

# Austin College Bulletin 2017-2018



# Accreditation

A coeducational liberal arts college founded in 1849.  
Sherman, Texas  
Colors: Crimson and Gold



## Accreditation and Memberships

**Austin College** is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404.679.4500, at <http://www.sacscoc.org>. With the approval of the Texas State Education Agency, Austin College offers the Bachelor of Arts degree and the Master of Arts in Teaching degree. Austin College is on the approved list of the American Chemical Society and the American Association of University Women. Accreditation material is available through the Office of the President.

Austin College holds institutional membership in the American Association of Colleges for Teacher Education, American College & University Presidents' Climate Commitment, Annapolis Group, ASIAnetwork, the Association of American Colleges and Universities, the Association of Governing Boards of Universities and Colleges, the Association of Presbyterian Colleges and Universities, the Association for the Advancement of Sustainability in Higher Education, the American Council on Education, the Council of Independent Colleges, the Council on Higher Education for Accreditation, the Council on Undergraduate Research, Independent Colleges and Universities of Texas, the Institute for the International Education of Students, the Institute of European Studies, the National Association of Independent Colleges and Universities, American Association of Collegiate Registrars and Admissions Officers, Southern University Conference, and Texas Association of Collegiate Registrars and Admissions Officers. The college shelters the Iota of Texas chapter of Phi Beta Kappa.

As an equal opportunity employer and educator, Austin College does not discriminate based on age, color, disability, national origin, race, religion, sex, sexual orientation, or status as a veteran in the administration of its educational policies and programs, employment policies and practices, enrollment policies, and athletics program, as well as any other college-administered policy, procedure, practice, or program. Reasonable accommodations are made for individuals with disabilities.

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The **AUSTIN COLLEGE BULLETIN** is published by Austin College and contains available announcements about courses, regulations, and costs for the 2017-2018 academic year. The Bulletin is available online in official capacity at [bulletin.austincollege.edu](http://bulletin.austincollege.edu). The online version of the document is official and referenced whenever possible as print copies may or may not include the most up-to-date information.

The administration of the college reserves the right to make changes in the announced policies as economic conditions, efficient operation, or circumstances may require.

Cover photo by Elizabeth Oltman '12.

**AUSTIN COLLEGE BULLETIN**  
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### **Office of Admission**

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# Heritage, Governance, Mission

## A Heritage Unsurpassed...

Austin College has a heritage unsurpassed in Texas higher education, a heritage that is enriched and invigorated by innovative programs, faculty, and facilities. Based on more than 160 years of history, Austin College has a distinguished reputation for its commitment to preparing students for rewarding careers and lives of engaged citizenship.

Dr. Daniel Baker, principal organizer of the college in 1849, was a Princeton-educated Presbyterian missionary. From its founding by Brazos Presbytery, Austin College has been related to the Presbyterian Church, and that relationship has given distinctive flavor to its rich and influential history.



With General Sam Houston and Anson Jones, presidents of the Republic of Texas, on the original Board of Trustees, Austin College was granted a charter in November 1849. This charter was modeled after those of Harvard, Yale, and Princeton and is still in use today. The college opened in Huntsville and admitted its first class in the fall of 1850.

In 1876, Austin College moved to Sherman as a more promising location. The college became coeducational in 1918 and in 1930, merged with Texas Presbyterian College, an institution for women. Expansion and development were interrupted by the Depression and World War II. Beginning in the 1950s, the college engaged in extensive experimentation aimed at improving the traditional liberal arts curriculum. In 1972, the college began to install the comprehensive educational program that with some modifications still shapes the academic life and curriculum of the college.



Today, Austin College's fully networked 100-acre campus is characterized by excellent facilities that include both historical structures and modern architecture. Most recently, the newly constructed IDEA Center is a multidisciplinary building of approximately 103,000 square feet, which includes contemporary classrooms and multipurpose laboratories that support today's hands-on, experiential science curricula. The IDEA Center expands opportunities for faculty-student research and facilitates access to research and information. Native landscaping and a decorative pond offer environmental education opportunities as well as aesthetic features. The IDEA Center was awarded LEED® Gold in a rating system established by the U.S. Green Building

Council and verified by the Green Building Certification Institute (GBCI). The Betsy Dennis Forster Art Studio Complex, which houses programs in art and art history, was dedicated in spring 2008. Other recent facilities include the John A. and Katherine G. Jackson Technology Center, which supports instructional technology for faculty and students, and the Robert J. and Mary Wright Campus Center, which provides a modern home for student activities and social events.

Located within 30 minutes driving distance, the Robbie Kubela Rogers Lake Campus of Austin College is situated on Lake Texoma and is used by members of the college community for recreational activities, retreats, meetings, and camping. The college also operates five environmental research areas in Grayson County.



