

Parent Handbook

OF
FREQUENTLY
ASKED
QUESTIONS

Southwestern University

THE PIZZA GUY ALWAYS RINGS TWICE

7,531 habits of highly effective parents

Parent Handbook

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Parent Relations

Welcome to the Southwestern University family! Since this campus will be your student's home-away-from-home while at college, it is important that your family feel comfortable and informed. This handbook is a resource of facts, phone numbers and some well-intentioned advice to help you with your student's college transition.

Our best advice—encourage your student's independence. As he or she learns to manage time and money and to make many life-shaping decisions, your love and support will confirm your belief in him or her. Ask your son or daughter what he or she has learned—inside and outside the classroom. Beyond the academic experience, Southwestern University offers many opportunities for



campus involvement, community service, fitness and leisure. Remember that mail, food and money can be meaningful motivators!

During your student's college years, you will receive *Southwestern*, the University magazine; *News from SU for Parents*, a monthly electronic newsletter; invitations to Family Days; and much more. If you have questions about becoming involved, attending athletic events, plays or concerts, or purchasing t-shirts and other Southwestern paraphernalia, please contact us. You may also want to visit our website at

www.southwestern.edu to keep up with new developments at Southwestern. Your family is a significant part of our campus community and we hope you always feel at home in Georgetown.

Sincerely,

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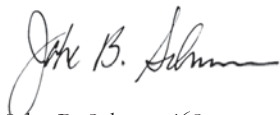
A Message from the President

It gives me great pleasure to welcome you and your student to what we hope will prove to be some of the most remarkable years of your student's life. I was inaugurated as Southwestern's 14th president on April 4, 2001—33 years after graduating from Southwestern with a bachelor of arts degree in psychology. As you can imagine, Southwestern is a special place to me. It's where I met my wife, Jane. It's also the institution that has nurtured the educational journeys of our daughters, Libby and Katie. Indeed, our family's appreciation for and commitment to Southwestern is a shared value among us all. Over the next four years, I hope you and your student will develop that same sense of appreciation and commitment to Southwestern, a place the late author Loren Pope, former education editor for *The New York Times*, recognized in his book, *Colleges That Change Lives*, for its astounding impact on students who enroll and graduate.

At Southwestern, our purpose is clear: to foster a liberal arts community whose values and actions encourage contributions toward the well-being of humanity. Your student will encounter an unwavering commitment to academic and artistic freedom. A liberal arts education is more appropriately characterized by efforts aimed at synthesis, integration and meaningful generalizations. It exposes the student-poet to physics and technology and the young accountant to the history of art. It takes advantage of each student's potential for posing value questions and for displaying problems, facts, ideas, events and situations in their full contexts. At its best, it produces generalists who can think critically and creatively, exercise judgment, sort through complexities, tolerate ambiguity, communicate effectively and adapt to change. Concurrently, a liberal arts education is an excellent foundation for careers and graduate study. It teaches communication skills, sharpens decision-making abilities and develops analytical proficiency. Most importantly, a liberal arts education encourages the habits and aptitude for lifelong learning.

Jane and I warmly welcome you and your student into the Southwestern family and trust that the many experiences before you will be enriching and enlightening. We are grateful that you have chosen Southwestern and stand ready to assist you in any way that we possibly can.

Sincerely,



Jake B. Schrum '68
President



Southwestern University: A Rich History and Continued Momentum

In 1835, William Barret Travis, leader of a group of Texas settlers, called for the establishment of a Methodist presence in the region through a letter written to the *New York Christian Advocate*. In response, Methodist church leaders dispatched three missionaries to Texas, including Martin Ruter of Pennsylvania.

Ruter found Texas an unsettled region recovering from the ravages of war and surviving under the danger caused by enmity between settlers and Comanches. Despite the challenges, Ruter's vision of a college came to fruition in 1840 with the founding of Rutersville College, six miles north of La Grange. A.M. Levy, who served as the Republic of Texas' surgeon general, donated 320 acres of land so that Methodist pioneers could open Rutersville—the first institution of higher learning in Texas. Southwestern traces its genesis to Rutersville and three other early Texas Methodist institutions that were founded later: Wesleyan

College in 1844, McKenzie College in 1848 and Soule University in 1856.

In 1868, Francis Asbury Mood, a teacher at the South Carolina State Normal School, agreed to become Soule's president. Mood found Soule in disarray. He quickly formulated a plan to sponsor and support one central Methodist institution. Mood was elected president of the new institution, which later became

Southwestern, located in Georgetown. Two years after opening its doors as Texas University in 1873, the state of Texas granted the institution's Union Charter under the name South Western University. The name Texas University was relinquished to the state. At that time, Southwestern was the most southwest-located Methodist

college in the country.

Over the next several decades, Southwestern emerged as Texas' central Methodist college. Struggling with enrollment and finances during the 1920s and 1930s, Southwestern was



The Rutersville Bell signals the start of community gatherings and dates back to Southwestern's first root institution, Rutersville College.

saved from financial ruin by Elizabeth Carothers Wiess, a Houston benefactor. World War II brought prosperity to Southwestern when the War Department selected it as a site for a Navy officers training program. Among the Southwestern midshipmen were some of the best football players from Baylor, The University of Texas at Austin, Texas Christian University, Southern Methodist University, Rice University and Oklahoma University. By the fall of 1943, the “Immortal 36”—as they became known—overpowered other teams, even beating UT Austin. The Pirates went on to win the Sun Bowl in 1944 and 1945.

The 1950s marked Southwestern’s return to its focus as a liberal arts and sciences college. The few graduate degrees it offered at the time were dropped. Over the next few decades, Southwestern’s reputation grew. By the early 1980s, the name “Southwestern University” began to appear in national college guidebooks. In 1988, *U.S. News & World Report* named Southwestern the top regional liberal arts college in the nation.

In 1994, the Carnegie Foundation for the Advancement of Teaching promoted Southwestern to classification among 160 national liberal arts colleges. A chapter of the prestigious honor society Phi Beta Kappa was installed in March 1995.

Much of Southwestern’s emergence as a national liberal arts college was due to a 20-year “challenge grant” funded by The Brown Foundation, Inc. of Houston. Between 1976 and 1996, the challenge brought in more than \$31 million, which provided funds for the University’s first endowed professorships, established the annual Brown Symposium and funded the Brown Scholars program, which offers full scholarships for outstanding students.

Today, Southwestern is considered one of the nation’s premiere undergraduate liberal arts colleges. Its Paideia® Program, which was started in 2002 with the help of an \$8.5 million grant from the Priddy Charitable Trust of Wichita Falls, Texas, provides a unique integrative educational program for the 21st century.

Southwestern University: Distinguished Moments

Southwestern is recognized as the successor of the first institution of higher learning in Texas, chartered by the Republic of Texas in 1840.

Southwestern beat The University of Texas at Austin (63-10) in the first college baseball game played in the state in 1884.

Three of the first five Rhodes Scholars in Texas were Southwestern graduates.

Legendary folklorist and author J. Frank Dobie graduated from Southwestern in 1910. The J. Frank and Bertha McKee Dobie Collections are located in the A. Frank Smith, Jr. Library Center.

Southwestern's library is home to the John G. Tower Library. The late U.S. Senator from Texas, who served from 1961–1984, graduated from Southwestern in 1948.

In 1975, the college of arts and sciences was officially named the Brown School of Arts and Sciences in recognition of gifts from The Brown Foundation, Inc. of Houston.

Phi Beta Kappa Society is the nation's oldest honorary society,

having championed and fostered the value of study in the liberal arts and sciences since its inception in 1776 at the College of William and Mary in Williamsburg, Va. Installed on March 25, 1995, the Phi Beta Kappa chapter at Southwestern is one of 11 of the society's chapters in Texas.

The late Loren Pope, former education editor for *The New York Times*, included Southwestern in his book, *Colleges That Change Lives*, which was first published in 1996. He wrote, “[Southwestern] is one of the few jewels of the Southwest whose mission is to prepare a new generation to contribute to a changing society, and to prosper in their jobs, whatever and wherever in the world they may be.”

In 1998, Southwestern faculty, students, alumni, staff and trustees identified the University's core purpose and core values. The core purpose: Fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity. The core values: Promoting lifelong learning and a passion for intellectual and personal growth; fostering diverse perspectives; being true to one's self and others; respecting the worth and dignity of persons; and encouraging

activism in the pursuit of justice and the common good. A sixth core value, cultivating academic excellence, was added in 2008.

In 1999, Houston investment manager Faye Sarofim pledged \$8 million for a major renovation to Southwestern's Fine Arts Center. In recognition of this gift, the Southwestern Board of Trustees voted to name the school of fine arts The Sarofim School of Fine Arts.

The National Survey of Student Engagement consistently finds that students at Southwestern rank above students at peer institutions—and significantly above the national average—when it comes to being engaged in their academic endeavors. The survey measures five areas that are associated with high levels of learning and development: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment.

In April 2001, the Board of Trustees approved Southwestern's Strategic Plan for 2010. Developed by faculty, staff, alumni, students, trustees and friends, the plan listed four strategic goals that served as guiding principles during the decade, among them "fostering a liberal arts institution of the highest rank and quality."

As part of the Strategic Plan for 2010, the University established the Paideia® Program in 2002. Supported in part by an \$8.5 million grant from the Priddy Charitable Trust, the program is designed to help students make connections between what they are learning in the classroom and the

world around them, with the goal of educating global citizens for the 21st century.

In 2005, Southwestern began offering Living-Learning Communities to further strengthen its First-Year Seminar program.

Also in 2005, Southwestern was elected to full membership of the Institute for the International Education of Students (IES). The membership of IES is made up of a group of premier colleges and universities and full membership is by invitation only. As a full member of IES, Southwestern has the opportunity to provide significant input regarding the curriculum, pedagogy and strategic direction for one of the leading study abroad organizations in the United States.

In March 2006, Southwestern University kicked off *Thinking Ahead: The Southwestern Campaign*, a \$125 million comprehensive campaign designed to fund priorities in the University's Strategic Plan for 2010. In 2010, Trustees extended the campaign in order to raise funds for priorities in the Strategic Plan for 2020.

In 2006, Southwestern University was one of the first colleges or universities in the country to be recognized by the Carnegie Foundation for its commitment to community engagement.

In the spring of 2007, Southwestern University became the second university in Texas to sign the Talloires Declaration, a 10-point action plan for incorporating sustainability and environmental literacy in teaching,

research, operations and outreach at colleges and universities.

