not do well.**

- 1.
- 2.
- 3.

#### Your Expectations & Availability

TTU encourages students to take a *full load* versus being a *full-time* student. This means taking a minimum of semester credit hours (SCH) or roughly ten classes each year, versus taking the minimum requirement for full-time status for financial aid.

However, we also recognize that a full load is not for every student or for every semester. Only you can determine an ideal course load considering all of your priorities and commitments. Here are some of the situations which may compete for your energy and attention which may require adjustments and classroom accommodations:

- Part-time work
- Frequent travel
- Dependents or caring for a family member
- Physical disabilities\*
- Involvement in a student organization
- Learning differences and other disabilities\*

*\*These should be recently documented by your physician and submitted to the Office of the Registrar for scanning into your private file. Should the situation ever arise where these matters are questioned, you will have adequate support documenting that you have acted in good faith and have done so in a timely manner to help the University support you appropriately. See Student Disability Services (SDS) in catalog section titled "Policies, Declarations, Accreditation" for more info.*

These factors will impact the amount of time you can devote to class and studying, which could also have an impact on your success at school. Share this information and allow your academic advisor to assist you in determining whether 12 hours, 15 hours, or perhaps even more than 15 credit hours is appropriate for you for any given semester.

**List your most pressing concerns (e.g., family, work, other activities).**

1.
2.
3.

Distinguish between when you WANT to take classes and when you CAN take classes. Some courses that you need may only be offered once a year (e.g., once each fall). Many must be taken in sequence or with a companion course (corequisite).

Be careful to remember that your studies are like having a fulltime job. If you don't prioritize them, you might soon find yourself looking for other "employment."

**List your class time preferences.**

1.
2.
3.

BEFORE you make changes, it is very wise to discuss (in person, by phone, online, or by email) your ideas with your academic advisor.

Document your academic advising conversations and be sure to write down the reasons you are considering a change. These simple steps could save you lots of time and frustration in the long run.

**Your Goals**

Texas Tech University has a number of excellent goals and values that guide our institution. (You can read about them online at [www.ttu.edu/stratplan](http://www.ttu.edu/stratplan) if you are curious.) Two important values we hold are the pursuit of excellence and public accountability.

One natural outcome flowing from these values is to effectively graduate a high percentage of students as top-notch professionals in a reasonable amount of time. That explains a lot of the "why" behind the way that we work to support students from their earliest moments on campus.

Now, about you. Within your first semester, your academic advisor (and the DISCOVERY! Academic Physical, if you take advantage of it) will help you articulate and document your educational goals so you can monitor your own progress and celebrate each milestone along the way.

Goals should be realistic, measurable, specific, and yet, they should stretch you beyond your present accomplishments. Take a moment to write down any goals you have set for yourself at this point in your life, or use the space below to write a first draft of big-picture goals in a number of important areas.

<b>Educational/Academic</b>
<b>Physical</b>
<b>Financial</b>
<b>Social &amp; Relational</b>
<b>Spiritual</b>
<b>Ethical</b>
<b>Intellectual</b>
<b>Charitable</b>

Reflection and deliberate goal setting will significantly impact your next four years as a Red Raider. You are more likely to accomplish and even exceed your goals. This is an excellent beginning. But now, let's take a moment to focus specifically on the academic piece.

## Your Direction

Of the 150+ majors offered at Texas Tech (see the catalog section titled **Academic Programs Leading to a Degree**), what are your top three picks? Think as if someone were forcing you to commit to a specific four year plan today ... and it could never be changed. Academic success depends on your confidence, and this is a good time to consider your knowledge level and level of commitment to any course of study.

*In the list below, if you have already declared a major, that should be #1. Regardless, you should fill in the others, too. This information will come in handy when we look at minors, specializations, double majors, undergraduate research, study abroad, and Plan B options.*

### My top three academic choices are...

- 1.
- 2.
- 3.

### I picked these three because...

- 1.
- 2.
- 3.

## Your Questions

As you begin course selection and reflect on the advising information provided to you from the College, Department, and your Academic Advisor, it is likely that you will have additional questions.

Advisors are here to answer your questions, or to help you locate an authority who can provide you with an answer. Be certain to ask questions of your advisor and/or other TTU representatives before you depart from RRO.

### I have additional questions about...

- 1.
- 2.
- 3.

## The Requirements

### University Core Requirements (The Core)

These are courses required by the State of Texas to ensure all students receive a fundamentally sound education. All of the requirements are incorporated into every degree awarded by Texas Tech. The degree plans determined by your college, major, and minor are designed to meet and exceed these desired learning outcomes as required by the State of Texas. TTU Courses that meet these requirements are provided in two authoritative sources:

- The State of Texas-compliant University Core Curriculum Requirements are listed in the **TTU Undergraduate/Graduate Catalog**. A copy was provided in the materials you received at check-in.
- The online version of the catalog is provided in two formats: PDF (identical to your printed version), and HTML (easy to search and continually updated as necessary). See <http://j.mp/TTUcatalog>.

### College Degree Requirements (The Degree)

Refer to the TTU Catalog for courses required by the college that awards your degree. In the College of Arts and Sciences, these are called General Degree Requirements (GDR) and can be found in three places:

- The current version is provided for your convenience on the following two pages of this Advising Guide.
- Ongoing updates are published by A&S on their web site at [www.as.ttu.edu](http://www.as.ttu.edu).
- For long-term reference, they are published each year in the University Catalog under the section named "**College of Arts & Sciences**."

If you are curious about majors in other colleges, use the catalog to look up the appropriate college and carefully examine its specific requirements.

- |                           |                            |
|---------------------------|----------------------------|
| ◇ Ag. Science & Nat. Res. | ◇ Engineering              |
| ◇ Architecture            | ◇ Honors                   |
| ◇ Arts & Sciences         | ◇ Human Sciences           |
| ◇ Business                | ◇ Mass Communications      |
| ◇ Education               | ◇ Visual & Performing Arts |

Now find the appropriate department within the college to review an even greater level of detail in the specific requirements at this level within your college.

Finally, review the recommended degree plan to determine if there are any restrictions or requirements of which you must be aware. Non-binding degree plan outlines are printed in the University Catalog for most majors, and will be provided on paper by your academic advisor. Binding plans will be finalized and filed in the College Dean's Office when you have earned 60 or more credit hours. An Intent to Graduate must be filed at least one year prior to your intended date of graduation.