# General Information

## Governance

As specified by Austin College's charter from the State of Texas, the Board of Trustees has ultimate responsibility for the college's policies, resources, and programs. Through a covenant with the Synod of the Sun of the Presbyterian Church (U.S.A.), the trustees pledge that Austin College will continue to serve as an instrument for the church in higher education both by fostering an understanding of the Judeo-Christian tradition and by reflecting the values of that tradition. The Board of Trustees evaluates the operation of the institution and delegates to the president, the chief executive officer, the overall responsibility for its operation.



## Mission of Austin College

Austin College is a private, residential, co-educational college dedicated to educating undergraduate students in the liberal arts and sciences while also offering select pre-professional programs and a graduate teacher education program. Founded by the Presbyterian Church in 1849, Austin College continues its relationship with the church and its commitment to a heritage that values personal growth, justice, community, and service. An Austin College education emphasizes academic excellence, intellectual and personal integrity, and participation in community life. Thus, Austin College affirms the importance of:

- A community that through its size, diversity, and programs fosters lively intellectual and social interaction among persons of different origins, experiences, beliefs, accomplishments, and goals
- A program that does not discriminate with regard to religion or creed, gender, sexual orientation, national or ethnic origin, physical disability, age, or economic status
- A faculty that acknowledges teaching, sustained by active commitment to professional growth and development, as its primary responsibility
- A student body of committed learners, actively involved in the programs of the college and in service to the greater community
- A climate of civility and respect that encourages free inquiry and the open expression of ideas
- A non-sectarian education that fosters the exploration and development of values through an awareness of the world's religious, philosophical, and cultural traditions

The mission of Austin College is to educate students in the liberal arts and sciences in order to prepare them for rewarding careers and for full, engaged, and meaningful lives.



# Campus Life, Principles, Residence Life

## Campus Life

A community of students, faculty, staff, and administrators reflects the values of caring, respect, responsibility, gratitude, and service. The collective members identify and support the needs of the students and the program goals of the college. Not only do students have opportunities for involvement in a wide range of activities, including residence life, campus publications, religious affairs, cultural conferences, leadership training programs, social and recreational activities, service programs in the community, student organizations, intramurals, and athletics, they also participate in the administration and operation of programs.



## College Principles

In 1981, the Board of Trustees reaffirmed the college community's principles of integrity and of responsibility to shared commitments and standards. These principles continue to be vital to the operation of the college and are integral to its educational philosophy. Central to this philosophy are the concepts of individual development and responsibility, commitment to community and profession, and centrality of learning, faith, and values. The principles provide guiding ideals from which standards of conduct are derived for each of the groups that constitute the active college community—students, faculty, administrative staff, and support staff. Although the principles are common to all, their translation into specific standards, rules, and policies depends upon the special roles and responsibilities that the members of each group assume in an academic community. Professional standards and obligations further strengthen and support the principles of the whole community, which constitute the foundation of the college's judicial structure. The standards, rules, and policies of the community's four primary constituent groups comprise the cornerstones for that structure.

With the revision of the judicial system in 1988-1989, Austin College reaffirmed its commitment to the ideal of community membership, to individual responsibility, common goals and expectations, and the highest standards of integrity. The college also has recognized the special roles and responsibilities of its constituencies and has affirmed the specific standards and codes of conduct of the groups. These commitments and affirmations are expressed in two fundamental statements of principle:

### **The College Principle of Shared Commitments and Purposes**

Persons who participate in the life of Austin College—as students, faculty, or staff—are expected to support the shared commitments and purposes of the college as expressed in the Charter, the Mission Statement, and the Statement of Commitment and Principles. Individuals also are expected to abide by the shared standards of the college community and the standards and codes of conduct of their respective groups within the community. The commitments, purposes, and standards of the college and its constituent groups are central to the partnership between individual members and the institution.

### **The College Principle of Integrity**

It is the responsibility of each individual to act with honesty and integrity in personal, social, and academic relationships, and with consideration and concern for the entire college community and its members. Individuals and groups should not engage in conduct, which causes harm to other individuals or the community as a whole.

## Academic Integrity Principle

In keeping with its educational mission, Austin College places a high value on academic integrity and does not tolerate cheating and other forms of abuse of the academic process. The faculty and officers of the college assume that entering students, in accepting admission to Austin College, are aware that they will submit themselves to a high standard of academic honesty, and agree to follow the norms and procedures by which the college observes and enforces this standard.

The judicial policies of the college for students, faculty, and staff are contained in the college's Operational Guide. These policies include the "Non-Academic Code of Student Conduct," "Student Academic Integrity Policy and Procedures," "Student/Instructor Disagreements on Course-Related Issues," "Judicial Guidelines and Procedures for the Faculty," and the "Policy on Sexual Harassment, Sexual Assault, and Sexual Violence," which apply to the entire campus. The Operational Guide also includes judicial policies and procedures for administrative and support staff. The [Environment](#) (the student handbook) and [Outback Guide](#) include policy information that pertain to students. The *Outback Guide* serves as a communication tool providing faculty, staff, and students with campus-wide information including campus crime statistics, affirmative action statement, sexual harassment policy, and graduation rates.