Southwestern University has been named to the President's Higher Education Community Service Honor Roll every year since 2006. Criteria for the Honor Roll include the scope and innovativeness of service projects, percentage of student participation in service activities and the extent to which the school offers academic service-learning courses.

The 2008 edition of *The Best 366 Colleges*, published by Princeton Review, ranked Southwestern number seven in the country for Best Career/Job Placement Services. The list was compiled from a survey of 120,000 students at colleges included in the book.

The 2010 *Fiske Guide to Colleges* listed Southwestern University among the Top 25 Small Colleges and Universities Strong in Art or Design and among the Top 37 Small Colleges and Universities Strong in Business.

In 2009, Southwestern University President Jake B. Schrum '68, signed the American College and University President's Climate Commitment.

In early 2010, the University signed an agreement with the City of Georgetown to power campus electricity needs exclusively with wind power through the year 2028.

The Wilhelmina Cullen Admission Center, which opened in 2009, was

awarded Gold LEED certification from the U.S. Green Building Council. The Charles and Elizabeth Prothro Center for Lifelong Learning, which opened in 2010, was awarded Silver LEED certification.

In March 2010, the faculty, staff, University Council, Student Congress and Board of Trustees approved "Shaping Our Future: The Strategic Plan for Southwestern University 2010–2020."

On January 29, 2011, in support of the overarching vision of the Strategic Plan for 2010–2020, the Southwestern Board of Trustees reaffirmed its commitment to build far-reaching visibility and recognition by conducting and adequately funding a comprehensive visibility campaign using the name Southwestern University.

For more information, visit www.southwestern.edu.

Office of the Provost

The Office of the Provost and Dean of the Faculty is responsible for the University's total educational program. The Provost's Office is charged with administering the academic program in such areas as institution-wide planning; faculty recruitment, evaluation, promotion and development; library development; academic advising; publication of the online *Faculty Handbook* and the *University Catalog*; class scheduling, registration and student records; coordination of the First-Year and Advanced-Entry Seminars and the Paideia® Program; and certification of graduates. These duties are performed in consultation and collaboration with the University Council, the Academic Affairs Council and the Faculty Affairs Council.

Those reporting to the provost include division/school chairpersons, academic department/program chairs, dean of The Sarofim School of Fine Arts, dean of library services, director of academic success and advising, registrar, director of intercultural learning, director of the Paideia® Program, assistant dean of faculty development and academic assessment, associate dean of the Brown College of Arts & Sciences, director of the language learning center, the director of the Deborah S. Ellis Writing Center, director of civic engagement and director of the Upward Bound Program.



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Academic Life

Frequently Asked Questions

What does my student need to do to remain in good academic standing?

First-semester students must pass at least six credits with a 2.0 semester grade point average. After the first semester, students must pass at least eight credits each semester with a 2.0 overall grade point average. Students who do not meet the grade point average and/or credits passed requirements are placed on probation for one semester and may be subject to dismissal. Students who do not pass six credits in the first semester or who do not meet the terms of their probation in subsequent semesters may be dismissed. Additional information on academic standing may be found in the *University Catalog*.

Will my student have easy access to his or her adviser and professors?

New students are assigned an academic adviser (a faculty or professional staff member), using information provided by the student in the various materials mailed during the summer. Because all advisers are trained to advise first-year students in any major, students may be initially assigned to an adviser outside their intended major. After the student's first semester or when

a major is selected, he or she may choose a new adviser. Although advisers are concerned with their advisee's academic welfare, it is ultimately the student's responsibility to initiate contact with the adviser. Advisers help students understand academic expectations and requirements, choose classes and understand how to access campus resources. Generally, advisers meet with students during posted office hours or by appointment.

How is the first year of study selected? What is an average academic load?

Students are sent registration information and access instructions for WebAdvisor in May, allowing them to register for courses at assigned times during the month of June. Staff in the Center for Academic Success (CAS) will be available at various times throughout the summer via Skype and regularly available by phone and e-mail to answer questions about the registration process. It is important that students check their new Southwestern e-mail address frequently during the summer for important details regarding the Language Placement Exam, course registration and advising assignments. During Orientation Week, each student will meet with his

or her academic adviser to make any necessary modifications. Typically, students take an average of 16 credits each semester; the First-Year and Advanced Entry Seminar classes are two credits, so many first-semester, first-year and transfer students take 14 or 16 credits.

Do academic advisers help students choose a major or assist with career planning?

Students are not required to declare a major until the spring of their sophomore year, allowing them time to thoroughly explore their options before officially declaring a major. Career Services outlines a four-year career planning process and helps students solidify major and career choices via interest testing and individual appointments. The CAS also offers major choice resources and hosts the exploratory student meeting during Orientation Week. Academic advisers and faculty members can also assist students in career planning and exploration. Students planning to major in education and attain teaching certification are encouraged to declare the major as early as possible, preferably during their first year. Any student interested in teacher certification should contact a member of the education faculty during the first semester.

When do we find out how much credit our student receives for AP tests?

AP subject areas with test scores of four or five always earn credit. An International Baccalaureate (IB) score of at least five earns credit in the same way as AP scores. Academic advisers will have this information to help facilitate registration. Students also receive

a copy of their credit evaluation from the Registrar's Office.

Is class attendance required?

Yes, as stated in the *Student Handbook*, class attendance is required. Students are expected to attend all regularly scheduled classes and any other time for which credit is granted. At a small university like Southwestern, classes are heavily dependent upon in-class discussion and move at a brisk pace.

If a student is having a tough time in an academic or personal endeavor, is there staff available for advice or consultation?

Yes. In addition to consulting with their adviser, students who have specific academic questions or who are experiencing academic difficulty may seek help from the CAS. The CAS staff can assist students who need help with skill development, excessive absenteeism, disability accommodations, and personal or medical problems that affect academic performance. Counseling Services provides students with free, confidential counseling regarding personal issues.

Is tutoring available? What does it cost?

Tutoring sponsored by Southwestern is free and available in introductory science, math and language courses. Most students in courses which do not have tutors receive help directly from the professor during regular office hours or by appointment. The CAS can help students make tutorial arrangements. Students may also hire private tutors who charge an hourly rate and are not employed by the University. Southwestern University believes in a system of self-advocacy.

Does Southwestern have a “watchdog” person assigned to first-year students?

While faculty members and CAS staff are always on the lookout for students who may be struggling, it is ultimately a student’s responsibility to take the first step in seeking help and guidance, which is readily available through a variety of campus resources. Faculty will alert CAS staff to specific problems in a student’s performance, attendance or engagement. When these situations occur, CAS staff follow up with the student to create a plan for improvement.

What grading system does Southwestern use?

Southwestern uses an A, B, C, D, F grading system; the grades of A, B, C and D may be awarded with a plus or minus. Additionally, a grade of P (Pass for a C- or better) may be awarded but does not count in a student’s grade point average (GPA). Please refer to the *University Catalog* for specific instructions on determining a GPA and for additional details regarding the grading system.

Are semester grades sent to parents?

Because students may view their grades online, grade reports are generally not mailed. The best way to see grades is to ask your student. Parents may request copies of final grades at the conclusion of each semester, provided your student has signed a release allowing this to happen. If a student did not do this prior to Orientation, he or she may file a release in the Registrar’s Office. The authorization to release grades to parents is effective until rescinded by the student. Due to government regulations regarding student privacy, student performance cannot be discussed with

parents without the student’s explicit written permission.

Who can talk to me about my student’s academic performance and what can they tell me?

The Family Educational Rights and Privacy Act (FERPA) prohibits the release of student information without written consent from the student. Southwestern University complies with this law. Although some students still may be the financial (and perhaps legal) responsibility of their parents, this does not automatically entitle the parents access to student data. When students sign a release to issue their grades to their parents, the release only covers grades, not performance. If your student gives written consent to faculty or an administrator to discuss his or her progress with you, only the information specifically stated in the release will be discussed. For more information, see *What Parents and Guardians Should Know About the Family Education Rights and Privacy Act (FERPA)* on Page 60.

Does Southwestern have an Honor Code?

Yes. A long-held tradition at Southwestern University is being true to oneself and others. Students established the Honor Code more than a century ago to commit themselves to academic integrity and to hold each other accountable in their endeavors both inside and outside the classroom. Students write and sign the Honor Pledge when completing every examination, paper, quiz and other professor-designated assignment to reaffirm their commitment to honorable conduct. The Honor Pledge states, “I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.”

If a student is noted to have engaged in dishonorable conduct, the concern is brought to the Honor Code Council. The Honor Code Council is composed of at least 12 students and at least 12 faculty members representing the Division of Humanities, the Division of Social Sciences, the Division of Natural Sciences and The Sarofim School of Fine Arts. While the main purpose of the Honor Code Council is to educate the campus community on the privileges of studying under an Honor Code, the Council also serves as a Hearing Board for Honor Code violations beyond those resolved with Non-Judicial Resolutions. For more information about the Honor Code, visit www.southwestern.edu/academics/honorcode.

Does Southwestern have a Dean's List?

Yes. Students are placed on the Dean's List for a given semester if they attain a grade point average for that semester of at least 3.60 for 12 academic credits of graded coursework, and if they are in good standing with the University. Announcement letters are mailed to students' permanent addresses.

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Student Financial Assistance

In a real sense, every student admitted to Southwestern receives financial assistance. Income from endowments and gifts pays for more than 40 percent of each student's educational costs. Tuition and fees pay the balance. Friends of the University have made additional funds available for financial assistance, which is granted on the basis of both merit and need. The University has scholarships, grants, work opportunities and loans to assist worthy students in meeting financial needs for their college educations. The Office of Student Financial Assistance has information about the programs Southwestern offers to help families pay educational expenses.

Frequently Asked Questions

What is the schedule of tuition payments?

Twice per year: end of July for fall term; mid-December for spring term. Financial assistance is disbursed on a similar schedule.

Will all financial assistance automatically renew from year to year?

No. Need-based financial aid such as federal grants, state grants, Southwestern University need-based scholarships and student loans require that a family submit a Free Application for Federal Student Aid (FAFSA) each year. The FAFSA may be submitted online at www.fafsa.ed.gov and can be accessed through the Office of Student Financial Assistance website. The deadline for submitting the FAFSA is March 1 of each year. Financial

aid notices will be sent out over the summer.