Appointment Preparation

COLLEGE OF ARTS AND SCIENCES			
<b>GENERAL DEGREE REQUIREMENTS 2012 - 2013</b>			
This sheet is for INFORMATIONAL PURPOSES ONLY and DOES NOT replace the Undergraduate Catalog. (Except for the multicultural requirement, courses may not be applied in two different general requirement areas.)			
	BA	BS/ BSIE	BGS
<b>ENGLISH:</b> The 12 hours of English must consist of ENGL 1301 and 1302 and two sophomore literature courses from ENGL 2305, 2306, 2307, 2308, 2351, 2388, or 2391. ENGL 2311 or CLAS 1310 may be used as equivalents to fulfill 3 hours of this requirement. <b>**BACHELOR OF SCIENCE ONLY--ONE OF THE ABOVE SOPHOMORE LITERATURE COURSES WILL SATISFY THE 3-HOUR HUMANITIES REQUIREMENT**</b> <b>*BACHELOR OF GENERAL STUDIES ONLY --ENGL 1301 AND 1302 ONLY.</b>	12	12	6*
<b>ORAL COMMUNICATION:</b> COMS 1300, 2300, or 3358; CFAS 2300; CH E 2306; ENGR 2331; MGT 3373, <b>MCOM 3310 (New 201327).</b>	3	3	3
<b>FOREIGN LANGUAGE:</b> A student enrolling in the first-year sequence will have a requirement of 11-16 hours. <b>Foreign Language courses 1301 and 1302 or 1501 and 1502 or 1507 are prerequisites for courses 2301, 2302 (or 2607).</b> A student must complete 6 hours at the sophomore level or above in a single language. Courses taught in English including the following courses <i>may not</i> be used to fulfill the foreign language requirement: FREN 3390, GERM 3312, 3313, RUSN 3301, 3302, 3304, 4301, 4302, SLAV 3301, SPAN 3390, 3391, 3392. Information regarding foreign language credit earned through studies abroad should refer to the 2010-2011 catalog. <b>*BGS ONLY - IF A STUDENT HAS NOT COMPLETED TWO YEARS OF A SINGLE FOREIGN LANGUAGE IN HIGH SCHOOL OR HAS NOT TRANSFERRED AT LEAST TWO SEMESTERS OF A SINGLE FOREIGN LANGUAGE FROM ANOTHER COLLEGE, THE STUDENT MUST COMPLETE AT LEAST TWO SEMESTERS OF A SINGLE FOREIGN LANGUAGE AT THE FIRST-YEAR LEVEL AS A GRADUATION REQUIREMENT.</b>	11-16	11-16	*
<b>MATHEMATICS &amp; LOGICAL REASONING:</b> MATH 1300, 1320, 1321, 1330, 1331, 1451 (1351), 1452 (1352), 1420, 1430, 1550, 2300, 2345, 2450 (2350), 2360, 2370, 2371; PHIL 2310. <b>ONLY ONE OF MATH 1320 AND 1420 MAY APPLY. ONLY ONE OF MATH 1330 AND 1430 MAY APPLY. THE FOLLOWING COURSES FROM THE CORE CURRICULUM MAY NOT BE USED (AAEC 3401, PSY 3400).</b>	6	6	6
<b>NATURAL SCIENCE:</b> If 4 or more high school semesters of natural laboratory science--not including general, physical or applied science--are accepted for admission, the requirement is 8 hrs.--if not, the requirement is 11 hours. The <b>first 8 hours</b> of the requirement must come from the following laboratory courses approved in the Core Curriculum: ANSC 3404; ANTH 2300 & 2100; ASTR 1400, 1401; ATMO 1300 & 1100; BIOL 1305 & 1113, 1401, 1402, 1403, 1404; CHEM 1305 & 1105, 1306 & 1106, 1307 & 1107, 1308 & 1108; GEOG 1401; GEOL 1303 & 1101, 1304 & 1102, 1350 & 1105; HONS 2405, 2406; N S 1410; PHYS 1401, 1403, 1404, 1406, 1408, 2401; PSS 1411, 2330 & 2130, 2401; ZOOL 2402, 2403. <b>If required, the additional 3 hours must also come from one of the courses listed above.</b>	8-11	8	8
<b>TECHNOLOGY &amp; APPLIED SCIENCE</b> <b>Applies Only to Students Who Entered the University Prior to Fall 2012:</b> AGED 3302; ANSC 1401, 2303; ART 2309; ATMO 2301, 3301; C E 1130, 1305; CH E 1305; CHEM 3305; CLAS 3304; C S 1300, 1412; CTEC 1312, 2301; ECE 1304; EDIT 2318, 3318; EM&C 3300, 3310; ENGR 1315; EVHM 1302; FDSC 2300, 2302, 3303; GEOG 3360*; GEOL 3323, 3428; GTEC 1312; HONS 1302, 3302; I D 4383; I E 1305; ISQS 3344; MATH 3430; M E 1315, 2322; MUSI 3341; NRM 2301, 2302, 2305, 2307, 4314; N S 2310; PETR 1305; PFP 2310; PHYS 2305; PSS 1321, 2312, 2432; SOC 3352; TH A 3304; WE 2300.	3	3	3
<b>INDIVIDUAL OR GROUP BEHAVIOR:</b> AAEC 2305; ADRS 2310, 3325; ADV 4313; AGED 2300*; ANTH 1301*, 2301, 2302*, 3305, 3306 ( <b>W S 3306</b> ); ARCH 1311; CLAS 3335; COMS 1301, 2350, 3313, 3331, 3332*, 3334 ( <b>W S 3312</b> ), 3353, 3355, 3356; ECO 2301, 2302, 2305 ( <b>Can only receive credit for 2302 or 2305, not both</b> ); EDEL 2300*; EDSE 2300*; ESS 3352, 3354*; GEOG 2300*, 2351*, 3337; HDFS 2303, 2322, 3301, 3321 ( <b>W S 3321</b> ), 3322, 3331, 3332; HLTH 1305 ( <b>W S 1305</b> ), 2302, 3325; HONS 1303, 3303; I E 3301; JOUR 4330; MCOM 1300; N S 4380*; PFP 3301; PHIL 3321, 3331; POLS 3326 ( <b>W S 3326</b> ), 3341, 3351, 3361*, 3371*; PSY 1300, 2301; SOC 1301*, 1320, 2331 ( <b>W S 2331</b> ), 2335, 3324*, 3325 ( <b>W S 3325</b> ), 3327, 3331 ( <b>W S 3331</b> ), 3332, 3335, 3337 ( <b>W S 3337</b> ), 3368, 3383, 3393, 3394; <b>S W 1300 (New 201327)</b> , 2301, 3311; W S 1305 ( <b>HLTH 1305</b> ), 2331 ( <b>SOC 2331</b> ), 3306 ( <b>ANTH 3306</b> ), 3312 ( <b>COMS 3334</b> ), 3321 ( <b>HDFS 3321</b> ), 3325 ( <b>SOC 3325</b> ), 3326 ( <b>POLS 3326</b> ), 3331 ( <b>SOC 3331</b> ), 3337 ( <b>SOC 3337</b> ), 4399. <b>The remaining 3 Hrs of coursework may be selected from the above list or from any SOC or PSY courses.</b> Underlined courses are cross-listed: Cannot receive credit for both courses.	6	3	6
AS OF: May 18, 2012 MG			

	BA	BS BSIE	BGS
<p><b>AMERICAN HISTORY:</b> Under state law all students who receive bachelor's degrees from Texas Tech University must complete 6 hours in American History. Students will normally fulfill this requirement by completing HIST 2300 and 2301. The requirement may also be satisfied by juniors and seniors completing six hours from the following list: HIST 3310, 3313, 3314, 3321, 3323 (<u>W S 3323</u>), 3330, 3331, 3332. <b>Underlined courses are cross-listed: Cannot receive credit for both courses.</b></p>	6	6	6
<p><b>POLITICAL SCIENCE:</b> POLS 1301 and normally 2302. AP credit (Score of 3 or better), or a grade of A or B in POLS 1301 allows the substitution of one of the following courses for POLS 2302: (POLS 3323, 3325, 3326 (<u>W S 3326</u>), 3327, 3339, 3341, 3346, 3351, 3352, 3353, 3360). <b>Underlined courses are cross-listed: Cannot receive credit for both courses. ***ONE COURSE MUST BE TAKEN FROM A TEXAS COLLEGE OR UNIVERSITY***</b></p>	6	6	6
<p><b>HUMANITIES:</b> ANTH 2306; ARAB 3305*; ARCH 2311*; ASL 3312*; CLAS 3302, 3303*, 3320*, 3330*, 3350*; 3301*, 3318; ENGL 2305, 2306, 2307, 2308, 2351, 2388, 2391; ENGR 4392; EVHM 1301; FREN 3302, 3390*; GERM 3301*, 3304, 3306*, 3312*, 3313*; HIST 1300, 1301, 2322*, 2323, 3341 (<u>W S 3341</u>), 3351; HONS 1301, 2311*, 3301; HUM 2301, 2302; ITAL 3390; JOUR 3350; LAIS 2300*, 3300*, 4300*; LARC 3302*; PHIL 2300, 2320, 2350*, 3301*, 3302*, 3303, 3304, 3320, 3322, 3324, 3332, 3341, 3342; PORT 3307; RUSN 3301*, 3302*, 3304*; SLAV 3301*; SPAN 3306*, 3307, 3344*, 3390*, 3391, 3392; TURK 3307*; VPA 3301; W S 2300, 3341 (<u>HIST 3341</u>). <b>The remaining 3 Hrs of coursework may be selected from the above list or from: CLAS 3315, 3340; ENGL 3302, 3304, 3305, 3307, 3308, 3309, 3323, 3324, 3325, 3335*, 3336*, 3337*, 3351, 3360, 3362, 3371, 3372, 3373, 3381, 3382, 3383, 3384, 3385, 3386, 3387*, 3388, 3389, 3390*, 3391, 4301, 4311, 4312, 4313, 4314, 4315, 4321, 4342, 4351, 4360, 4371, 4373, 4374; FREN 4315, 4317, 4322*, 4345; GERM 4303; HIST 3301, 3302, 3329, 3342, 3343, 3344, 3345, 3346, 3348, 3352, 3353, 3354, 3355, 3358, 3359, 3360, 3361, 3366, 3367, 3372, 3373, 3374, 3381*, 3382*, 3383, 3384*, 3389*, 3394, 3395*, 3396*, 3398*, 4341, 4342, 4343, 4347, 4348, 4349, 4350, 4353, 4355, 4360, 4363, 4370, 4371, 4372, 4373, 4375, 4376, 4377, 4378, 4380, 4381, 4385, 4391, 4392, 4393, 4394, 4395, 4396, 4397 (No US Content); ITAL 4301; LAT 4305; RUSN 4301*, 4302*; SPAN 4320, 4321, 4324, 4325, 4327, 4332*, 4337, 4344*, 4346, 4360*, 4361*. <b>Underlined courses are cross-listed: Cannot receive credit for both courses.</b></b></p>	6	3	6
<p><b>VISUAL AND PERFORMING ARTS:</b> ANSC 2310; ARCH 2315; ART 1302, 1303, 1309*, ARTH 1301*, 2302*; DAN 3313, 4301*; EM&amp;C 3308; HONS 1304, 2314*, 3304, 3305; ITAL 3315; MUAP 1123, 1124, 2123, 2124; MUEN 3101, 3102, 3103, 3104, 3105, 3106, 3110, 3201, 3202, 3203, 3204; MUHL 1308, 3304, 3310; MUSI 2301; MUTH 1300; TH A 2301, 2302, 2303, 2304. <b>The remaining 3 Hrs of coursework may be selected from the above list or from any ART, MUAP, MUEN, MUHL, MUSI, OR MUTH courses.</b></p>	6	3	6
<p><b>PERSONAL FITNESS &amp; WELLNESS:</b> Any two separate PF&amp;W courses including varsity athletic credit. For a specific physical activity, the completion of the course sequence is allowed if the sequence is taken in the appropriate order (i.e. beginning then advanced). <b>Only ESS majors with concentrations in EHPT may satisfy this requirement with ESS 2222.</b> Also accepted for fulfilling the requirement are: AERS 1105, 1106; DAN 1105, 1206, 2202 (all with permission of instructor); MILS 1101, 1102. 3301, 3302, 4301, 4302; MUEN 1103 (Marching Band). <b>THE SAME SECTION NUMBER OF A PF&amp;W COURSE MAY NOT BE REPEATED FOR DEGREE CREDIT; ***STUDENTS OVER AGE 25 YEARS ARE EXEMPT.***</b></p>	2	2	2
<p><b>MULTICULTURAL REQUIREMENT:</b> (Multicultural courses are indicated above, with an asterisk *. <b>These courses may be used to satisfy both the multicultural requirement and another General Degree Requirement).</b> AAEC 4309; ADM 3312; AGED 2300; ANTH 1301, 2302; ARAB 3305; ARCH 2311, 4311; ART 1309; ARTH 1301, 2302; ASL 3312; CFAS 2360; CLAS 3303, 3320, 3330, 3350; C LT 4305; COMS 3311, 3332; DAN 4301; EDEL 2300; EDSE 2300; ENGL 2371, 3335, 3336, 3337, 3387, 3390; ESS 3354; FIN 4328; FREN 3390, 4322; GEOG 2300, 2351, 3360, 3363; GERM 3301, 3306, 3312, 3313, 4305; HDFS 3350; HIST 2322, 3306, 3307, 3311, 3318, 3325, 3326, 3381, 3382, 3384, 3389, 3395, 3396, 3398; HONS 2311, 2314; I D 3382; LAIS 2300, 3300, 4300; LARC 3302; MGT 4375; MKT 4358; MUHL 2301; N S 4380; PHIL 2350, 3301, 3302; POLS 3361, 3364, 3371, 3372, 3373, 3375, 3376; PSY 3398; RHIM 3350; RTL 3340; RUSN 3301, 3302, 3304, 4301, 4302; SLAV 3301; SOC 1301, 3324; SPAN 3306, 3344, 3390, 4332, 4335, 4344, 4360, 4361; S W 3331; TH A 3308, 3309; TURK 3307. <b>Underlined course is cross-listed: Cannot receive credit for both courses. Completion of a registered "study abroad" course also can fulfill this requirement.</b></p>	3	3	3