## Statements on Harassment and Discrimination

Austin College is committed to equal opportunity and does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender, gender identity, sexual orientation, citizenship status, genetic information, status as a veteran, or any other characteristic that is protected by applicable state or federal law in its operations, employment opportunities, educational programs and related activities.

This policy applies to all applicants, students, faculty, staff, and third parties. Furthermore, the College forbids retaliation and/or any form of harassment against an individual as a result of filing a complaint of discrimination or harassment or as a result of participating in an investigation of a complaint of discrimination or harassment.

The Human Resources Director has been designated to handle discrimination or harassment inquiries regarding the non-discrimination policy.

### **Keith Larey**

Director of Human Resources  
Caruth Administration Building  
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The Title IX Coordinator has been designated to handle sex or gender-based inquiries regarding the non-discrimination policy:

### **Timothy P. Millerick**

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Title IX of the Educational Amendments of 1972 provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

# Residence Life

The philosophy of education supported by Austin College encompasses the whole person. It recognizes the importance of social and physical development as well as intellectual development. Association and interaction with individuals in the residence hall community promotes significant growth and development. [Residential living](#) and other campus-wide experiences offer intentional, active learning opportunities and events to support and encourage students' development.



Students admitted as first-year students must live in on-campus housing designated by Austin College for a minimum of six 14-week semesters, including January Term, or the equivalent of three academic years. Students admitted as transfer students must live in on-campus housing designated by Austin College for a minimum of four 14-week semesters including January Term, or the equivalent of two academic years.

Each long semester during which a student is enrolled full time studying abroad in a location that is approved and documented by Austin College will count toward the number of semesters necessary to fulfill the Austin College residency requirement.

All students residing in on-campus housing are expected to be enrolled for the full-time equivalent of no less than three courses. Students residing in on-campus housing must subscribe to a meal-plan membership as provided by the college. All entering new students (freshmen) will be assigned at least a 7-day meal plan.

Exemption to the college residency requirement may be granted for those full-time students who are either married or have legal custody of a child that lives with him/her. Students who are 24 years of age or older at the time of matriculation will be granted a waiver of the Austin College residency requirement. Such exemptions will be granted upon receipt of related documentation and the completion of the Austin College Intent to Live Off-Campus form. For further information, refer to the Financial Aid section.

There are five residence halls on campus. Caruth Hall is designated as a women's residence, while Baker houses male students. Dean Hall, Clyce Hall, and Jordan Family Language House are coeducational residences. The college operates Bryan Apartments, The Flats at Brockett Court, Johnson 'Roo Suites, and The Dr. Marjorie Hass Village on Grand, which are available to juniors, seniors, and graduate students.



## Assignment of Rooms

A housing application is sent after an applicant has paid the matriculation fee. However, before making the actual residence hall assignment, the college must have received the student's eighth semester high school transcript, the deposit, a housing contract, and the Myers Briggs inventory. Notifications of roommate assignment generally occur by the middle of June.

## Description of Rooms

Most rooms in the residence halls are double occupancy, with the cost higher for a single room, if available. Freshman and sophomore students are expected to have roommates. Each room is furnished with the following items per occupant: a single bed, desk, chair, chest, wardrobe/closet, and a high-speed computer network port along with wireless Internet. Students must provide all linens and any

other accessories. Free laundry facilities exist in all residential facilities. All correspondence concerning assignment of rooms in the residence halls should be addressed to the [Student Life Office](#).

## Residence Hall Staff

Residence halls are staffed by professional area coordinators, student resident assistants (RAs), and student resident managers (RMs). Area coordinators live in one of the residential facilities that they supervise and are responsible for the overall operation of the halls. RAs are generally assigned to living areas that have a concentration of first-year students so that they can facilitate adjustment to college by serving as a positive peer influence. RAs assist all students in the residence hall with a range of concerns. Resident managers staff Jordan Family Language House, Johnson 'Roo Suites/Bryan Apartments, and The Flats at Brockett Court. The staff, as well as the hall councils, assists in providing social activities, recreational events, educational programs, and other experiential learning opportunities that encourage student success.

## Residence Hall Government

All residence halls are organized using a similar general pattern. The elected hall officers represent residents in planning social functions, designing and maintaining an environment conducive to living and learning, and working to secure the extra services or equipment requested by the residents. The Residence Hall Council assumes some of the responsibility for the organized activities of the hall/complex by implementing guidelines and for helping to enforce regulations within the hall. Additional information about residence life can be found in the student handbook, [Environment](#), on the Austin College website, or by contacting the Student Life Office.

## Athletics

Austin College encourages competition in [intercollegiate athletics](#) and participation in intramurals, club sports, and outdoor recreation, and considers these activities an important component of the college's educational program. The college affiliates nationally with the NCAA Division III and competes as a member of the [Southern Collegiate Athletic Conference](#) (SCAC) an athletic conference comprised of national liberal arts Division III colleges in California, Colorado, Louisiana, and Texas.