Most types of merit-based financial aid (such as Ruter, Mood, Cody, President's Achievement and AP/IB Scholarships) are renewed each year, provided the student maintains satisfactory academic progress as defined in the *University Catalog*. Some scholarships (such as the Brown Scholarship and Fine Arts awards) have additional renewal criteria. Information about scholarship renewal criteria can be obtained from the Office of Student Financial Assistance.

How can I contact the Office of Student Financial Assistance?

www.southwestern.edu/assistance

E-mail: finaid@southwestern.edu

Phone: 512-863-1259

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James Gaeta, Director of Financial Aid

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Student Life

The Division of Student Life provides services and activities that both support and extend the educational mission of Southwestern University.

Acquiring knowledge in a classroom is just one part of what takes place during college. Building character, becoming an active citizen and developing leadership skills all play important roles in the educational experience. One of the most important challenges students face is finding congruence between values and behaviors. The Office of Student Life aims to engage and support every student in a positive way throughout this extraordinary, life-changing time, ensuring that the uniqueness of each individual is respected and celebrated.

Many of Southwestern's high quality student life programs have achieved national recognition. Counseling and health services, intramurals and recreation activities, and diversity education programs have all been recognized nationally for excellence by the National Association of Student Personnel Administrators. Southwestern's Office of Career Services was ranked seventh in the United States by Princeton Review, and with the Southwestern Police Department's excellent work, the University received an A+ safety rating by College Prowler.



Jerry Brody, Vice President for Student Life

Student Life

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Residence Life

Residence halls are a vital part of the total Southwestern campus community, complementing the educational program by providing an atmosphere conducive to meeting students' academic, social and personal needs. Students who have completed less than four full semesters are required to live on campus. Students living in traditional residence halls are required to participate in the board plans provided by Southwestern's Dining Services. Students who have completed at least four full semesters are not subject to a residential requirement; however, most juniors and seniors choose to live on campus. Overall, 82 percent of Southwestern students live on campus.

The Residence Life professional staff is responsible for the physical and educational programs in the halls, which include program development to enhance the growth of students, advising of students, counseling and referrals, supervision of the student staff and administrative tasks.

Frequently Asked Questions

Is there an adult in the residence halls?

Yes. Nine full-time professional staff members live on campus. Although Southwestern considers its students young adults, it also recognizes the adjustments college students are attempting to manage, especially first-year students. An associate dean for student life and an assistant director of residence life, as well as eight resident associates, are employed by the University to help with crisis management and to handle emergencies. The associate vice president and dean of students also lives near the University and is available as necessary.

What are the roles of resident assistants (RAs)?

Selected upperclass students hold positions of responsibility within the residence halls. These students, or "RAs," provide direct assistance to the students in their living area (30 per RA in upperclass halls and 15 per RA in first-year halls) by providing information, helping to ensure that University community standards are met through brief counseling and/or referral, offering acquaintanceship, fulfilling basic administrative tasks and helping to organize interesting educational, social and recreational events and programs.

What is your alcohol policy?

Each individual and group within the Southwestern University community is required to comply with all applicable laws and regulations pertaining to the possession, use and distribution of alcoholic beverages. Students 21 and older are allowed to consume alcohol in their private rooms. Also, student organizations must register parties where alcohol will be allowed. These parties may be held in fraternity houses, the Dorothy Manning Lord Community Center, the Sharon Lord Caskey Center, the Julie Puett Howry Center and other locations with special approval, and measures must be in place to prevent use or consumption by underage persons.

Are there any curfews?**What are the policies regarding coed visitation?**

There are no curfews in the residence halls. In single-gender first-year halls, coed visitation ends at midnight Sunday through Thursday and at 2 a.m. Fridays and Saturdays. Guests of students are required to have escorts in single gender halls.

How do you reconcile differences between roommates?

RAs, and sometimes professional staff, work with roommate contracts and sometimes through meetings between the two roommates. While this normally works, students are allowed to change roommates if an impossible situation exists. The Southwestern residence life philosophy is that no situation in the residence halls should be allowed to negatively affect a student's academic experience.

How much does it cost to do a load of laundry?**How accessible are the machines?**

The cost to use washers and dryers is \$1 per load. Laundries are located in all residence halls and in The Grogan and Betty Lord Community Center.

Is there a small kitchen area in each residence hall? Are there ice machines, vending machines or microwaves?

Most residence halls have ice machines, vending machines (drinks and snacks) and microwaves. Some of the halls have kitchen facilities.

Should students get a small refrigerator for their room?

Students may bring small refrigerators no larger than 4.3 cubic feet in size.

How can we call our student?

The University acknowledges that students rely on cell phones to stay connected to family and friends. Land line telephones are not provided in student residences on campus.

How do I address mail to my student? E-mail?

Each student is assigned a post office box and an e-mail address as a first-year student; these remain the same until graduation. Mail is addressed to students at SU Box ____, Georgetown, TX 78626. E-mail addresses usually include the student's last name (or, the first seven letters of the student's last name) plus the first initial, followed by @southwestern.edu. (E-mail service is coordinated through Information Technology Services.)

Do you suggest that students have cars on campus?

This decision has to be made by students and their parents. About 70 percent of Southwestern students bring cars to campus. For those who do not, it is not a problem to find a ride to local businesses. Vehicle registration is handled by University Police. (See Page 41.)

Is any transportation available (bus, car or shuttle) to the Austin airport?

Yes. This service is available for approximately \$65 one way. To save money and for convenience, students often have friends give them a ride to the airport.

Is there a place to cash a check on campus? An ATM?

Students may cash checks for up to \$100 in the Business Office. An ATM is located in the Red & Charline McCombs Campus Center.



Mike Leese, Associate Vice President and Dean of Students

Residence Life

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Student Activities

The Office of Student Activities acts as an adviser, ally, administrator, educator and mentor to Southwestern students by facilitating learning experiences through leadership opportunities, student organizations, social activities and other services that promote personal growth and the empowerment of students for success in our diverse community and beyond.

The Office of Student Activities is located in the Red & Charline McCombs Campus Center, Suite 340.

There are approximately 100 student organizations on campus, including student publications, a student-run coffeehouse, student government groups, a University Programming Council that organizes all-campus events, nine national Greek social organizations, national service organizations, religious groups, and academic, honor and departmental organizations.

The Office of Student Activities also coordinates New Student Orientation, organizes student committees, schedules meetings and events in the McCombs Campus Center and more.

Frequently Asked Questions

Do you have student organizations?

Yes. We'll start the fall semester with approximately 100 registered student organizations including academic, departmental, special interest, honor and sports clubs.

How can my student get involved?

There will be a Student Organizations Fair the week after classes begin to give students an opportunity to visit with members from many of the organizations. An Organizations Guide

which lists/describes all organizations and cites contact names and addresses is available at www.southwestern.edu/studentlife/orgs.php.

What if a student wants to start an organization?

Yeah! We welcome students to come by the Office of Student Activities to talk about their interests. It's an easy process, and we are always ready to help.

**When is social fraternity/
sorority recruitment?**

Deferred recruitment, held in January, provides students with a chance to get organized academically. Recruitment information will be available during the first semester. Students may also choose to wait until their sophomore year.

**What percentage of
students pledge social
fraternities/sororities?**

Approximately 30 percent. Southwestern has four national social fraternities (Kappa Alpha Order, Kappa Sigma, Phi Delta Theta and Pi Kappa Alpha), and five national social sororities (Alpha Delta Pi, Alpha Xi Delta, Delta Delta Delta, Kappa Delta Chi and Zeta Tau Alpha).

**Is there anything to
do on weekends?**

Yes! Weekend programming includes nationally touring performances in The Cove every Friday night and monthly Saturday night first-run movies, complete with freshly popped popcorn! There is also an annual concert during the academic year. Enhanced on-campus entertainment, combined with Austin entertainment opportunities, greatly contribute to student life at Southwestern. The University Programming Council is a group of students who plan, organize and execute campus activities. Student Activities can provide more information.

Is there student government?

Yes. One benefit of University life is the opportunity for students to participate in their own governance. This opportunity comes through participation in the Southwestern Student Congress and other University-wide committees. The Student Congress is a group of elected representatives that sponsors monthly meetings to inform students of University issues and to provide a forum for concerns and opinions. In addition, students have the unique opportunity to participate with faculty and administrators in the major governing councils of the University.



Jaime Woody, Associate Dean for Student Life

Student Activities

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Diversity Education

The Office of Diversity Education seeks to make Southwestern a welcoming and affirming place for the entire community. In order to promote diversity and social justice, the Office of Diversity Education facilitates workshops, supports student programs and events, and explores cultural awareness. The Office of Diversity Education specifically works with student organizations such as the Coalition for Diversity and Social Justice and the six cultural/identity based groups within the coalition: SU Allies, EBONY, Kappa Delta Chi, Latinos Unidos, SU Native, and Pan Asian Association. The Office of Diversity Education is located in the Cross Cultural Center in the Charles and Elizabeth Prothro Center for Lifelong Learning.



Office of Diversity Education
Assistant Dean for
Student Multicultural Affairs
Phone: 512-863-1342
www.southwestern.edu/diversity

Diversity Education events include:

- ▶ Asian American Heritage Month
- ▶ Coalition for Diversity and Social Justice Retreat
- ▶ Latino Heritage Symposium
- ▶ Martin Luther King Celebration Dinner
- ▶ Open MIC Nights
- ▶ SU Native Powwow
- ▶ Transgender Day of Remembrance

Spiritual and Religious Life

The University Chaplain is available to offer counsel, information and referrals to students seeking spiritual support and to those interested in learning about opportunities for religious activities.

Frequently Asked Questions

Where can my student find out about worship services and religious communities in the Georgetown and Austin area?

The Office of the University Chaplain provides a listing of local area houses of worship and the services they provide. The listing is posted in each residence hall and around campus. “Breakfast and Church” is held at the beginning of the fall semester to introduce interested students to representatives from area churches of all denominations in the hope of connecting them with a local congregation early on. For additional listings and religious offerings in the greater Austin area, visit www.interfaithtexas.org.

What type of religious programming does Southwestern provide?

Southwestern offers a variety of programs through campus student organizations, the University Chaplain and campus lectures. Voluntary mid-week chapel services are held each Thursday during the regular semester from 11:30 a.m. to noon. Other

worship opportunities are offered during special seasons and as evening study breaks. Activities include informal studies and discussions, lectures, retreats and Destination: Service (a volunteer service program conducted during spring break). Many students find support through involvement in one of our student religious organizations (see Page 28) or with one of the service organizations on campus. Students who find that their interests or needs are not met by the available organizations are encouraged to talk with the Student Activities staff or the University Chaplain about organizing additional events to enhance and expand our religious life programs.