## Graduation Timeline

If your major requires more than 120 Semester Credit Hours (SCH), divide that total by 4 to determine the number of SCH you must complete each year in order to graduate in four years. To figure out the total number of semesters until you graduate, divide the total number of hours required by the number of hours you want to take each semester. Then convert the semesters into years to find your date of graduation.

**To determine the number of hours needed each year...**

_____	÷ 4 =	_____
Enter total # of SCH for Degree.		This is the total SCH needed each year.

**To determine the total number of semesters to earn your degree...**

_____	÷ 15 =	_____
Enter total # of SCH for Degree.	# of hours you plan to take each semester.	This is the total number of semesters to complete your degree.

Review the information you received in the department session. Ensure you understand the requirements for your degree accurately. Seek clarification from your advisor where needed.

Quickly review the information you provided in the previous section of this guide. Be sure to ask all of the questions you wrote down and be clear on the answers. The answers you get will impact the courses you take, when you take them, and how well things fit together for you.

## Components of a Degree in the State of Texas, at Texas Tech, in Your College and Department

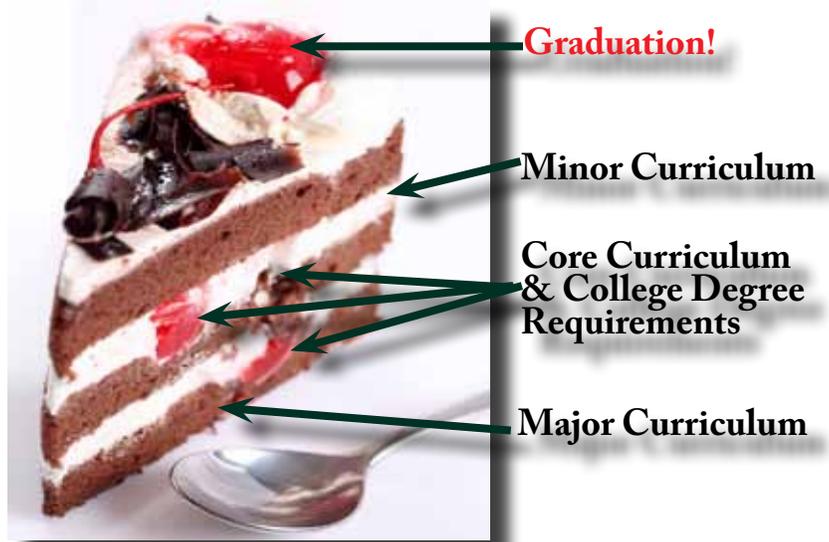
There are four groups of courses forming the building blocks to a sound education: core curriculum, major curriculum, minor curriculum, and elective courses.

Past conventional wisdom held that students should focus on “basics” through their first transitional semesters of college life. Over the course of time, however, this strategy has become less and less effective for several reasons.

By reducing and eliminating most electives and streamlining other requirements, today’s university degrees are typically only 120 Schedule Credit Hours (SCH).

If students are to take advantage of the most direct route to graduation they must become more deliberate in planning and balancing the course selections in their curriculum. As much as possible students should seek to understand course prerequisites, required sequencing, course availability, and early registration opportunities. With this information, it will be far easier to thoughtfully invest in having an appropriate mix of the key ingredients in every semester: Major Curriculum, Minor Curriculum, and Core Curriculum/College Degree Requirements.

The image to the right is a good illustration of this concept; each bite is a balance of the parts of the curriculum. Note specifically that Core Curriculum courses don’t all happen at one point in time. Instead, they appear in a variety of appropriate points *throughout* students’ college careers.



## Tips to Remember ... Did you know?

Ask your academic advisor about ways to take a single course that will fulfill two degree requirements. This could reduce the total number of courses (not semester credit hours) that you need to attend, pay for, study for, etc.

Your advisor can be your best friend when it comes to planning your degree, so make an effort to build a positive relationship!

# 3 Advising Guide for Families

## Welcome & Pressing Questions

### What is my student doing now?

Your student is currently attending the college session for students in the College of Arts & Sciences (A&S). Research indicates that students are more likely to respond and proactively engage the institution when interactions are more personal and individualized. Therefore, to balance the need for efficiency of communication with the benefits of increased one-to-one interaction, A&S has developed a progressive model that transitions students from the large group presentation to an individual advising setting over the course of this day. This guide is provided as a sort of anchor through the transitions of the day.

In late September and early March, it will also serve as a valuable resource in preparing for the upcoming spring semesters by guiding students through the advising, course selection, scheduling, and registration process. You will notice it was constructed to become the first item in a binder. We recommend that you use the lunch break to purchase a bright red binder, facilitating the creation of your student's permanent advising record.

Right now in the large group session, our advisors have begun working through the content of this Advising Guide. Students have already had an opportunity to change majors, which is important to have completed prior to the more personalized and major-specific academic advising scheduled for the afternoon. Advisors guide students through the day's schedule and introduce available support resources; you may notice that this is done often, as utilization of resources is a key element to student success.

At this point the small groups divide by academic major, and students meet with their assigned departmental advisors and their assistants. Because each major has a different number of students to advise, the afternoon schedule will vary from major to major.



Prior to lunch your student will receive a precise agenda and relevant course selection and scheduling "assignments" which will likely consume the remainder of the work day. Regardless of the itinerary, before the day is done, your student's advisor will have presented the details of the degree options.

During this time, students receive detailed information that is specific to their declared academic major (undecided students and pre-majors will receive information about the majors they are currently considering, and will begin to identify courses that are most appropriate for them). Finally, to facilitate the scheduling of next semester's classes, your student will receive advisor approval of the preferred and alternate classes selected.

Registration will open online as follows:

- 10:00 a.m. during 3 Day RRO conferences
- 10:30 a.m. during 1 Day RRO conferences

Online registration can be completed from anywhere a student has an internet connection, but be forewarned: advisors will not be in their offices or available by phone to assist students who choose to register from alternate locations. Today each advisor will instruct students about specific campus locations where advising assistance will be available to answer questions and troubleshoot as the need may arise.

*"An excellent advisor does the same for the students' entire curriculum that the excellent teacher does for one course."*

– Dr. Marc Lowenstein, Associate Provost for  
Personnel, Programs and Policy,  
Richard Stockton College

## What is the Process? (12–4:30 p.m.)\*

Around noon your student will be released for lunch. We recommend that you meet at that time and reflectively discuss the process together. This may be challenging for some families, but with your deliberate leadership and thoughtful approach, it can be the beginning of a beneficial and enjoyable adult relationship between you and your student. Certainly the human element of interpersonal relationship will cause an occasional misstep, and we are wise to recognize that these are likely to occur. Scholars encourage parents to take the lead, model the desired behavior, and consistently and persistently pursue quality and depth in communications. It will not be any surprise when this requires immense patience, but a little bit of structure may serve to assist when adult conversation becomes awkward. Let's hold that thought for just a moment while we cover some other details.

So, about some pressing logistics. Lunch is included for students in their RRO fees. If you have lost your student and cannot contact them, we recommend waiting at the information table in the Student Union Building until they also return to that location. Now, once you have eaten and had a chance to catch up, you will likely be headed in different directions.

If your student finds that any holds still remain active for the coming semester (holds can be checked online in Raiderlink), the remainder of his or her free time, when not in an advising appointment, should be spent personally visiting the offices which possess the authority to remove registration holds. Though most should have been resolved at check-in, we still recommend a quick check and finishing up any outstanding requirements. These may include Texas Success Initiative (TSI), Student Health, Housing & Residence Life, among others.

With the balance of their time, students work through the first nine steps in Chapter 4 of this Advising Guide, along with any paperwork provided by their assigned academic advisors, which will prepare them to register when the system opens.

Our goal is that by 4:30 p.m., each student will have met personally with an academic advisor to review a list of possible courses for the coming semester. Additionally, they will have received advisor approval of (or recommendations for) primary and alternate course selections. Please note that our advising schedules regularly extend beyond 4:30 p.m. as we work to make certain every student is fully advised.