Intercollegiate varsity sports for men include football, baseball, basketball, tennis, swimming and diving, cross country, distance track, and soccer. Similarly, women compete in basketball, cross country, distance track, volleyball, tennis, swimming and diving, soccer, and softball.

Students will have access to financial aid for college without the obligation of an athletics scholarship. All decisions concerning financial aid in any form are made without regard to student athletic ability or participation. Each intercollegiate participant must meet all NCAA Division III eligibility standards and must be a full-time student. Students are not eligible to represent their team in intercollegiate athletic competition during the period of any type of probation or deferred suspension, unless a specific exception was included in the written notice of probation or deferred suspension.

In addition to physical activity courses and athletics, students may participate throughout their college years in various recreational and intramural activities. Intramural programs in a variety of sports and other leisure activities exist for both men and women throughout the year.

## Religious Programs

Austin College's historic and ongoing relationship to the Presbyterian Church (U.S.A.) may be most fully seen through discussion of what that relationship enables the college to offer—to students, to the church, and to the world. In addition to being well-informed critical thinkers, graduates should be ethically, socially, and spiritually mature.

For this reason, Austin College provides a variety of religious life programs that encourage spiritual growth and seek to meet the spiritual needs of the entire community. Through weekly worship services, Bible studies, discussion groups, lecture series, and other activities involving Christian and non-Christian students, the religious life program seeks to support and take seriously the spiritual lives and growth of all students.

The religious life program also includes the Service Station, a student-led program that coordinates participation by Austin College students, faculty, and staff in community service projects.

The religious life program includes the [ACtivators](#), a group of students who provide leadership for regional and national Presbyterian Church (U.S.A.) youth ministry events, as well as the regular publication of the *AColyte*, a “Journal of Faith, Doubt, and Other Things at Austin College.”

Benefactors have endowed two religious lectureships. The Robert Girard Lowe Lectures and the Shem Cunningham Lectures bring to the campus outstanding leaders.



## Other Opportunities for Participation and Involvement

### World Affairs

Through service projects and work programs, students participate in world affairs educational opportunities. Descriptions of many summer service opportunities are on file in the Office of Church Relations and Religious Life. These may be examined and discussed with the college chaplain. Additional information about field studies and off-campus credit programs is available in the section Off-Campus Opportunities, which also describes opportunities for study abroad.



### Lectures and Convocations

Austin College seeks to provide a balanced program of lectures addressing subjects of interest and controversy to Austin College students, faculty, staff, and to particular groups within the Austin College community. Most lectures are open to the public. Formal convocations, the occasion of major college ceremonies, i.e., Opening of School, Honors Convocation, Baccalaureate, Commencement, etc., are designed for members of the entire community as a celebration of their life together.

## Cultural Programs and Groups

Theatre productions, music ensembles, lectures and public programs, and art exhibits offer students opportunities for cultural appreciation and involvement. Other programs that help fulfill various needs of the college community include Homecoming events, the Sherman Symphony Orchestra, and the Community Series, cultural programming sponsored by the college and the Sherman Musical Arts Council.

Additional information about opportunities for involvement in cultural activities can be obtained by contacting the faculty chairs of the art, music, and theatre departments.



### Service Station

The [Service Station](#) is a student-run office that promotes the involvement of all Austin College students in volunteer and community service efforts. The program is administered by a student board that works to identify and promote service opportunities and to match interested students and student organizations with individuals and groups who need assistance. For further information, contact the Service Station on the first floor of Wright Campus Center.

## Campus Publications

The college publishes a magazine, an online campus newspaper, a literary magazine, and a student research journal. These publications offer opportunities for creative expression and contribute to the cultural awareness of the college community.

Student publications at Austin College are governed by policies set by the Student Publications Committee of the college. The *Austin College Observer*, the campus online newspaper, is directly responsible to this committee. *Suspension*, the literary magazine, and *Acumen*, the student research journal, come under these same policies, but are under the direction of the English Department with a member of that department serving as their advisor.

While these publications are funded primarily by student activity fees and the sale of advertising, each publication still is considered a work of the college and the parameters of editorial policy are decided by the Student Publications Committee, with responsibility delegated to the editor and advisor of each publication to operate within the parameters. The president of the college, as publisher, has ultimate authority over the publications and their contents. However, unless extreme circumstances warrant intervention, the Student Publications Committee, the editors, and advisors retain such rights as described above.

## Student Support

### Counseling Services

[Counseling services](#) on a short-term basis are available to assist students in dealing with personal issues and emotional concerns. Individual counseling sessions, self-help resources, and workshops on various topics are offered on campus to assist students with their psychological well-being and individual development. Students may use this service by making a confidential appointment at the Adams Center. There are no fees for these services. The counselor also is available as a resource for referral information on area professionals for long-term counseling.