The Office of the University Chaplain is located in the Julie Puett Howry Center.

Student Religious Organizations

- ▶ A. M. Levy Jewish Student Association
- ▶ Canterbury (Episcopal)
- ▶ Catholic Student Association
- ▶ Fellowship of Christian Athletes
- ▶ Kappa Upsilon Chi (Men's Fraternity)
- ▶ Muslim Student Organization
- ▶ Sigma Phi Lambda (Women's Sorority)
- ▶ SU Buddhist Meditation Group
- ▶ United Methodist Student Movement



Beverly Jones, University Chaplain

Religious Life

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University Chaplain
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Jane King
Secretary
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www.southwestern.edu/offices/religiouslife

Counseling Services

Counseling Services provides free, confidential, short-term counseling regarding personal issues. Southwestern students may seek counseling for a wide variety of concerns, including adjustment to college, making friends, motivation, depression, anxiety, sexuality, body image, eating disorders, sexual assault, alcohol or drug abuse, stress management, bereavement, family issues or romantic relationships. Counseling Services staff members also offer outreach programs, group counseling and referrals to off-campus professionals for psychiatric medications and long-term counseling. While the counselors at Southwestern represent varied areas of expertise and diverse personal backgrounds, they all have training in helping college students grow through the personal problems they occasionally encounter.

What can parents do if a time comes when they have concerns about their student's emotional welfare?

Parents are welcome to call Counseling Services to talk with a counselor about their student. Because of confidentiality laws, the counselor typically cannot disclose whether their student is a client, but can listen to the parents' concerns and help them explore various strategies for offering support and assistance.



Judy Sonnenberg, Director of
Counseling Services

Counseling Services

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Tom Swift '73
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Health Services

Health Services provides education and care to students as they learn to take responsibility for their own health and well-being. Emphasis is placed on the importance of preventing illness through a healthy lifestyle, as well as on helping students manage any health problems they encounter.

Walk-ins are welcome; however, scheduled appointments are strongly encouraged. To schedule an appointment, students should call 512-863-1252.

The on-campus health care team at Southwestern includes registered nurses, nurse practitioners, physicians and physician assistants. Working as a team, staff members are able to treat student health concerns, including routine women's health issues. These services are free to Southwestern students. Reduced fees for lab work performed at Health Services can be charged to the student's private insurance, to the SU student insurance, or to the student's school account; payable at the Business Office.

Due to inevitable situations and extreme cases, off-campus resources and facilities may be warranted. The on-campus team can and will make outside referrals to physicians and

other health care professionals in the community as needed. Consideration will be made to students' private insurance requirements or out-of-pocket costs. Emergency room care is available 24 hours a day at local hospitals including St. David's Georgetown Hospital, Scott & White Healthcare-Round Rock and Seton Medical Center Williamson.

Health Services is also actively engaged in: Community & Campus-wide Outreach Flu clinics, partnering with local hospitals to provide shadowing experiences for first year students through SU Roadtrips, providing a First-Aid presence during campus-wide special events, advising the Student Health Advisory Council (a bridge between Health Services and students), partnering with the Texas Vaccines for Children program to provide free vaccines for students, continuing active membership with the American College Health Association, which provides the latest health information related to college students, and collaborating with Peer Health Educators and the WELL Team.

Health Services collaborates with Wellness and Outreach to provide individual counseling on nutrition, exercise, stress management and other

health-related topics. Staff are available to make presentations to campus residents, classes and other groups on health-related issues, and provide brochures on many health-related topics for students' personal information or as resources for research and presentations.

To help make off-campus health care services affordable, a Southwestern group insurance policy is available through EIIA/NAGHA, a nationally recognized provider of this type of insurance. Participation in this group policy is mandatory unless the student can provide proof of other health insurance coverage. This plan covers students for a full 12 months. The cost is currently \$165 per year. Claim forms and information are available on campus through Health Services and online at www.eiia.org/documents/studentprograms/2010-11/Common/Claim_Form.pdf

The Office of Health Services is located on the second floor of the Charles and Elizabeth Prothro Center for Lifelong Learning, Suite 200.



Dinorah Martinez-Anderson,
Director of Health Services

Health Services

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Career Services

Career Services sponsors a wide variety of programs and workshops to help students in all areas related to career exploration and planning, from choosing a major to job search techniques. Special events, including “Professional Practice Interview Day,” “Etiquette Dinner” and “Career Connections Barbecue,” are offered throughout the year to assist students in building career-related skills. Students may meet individually with a career adviser for assistance in discerning interests, values and skills as they relate to majors and careers. Self-assessment inventories include the Strong Interest Inventory and Myers-Briggs Type Indicator. Career Services offers students a Resource Center and access to NACELink, an online job and internship site with a résumé database used to refer students to employers. In addition, Career Services maintains an extensive website that provides links to many career exploration and job search sites, as well as information on upcoming programs and events.

Frequently Asked Questions

At what time are students encouraged to visit Career Services?

Students are encouraged to begin visiting Career Services during their first year at Southwestern. Students who work with Career Services all four years gain a better understanding of the career exploration and job search process and are more successful at transitioning from college to the world of work or to an advanced degree program. When students are ready to experience an internship, they can visit the Career Services internship coordinator to obtain information about the application process and available opportunities.

What services are available? What about job fairs or résumé writing?

A variety of services and resources are provided by Career Services, from one-on-one career advising to a Resource Center housing more than 650 career-related books and hundreds of job listings. Career Services publicizes job fairs across Texas and provides transportation to several large fairs during the year. Students may attend fairs to meet employers who offer entry-level, summer and internship positions. Résumé writing booklets are available, as is downloadable résumé information from the Career Services website (www.southwestern.edu/careers). Résumé critique appointments are available

to help students develop résumés suited to their individual career needs. Career Services also helps students with the graduate and professional school application process.

What job search assistance do you provide for students and graduates?

Tailored, individual job search advice is available by appointment with Career Services staff. Career Services maintains a list of alumni who are willing to share occupational information with students and answer questions about their chosen career fields. Among numerous Web links and print resources, NACELink is a Web-based job search tool with a résumé database that connects Southwestern candidates with national employers for full-time employment and internships. Career Services also sponsors employer information sessions and hosts recruiters interviewing Southwestern candidates.

Career Services

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Intercollegiate Athletics



Southwestern University competes in the NCAA Division III as a member of the Southern Collegiate Athletic Conference. All members of the conference are small, independent, academically competitive liberal arts institutions that, like Southwestern, see athletics as a part of the total educational experience. As a Division III member, Southwestern does not award athletic scholarships. Members of athletic teams participate for the love of the sport. The University offers basketball, soccer, cross country, tennis, golf, swimming and diving, and track and field for men and women as well as lacrosse and baseball for men and volleyball and softball for women. The opportunity to participate in intercollegiate athletics is open to any full-time student. Athletics Department programs place the highest priority on the overall quality of each participant's educational experience. The staff's primary goal is to develop a model sport program that incorporates honesty, integrity, sportsmanship, respect for others, fairness and leadership opportunities with the physical challenges of excelling in the sport. Athletics Department programs and services provide fair and equitable treatment of men and women and a values-centered education of the whole person.

Frequently Asked Questions

Do the athletes have to pay for their own travel?

No. Southwestern pays all expenses associated with the athletic teams and their travel.

Does participating in intercollegiate athletics hurt students academically?

Rarely. The average GPA for student-athletes is usually as high or higher than the overall average student GPA.

What about missing classes? Are the athletes excused?

Athletic team travel is considered a University "field trip" under the excused absence policy. Athletes must work closely with their professors and discuss missed class work in advance of the absence. Southwestern faculty are very supportive of student-athletes.

My student was not recruited; can he or she still make the team?

It is very possible. Varsity athletics are competitive at Southwestern and our coaches recruit throughout the year to fill their team rosters with qualified athletes. However, the tryout process is open to all students and those wishing to seek a position are encouraged to contact the respective coach to immediately declare their intention.

How good are the athletic programs at Southwestern?

Excellent and highly competitive. Over the last several years our teams have won multiple conference championships and a number of our teams have competed in NCAA Regional and National Championships. Our goal is to become one of the top Division III programs in the country!

Intercollegiate Athletics

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Intramural and Recreational Activities

Southwestern Intramural and Recreational Activities (SIRA) provides the University community with opportunities for physical, social and educational development through participation in intramural, fitness/wellness, sport club and outdoor recreation programs. Intramurals provide competition on organized teams and individual sports at various skill levels. More than 20 leagues, tournaments and special events are offered annually with men's, women's and co-rec divisions of play.



Ultimate Frisbee is one of many intramural sports offered at Southwestern University.

A wide variety of fitness and wellness opportunities is offered. Please visit our website (www.southwestern.edu/offices/sira) for more information about these programs, which include personal training, aerobics, Pilates, Tango, yoga and more.

Sport clubs are student organizations focused on a specific sport or physical activity. A club may be instructional, recreational and/or competitively oriented depending upon the interest of the club members. Current sport clubs include women's lacrosse, handball, SU Dancers and Cheerleaders.

Outdoor Recreation offers students a wide variety of camping equipment that can be checked out for weekend use. Workshops give novices the opportunity to learn about equipment and basic skills necessary before planning an outing. In addition, outdoor trips are offered each semester. A nominal registration fee is required for each trip.

Finally, more than 40 students are employed annually in several important positions within the Intramural and Recreational Activities Department. Each of these positions allows for personal growth, a sense of accomplishment and contribution to the University community.

Frequently Asked Questions

Is any experience necessary to participate in intramural and recreational activities?

No experience is necessary, and the majority of activities can accommodate students of all ability levels.

Is there any cost to participate?

Most activities are free to current students. However, some sport clubs charge annual dues and all fitness classes and outdoor trips do have a subsidized participation fee.



Derek Timourian, Director of Intramural and Recreational Activities

Intramural and Recreational Activities

Derek Timourian

Director of Intramural and Recreational Activities

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Anna Castillo

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Information Technology Services

Information Technology Services (ITS) provides computing, networking and cable TV services for students, faculty and staff. Computing services include administrative functions such as student access to WebAdvisor for class registration, instructional technology support for classroom and computer labs and the technology support HelpDesk. ITS also delivers services to students in the residence halls. Every resident has wireless and wired Internet connectivity in his or her room, plus cable television service at no additional charge.

Visit our “New to SU” website: www.southwestern.edu/its/newtosu for more information.