Occasionally students arrive at RRO without having followed the instructions provided on the web site and in their email regarding completion of several placement exams in the subject areas of Math, Chemistry, and/or Foreign Languages. In these cases they will be unable to register for related classes until each exam has been completed and processed.

It generally requires 24 hours for test results to post into the registration system, allowing enrollment in the restricted courses. If that is the case with your student, registration for courses in those areas may not be possible yet. Information on placement exams is easily accessible from the RRO web site at <http://j.mp/TTURRO>.

## What Should I Do?

In a nutshell, enjoy. Attend RRO events. Explore the campus. Offer advice when asked. Ask lots of leading questions at dinner. Review your student's progress and affirm their efforts.

“WHAT?!?”

Many parents balk at the idea of backing off slightly at such a crucial juncture in the lives of their children.

Admittedly, the transition from parenting a high school student to parenting a college student is a difficult one to traverse, and each family member will wrestle with this differently. The University would be arrogant and foolish to advocate that parents not be actively involved in the education of their students, and it is important that the message here is clearly understood. Parents and family members are highly valued at Texas Tech. In solidarity with one another, the University joins all families in seeking to facilitate personal maturity and intellectual growth in every student.

Metaphorically speaking, this partnership puts us all on the coaching staff, and puts our students on the playing field. We work together to design specific challenges that will push students forward toward confidence, but it is unlikely that forward momentum will go without a certain degree of strain and stumbling. In the times that we allow students and their families to operate separately at orientation, we create safe spaces for students to struggle for a brief moment, so the transition to the rigor of their first semester at TTU will be a bit less abrupt.

\*These are *roughly* the times that are appropriate for the typical three day freshman orientation conference. Always refer to the official RRO Schedule for details and last minute changes.

## Who are these Students?

Have you ever felt like this?

*“When I look at the younger generation,  
I despair of the future of civilization.”*

– Aristotle (384–322 BC)

*“What is happening to our young people?  
They disobey their elders, they disrespect their parents.  
They ignore the law. They riot in the streets inflamed  
with wild notions. Their morals are decaying.*

*What is to become of them?”*

– Plato (427–347 BC)

Considering that these quotes are taken from the great philosophers of ancient Greece, it may be that your feelings aren't all that original. Adults have felt disconnected and mystified by their youth for centuries.

As we look to support these students well on this new leg of their journey, it may help us to stop and consider some important realities that inform the world view, outlook, and information processing of these new students, especially those who arrive at college straight from high school. The internet resources listed here provide a great start for reflecting on the current generation of students, along with many additional resources. As we partner in supporting and encouraging your student to success, please review these online resources and consider their perspective, big-picture goals, and practical advice:

- [www.beloit.edu/mindset/](http://www.beloit.edu/mindset/)
- [en.wikipedia.org/wiki/Millennial\\_Generation](http://en.wikipedia.org/wiki/Millennial_Generation)
- <http://j.mp/talktoprofs>
- <http://j.mp/10tipsforstudents>

## What is Advising, Scheduling, & Registering?

### What is an Academic Advisor?

As most family members are well aware, times are changing. In the past, degree options were relatively few and academic advisors were primarily clerical in nature, ensuring chiefly that students successfully met each and every degree requirement. Today, Texas Tech offers over 150 degree programs, most of which have concentrations, specializations, and the possibility (or requirement) of completing a minor along with coursework for the major.

Access to higher education has improved, and college enrollment continues to grow. In contrast, sociologists tell us that the period of adolescence, frequently marked by independence, indecision, and indifference has lengthened to terminate somewhere at about age 27 in North America. The existence of such specialized degree requirements urges students to “hit

the academic ground running,” but the pre-college experience for most entering freshmen has done little to foster the communication, critical reasoning, goal-setting, and resource-utilization skills that are vital for success in the demanding collegiate realm and beyond.

As these environmental and cultural changes have evolved, so too has Academic Advising matured as a profession. Today, academic advising is an integral part of the teaching and learning mission of our institution. Academic advisors have become professional educators of a sort, though it may seem difficult to visualize this as they operate outside the formal classroom setting.

However, like faculty who instruct in the academic disciplines, professional staff and faculty advisors utilize a defined curriculum to pursue desired learning objectives and even assess outcomes that indicate student learning. Advisors teach students to become behaviorally aware, to value the learning process, to apply decision-making strategies, to become systems-thinkers who find the important connections between the disciplines, to set goals and priorities, and to manage their own progress. In short, advisors teach students the language and process of higher education to help them navigate the system and achieve their desired success.

In the midst of a teaching structure, many advisors conduct scholarly research to critically evaluate and constructively improve their own work. Program-related outcomes of quality academic advising can be seen in increased student persistence, retention, and matriculation to a timely graduation. This requires early identification and appropriate intervention in student affairs, facilitation of student assimilation into the culture of the university community, referral and brokering of relationships with academic and personal supports, and the appropriate exploration of academic options and personal goals.

### Advisor's Role Vs. Student's Role

You are encouraged to review Texas Tech's expectations for both the advisor and the student, which are found in the University Catalog in the section titled, “**Academic Advising & Support.**” These guidelines are not simply the standards of the institution but are actually based on the highest standards for academic advising as published by the Council for the Advancement of Standards in Higher Education.

With these standards as the guide for all involved in the advising relationship, we can be certain that the most beneficial student and program outcomes are kept at the center of every advising interaction.

## Guiding Students to Success

### Students Making Decisions

Before your student meets with an advisor for the first time, it is important he/she be prepared so that the advising session is meaningful. One important way to make the session more helpful is to write down the core curriculum classes that are most interesting from reading the course descriptions in the TTU catalog.

During the first two years at Tech, most students select courses that will fulfill the University's Core Curriculum and the General Degree Requirements for their college. A&S students should carefully read the General Degree Requirements in the TTU catalog then ask themselves the following two questions about each of the 13 categories:

1. Does my intended/declared degree include a required course that fulfills this category?
2. If not, do I want to take a course from this category during the coming semester(s)?
3. If I do NOT particularly want to take a course from this category, would I consider taking one as an alternate if I can not get another course that I actually want?

Your student's answers will help her/him begin selecting courses to consider. Please partner with advisors as guides through this evaluation process

### Students Run the Show

On the whole, you will see many families who follow this advice and more or less let their students "run the show." In contrast, you will also see those who struggle to contain themselves and interject into every situation, even speaking over and answering for their students. Still others will become alarmed (and even offended) that the institution would boldly ask for this little bit of parental distance. We do, however, because it is clear these opportunities are necessary if students are to achieve the height of academic and personal excellence characteristic of Red Raiders.

*"The potential of academic advising resides in understanding that it is the only structured activity on the campus in which all students have the opportunity for on-going, one-to-one interaction with a concerned representative of the institution."*

– Dr. Wes Habley, Principal Associate and Coordinator of ACT's Office of State Organizations

### Background: Grade 13 versus Grade 24

The biggest disconnect for some families is that they perceive themselves to be consumers, seeking and procuring services in the same manner as they might an oil change or a quote for new landscaping. This is quite different from meeting students' needs in a way that accomplishes the institution's mission. Learn more about TTU's mission at [www.ttu.edu/stratplan](http://www.ttu.edu/stratplan).

When students arrive at Texas Tech expecting something akin to Grade 13, many expect the Academic Advisor to tell them what to do, when to do it, and how it should be done. This is the environment some students are accustomed to from years in junior high and high school. In contrast, their college experience will be marked by faculty and staff who provide students with valuable information and advice (when asked), but who will generally allow students the autonomy to decide what to do, when to do it, and how they choose to get it done.



### Partner with Academic Advisors

As a supportive family member, there is no doubt that you encourage the growth of your child into a healthy interdependent adult. Academic Advisors wish to partner with you to assist your student through the transition into this new chapter of life. Your support in this maturation process is absolutely essential to the long term academic and personal success of your student.

Practically, this means to put your student in the "driver's seat" in every situation. As mentioned before, this will require a lot of healthy adult communication, which may be challenging for many families. What follows next are a number of open-ended questions that may assist you in this new endeavor.

*"Good advising may be the single most underestimated characteristic of a successful college experience."*

Making the Most of College –  
Dr. Richard Light, Harvard College

## 25 Questions for Orientation

We encourage you to ask lots of questions of your student. Please make certain that, when those questions are asked by the institution, you have passed on and released the baton to your student. This means you will likely need to sit back and wait from a distance while your student enters the advising appointment without you. In that time he or she will learn important lessons from experience; it is vitally important that they develop the habits of being thorough, proactive, and responsible for each decision they are making.

Here are a number of questions that we recommend:

1. So, who was your assigned academic advisor? Did they give you a business card to staple in the Advising Guide? Great! ... or ... Uh oh, what do you think we should do about that?
2. What was (s)he like?
3. Which questions did you feel were really well answered today?
4. What additional questions do you still have?
5. What are we going to do to find the answers?
6. What was the most interesting course you selected, based on reading the course description?
7. How much report or research writing will you get to do?
8. What will likely be your greatest challenge?
9. What is your plan to overcome that obstacle?
10. What is most exciting about all of this today?
11. What about today did you think was most interesting or surprising?
12. Based on the courses you're considering right now, what is your next task toward coming up with a realistic four year plan?
13. What are your ideas about your future academic focus or academic minor?
14. What will you do to overcome procrastination?
15. What will your standard be for class attendance?
16. What will be good rewards? What celebrations will you have to encourage your success?
17. What is your plan for making up work in the event you are required to miss class?
18. What things might I do to help you right now? What about tonight when you're away?
19. Did you hit any snags? How did you handle them? What about those around you? If you were in charge, what would you do differently to help the folks facing challenging situations?
20. How did you feel about the overall process?
21. What groups or organizations are you thinking of joining? How much time would it take for you to do that?
22. What external time commitments are realistic and beneficial from an academic perspective?
23. Looking back, what advice might you give a younger brother, sister or high school friend about how to prepare for college life?
24. Do you think they will even listen to you? Why or Why Not?
25. How can you spot those you know will succeed academically from those who are going to have difficulty?