# Academic Skills Center

The [Academic Skills Center](#) (ASC) is committed to promoting an environment that fosters academic and personal growth. Services assist students to meet challenges in specific coursework as well as provide opportunities for skill development required for graduation and professional school admission. The ASC provides educational guidance through course-specific tutoring, personal academic coaching, as well as programs and services for students with disabilities, students in transition, and international students.



The ASC provides free individual tutoring, group study sessions, and workshops designed to strengthen reading, writing, and study skills. Content area tutoring is available in courses such as biology, chemistry, calculus, economics, foreign language, and more. Writing assistance is available for students needing help at any stage of the writing process. As students prepare to apply to graduate schools, they can receive feedback on application letters for colleges, scholarships, and fellowships.

The ASC also supports the academic interests of international and transfer students transitioning to Austin College by offering meaningful activities designed to connect them to campus resources and assist them with strategies that encourage persistence. The ASC facilitates orientation and other programming efforts for both transfer and international students. The professional staff of the ASC offers academic coaching to develop students' class management techniques, organizational skills, and other strategies needed to persist in an academic environment.

In addition, the director coordinates support for students with documented disabilities in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act-Amendments Act. The goal of the disability support program is to develop students' self-advocacy skills required for academic and personal success. The programs and services offered through the ASC help students develop the learning skills and study habits they need to be successful. All students, regardless of classification or level of accomplishment, can benefit from the services provided by the Academic Skills Center.

## Career Services

The mission of Austin College [Career Services](#):

- \***Seek.** Provide students with a framework and tools to assess strengths, interests, and values.
- \***Connect.** Guide students in their career development through occupational exploration, experiential learning, reflection, and networking.
- \***Build.** Teach and coach students to implement strategically their liberal arts education and personal career goals in an ever-evolving world.

Ideally, students will begin this process in their first year of college, continuing over the course of their academic careers. Upon graduation, they will emerge with the requisite career/life planning skills, prepared to implement their educational experiences in the professional world.

In addition to individual advising, Career Services offers regularly scheduled workshops and sessions tailored to students' needs using specifically designed programs for freshmen, sophomores, juniors, and seniors. The Four Year Plan offers a student guidance on different ways to engage in career planning throughout their time at Austin College.



Career resources include career development literature, an informative website, and specific job and internship listings posted on Roo Connect, Job and Internship posting system. Career Services also provides access to FOCUS2 On-Line Career Management System. This program is available online and assists in assessing interests, personality, values, and skills identifying possible occupations related to a student's profile. Career Services coordinates visits by employment recruiters and graduate/professional schools, giving undergraduates, employers, and schools a forum for interaction and discussion. Alumni also provide a great resource for Career Services through RooVisors, Austin College's Career Advisor Network. Students can contact alumni in different career fields to receive mentoring through Career Consultations, scheduled Resume Critiques, and Mock Interview assistance. In addition, Career Services conducts studies in employment patterns of graduates to assist current students in predicting what opportunities may be available for them.

Experiential learning opportunities are an integral way for students to gain insight into the world of work, explore vocation, and participate in servant leadership. Through Career Services, students may receive assistance in developing these off-campus experiences through the Career Study Off-Campus program, an academic internship program, and the GO Global Outreach Fellowship, an opportunity to serve abroad in the summer. Additionally, the service provides guidance on finding additional internship opportunities. More information about these unique experiential programs may be found under Off-Campus Opportunities of this *Bulletin*.

## Health Services

Health Services in the Adams Center is staffed by a registered nurse to assist Austin College students in meeting their health needs. There is no charge for office visits with the nurse. Local physicians conduct medical clinics in the Adams Center. Specialties include family medicine and GYN. There is a small charge for physician appointment. The [physician clinic schedule](#) is available on the Austin College website. Students are responsible for the cost of any prescription medications, laboratory, x-ray, or other outpatient services ordered.

**Health Form Policy:** The health forms packet is sent after the admission deposit is paid and must be completed and returned to the Adams Center, Suite 61629, prior to matriculation for new or returning students. This packet includes the following:

- Comprehensive Student Health and Disability Form
- Documentation of a physical exam completed during the previous year
- Documentation of the required immunizations, including proof meningitis vaccination and a negative TB test within one year of entry (if positive TB test, confirmation of negative chest x-ray or treatment is required).
- Authorization
- Insurance Waiver
- Insurance Brochure

*A Texas State Law effective 1/1/12 requires all New and Transfer Students to have documentation of receiving a Meningitis Vaccine at least 10 days prior to start of the semester. A booster is required if immunization was more than five years prior. The only exceptions to this State Law are 1) if student is 22 years of age or older (effective 1/1/2014) 2) or by declination affidavit. More information about a possible exemption can be found on the [Austin College Health Services website](#).*

Each student is required to submit proof of health insurance. A family policy may provide this coverage, in which case a waiver must be [submitted online](#). When family health coverage is not available, Austin College offers a policy through third party vendor. Information about [student health insurance](#) is available on the Austin College Health Services website. The student's account will automatically be billed for the health insurance policy if proof of insurance is not provided prior to matriculation. Contact Health Services at 903.813.2247 if you have questions regarding insurance.