Frequently Asked Questions

Do students need to bring their own computers?

Students are not required to own a computer, although most do; 97 percent of the entering class brought a computer last year, with laptops being the most popular. If a student does not have a computer, Southwestern has several open labs and public computer workstations available. Our most popular lab, located in the A. Frank Smith, Jr. Library Center, is open 24 hours, seven days a week.

If a student brings a computer, should he or she also bring a printer?

A personal printer is not a necessity, but many students have them for convenience. Our student labs are equipped with high-speed laser

printers. Color printing is available for a small fee. When buying a personal printer, consider the cost of the ink cartridges carefully as their cost can easily exceed the price of the printer.

How much does it cost to print pages in the campus computer labs?

All students are allotted \$30 each semester for printing. Black and white single-sided copies are 7 cents a page, and double-sided are 8 cents. Color printing is available in the 24-hour lab in the A. Frank Smith, Jr. Library Center for 35 cents per single-sided page and 60 cents per double-sided page. Students rarely exceed the initial \$30, but additional dollars can be purchased if their account runs low.

Does Southwestern have a computer purchase program? What about software?

The University does not sell computers. However, discount pricing for systems is available to Southwestern students through the Dell and Apple online stores. Southwestern classrooms and labs are installed with Microsoft Office (Word, Excel and PowerPoint). It is recommended that students use Microsoft Office to be compatible with the faculty and labs.

Students may purchase Microsoft software at attractive educational prices from Scholar Buys, an academic reseller. For details and pricing, visit our “New to SU” website: www.southwestern.edu/its/newtosu and click on the link “Buying a Computer.”

Is Southwestern a wireless campus?

Yes. Wireless access is available in all campus buildings and many outside areas. To ensure uninterrupted internet service in all residence halls, students should bring an Ethernet cable to use with their personal computers.

If my student already has a personal e-mail account, does he or she need a University e-mail account?

Yes. All students are required to maintain an active Southwestern e-mail account for University communications. This account will become an integral part of his or her daily communication with faculty, service departments and other students. Students can read their e-mail via WebMail from any Internet-connected computer on or off campus. WebMail is a popular e-mail service on campus and is accessed via the University portal at my.southwestern.edu.

Technology HelpDesk: 512-819-7333
E-mail: helpdesk@southwestern.edu
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Information Technology Services

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University Police

All Southwestern University Police officers are licensed and certified by the Texas Commission on Law Enforcement Officer's Standards and Education as meeting the training requirements of the State of Texas for peace officers. Southwestern's police officers are recognized as peace officers under Article 2.12 of the Texas Code of Criminal Procedure, and they make arrests pursuant to the code for crimes defined in the Texas Penal Code and ordinances of the City of Georgetown. Southwestern officers are armed and in uniform to be highly visible for the campus community and to act as a deterrent against crime. Students are encouraged to notify University Police any time criminal activity or anything suspicious is observed on campus, or if he or she has been threatened. University Police offer a community policing model which provides education for self-protection and crime prevention awareness.

Frequently Asked Questions

Is there any crime on campus? What are the crime statistics?

Southwestern is not immune to crime. Most crimes on campus are crimes of "opportunity" which include theft or criminal mischief. Crime statistics are kept on a calendar basis, compiled in a brochure per the Campus Safety and Security Act of 1990 and are available upon request or by accessing www.ope.ed.gov/security. The Southwestern University Police Department presents crime awareness programs throughout the year.

What measures are taken to ensure safety for students on campus?

Grounds are patrolled 24 hours a day, 365 days a year by uniformed, armed, state-certified police officers. Officers patrol in highly visible vehicles, on foot and by golf cart for easy access to the interior of campus. Residence halls are locked 24 hours a day and are checked by University Police and the resident assistant staff on a regular basis. Police provide on-campus escorts for any student requesting one. The University has also instituted an Emergency Notification System to alert students and staff about on-campus emergencies via telephone, e-mail and text message.

Where do students park their cars? What is the cost to keep a car on campus?

Southwestern has parking lots throughout the campus for student, staff and faculty parking. The cost of a parking permit is \$200 per year. Half of this cost has been designated for the construction of new student parking. Students must register their vehicles with the University Police by filling out a registration card, showing proof of insurance, paying the fee and affixing a parking permit to the back window of the vehicle.



Deborah Brown, Chief of Police

University Police

Deborah Brown
Chief of Police
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John Ramsey
Assistant Chief of Police

Pat Murray
Sergeant

Randy Dillard
Officer

Brad Dunn
Officer

Tom Leggitt
Officer

Anne Hines
Emergency Communications
Director

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Partnering for Success

Southwestern and Parents

Southwestern University, like you, is focused on one outcome—the success of our students.

Southwestern’s academic and student life programs seek to engage students’ minds and transform their lives through a rigorous liberal arts education and a vibrant residential campus.

Our objectives are likely very similar to your own. We aim to help your student develop into an intelligent, resilient, responsible, productive, well-rounded young adult prepared to contribute “toward the well-being of humanity.”

With these shared aspirations, we ask parents and family members of Southwestern students to partner with us. Taking responsibility for one’s own education is central to the *Southwestern Experience*. Southwestern offers an extensive network of resources so students can help themselves, solve problems and build the confidence to manage their own education. By encouraging students to utilize these resources, they develop competencies that will serve them well in life.

You can help us ensure the success of your student by...

- ▶ Asking questions. Encouraging your student to contemplate possibilities rather than

providing answers will help him or her develop problem-solving skills.

- ▶ Encouraging your student to resolve issues by identifying and using available resources. Avoid the temptation to “fix” problems for them.
- ▶ Helping your student understand that processes are valuable in an educational environment. For example, learning to negotiate differences and to manage conflict are important life skills.
- ▶ Avoiding the temptation to get overly involved in processes that are designed for students to do themselves.

Of course, as parents, you are rightly interested and invested (intellectually, emotionally and financially) in your student’s education. You are the most important force in your student’s life. Just as you shaped the values your student now holds, you have an important role in shaping his or her emergence as a young adult.

We invite you to share our hope that Southwestern students and graduates will be confident, self-motivated young adults in charge of their lives, capable of dealing equally well with both challenges and opportunities and prepared to contribute to the world.

Partnering for Success: Parents, Students and Southwestern

The following scenarios are real and common. As parents of new students, we would like you to think about how you and your family would respond in these situations. **These scenarios will stimulate discussion at the “Partnering for Success: Parents, Students and Southwestern” session Sunday, Aug. 14, at 9 a.m. during Parent Orientation.** The facilitators at each table will share available resources and common approaches for handling various situations.

Scenario 1: Your student IS going to be a doctor. At least that is what she has always said and believed. She has been successful in her high school math and science courses, has shadowed a hometown physician and plans to take a very rigorous course load her first year at Southwestern. Now, it is October; the first half of the first-year biology sequence has just concluded, and your student is NOT going to be a doctor. How do you help her come to terms with this situation? To whom would you suggest she talk?

Scenario 2: Your son has never shared a room before. Neither has his roommate. Initially, things were great. Your son brought the X-Box; his roommate brought the Wii. They both have comparable sleep schedules (minimal). But now it's October, and your son is not happy. The roommate is too different, too close, too loud, too inconsiderate, too everything. Your son starts isolating himself from

the roommate in order to avoid being around him. This also means isolating himself from his suitemates and other neighbors. He's stressed and his academic performance and overall happiness begin to suffer. All of a sudden he feels that Southwestern may not be right for him. How do you react to your son's feelings? What do you suggest he do? What is your family's expectation about grades? What constitutes “good performance?”

Scenario 3: Your daughter is very liberal in her ideals and values and has always “marched to the beat of her own drum.” She stands up for what she believes is right, debates anyone who will engage in an argument with her (and usually wins—she's incredibly well-informed), but has trouble being tolerant of those whose values and opinions differ from her own. She is in a class with a few like-minded students, but tends to find herself being the outspoken one. She is always prepared for class

and always ready for discussion, but is often put in the position of representing the “liberal viewpoint.” She’s getting frustrated because she feels her professor and her classmates have categorized her narrowly and are viewing her as the instigator. Outside class, people are distancing themselves from her, her hallmates have begun avoiding her and she’s feeling very alone. She is not finding her niche at Southwestern. During the holiday break, she decides she wants to transfer. How do you help her work through this? What would you try to help her consider about her approach to this situation?

Scenario 4: Your son, like most Southwestern students, is a really strong student and has always had a pretty easy time earning As and Bs in his courses. At the end of the first semester, he is distressed upon receiving his final grade in one of his classes—a C+. The class is one required for his major and he is worried that he has to change all of his future plans if he doesn’t do better. He also doesn’t understand why he earned a C+. What is your reaction as a parent? How do you advise him to proceed?

What You Should Know About Parenting a College Student

Southwestern University welcomes your family into ours. We are pleased that your student has chosen this community to be his or her intellectual home for the next four years and look forward to the achievements he or she will experience while enrolled.

We want for your student what you want—success, happiness, health, safety, challenge and growth, so that the child you raised can be a bright, moral and courageous leader as a post-Southwestern adult.

The University is full of professionals who have spent years working with students, and we encourage you to draw upon their wisdom when you need some information or some reassurance. But most importantly, we encourage you to encourage your student to seek out our expertise when faced with questions or challenges, or when they want to share an inspiring story. Here are some thoughts to consider as your family embarks on this journey, adapted with gratitude, from St. Mary's College of Maryland.

During the college years, students essentially re-create themselves and their identities, using the values that you have embedded as their cornerstones. The developmental tasks of

a young adult are as significant as those of a developing toddler. The intellectual stimulation of college introduces new horizons of thought that students must examine and integrate into their views of the world. Responsibilities and problems will arise that students will have to learn to negotiate on their own.

In the next four years, you will once again see your student struggling to walk on his or her own, perhaps falling and scraping knees, going in new directions or experiencing the euphoria of discovery. You will once again be asked to “let go.” As with a toddler, you will be asked to guide and instruct, to maintain loving contact and to allow your student to learn to walk alone, bruises and all, in order to discover new horizons.

The transition from adolescence to young adulthood and maturity is called “individuation,” becoming a person in one’s own right, not merely an extension and junior edition of one’s parents. This is a time of uncertainty, questioning, experimentation and vulnerability. College students find themselves in largely unrecognized turmoil, confronted with new rules of interaction, new lifestyles (some of which they’ll try on for size) and a lack of familiar

structure. This leads to a great deal of self-evaluation, comparing previous structures from home and high school with new ideas.