### How can you help your student the most?

What are the top three self-management skills you see lacking in your student?

What are your standards of performance in the three areas you listed above?

How do you communicate these standards and hold your student accountable for his /her performance?

## A Few Quick Tips

**Shot records** – Students must send a copy of their shot records to: Student Health Services, Lubbock, TX 79409-3095 or by Fax: (806) 743-2122.

Form available online at:

<http://www.ttuhs.edu/studenthealth>

**Meningitis vaccine verification** – State law requires those living on campus provide verification of meningitis vaccination a minimum of 10 days prior to moving in.

Form available at: <http://j.mp/ttumeningitis>

**Email** – To provide student security, and privacy electronic correspondence will be sent only to a student's free TTU email account. Students check email at <http://mail.ttu.edu>.

**Cell phones** – Our highly mobile students must keep their contact info current, and can do so by providing their current phone number via <http://www.raiderlink.ttu.edu>.

**R# access** – Texas Tech University does not use social security numbers for managing student records. Each student is issued a permanent identification number preceded by the letter "R." This R number is the unique identification on campus, particularly with regard to academic information. We suggest that students store this number in their cell phones for ready access.

## What about Family Questions?

### What is FERPA?

In compliance with the Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment" or FERPA), as amended, the University provides appropriate access to and protects the privacy of each student's education record. The act applies to all persons formerly and currently enrolled at an educational institution. No exclusion is made for students who are non-U.S. citizens. However, the act does not apply to a person who has applied for admission but never actually enrolled in or attended the institution, nor to deceased persons.

The act provides each student the right to inspect and review the education record; to amend or correct the record if information is inaccurate, misleading, or incomplete; and to have a formal hearing if the record is not corrected. Students are not allowed access to financial statements of parents/guardians, confidential statements to which the student has waived access rights (e.g., letters of recommendation), or records containing information about another student.

The act also requires, in most instances, prior student consent to disclose the education record to a third party. At the university level, these legislated rights to privacy and access reside with the student and not with the parents (or a spouse), even for students who are minors and/or dependents. Thus, the University will not disclose to parents either restricted directory or any non-directory information unless

1. the student authorizes the disclosure in writing (typically the *FERPA Waiver Form* is used for this) certifying the student is their dependent, or,
2. the parents file a *Request Form for Release of Education Records*
3. the requesting party can demonstrate that access is warranted according to certain other limited circumstances as defined by law. For example, disclosure of a limited amount of information may be made to appropriate parties in connection with an emergency when the information is necessary to protect the health and safety of the student or other persons.

Parties seeking such access must provide the TTU Center for Campus Life (806-742-LIFE) with a detailed explanation of the emergency need. Emergency approval may only be made at the discretion of the Center for Campus Life and the Office of the Registrar. The University may, but is not required to, disclose information to parents under any of these conditions.

The University may disclose directory information about a student unless the student has filed a request with the Office of the Registrar to restrict directory information.

A student's Consent to Access (or Waiver of Privacy) must be made in writing, be signed and dated by the student, and must specify records to be released, the reason for the release, and the names of the parties to whom such records will be released. Such authorization may also require some privately known information or "secret" to assist in validating the identity of an authorized party when requests for access are made from a distance.

The TTU FERPA Waiver Form is available online at [www.registrar.ttu.edu](http://www.registrar.ttu.edu) for students who wish to provide access to their private education record. To alter or revoke access, students must use the same process, filing an amended form with the Office of the Registrar. Upon completion of a *FERPA Waiver Form*, it must be delivered using one of the following:

**Option 1 - Drop Off at:** Office of the Registrar | West Hall | Room 103

**Option 2 - Mail to:** Office of the Registrar | Texas Tech University | Box 45015 | Lubbock, TX 79409

**Option 3 - FAX to:** (806)742-0355

Additional information about a student's FERPA rights can be found in Part IV of the TTU Student Code of Conduct, available online at <http://j.mp/ttustudentcode>.

The U.S. Department of Education provides a Policy Guide entitled "Disclosure of Information from Education Records to Parents of Students Attending Postsecondary Institutions," which may be of some use in clarifying the government's interpretations of this legislation. The guide is available online at <http://j.mp/ferpa-uparents>.

## Why is my student listed as "Undeclared?"

A number of degrees at Texas Tech have entrance requirements that are above those held for general admission to the University. At this time, your student may not qualify for his or her first choice. Please do not be concerned by this. Undeclared is a good designation at Texas Tech because there are specific advisors in University Advising whose job it is to assist students in navigating the available options and integrating those with their own preferences and desires. National studies reveal that most students change their minds as they discover more about themselves and their intended major. Texas Tech's undeclared/undecided degree program is exploratory in nature, with elements that are specifically designed to expose students to a wide variety of disciplines, assist them in making sense of themselves and the available options, and proceed forward with confidence. Students who complete the DISCOVERY! process regularly report a strong sense of confidence and enthusiasm as they thoughtfully and purposefully select and declare their intended major.

Students are required to declare before they earn 60 credit hours. Most students declare a major between May of their freshman year and February of their sophomore year. When students formally declare their major, they complete the necessary paperwork (this varies by college) and a new academic advisor will be assigned based on their academic major.

## Can my student graduate in four years?

Yes, in almost all cases. More information is provided in the section titled [Undergraduate Academics](#), along with the catalog pages that detail requirements specific to their declared academic majors. At a minimum, students need the following to graduate from the College of Arts & Sciences:

- Declare a major and minor, then complete the requirements of each.
- Earn at least 120 credits (some majors require more) with at least a 2.00 GPA. Completing 15 credit credits each fall and spring for eight semesters will result in a total of 120 credits.
- Complete A&S General Degree Requirements.
- Meet the State of Texas Core Curriculum Requirements.

The number of credits students need to complete each semester is reduced by credit earned from:

- AP (Advanced Placement from high school)
- Qualifying scores on the TTU Foreign Language Placement Exam
- Classes taken elsewhere
- Future plans to enroll in coursework during intensive semesters (December Wintermester, Maymester) or regular summer terms

Some majors require a precise sequence of courses begun in the first year, and students should take care to consult with their assigned academic advisor. Many other majors can be completed without taking specific courses in the first year.

Students should stay abreast of requirements for their major, seek advice, and map a four-year plan sooner rather than later. Helpful resources include departmental web sites and handbooks, the Texas Tech University Catalog, academic advisors, and faculty in their departments. With careful planning, students can complete most majors in four years.

## What is the balance for credits & studying?

The rule of thumb is that for each credit hour earned, students spend at least two to three hours studying. Studying is a vague term that may mean completing assignments, reading, researching, writing, problem solving, and consulting with the instructor. So, if a student has fifteen credits, that student will be preparing around forty-five hours in advance of their class time. Being a college student is a full-time job.

Study time will vary with their strength of their academic training, natural skills, and commitment. It is important that students not get behind in their work and learn to manage time efficiently.

## Can students work and still do well?

A substantial number of Texas Tech students work on- and off-campus. Others focus their weekly work time entirely on academic pursuits. On-campus and off-campus jobs are posted online at [www.raiderjobs.ttu.edu](http://www.raiderjobs.ttu.edu). Priority for on-campus jobs may be given to students who have Federal Work-Study (FWS) as part of their financial aid package. More information is available on FWS at [www.financialaid.ttu.edu](http://www.financialaid.ttu.edu).

## My student has a late class; I'm concerned about safety.

In addition to the on-campus bus routes, which run during daytime hours until 7:00 p.m., Citibus also provides a Night Shuttle service available to students desiring on-campus transportation after hours until 1:30 a.m. This service may be requested by calling (806) 742-NITE to arrange for a shuttle to pick students up and take them to their on-campus destination. More information is available at: <http://j.mp/ttusaferide>.

## I am concerned that my student's schedule may be too demanding.

The transition from high school to college involves adjustments. Communication between you and your student can help make the adjustment less difficult. College students, like the rest of us, grow through change. Because the changes your student faces won't always be easy, the communication you have with your student will continue to be very important.

Decision-making can be one of the most critical skills learned during the college years. Practicing this skill in a relatively safe environment will prepare students and give them confidence in their ability to negotiate the challenges they encounter later in life—be they in family affairs, community engagement, relationships, or work situations.

Some students have been involved in music, forensics, sports, yearbook, religious activities, after-school jobs, and college prep classes; they have so many interests, so many things they want to do, that we need to slow them down. Some, however, will benefit from a little prodding to get involved. None of us at Texas Tech knows your student as well as you do. Not one of us commands the respect or the trust that you have earned.

While we encourage students to choose classes with care, we recognize that some adjustments will be necessary. Students may drop or add courses without penalty during the first week of classes. The exact dates of the drop/add period are published by the Registrar's Office on the [Academic Calendar](#) page of the University Catalog. Students may withdraw from classes (a grade of "DW" is recorded on their transcript) during the first ten weeks of the semester. Again, the Registrar's Office publishes the exact dates, so students should take care to know these dates before the beginning of the semester. It is strongly recommended that you and your student review the University policy as published in the [Undergraduate Academics](#) section of the University Catalog.