## Library Services

[The George T. and Gladys H. Abell Library Center](#) has played and continues to play an essential role in a student's experience at Austin College since its opening in 1986. Four librarians, an archivist, and six support staff provide guidance in the use of library resources.

Upon entering the library, one immediately sees "From the Center," a metal and wood sculpture by internationally renowned artist James Surls. It is here that the Abell Library Commons begins. The Commons is not just one place on the library's first floor, but rather a series of spaces designed for collaboration or for contemplation.

There are tables organized around a large screen monitor with connectors for up to four computers permitting study groups or class teams to collaborate; a large screen presentation area with semi-circular seating; and several lounges arranged for single and group seating. Also in the library is a Texas courtroom replica used by the college's Advocacy Team to prepare for competitions and available for other programs. A popular area late at night is the Extended Study Room, with its computers and printers, and its availability to students by card access after the library closes. Wi-Fi can be found throughout the building.

The library's second floor is designated a "Quiet Area" where students can expect noise to be kept to a minimum. There are reading and study areas, group study rooms with audiovisual equipment, individual carrels, a hands-on computer classroom, a group instruction classroom, and the Archives and Special Collections Suite.

Reference services are available during most hours the library is open. Also, questions can be submitted by email or via the **Ask-a-Librarian** button on the [Library's website](#). An active instruction program offers guidance in the efficient and effective use of available resources and services for all students.

The library's resources include a book and bound periodical collection of more than 225,000 volumes, a media collection of more than 6,000 items, and subscriptions to several thousand print and electronic periodicals. Classroom faculty members and librarians carefully select these materials to support the academic programs and intellectual interests of the college community. The library's website provides access to the library's catalog and to electronic resources, free and subscribed, available to all students, staff, and faculty on campus and via authentication off campus.

The library's holdings are supplemented by cooperative arrangements with other institutions and organizations, such as TexShare, a statewide initiative of the Texas State Library and Archives Commission. Abell Library also participates in the consortium of the Texas Council of Academic Libraries (TCAL) and the Oberlin Group, a national organization of liberal arts college libraries. Participation in these groups expands the range of services with borrowing privileges at other institutions, including interlibrary loan, and access to many scholarly databases that students and faculty find important.

# Information Technology

The College maintains a reliable and high performing technology environment that is flexible and supportive of the goals of academic and administrative departments and for student academic research functions.

Many faculty members use computing extensively in teaching and research activities both inside and outside of the classroom. Many classrooms have been equipped with the latest technology and media devices to enhance the learning experience. Students are exposed to and trained in the use of computers beginning with Communication/Inquiry and continuing with discipline-specific applications in other courses. Software applications specific to academic functions are available through the campus network and Internet. Applications include software development tools for computer science, geographical information software for the sciences, mathematical/measurement for physics, music and digital movie production for communication arts, statistical analysis for social sciences, and instructional tools for the Education Department, to name just a few.



The campus-wide network connects all buildings and includes a reliable wireless and wired network throughout campus. All residence hall rooms include a wired network port as well as full wireless coverage. A fiber connection provides a high-speed connection to the Internet for the campus.

Computers are provided in labs for student use in academic buildings, residence halls, and Wright Campus Center, with many providing access 24/7. These labs also provide the ability to print and many include specialty software used by the different academic disciplines.

## Academic Computer Labs and Training Rooms

### Abell Library

- Abell Extended Studies (24-hour access)
- Abell Library Lab
- Abell Instructional Classroom

### Forster Art Complex

- Forster Multimedia Lab

### Hopkins Center (reopened in August, 2016)

- Morris Conference Suite and Laptop Lab
- Social Science Lab (located in Moody)

### Ida Green Communication Center

- Multimedia Lab

### IDEA Center

- W.M. Keck Numeric and Graphics Computing Laboratory

- Computer Lab #120
- Physics Lab #159
- Physics Lab #162
- Advanced Electronics Lab

### Jackson Technology Center

- Technology Center

### Jordan Family Language House

- Jordan Lab #101
- Jordan Lab #103

### Temple Learning Center

- Temple Educational Lab

### Wright Campus Center

- Kangaroo Computer Lab (24-hour access)
- Hallway Computer Station

## Electronic Access

All students are provided with network credentials (username and password) to access student systems and services, the wireless network, and the internet. The services provided to each student include an email account, a student portal that brings together many useful services, personal drive space to store documents, the learning management system, anti-spam tools, WebHopper (to register, access grades, etc.) and a variety of other systems and services. The same unique username and password will be used to access all systems throughout your time at Austin College. Personal computers, smartphones, tablets, and gaming devices are all supported on the campus wired and wireless network but must be registered in order to gain access to the network. Wireless printing is also available from personal computers.