Having your student begin his or her college career can be a stressful experience for you as parents, especially if your son or daughter hasn't lived away from home before. During this important time of transition for the family, many parents put their own feelings and reactions on hold while helping their student prepare for college life. Attending to your own emotional needs as well as your student's, however, will go a long way toward helping everyone feel comfortable with the challenges that going to college presents.

1. Recognize that feelings of ambivalence about your student leaving home are normal.

Give yourself time to adjust. For some families, this step can seem like a dramatic separation of parent and student, although it is usually the separation of adult from almost-adult. It is normal, too, to look forward to the relative peace and quiet of having your active older adolescent out of the house and having the place to yourself, or being able to spend time with your younger children. After all, if the phone rings, it might actually be for you!

2. Allow yourself to feel whatever emotions come up.

While your student is getting ready to come to Southwestern, there is little benefit in pretending that you do not feel sad, guilty, relieved, apprehensive or whatever feelings you have. Often, parents have other changes and sources of stress happening in their own lives, such

as aging parents or mid-life health issues that add to the impact of this transition. You're probably not fooling anyone by trying to hide your reactions; a healthier approach is to talk about them with your family, friends, clergy or whoever is a source of support for you.

3. Make "overall wellness" a goal for yourself.

Especially during times of change, it helps to get enough sleep, eat healthful meals and get adequate exercise. Spending time doing things you especially like is another step toward wellness. If you feel good, you are more likely to have the energy to be a good role model and resource for your student.

4. Remember that, for your student, coming to Southwestern is a tremendously important developmental step toward adulthood.

This step represents the culmination of 18 or so years of learning, much of it geared toward helping your student assume a productive place in the world. This is the time when your hard work will show itself in the form of a framework that your first-year student will use in becoming independent. Many parents find that it helps to focus on the fact that providing your student with this opportunity is a priceless gift. Be proud of yourself!

5. Don't forget to reward yourself!

Go out and celebrate with a dinner or a party. You have raised a wonderful adult who is moving on to an exciting phase of his or her life. Give yourself a pat on the back for a job well done.

6. Consider your own dreams.

Especially for parents whose last or only child has moved away to college, consider the possibilities that come with greater personal freedom. Taking on new challenges is an excellent way to manage and channel energy and feelings. Have you ever wanted to write a book? Learn to fly fish? Make a quilt? Volunteer in your community? Assume a new project or responsibility at work? Travel? Make a list of all the things you intended to do while your son or daughter was growing up, but never had the time to do. Now is your chance!

Parents of Millennial College Students: A Survey Snapshot

Sending your student to college brings up some common themes for many parents. While all families have unique dynamics, here are some thoughts that are on the minds of parents just like you.

Adapted, with gratitude, from *Millennials Go to College*,
by Neil Howe and William Strauss, 2007.

The Datatel 2006 College Parent Survey, released by LifeCourse Associates and Crux Research, explores how today's college parents view their relationships with their students and with the colleges their students attend. From student achievement levels to college dining to student debt, the study reflects the new direction of Millennial college students—the generation that began to enter college in 2000—and the hands-on attitude of their parents. Here are some of the latest data about parents of Millennial Generation college students:

The parents surveyed:

- ▶ Talk on the phone with their student an average of three to four times per week.
- ▶ Welcome their student home for visits seven or eight times each school year.
- ▶ Agree by four to one that they are more involved in helping their student succeed at college than their own parents' generation.
- ▶ Consider today's college students to be more organized and inclined to plan ahead than they themselves were at that age.
- ▶ Played more active roles in developing the list of colleges from which their student would choose.
- ▶ Overwhelmingly agree that colleges should allow them direct access to their student's grades, attendance records, health records, disciplinary records and class schedules.
- ▶ Admit that they pressure their students more in the areas of academic achievement and life planning than they themselves were pressured.
- ▶ Three quarters said they were involved in their student's choice of academic major.
- ▶ Nearly 70 percent said they had some involvement in their student's specific course choices.

Today's parents, more than the previous generation:

- ▶ Communicate with their students more than five times a week using e-mail, instant messenger, phone and text messages.
- ▶ Rate the social and experiential component of a college education, including extracurricular activities, alumni networking and belonging to a student body with common values, to be very important.
- ▶ Expect their students to have higher levels of debt, and expect that debt to affect their student's career choices.
- ▶ Rate the final cost of college attendance and their student's probable debt levels as extremely important when evaluating colleges.
- ▶ Have a greater focus on practical employment issues.
- ▶ Consider the earning capabilities of graduates when evaluating a college.
- ▶ Virtually all (98 percent) current parents believe colleges should help students find jobs that relate to their major or their field (compared to 79 percent of their own parents' generation).

What Can I Do to Help My Student from a Distance?

Your parenting job is not over; it is simply changing. You are entering the launching phase of parenthood. As students enter into adulthood, it's important for parents to begin acting as coaches and advisers, helping their sons and daughters make good decisions, without "telling them what to do" or "rescuing" them. Here are some ways that you can express your care and enhance your student's growth into adulthood as well as his or her experience at Southwestern.

Adapted, with gratitude, from *You're On Your Own (But I'm Here if You Need Me): Mentoring Your Child During the College Years* by Marjorie B. Savage, 2003.

1. Listen to his or her concerns.

Even though your almost-adult is experimenting with independent choices, he or she still needs to know that you're there and available to talk over everyday events and difficult issues. If your student needs help or support, the subject is more likely to come up if you are not inquiring pointedly about what time he or she came in last night. Listen to the melody, not just the content. Do not trivialize any of your student's concerns or emotions. Much of what he or she is saying is "I'm changing and I'm scared," even when the content is "I know what I am doing."

2. Stay in touch (but not too much)!

Remember the names of roommates and friends that are mentioned often. Encourage your student to send you

pictures of his or her room and friends. Be interested but not intrusive. Send photos of family activities and pets, and care packages at exam times.

3. Negotiate frequency of communication.

Parents need to stay connected to their sons and daughters, and college students need to respect the fact that parents want to check in with them periodically to see how they're doing. Talk about how often you'll speak on the phone, visit each other or send e-mails. Set a pre-determined day and time to call, once a week or so. Sunday evenings are often best. If an uncharacteristically long amount of time passes with no word, it's not a bad thing to check in and make sure everything is going smoothly.

4. Be willing to cut the cord.

Encourage an appropriate level of independence and self-responsibility. Let them use their own judgment to decide what is best for them and trust them to make good decisions. Teach them life skills such as how to do laundry, live on a budget, set up a checking account and manage their time.

5. Help your child problem-solve.

If your student calls home with a problem, stay calm. Practice reacting to such “melt-down calls.” For example, you could say, “I’m sorry you are having a rough time. How are you going to handle it?” Then coach; don’t rescue. Coach them in talking things through with their roommate or making their own phone calls to the professor. Encourage your student to use the University’s services instead of relying solely on you for help. On-campus professionals have a wealth of experience to quickly help resolve your student’s issue.

6. State your concerns.

It is OK to ask if they have thought about study habits, sexual conduct or alcohol. As parents, you can send a clear message to your student that they can choose not to drink, and if they choose to use alcohol, they should do it moderately, legally and appropriately. Don’t glorify your own “youthful drinking days,” if you had them.

7. Don’t overburden your student with your own emotional issues.

What you want is to be useful to them, and you will need to find someone else to help you with how you feel. They want to know you care, but they don’t want to know too much. Keep them informed, but grant them a little distance from any family problems that arise.

8. Encourage smart financial practices.

Most students come to college with a fairly detailed plan about how tuition, room, board and books will be paid for and what their family’s expectations are about spending money. Work together to set up a budget plan for the year. Warn your student not to apply for every credit card offered. Smart money management is a lifelong skill that will benefit your student.

9. Be realistic about academic achievement and grades.

Southwestern attracts bright students from all over the country, but not every first-year student who excelled academically in high school will be a straight-A student here. Developing or refining the capacity to work independently and consistently and to demonstrate mastery can be more important than grades, as long as the student meets the basic academic requirements set out by the University. Instead of focusing on grades, ask your student to discuss class projects and papers with you. Again, these are choices that each individual student makes, though certainly it is appropriate to coach your student in setting his or her own long-term goals.

10. Keep your cool.

Students tend to share their good times with friends and rely on family in difficult times. While a “melt-down call” may be troubling, it is a sign of trust. They are allowing themselves to be vulnerable with you. Try not to be overly reactive to their venting, or jump to intervene. To determine whether an issue is a serious problem needing additional intervention, consult the Southwestern University Self-Help Links and Resources Page at www.southwestern.edu/offices/counseling/selfhelp.php.

11. If your student does experience difficulties at Southwestern, encourage him or her to take advantage of the wealth of resources available for students.

The small and personal environment of the University offers many sources of help. For academic issues, talking with a professor or academic adviser is probably the first step, but the Center for Academic Success is also available to help. For stress, relationship problems or more serious concerns, the Office of Counseling Services is available and free for students. The Office of Student Life can assist with a variety of concerns. Resident assistants are available to help ease the adjustment and to direct your student to the right resources on campus.

For more information on campus resources, see the Quick Reference of Departmental Contact Information at the back of the *Parent Handbook*, or contact the Office of Parent Relations at parents@southwestern.edu or 800-960-6363.

Academic Expectations and Realities

Adapted, with gratitude, from *Letting Go (Third Edition)*,
by Karen Levin Coburn and Madge Lawrence Treeger, 2009

It can be shocking, and somewhat off-putting, to learn that parents likely may not have access to their students' grades. After all, paying tuition to the tune of \$30,000 a year ought to come with some basic privileges, right?

Colleges and universities employ a variety of approaches when interpreting what is known as the Buckley Amendment, or the part of the 1974 Family Educational Rights and Privacy Act (FERPA) which restricts access to a student's academic record. At Southwestern University, a student must explicitly release parents or any other party to have access to grades, academic progress and even registration information. Most students are more than willing to release this information to parents, but the important part to know is that they must do so in writing. All students may sign a release that is housed in the Registrar's Office (and was sent home over the summer before matriculation at Southwestern); about 98 percent of students sign it.

However, it is important to note that this release covers only end-of-semester grades. Unless a student has specifically authorized it in

writing, the University will not discuss academic progress and performance with anyone but that student. This is covered by a separate release, housed in the Center for Academic Success, and is signed on a case-by-case basis by the student. This release expires each calendar year.