Occasionally, a student will "W," or "Withdraw From the University" entirely. This is rare, but should be known as an option in the event extreme circumstances call for such a solution. Students will use the "Former Tech Students" application form to reapply for admission when they are ready to return to the University. More details are available at [www.registrar.ttu.edu](http://www.registrar.ttu.edu).

## If students are having difficulty in a class, what help is available?

The instructor of the class is the best source of help. Students can talk with instructors before or after class, can phone them in their office, can contact them via electronic mail, or can leave a note in their office mailbox. Many instructors include their office location, phone number, and e-mail address on their course syllabus; all instructors maintain office hours which are published on the course syllabus. Help is also available through the SOAR Learning Center in 80 Holden Hall. SOAR provides workshops, small group help-sessions, supplemental instruction, and individual tutoring appointments. [www.soar.ttu.edu](http://www.soar.ttu.edu)

## What is Texas Tech's attendance policy?

Since attendance records are handled differently by individual faculty members, attendance policies vary from class to class. Students are responsible to know the policy for each of their classes; this information is included in the course syllabus. Students should be aware that even in those classes where attendance is not regularly taken, they are responsible for all announcements and for all material covered.

Students who expect to be absent should notify their instructors well in advance; students should also recognize that, regardless of the reason for their absence, they have the primary responsibility for catching up. Students also need to be aware that poor attendance, even in a class where attendance is not regularly taken, will most likely result in poor performance in the class. See the catalog section titled "[Undergraduate Academics](#)" for more information.

## What if my student has an emergency situation requiring absence from classes?

Students should notify the Undergraduate Academic Associate Dean of their college if they need to miss classes for more than three days. This office will send absence notices to each of the students' instructors and the academic advisor; these notices include the dates the student expects to be absent from classes and the reason for their absence. More information is available in the Student Handbook (online at [www.campuslife.ttu.edu](http://www.campuslife.ttu.edu)).

We encourage students to contact each of their instructors directly about any absences—no matter how short-term—and to be aware that they are responsible for making up any work they have missed. The notices sent to advisors and professors "explain"—they do not necessarily "excuse"—a student's absence from class.

## How are grades reported?

At midterm and at the end of the semester, grades are posted on students' MyTech web pages in the Raiderlink portal ([www.raiderlink.ttu.edu](http://www.raiderlink.ttu.edu)). Students who want to share their midterm and/or final grades with parents and family members will need to do so in person, by phone, or by email. No online access is available for parents and families to review student academic performance.

Midterm grades are indications of a student's performance based on approximately eight weeks of class. In some classes, these grades may represent one-half the semester grade; in others, they may be based on one exam or project, with most of the course work yet to be graded. Students should check with instructors if they are unsure what the grades represent. Midterm grades are not included in students' permanent academic record (transcript). Final (semester) course grades reflect the instructor's best judgment of a student's overall performance. An explanation of grades and a schedule of assignments and examinations will be included in the syllabus for each course. If students have concerns about a grade, they should contact their instructor directly, and in the case of a problem or dispute, seek advice from the Ombuds' Office ([www.ombuds.ttu.edu](http://www.ombuds.ttu.edu)).

## What is GPA (Grade Point Average) really?

Since midterm grades are not part of students' transcript, a GPA is not computed for midterm grades.

For final grades, students' GPA is determined by dividing the total number of "Quality Points" by "Semester Credit Hours." Quality Points are determined by multiplying the "Grade Points," which is the value of each grade (A = 4; B = 3, etc.) by the number of Credit Hours of the course.

If a student receives credit by exam or some other non-graded credit, these credits count toward earned hours, but are not factored in to the GPA.

Students often transfer to Texas Tech with credits earned at another institution. These are listed on the transcript in the summary under "Transfer." Grades earned at other colleges are not part of a student's Texas Tech University GPA.

Because of family or personal emergencies, students are sometimes unable to complete course requirements on the typical course schedule. In these cases, students may contact their instructors and their colleges' Associate Deans about the possibility of receiving a mark of "Incomplete" ("I"). This status temporarily postpones the final grade assignment for a course and is allowed only in very special cases with extreme circumstances.

## Practically Speaking

### (Advisors' Top 10 for Parents)

1. If Freshman: encourage your student to take IS 1100, Freshman Seminar.

If Transfer: encourage your student to take LIBR 1100, Intro to Library Research, learning how to use a major research university library.

Students may consider taking both of these classes, possibly in conjunction with a Personal Fitness & Wellness (PF&W) credit. Two PF&W credits are required to graduate from the College of Arts & Sciences).

2. Encourage your student to complete a minimum of 30 semester credit hours per year, including the summer.
3. Teach your student to do laundry, to budget their spending money, and to skip the "Snooze" button..
4. Learn about the TTU student resources that are prepaid with the fees from the tuition and fees charged each semester. Encourage your student to make use of these resources.
5. Encourage your student to see his/her advisor a minimum of two times early in each semester to develop an educational plan and monitor progress. We recommend that students do this once in person and once by email unless their assigned advisor has a more specific communication plan based on their assigned advising population.
6. Send written instructions for any medications your student takes to roommates, Residence Hall Staff, Student Health Services, etc.. Include diagnosis, dosages, names, and contact information of the doctor(s) prescribing the medications.
7. Buy your own copy of the Summer Reading Program book. Each year the University makes a summer reading selection. Read it with your student this summer and take time to have the interesting conversations that are likely to happen along the way ([www.summerreading.ttu.edu](http://www.summerreading.ttu.edu)).
8. If your student adds or drops courses after paying tuition and fees, double check the eBill to see if he/she owes additional tuition/fees, if TTU owes you a refund, etc. Ensure the balance is paid in full or in agreement with your payment plan and due dates.
9. Send a small toolbox with common household tools and essentials with your student (i.e. small hammer, screwdriver, nails, hooks for hanging pictures, holiday lights, etc.)
10. Call your student regularly. He/she may not admit it but will appreciate hearing a voice from home! When you call, remind your student to go to class.

# 4 Course Selection, Scheduling, & Registration

## You are Ready!

Now that you've gone through some important elements of preparing for scheduling and registration, you are ready to move forward. The following steps are provided to help make the final piece of the process as painless as possible.

Video Help @ [www.youtube.com/user/TTUadvising](http://www.youtube.com/user/TTUadvising)

## Get Online

### STEP 1 - Show Up & Log In

Follow these steps to log in to the online system.

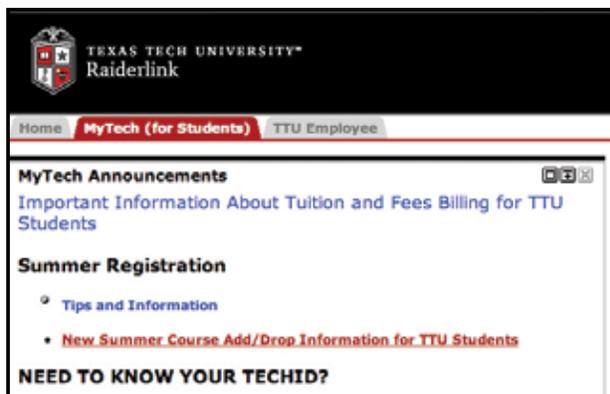
Your advisor will direct you to any of several available public computer labs that are convenient to you. Advisors often send students to the computer labs of the University Library for access to the Internet to register. You will need:

- the list of courses approved by your advisor
- your eRaider ID and password
- your advising guide
- a pencil or pen
- your catalog

(We'll be using your printed copy for today. The online version is at <http://j.mp/ttucatalog>)

Note: The official university catalog is also available online from the TTU home page at [www.ttu.edu](http://www.ttu.edu) ... then click on "Current Students" link ... then click on the "Catalogs & Course Descriptions" link.

1. Go to the TTU home page at [www.ttu.edu](http://www.ttu.edu).
2. Click on "Current Students" link.
3. Click on "Raiderlink" link and then log in using your eRaider.
4. Click on the "MyTech" tab to find the relevant information for registration.



TEXAS TECH UNIVERSITY

College of Arts & Sciences™

Staple your academic advisor's  
business card here  
for future reference!

### STEP 2 - Update Phone Numbers

The University requires that students maintain good contact information and ensure that channels of communication are open for the information that the institution may need to get to you.

Reminders about payments, registration deadlines, and academic advising information will go to your official TTU email address (TechMail). You can access TechMail online ([mail.ttu.edu](http://mail.ttu.edu)) from anywhere. Log in with your eRaider and password.

This is all done in the "MyTech" tab in Raiderlink:

1. Click on the "Update Addresses and Phones" link.
2. Choose the type of address from the drop down menu at the bottom of the page and click submit.
3. Make sure to enter information for all the addresses that are available in the drop down list:
  - Permanent (your family's "back home" address)
  - Local (your address in Lubbock)
  - Diploma (where you want it mailed if you miss your own graduation ceremony)
  - Mailing (where all other official mail should be sent)
4. Enter all numbers where you can be reached.
  - Mobile phone
  - Business or Work phone
  - Student Local (campus or other)
  - Permanent phone (generally "back home")
  - Be sure to click the submit button on the bottom left-hand side just below Phone Number 5 to save the information you entered.

This said, if your instructor or academic advisor needs to connect with you urgently, your cell phone number is generally a much better way to reach you at any given moment. This makes updating your phone numbers very important to you.

Please review and update this information each semester. You are the only one who can access your information to change it. Remember that, by setting the effective dates on addresses you enter, you can add future address changes as soon as you know a move will be happening.

### STEP 3 - Privacy Options

New, without leaving the “[Update Addresses and Phones](#)” section of [Raiderlink](#), locate the check box at the bottom of the address section called “[Unlisted in Web Directory](#).”