## Support Resources

Support for all technology questions or issues comes from the various IT groups: Administrative Computing, Infrastructure, Technology Support, and Web Services, all located in the [east end of Jackson Technology Center](#), just west of Wright Campus Center. The center is also equipped with specialty hardware, software, and instructional devices for individual or small group learning in a collaborative environment. The campus Help Desk is located here, and can be contacted through email, phone call, or a visit. Anyone in the campus community can use the services of [Information Technology](#) staff members.

## Dining Service

Austin College [Dining Service](#) provides a wide variety of food choices to meet the needs of today's active college student. Meal plans are contracted through the Student Life Office. Any change to the selected meal contract must be made on or before the Friday prior to the 12th class day. As part of the on-campus experience, all resident students are required to have a dining plan membership. There are two options available depending upon student classification: Seven-Day Unlimited Access and the Five-Day Access. Students must present a valid ID to have access to the dining facility. Access will be granted only to the authorized cardholder.

## Meal Plan Options

Plan	Meal Options	Target Students
Seven-Day Unlimited Access	Unlimited dining access every day with \$75 Hopper Dollars per semester.	Required for first-year residential students. Option for all residential students.
Five-Day Unlimited Access	Unlimited dining access Monday-Friday with \$75 Hopper Dollars per semester.	Minimum plan required for residents of traditional residence halls or Johnson 'Roo Suites. All sophomores living on campus are required to at least be on a 5-day plan.
Block 75	Allows 75 entries into the cafeteria during operating hours with \$75 Hopper Dollars.	Option for Students in the Flats*, Bryan Apartments*, or the Village*.
Block 50	Allows 50 entries into the cafeteria during operating hours with \$100 Hopper Dollars.	Option for students in the Flats*, Bryan Apartments*, or the Village*.
Block 15	Allows 15 entries into the cafeteria during normal operating hours.	Option for students in the Flats*, Bryan Apartments*, or the Village*.

\* Residents of these communities can also purchase the Seven- and Five-Day Unlimited Access Plans.

## Hopper Dollars

Students participating in the meal program will have Hopper Dollar accounts that may be used for purchases in the Kangaroo Coffee Shop, Hopper Store, Pouch Club, and dining hall. Hopper Dollars may not be used to purchase beer or wine in the Pouch Club. Hopper Dollars are credited to the student's meal plan on the first class day of the semester. Any Hopper Dollars remaining from the first semester are automatically credited to the second semester of the same school year. Unused Hopper Dollars do not transfer from one academic year to the next. Additional Hopper Dollars may be purchased at any time in the Food Service Office in Wright Campus Center, Room 117.



## Mail Services

Mailing and Printing Services is equipped to do a variety of duplicating jobs, as well as large or small mailings. Services include color and black and white copying, lamination, faxing, Express Mail, Federal Express and UPS shipping. This office is located adjacent to the Campus Post Office.

There is a fax machine located in Mailing and Printing Services for receiving and sending messages. The incoming fax number is 903.813.3199. If you receive a fax, you will be notified by a notice in your mail box. There will not be a charge for the first page; however, a \$0.25 fee will be charged for each additional page. The fee for sending a fax is \$1.00 for the first page and \$0.50 per page thereafter.

The [Campus Post Office](#), a component of Mailing & Printing Services, maintains domestic stamps, weighs and mails packages, including Express Mail, certified and return receipt letters. International letters and printed matter may be mailed at the Campus Post Office if they weigh 13 ounces or less, but packages weighing over 13 ounces require custom forms and must be mailed at a U.S. Post Office such as the Sherman Post Office. Although the Campus Post Office is not an official Post Office Sub-Station, it does have regular pickup and delivery of U.S. Mail. The Campus Post Office also ships Federal Express or UPS packages up to 50 pounds. Packages weighing more than 50 pounds should be taken to the appropriate shipper terminal. The Campus Post Office is not permitted to insure shipments; therefore, if an item requires insurance, it must be taken directly to the U.S. Post Office, Federal Express or UPS office.

The Campus Mail Center does not accept cash to be delivered to anyone on campus. If you need to pay someone cash please do so in person. The Mail Center will not be responsible for any money lost or stolen if it was sent through the Mail Center.

All Austin College students are assigned a mailbox and issued a combination for their mailboxes at the time of registration. Mail is delivered daily and students are strongly encouraged to check their boxes each day since the College uses campus mail for official communication with students (including course registration materials, etc.). In order to assure prompt delivery of your mail, use the following address format for your incoming correspondence and packages:

**YOUR NAME  
AUSTIN COLLEGE  
900 N GRAND AVE STE XXXXX  
SHERMAN, TX 75090-4400**

Please do not use nicknames on your correspondence or packages. The Campus Post Office only recognizes the name that you registered with at the beginning of the semester. Failure to use the format above or using nicknames can result in up to a 48-hour delay of your package.

Packages shipped to correspond with the beginning of a new semester should be shipped to arrive approximately two weeks prior to the beginning of that semester. Please make sure each package does not weigh over 50 pounds.

Alcoholic beverages or any illegal items prohibited by state law will not knowingly be received or shipped from the Campus Post Office.