For most students, these releases may never be barriers because they feel comfortable sharing their grades and progress with their parents. Many first-year students have points at which they become discouraged and stressed and even begin to question their ability to succeed. They may call home for encouragement and support. Parents should expect some stress—it is a natural part of the experience as students learn to make choices independently, balance their time and manage multiple priorities at once. If a course is not difficult, the student is not being stretched. But when stress is paralyzing, it can have negative consequences. Parents can help their students by listening, asking for a description of what they are experiencing and acknowledging the challenge they are facing. Some ideas for specific questions include:

1. Where are you studying? Is it an effective place to study, free of most distractions?
2. How are you spending your time? Do you study in the daylight hours?
3. Have you sought any advice from your academic mentor, or maybe your RA?

When pressed to identify alternatives to current strategies, students can be very creative and often land upon techniques that work well for them individually.

Many students get stirred up and call home before seeking any assistance themselves. A parent can be helpful by encouraging the student to make an appointment with the professor of a tough course, send an e-mail to his or her academic mentor or stop by the Center for Academic Success. Some students have too much pride or not enough experience to ask for help and parental support may help facilitate taking that step.

Another great resource for most students is the academic adviser. Most advisers at Southwestern report wishing they would see their advisees more often than just at preregistration time. All advisers have been on campus at least a full year and are fully-trained to answer a host of questions or at least have the ability to point students in the right direction. But most advisers are not skilled at reading students' minds. Students must be willing to ask the questions they need answered.

When it comes to academic decision making, academic advisers are the first line for your student. At

Southwestern, advising is a matter of great importance for the vast majority of advisers. Here is what one adviser has to say about his frustration when parents involve themselves with the advising relationship:

“When parents override a decision by a student and an adviser, it undermines both the student and the adviser. It is important to remember that it is the student experiencing the workload, taking the courses and getting the education. What I do appreciate, though, is when a parent can give me a heads up on what seems to be a bad situation if they sense their student is caught in some way.”

From the student perspective:

“When I called home with a problem, I didn’t want my parents to ‘fix it’ for me, because it was hard to explain all of the specifics and help them understand the whole situation. What helped was to hear them express interest in what I was going through—show that they had faith in my ability to make decisions and get help where necessary. I needed them to listen, not to lecture, so that I could feel supported.”

Throughout all of the ups and downs of the first year, students are figuring out what role academics are going to play in their lives. They will begin asking themselves (and probably you) what academic success even is and how important it really is to them. As parents, it is important to help students remember that what defined success in high school may be radically different in college, and it is equally important for your expectations of your student to be adjusted accordingly. The Southwestern grading scheme says of a C that a student

has achieved “standard mastery of the course material.” The harsh reality is that, at places like Southwestern, more than half of the incoming class each year is from the top 10 percent of their high school classes, and the vast majority has never earned a C.

So, what is your family’s expectation of your student’s performance, especially in the first year at Southwestern? While you have likely said, “Just do the best you can,” that has probably traditionally meant earning As and Bs. Your student may have even heard a more pressure-filled message, like “I don’t care about your grades as long as you try your best.” What that may sound like to your student is, “I know you can get an A if you try your best.”

One mother commented:

“We finally accept the idea that our children won’t be All-American athletes or Yo-Yo Ma—but we still expect them to excel academically in all their courses. My son was a bacteriology major, took philosophy and got a D. We were shocked. We expected him to be good at all subjects. That may be as unrealistic as the mentality that says we should all weigh 110 pounds. If we can accept the fact that a kid who is 5’7” probably won’t play college basketball, then we should be able to accept academic liability.”

For most parents, even if grades aren’t the highest priority, there is still a bottom limit on the grade point average. That number will vary from one semester to another, one family to another, and even from one student to another in the same family. Our advice is to encourage your students to work hard to maintain the grade

point average that keeps them in school (a 2.0) or allows them to keep their scholarships or other financial aid (probably between a 2.5 and a 3.5).

There are parents who expect not only a certain GPA, but even a certain major that leads to a certain career. Some parents even threaten to withdraw financial support unless their student follows a prescribed path. New college students are just beginning to explore their interests, strengths, values and personalities. Parental assumptions and expectations about what they should study can act as barriers to the student’s development. If students are to eventually separate from their parents and become independent adults, they must have agency over their own academic goals and the consequences of their performance. They have to discover what they are capable of doing and how hard they are willing to work to reach their goals. Thus, the challenge for parents is to remain supportive and to be flexible and open to change.

All of Southwestern’s post-graduate survey data indicates that by and large, the students who leave Southwestern after four years do amazing things with their lives. The list of distinguished alumni carrying out their responsibilities as bright, moral and courageous leaders is lengthy. Alumni routinely reflect on their time on campus in the most flattering light, citing their close, personal relationships with faculty and staff as one of the highlights. There are people all over campus who want what parents want—Southwestern University graduates that are healthy, happy, successful adults.

Coaching Your Student Through Difficult Times

Adapted, with gratitude, from *Letting Go (Third Edition)*,
by Karen Levin Coburn and Madge Lawrence Treeger, 2009

Throughout an academic year, students experience ups and downs and find support by calling their parents. The impact of life's pleasures and challenges are measured through 10-minute cell phone calls, short e-mails and text messages. Most information brightens parents' days, from their student receiving an A on a paper to an athletic team win. On other occasions, complaints, frustrations and depression are carried through dull conversations or shrill cries that interrupt a parent's already busy work day.

When students are feeling unhappy, parents often react too quickly. Some parents react to one conversation or one problem, rather than assessing the totality of their student's experience, which results in jumping to conclusions and trying to solve their student's problem for him or her.

"Every time I call home depressed, my mom either starts sounding depressed herself, or she says maybe I should come home, like I obviously can't handle things. That's the last thing I want to hear."

In other situations, parents call the University to solve their student's

problem, sometimes making the problem bigger than it originally was. Parents should keep in mind that many students admit to calling home when they want to complain. They tend to share their good times with friends at school.

"There's only so much you can complain around here, because everyone complains so much. I have four papers due. My friends' attitudes are, 'So what!' They'll be bitching about their own heavy load . . . so you call home for pity."

Often, when students try to share the good news (along with their troubles), they find it difficult to describe the day-to-day activities that make up their *Southwestern Experience*. They focus on the negative to receive comfort, advice and simply an ear to listen. For other students, complicated moments of independence and the exploration of new possibilities frighten them. In turn, they go to their parents to be taken care of, asking them to handle the "problem."

Families can embrace these situations as opportunities for students to develop and learn. So, how can you

create an educational opportunity out of your student's problem?

1. Help your student problem-solve.

If your student calls home with a problem, stay calm. For example, you could respond with, "I'm sorry that you're having a difficult time. How are you going to handle it?"

2. Coach, don't rescue.

Encourage your student to use the University's resources, instead of relying on you for help. (Use your *Parent Handbook* for a list of resources.) For example, give advice on how they can talk things through with their roommate or how to call their professor.

During the course of their time at Southwestern, all students unsurprisingly experience short periods of minor illness. When they suffer from colds and the flu, as expected, students miss the comforts of home. When feeling their worst, they call family members seeking comfort and consolation. Parents are often caught off guard the first time that this happens.

"The second or third week of school, he called and said, 'Mom, what do you do for a real bad earache?' What I wanted to say was, 'You put the phone down and wait for your mother. I'll be there in four hours.'"

Instead, encourage your student to visit the Office of Health Services, located in the Prothro Center for Lifelong Learning. The on-campus health care team at Southwestern includes registered nurses, nurse practitioners, physicians and physician assistants. Walk-ins are welcome; however, scheduled appointments are strongly encouraged. Working as a team, staff members are able to treat student health concerns,

including routine women's health issues. A range of common, over-the-counter medications are available to students at no charge.

Unfortunately, some parents encounter phone calls that bring news of a student's serious illness or accident. Most parents expect Southwestern to keep them informed of medical problems, however, the University treats students as adults and encourages them to contact their parents themselves. Please keep in mind that the University is trying to foster your student's independence and will trust your student to contact you unless the situation requires more immediate action.

When students experience serious medical problems, parents are challenged to trust unfamiliar medical caretakers and their student's ability to follow through. Here, parents can partner with administrators to give the support and encouragement a student will need. Depending on the situation, a student may need a lighter course load or a leave of absence. These arrangements are less common but are made when all are in agreement.

The faculty and staff at Southwestern want for your student what you want—success, happiness, health, safety, challenge and growth. By partnering with the University, you can help us create a well-rounded educational environment for your student.

What Parents and Guardians Should Know About the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974, commonly called the Buckley Amendment, is a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate and misleading data through information and formal hearings. The Office of the Registrar makes available copies of the federal regulations.

In accordance with FERPA, disclosure of student information, including financial and academic, is restricted. Release of information other than “directory information” to anyone other than the student requires a written consent from the student.

The University retains the right to release “directory information” without prior consent from the student. Southwestern University considers the following information to be “directory information”:

- ▶ Name, phone number, mailing address and e-mail address.
- ▶ Date and place of birth.
- ▶ Year in college.
- ▶ Prior educational institution attended.
- ▶ Major field of study.
- ▶ Dates of college attendance and full-time status.
- ▶ Degrees.
- ▶ Scholarships and awards received.
- ▶ Weight and height of members of athletic teams.
- ▶ Participation in officially recognized activities and sports.

We understand that you are concerned with your student’s academic progress. Due to FERPA regulations, however, the University cannot send grade reports to parents. If your student is willing, he or she may sign a waiver giving permission for you to request that grade reports be mailed to you and to discuss financial information, merit scholarships and financial aid. The best way to find out about your student’s grades is to ask him or her. Students may access their final semester grades through the password-protected WebAdvisor site.

If you have academic concerns for your student, please contact the Center for Academic Success at 512-863-1286. However, please understand that the amount of information we are able to discuss without written student consent is limited.

Quick Reference of Departmental Contact Information

We want you to feel equipped to direct your student to various resources on campus. Below is a list of offices and the types of information they can provide for your student and you.

ACADEMIC SUPPORT RESOURCES

Center for Academic Success

Charles and Elizabeth Prothro
Center for Lifelong Learning (First
Floor); 512-863-1286

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

Registrar's Office

Charles and Elizabeth Prothro
Center for Lifelong Learning (First
Floor); 512-863-1952

- ▶ Academic progress and degree plan questions.
- ▶ Transfer credit/study abroad credit approval.
- ▶ Declaration of major.
- ▶ FERPA clearinghouse and parent questions.
- ▶ Course scheduling or registration issues.
- ▶ Updating student contact information.
- ▶ Requesting transcripts and certifications of enrollment.