- Locate the “[Unlisted](#)” boxes to the right of every phone number you enter.
- If you do not want your information in the TTU student directory, [check that box](#).
- Click the “[Submit](#)” button to save your choices.

If any of the those items is checked, you have effectively indicated that TTU is not authorized to release that information to any parties outside the University. Please be sure to check the information you want to remain confidential.

## Get It Together

### STEP 4 - Check your Registration Status

You can have the perfect schedule, but if you have Registration Holds or are without a Time Ticket, it won't do you any good. Your assigned academic advisor is the only person authorized to issue a Time Ticket to you.

Holds will prevent you from registering and can only be resolved by the office that created them.

Follow these steps to make certain you are ready:

1. In [MyTech \(for Students\)](#), find the “[Registration](#)” section. [Raiderlink](#) refers to these sections as “Channels.”
2. Click on the “[Registration Status](#)” link.
3. If you see that you have holds, click the “[View Holds](#)” link at the bottom of the page. Write each one down and then contact the appropriate office to discuss that needs to be done.
4. If you don't see a message (Time Ticket) telling you the date and time you can begin registering, check immediately with your assigned academic advisor.

### Registration Status



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**You may register during the following times**

From	Begin Time To	End Time
June 01, 2010	09:00 am	Aug 26, 2010 11:59 pm

- You have no Holds which prevent registration.
- Your Academic Standing permits registration.
- Your Student Status permits registration.

Your Class for registration purposes is **Freshman**

### STEP 5 - Check For Transfer Credit

Now that you are logged in, take a moment to quickly scan this page as you will use it numerous times every semester. In the “Student Services” window click the “[Academic Transcript](#)” link to check if you have any hours transferring or being applied from Credit By Exam, CLEP, Advanced Placement Exams, Dual Credit, etc. Once the new window pops up, click “[Submit](#).” Make note of all courses you have completed so you do not repeat a class unnecessarily. Let your advisor know if you do not find something that you expect to see listed there.

### STEP 6 - Select Some Courses

Review the course options your advisor recommended during the department session. Study the handouts the advisor gave you. Now let's make an “Options List” which you will consider when you sit down to register.

1. Start with the list or worksheet that was approved by your advisor. Mark off the ones you have already taken.
2. Look at [www.advising.ttu.edu/students](http://www.advising.ttu.edu/students) ... Two Year Plans. Begin to think about the next few semesters as you select course options.
3. Run an unofficial “[Degree Audit](#)” for your current(or future) program from the “[Student Services](#)” channel in “[Raiderlink](#).” Examine the course requirements for your program to get an idea for what will be needed.

At this point, don't focus on scheduling it all to work together, as tempting as that may be. Focus on making a list of classes you actually need; then prioritize the ones you really want. Always keep your back-up list of alternate courses in case you are unable to register for your first-choice classes.

## STEP 7 – Check the Catalog

Look up each class on your Options List. For example, look under the English Department section for ENGL 1301. Be sure to read both the general description of the department and the specific course descriptions. You can also look online under the “Schedule Search” tool. With a few clicks you’ll find the same descriptions that are listed in your catalog



Look for any notes about prerequisite courses (those you must have completed before you are eligible for this next course), co-requisite courses (those that must be taken together in the same semester), and other important information. If you have trouble finding anything, look in the Index. You may find that a specific classification is a prerequisite, a specific college level grade point average is needed, or a specific score on an exam is required for the course you wish to take.

## STEP 8 - Build a Schedule

Begin with a blank copy of the Schedule Planning Worksheet (the first page of this Advising Guide). The top portion helps you organize the Options List we created earlier. The grid at the bottom helps ensure you don’t choose course sections that overlap.

### Find Open Course Sections

The “**Look Up Classes**” application walks you through selecting a department and course number, to leave you with a brief list of the info you need. You can also filter by earliest start time, latest end time, days the class meets, etc. This is all very handy for finding a class that fits the open slots in your weekly schedule.

### Here’s What You Need!

All versions of the open course listings online will tell you the subject of the course, the course number, the course section (a subdivision of the course), the times the course is being offered, the building in which the class will meet, the course reference number (CRN), and the instructor.

Be sure to write down three pieces at least: Course Number, Section Number, and Course Reference Number (CRN). You will need these, especially the CRN, to register. When you buy books, however, you will need the other information as well. To be safe, fill in all of the blanks on the worksheet.

### Watch Out for Linked Courses

If you want to register for Professor Dumbledore’s large Lecture (SPLS 1301-001), and a Discussion (SPLS 1301-501) or Lab (SPLS 1101-701) is required, **Raiderlink** is committed to make certain you don’t accidentally register for the Lab led by Professor Muggle. (It might be interesting, but probably wouldn’t help you prepare for Dr. D’s exam, would it?)

These are known as “Linked” courses. Most only have one link, but some courses require Lecture, Lab, Discussion, and Recitation. Check each course on your Options List using the “**Schedule Search Tool**” in the “**Registration**” channel on **Raiderlink** to make certain you have the 2, 3, or sometimes 4 CRN numbers you need. Why? Because **Raiderlink** requires you to enter all CRNs at the same time to *experience the magic* and successfully enroll.

### Other Helpful Resources for Scheduling

- Open sections and easy links can be seen online at [www.advising.ttu.edu/open](http://www.advising.ttu.edu/open).
- Online you can view actual student evaluations of instructors, along with a summary of grades earned in previous semesters. So, if you’re looking for an across-the-board student perspective on any particular instructor, or are trying to achieve a particular GPA, we recommend [www.advising.ttu.edu/reportcard](http://www.advising.ttu.edu/reportcard).

## Get Registered



### STEP 9 - Register Online

1. Return to [www.raiderlink.ttu.edu](http://www.raiderlink.ttu.edu).
2. There, find the “MyTech” tab and click the link “Add or Drop Classes.”
3. Use the drop down menu to **select the term** for which you wish to register. Be sure to choose the correct term with “TTU” in the title.
4. Now you should be able to enter the course reference numbers (CRNs) you looked up earlier, directly on in the boxes marked, one CRN per box. **Enter** all CRNs, and then click **submit**. This is far more efficient than the process of entering one CRN and repeating the process for each additional entry.
5. After you click “Submit”, the system should tell if you are enrolled in each course you submitted. If there were any problems, there will be an error message at the bottom of the page. Read the information carefully to determine the reason for the error and then work through the problem. For example, this will happen if the section is now full, or if you’ve mismatched any linked sections.

### STEP 10 - Review and Print Your Schedule

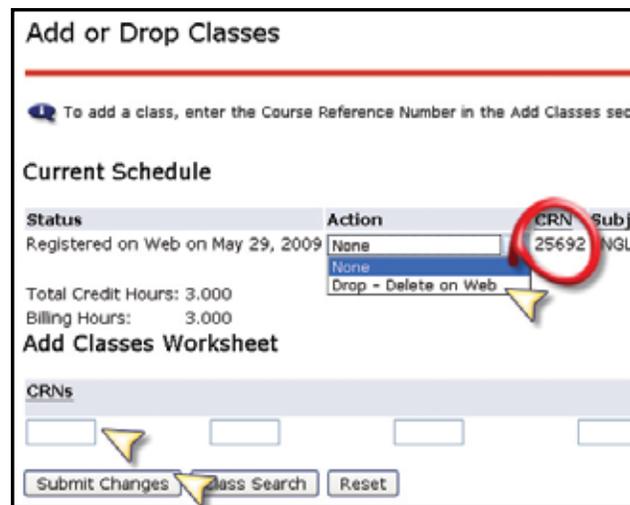
When you have approximately 15 total credit hours that meet your needs, then, before exiting, scroll to the bottom of the page to print your schedule. There are three types of schedules available in Raiderlink: Concise Student Schedule, Detailed Student Schedule, and Week at a Glance.

The “**Week at a Glance**” view provides information for classes in a calendar format. This is a helpful way to review your commitments and get a big picture perspective on what your typical week will look like.

The Concise Student Schedule is a **MUST HAVE**. It contains all of the schedule information plus room numbers and instructor names. Print it, copy it into your planner, send a copy home, put it into your phone, etc.

1. Click on the “**Concise Student Schedule**” link
2. Select the relevant **term**.
3. Print copies for you, the bookstore, and for Mom

You will want to refer to this copy when reserving your textbooks. This copy of your schedule is especially helpful during the first days of classes as you learn get used to the times and locations of your classes.



## Get Paid Up

### STEP 11 - eBill

Payment can be made via Raiderlink. In the “MyTech” tab, find the link “TTU eBill Make a Payment.”

#### Payment Dates

- Review and make notes of the payment due dates.
- Click on the “eBills” link for an account summary.

#### Payments Tab

- Review payment history.
- See scheduled payments.

#### Payment Plans

- View payment plan options.
- Set up a payment plan.

#### Authorized Users

Students must set up viewing account privileges for parents or others to make payments. This is called a 3rd Party Authorized User. Only you can authorize someone to be a User on your student account. Setting up a 3rd Party Authorized User will allow parent(s) or others of your choice to view the billing statements and or payment history of your account.

You, the student, must select the access you wish each user to have with respect to your billing account.

- Do not give them your eRaider and/or password.
- Do set them as a third party user.
- Enter the email address of the person you are authorizing.

- Answer both questions about billing statement and payment history.
- Click on “Add User”.
- Repeat for each person you wish to authorize. As a 3rd Party Authorized User, they can access certain parts of the system to make payments and review past payments.

#### My Profiles Tab

- View your personal information.
- Set a reminder about payment due dates (reminder will be emailed to your TTU email address and to the email of the 3rd Party Authorized User).
- See any Loans or Grants awarded.