ADMISSION AND FINANCIAL AID

Office of Admission

The Wilhelmina Cullen Admission
Center; 512-863-1200

- ▶ First-year, transfer and re-admit student admission.
- ▶ Campus tours.
- ▶ Interviews.
- ▶ Overnight visits.

Business Office

Roy and Lillie Cullen Building
(First Floor); 512-863-1928

- ▶ Billing statements.
- ▶ Tuition payments.
- ▶ Pirate Buc\$ deposits.

Office of Student

Financial Assistance

The Wilhelmina Cullen Admission
Center; 512-863-1259

- ▶ Financial aid award letters.
- ▶ Free Application for Federal Student Aid (FAFSA) information.
- ▶ Scholarship declaration information.
- ▶ Loan instructions.
- ▶ Work-study opportunities.

Office of the Dean of Fine Arts

The Alma Thomas Fine Arts Center;
512-863-1504

- ▶ Fine Arts scholarships.
- ▶ Fine Arts scholarship auditions.

FAMILY EVENTS

Office of University Relations

Joe S. Mundy Hall; 512-863-1483

- ▶ Commencement tickets.

Office of Alumni and Parent Relations

Joe S. Mundy Hall; 512-863-1410,
800-960-6363

- ▶ Southwestern Ring Program, including ring orders.
- ▶ Family Days registration.
- ▶ Parent Orientation registration.
- ▶ Regional events.
- ▶ Updating alumni and parent contact information.

STUDENT LIFE RESOURCES

Office of Career Services

Charles and Elizabeth Prothro
Center for Lifelong Learning (First
Floor); 512-863-1346

- ▶ Career library and resource center.
- ▶ Career advising.
- ▶ Internships.
- ▶ Graduate and professional school advising.
- ▶ On-campus interviews, job search strategy programming.
- ▶ Position listings, part-time/summer position listings.

Office of Counseling Services

Charles and Elizabeth Prothro
Center for Lifelong Learning
(Second Floor); 512-863-1252

- ▶ Individual counseling.
- ▶ Relational counseling.

- ▶ Group counseling.
- ▶ Motivation and stress management.

Office of Health Services

Charles and Elizabeth Prothro
Center for Lifelong Learning
(Second Floor); 512-863-1252

- ▶ Comprehensive health care services.
- ▶ First aid.
- ▶ Alcohol awareness information.
- ▶ Birth control information and prescriptions available through a physician assistant appointment.
- ▶ Diet, nutrition and wellness counseling.
- ▶ Dressing, Ace wraps, ice/heat packs, ointments and other treatments for minor trauma.
- ▶ Immunizations and flu vaccines.
- ▶ Meningitis vaccine information.
- ▶ HPV vaccine-Gardasil-information.
- ▶ STD education.
- ▶ Other health-related issues and education.

Pirate Card Office

Charles and Elizabeth Prothro
Center for Lifelong Learning (First
Floor); Contact: Pam Conger,
512-863-1600

- ▶ Pirate Card replacement.
- ▶ Pirate Buc\$ deposits.

Student Life/Residence Life/ Dean of Students

Red & Charline McCombs Campus
Center (Third Floor); 512-863-1582,
512-863-1670, 512-863-1624

- ▶ Athletics.
- ▶ Fraternity and sorority life.
- ▶ Judicial affairs.
- ▶ Residence hall programs.
- ▶ Roommate problems and mediation.
- ▶ Sexual misconduct.
- ▶ Student advocacy.
- ▶ Student organizations.

Book Recommendations

Letting Go: A Parent's Guide to Understanding the College Years

Karen L. Coburn and Madge L. Treeger, 2009 (Fifth Edition)
ISBN: 0-06-052126-0

Letting go is never easy. Whether it's the first day of kindergarten or the first day of college, families experience tremendous changes. New responsibilities, new schedules and new relationships can often be daunting and overwhelming to both students and parents.

This best-selling guide, based on real-life experiences and recommended by colleges and universities around the country, offers compassionate, practical and up-to-the-minute information to help parents with the challenging adjustments of the college years. Important topics covered in *Letting Go* include:

- ▶ When should parents encourage independence; when should they intervene?
 - ▶ What issues of identity and intimacy await students?
 - ▶ What are normal feelings of disorientation and loneliness for students and their parents?
- ▶ What is different about today's college environment?
 - ▶ What new concerns about safety, health and wellness, or stress will affect incoming classes?

These important issues and more are addressed with wise advice and time-tested counsel in *Letting Go*—a realistic and reassuring source for meeting the challenges ahead from the senior year in high school through college graduation.

You're on Your Own (But I'm Here if You Need Me): Mentoring Your Child During the College Years

Marjorie B. Savage, 2003
ISBN: 0-7432-2912-6

Parents whose children are away at college have a difficult tightrope to walk: they naturally want to stay connected to their student, yet they also need to let go. What's more, college students often send mixed messages: they crave space, but they rely on their parents' advice and assistance. Not surprisingly, it's hard to know when it's appropriate to get involved in your child's life and when it's better to back off.

You're on Your Own (But I'm Here if You Need Me) helps parents identify the boundaries between necessary involvement and respect for their student's independence. Marjorie Savage, as a parent herself, empathizes with moms and dads, but as a student services professional, understands young adults and offers advice on wide-ranging issues, including:

- ▶ How to cope with your family's mood changes in the months before move-in day on campus.
- ▶ Why students complain about the food but still manage to gain 15 pounds their first year.
- ▶ How to teach basic financial responsibility, including the handling of credit cards and academic expenses.
- ▶ When parental intervention is critical.

With anecdotes and suggestions from experienced parents and college staffs nationwide, the strategies and tips provided throughout will help you create a loving, supportive partnership responsive to the needs of both you and your student.

Local Accommodations

This list represents a wide variety in terms of quality and price. It is provided as a service and does not constitute an endorsement.

GEORGETOWN

Claibourne House B&B +

912 Forest Street
512-930-3934
www.bedandbreakfastgeorgetown.com

Comfort Suites of Georgetown *

11 Waters Edge Circle
512-863-7544
www.comfortsuites.com

Country Inn *§

600 San Gabriel Blvd.
512-868-8555
www.countryinns.com

Harper-Chesser

Historic Inn

1309 S. College Street
512-864-1887
www.harperchesserinn.com

Holiday Inn Express *§

431 N. IH 35
512-591-7890
www.hiexpress.com

La Quinta Inn *

333 N. IH 35
512-869-2541
800-531-5900
www.lq.com

Quality Inn *

1005 Leander Road
512-863-7504
www.qualityinn.com

San Gabriel House B&B

1008 E. University Avenue
512-930-0070
www.sangabrielhouse.com

San Gabriel Motor Court *

103 N. Austin Avenue
512-819-9374

ROUND ROCK

Best Western *

1851 N. IH 35
512-255-3222
888-821-5578
www.bestwestern.com

Candlewood Suites

521 S. IH 35
512-828-0899
888-299-2208
www.candlewoodsuites.com

Days Inn

1802 S. IH 35
512-246-0055
www.daysinn.com

Hampton Inn

110 Dell Way
512-248-9100
800-426-7866
www.hamptoninn.com

Hilton Garden Inn *

2310 N. IH 35
512-341-8200
800-445-8667
www.hiltongardeninn.com

Holiday Inn & Suites *

2340 N. IH 35
512-733-2630
877-863-4780
www.ichotelsgroup.com

La Quinta Inn *

2004 N. IH 35
512-255-6666
800-531-5900
www.lq.com

Marriott Courtyard *

2700 Hoppe Trail
512-255-5551
800-321-2211
www.marriott.com

Marriott North

2600 La Frontera Boulevard
512-733-6767
800-865-0546
www.marriott.com

SpringHill Suites *

2960 Hoppe Trail
512-733-6700
888-287-9400
www.marriott.com

Wingate Hotel & Conference Center *

1209 N. IH 35
512-341-7000
800-228-1000
www.wingateroundrock.com

[*] offer discount rate for alumni, parents and visitors. Call local telephone numbers and tell them you are a Southwestern parent to receive discount rate.

[+] alumni owned.

[§] rooms blocked under "Southwestern Parent Orientation." Call local phone numbers to book within the block.

For assistance, call Southwestern University at 800-960-6363.

Visit www.southwestern.edu/orientation for a complete list of area attractions and updated accommodations information.

Local Banks

GEORGETOWN

Bank of America

624 S. Austin Avenue
Phone: 512-863-4511

Capital One

1011 W. University Avenue
Phone: 512-342-6200

Central National Bank

1103-A Williams Drive
Phone: 512-869-5822

Chase Bank

1027 W. University Avenue
Phone: 512-869-4725

BBVA Compass Bank

10 Spring Street, #100
Phone: 512-942-4010

BBVA Compass Bank

3003 Williams Drive
Phone: 512-930-4555

First State Bank of Central Texas

711 San Gabriel Village Boulevard
Phone: 512-863-6315

First Texas Bank

900 S. Austin Avenue
Phone: 512-863-2567
Bank ATM on campus

Regions Bank

100 W. Morrow Street
Phone: 512-930-1776

Union State Bank

1100 Williams Drive
Phone: 512-869-8181

Wells Fargo Bank

700 S. IH 35
Phone: 512-869-0361

Wells Fargo Bank

1111 S. Austin Avenue
Phone: 512-869-1299

Wells Fargo Bank

4505 Williams Drive
Phone: 512-863-0442

TRANSPORTATION TO/FROM AUSTIN-BERGSTROM AIRPORT

Airport Flash

512-930-2700
www.airportflash.com

SuperShuttle Transportation Systems

512-530-2242
www.supershuttle.com

Southwestern University's Core Purpose

Fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity.

Southwestern University's Core Values

- ▶ Cultivating academic excellence.
- ▶ Promoting lifelong learning and a passion for intellectual and personal growth.
- ▶ Fostering diverse perspectives.
- ▶ Being true to oneself and others.
- ▶ Respecting the worth and dignity of persons.
- ▶ Encouraging activism in the pursuit of justice and the common good.

ENGAGING
MINDS
TRANSFORMING
LIVES

www.southwestern.edu/parents

The Son Also Rises: Alarm Clocks for SH

RAMEN NOODLES for the STUDENT'S SOUL

The Bridges of Williamson County

The Importance
of Being in Class

5 People You'll Meet in Cullen

000 LAUNDRY & ME 000

The JOY of COOKING for yourself