### STEP 12 - Emergency Contacts

1. In in **Raiderlink**, go back to the “MyTech” tab and click on “Update Emergency Contacts.”
2. Click on “New Contact” link.
3. Make sure to enter the following information for your emergency contacts:
  - Order (Priority)
  - Relationship
  - Name
  - Address
  - Phone
4. “Submit Changes” for each contact.

## C A U T I O N !

Students are responsible for ensuring payment is made in full. Failure to make payments by the posted due dates will result in the cancellation of your courses. Be sure to remind Mom and Dad or whomever is paying the bill for tuition and fees of the due dates and check with them a day or two before the due date to ensure payment was made. Check the “eBill” link to make sure TTU received and posted any and all payments made.

The screenshot shows the My Tech TTU interface with the following elements:

- Navigation tabs: My Tech TTU, All Users Sample, Raider Tab, TTU Employee
- Section: Raider Red's Action Items
- Section: Manage My Enrollment
  - ▶ Registration
  - ▶ Transcript
  - ▶ Grades
- Section: Manage My Finances
  - ▶ Student Business Services
    - eBill
    - My Direct Deposit - Get Your Money Faster
    - International Payments
    - Financial Responsibility Agreement
    - Global Electronic Consent
    - 1098-T - View online

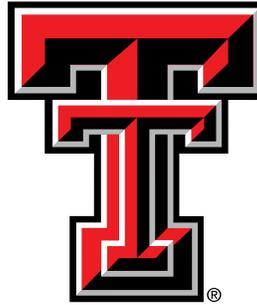
## Get Happy!

You are finished ... Congratulations!

You are now fully enrolled as a Texas Tech Red Raider. We are proud to have you as a part of this community and eagerly look forward to your academic success.

As a new student at Texas Tech, you probably needed a bit more guidance in the system this time around. Each semester you will require less assistance.

Eventually you'll be offering suggestions to younger friends and family who will join the Tech family in their own freshman year. Taking the time to learn the process now guarantees registration will be far easier for you in future semesters.



### Notes, Lists, Questions, Concerns, Compliments, Ideas...

## 2012-2013 Academic Calendar

	FALL 2012	SPRING 2013	SUMMER I 2013	SUMMER II 2013
Residence Halls Open for Occupancy	Aug. 19	Jan. 13	June 2	July 7
Last Day to Register or Withdraw Without Penalty	Aug. 24	Jan. 15	June 3	July 8
<b>Classes Begin</b>	<b>Aug. 27</b>	<b>Jan. 16</b>	<b>June 4</b>	<b>July 9</b>
Last Day to Declare Pass/Fail Intentions	Oct. 29	March 27	June 24	July 29
Advance Registration for Next Term	Nov. 1-19	April 4-22		
Open Registration Begins	Nov. 20	April 23		
No Exams Except Makeup or Scheduled Lab Exams	Nov. 29 - Dec. 5	May 1 - May 7		
Last Day of Classes	Dec. 5	May 7	July 3	Aug. 7
Individual Study Day	Dec. 6	May 8		
Final Examinations	Dec. 7-12	May 9-14	July 5-6	Aug. 8-9
<b>Semester/Term Ends</b>	<b>Dec. 12</b>	<b>May 14</b>	<b>July 6</b>	<b>Aug. 9</b>
Residence Halls Close (with exceptions*)	Dec. 15	May 18	July 7	Aug. 10
Commencement†	Dec. 14-15	May 17-18		Aug. 10
<b>PAYMENTS AND REFUNDS**</b>				
95% payment of mandatory tuition and fees or enrollment in a payment plan due.	Aug. 20	Jan. 9	May 28	July 1
Last Day to Drop a Course and Have Charges Removed (not applicable to students dropping to 0 hours)	Sept. 12	Feb. 1	June 7	July 12
Last Day to Withdraw and Receive Partial Credit	Sept. 24	Feb. 13		
<b>ADD/DROP (changes in schedule), WITHDRAWAL (dropping all courses)</b>				
Last Day to Add a Course	Aug. 30	Jan. 22	June 5	July 10
Last Day to Drop a Course Without Penalty	Sept. 12	Feb. 1	June 7	July 12
Last Day to Drop a Course With Penalty (counts against drop limit)	Oct. 29	March 27	June 24	July 29
Last Day to Transfer Between Colleges	Nov. 20	April 23	June 24	July 29
Last Day to Withdraw from the University	Nov. 30	May 2	July 1	Aug. 5
<b>DEADLINES RELATED TO GRADUATION</b>				
Last Day for <b>Undergraduate</b> Degree Candidates to Remove I and PR Grades	Nov. 30	May 3	July 1	Aug. 5
Graduate School—Last Day to File Statement of Intent to Graduate	Sept. 17	Feb. 1	June 13	
Graduate School—Last Day to File Defense Notification	Sept. 28	Feb. 27	June 7	
Last Day to Order Invitations/Academic Regalia at Bookstore	Oct. 22	March 20	June 17	
Graduate School—Last Day to Defend Thesis/Dissertation and Pay Thesis/Dissertation Fee	Oct. 19	March 27	June 27	
Graduate School—Comprehensive Exam Reports Due	Nov. 19	April 23	July 10	
Graduate School—Last Day to Submit Final PDF of Thesis/Dissertation and Oral Defense and Thesis-Dissertation Approval Form	Nov. 2	April 5		July 8
Graduate School—Last Day to Remove Grades of I, PR or CR	Nov. 19	April 19		July 11
Graduate School—Last Day to Submit Interdisciplinary Portfolio Reports	Nov. 19	April 23		
Graduate School—Last Day to Submit Final <b>Corrected</b> PDF of Thesis/Dissertation	Nov. 26	May 1		July 30
<b>HOLIDAYS AND VACATION DAYS</b>				
Labor Day Holiday	Sept. 3			
Thanksgiving Vacation	Nov. 21-25			
Martin Luther King Jr. Day		Jan. 21		
Spring Vacation		March 9-17		
No Classes		April 1		
Independence Day			July 4	
<b>INTERSESSION AT JUNCTION</b>				
Interession Classes at TTU Center at Junction Campus			May 15-30	
<b>FACULTY-RELATED INFORMATION</b>				
Faculty on Duty	Aug. 22	Jan. 14	June 3	July 8
Mid-Semester Grades Due Via Raiderlink	Oct. 22	March 20		
Raiderlink Available for Grading	Dec. 3	May 6	July 2	Aug. 6
Grades Due for Graduating Students Via Raiderlink	Dec. 13	May 15		
Final Grades Due Via Raiderlink	Dec. 17	May 20	July 8	Aug. 12

\* See detailed chronological calendar at [www.depts.ttu.edu/officialpublications/calendar/index.php](http://www.depts.ttu.edu/officialpublications/calendar/index.php) for explanation of exceptions.

\*\* See Finance section of catalog for details of payment arrangements, dates, and refunds.

† Schedule of commencement ceremonies can be found at [www.depts.ttu.edu/provost/commencement/index.php](http://www.depts.ttu.edu/provost/commencement/index.php).



# RRO Red Raider Orientation Checklist for Students

## Preparing for Red Raider Orientation

- Review the RRO Schedule online and make plans to attend all student and family events.
- Take the Math Placement Exam online and add printout of scores to your advising documentation file.
- Take the Chemistry Placement Exam (if required for major) and add score report to your documentation file.
- Activate eRaider ID and password - commit both to memory.
- Begin checking TTU email daily at [mail.ttu.edu](mailto:mail.ttu.edu) (use eRaider and password).
- Use [www.admitted.ttu.edu](http://www.admitted.ttu.edu) to make sure all aspects of your admission are complete. Goal: 100%!

## Checking In & Showing Up

- Check in and receive student packet & catalog.
- Clear all holds except for Advising Hold ... we handle that in our appointment.
- Complete Texas Success Initiative (TSI) Advising (unless exempt by TAKS/SAT/ACT scores).
- Attend Opening Session for Students (while family members attend Family Session).
- Attend College Session.
- Attend Departmental Information/Advising Session.
- Meet with assigned advisor. (If in Honors College, attend 2nd advising appointment with them as well.)

## Taking Charge

- Learn and document assigned advisor's name, office location, and contact information.
- In this guide, complete Chapter 2 and begin the "12 Step Process" in Chapter 4 to maximize each advising appointment.
- Make a list of additional questions for the advising appointment.
- Discuss goals, strategies, challenges, and approved courses with family and trusted friends.

## Registering Online

- Determine location and time for completing online registration with assigned advisor.
- Identify and document the first opportunity to register.
- Register for 15 semester credit hours (or the appropriate class load).
- Print 2 copies of the final "concise" schedule.
- Check online "eBill" to pay for (or to arrange payment for) tuition and fees.
- Reserve and/or purchase books in bookstore.

## Following Through

- Get your copy of the summer reading book and enjoy it. This will to prepare you for upcoming coursework and events that will use the text. [www.summerreading.ttu.edu](http://www.summerreading.ttu.edu)
- Introduce family members to [www.advising.ttu.edu/parents](http://www.advising.ttu.edu/parents), and be certain to let them know you appreciate their support.
- Begin organizing your planner to create balance and health in school, family, work, and social commitments.
- Read the introduction and first chapter of your texts, then review them before the first day of class.
- Use the course syllabus to keep up with your grades, especially in the first six weeks.
- Make a first draft of your course list for the next semester.
- Bring your documentation, draft course list, grade tally, and catalog to your first advising appointment. (Call to schedule in the first six weeks of school, then arrive early and prepared.)

From here, it's possible.

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