No profit-making or personal-gain businesses may be conducted from Austin College mail boxes.

When a student receives a package, a notice will be placed in a student's mailbox. The student must present this notice at the window before picking up the package. Students will have a total of 21 days to pick up their packages. After 10 days, a second notice through campus mail and an email will be sent advising the student the package will be returned to sender on the 21st day if it has not been picked up.

## **On-Campus Communication**

No communication will be accepted on paper less than 3 inch x 5 inch.

Mailings of 10 or more pieces should be in numerical order by mailbox numbers.

The College discourages the use of mass mailings, which are defined as mailings that are sent to more than 10 individuals. Exceptions to this guideline can be granted by the director of Student Life (for student mailings), the vice president for Academic Affairs (for faculty mailings), and the Office of Human Resources (for staff mailings).

Only chartered organizations are allowed to place mass mailings in campus mailboxes. These communications must be identified by the name of the organization. These mailings still require approval from the Student Life Office. These mailings should be presented to a Campus Post Office employee and be in numerical box order.

Anyone with permission to distribute questionnaires which require an answer to be returned through campus mail should alert the Campus Post Office so a separate box can be provided. Student Organizations using campus mailings smaller than stated sizes should refer to the Student Organization Handbook for additional information.

## **Non-Liability of College for Injury or Loss**

In order to provide a well-rounded educational program as distinguished from one confined just to classrooms and laboratories, the college sponsors many programs and activities ranging from collegiate and intramural athletics to various off-campus programs and events, which, as with other activities of life, involve possibilities of personal injury, loss of personal property, or both. While the college provides some degree of supervision and counseling, it is unable to assume the risk of injury or loss to individuals. Participation in these programs and events, beyond classrooms and laboratories, is voluntary, and participants, along with their parents or legal guardians, assume all risk of personal injury, loss of property, or any other type of loss.

It is to be understood that the participant and parents or guardian of the participant release and discharge Austin College, a corporation organized under the Non-Profit Corporation Act of the State of Texas, its trustees and

officials, the directors of any such programs, the cooperating colleges and institutions, the drivers and owners of cars, and the heirs, successors, and assigns of the aforesaid parties, jointly and severally, from any and all actions, causes of action, claims, demands, damages, costs, loss of services, and expenses on account of or in any way growing out of, and all personal injuries and property damages, or loss of any kind or degree by reason of any accident or occurrence while the participant is engaged in any such activity, whether on or off the campus.

All students who are 18 years of age or older are required to sign a General Release of Liability statement. For students who are under 18 years of age, the statement also must be signed by the parent or guardian of the student.

## **Legal Policy**

Each student at Austin College is expected by the college to act as a responsible and honest citizen and adult. Austin College expects its students to obey all local, state, and federal statutes. However, the college is not the enforcement agency for these statutes. It is the intent of the college to work cooperatively with all legal agencies. Through this cooperative relationship, both Austin College and each legal agency have the opportunity to carry out their separate functions to a more worthwhile and beneficial degree. The student handbook includes a detailed statement of philosophy and procedures for the legal policy.

## **Smoking Policy**

Austin College is a “clean air” campus. All campus facilities are non-smoking. Smoking is permitted in designated areas only.



# Admission and Financial Information

The Office of Admission and the Office of Financial Aid provide assistance and consultation for prospective students and their parents regarding college choice, admission requirements and procedures, and financial aid policies and procedures.



## Requirements for Admission

Careful and individual consideration is given to each applicant for admission to Austin College. Admission is based upon a holistic review of scholastic performance plus individual qualities and experiences that influence the candidate's likelihood for success at Austin College. Austin College accepts the Common Application, used by over 650 national selective colleges and universities, and the ApplyTexas Application.

Applications are available online at the [Common Application](#) and at [ApplyTexas](#), respectively. You may also access these sites through the [Austin College website](#).

## Admission of Freshman Applicants

Freshman candidates for admission should begin their applications for admission by the fall of their senior year in high school. Detailed information about the freshmen admission and scholarship application processes is [available online](#). Credentials of primary importance in admission consideration include:

- **High School Record:** Graduation (or expectation of graduation) from an accredited secondary school, or from a home school. Applicants should complete at least 15 high school academic units with the recommended distribution of: English, 4; mathematics, 3 to 4 (including geometry and algebra II); science, 3 to 4 (including 1 to 2 lab sciences); foreign language, 2 to 4 (at least 2 of the same language); social studies, 2 to 4; and fine arts, 1 to 2 units. Applicants should provide a transcript of high school work completed through the junior year with a list of courses to be taken in the senior year.
- **Standardized Test Scores:** Students admitted to Austin College typically score well above national averages on the College Board SAT or ACT. Austin College accepts scores from either the SAT or the ACT with the writing test. In the review process, the college considers the highest subtest scores from all testing dates. Test results are evaluated in conjunction with the applicant's high school record.
- **Expository Writing Paper:** In lieu of SAT/ACT score(s), test-optional applicants need to submit a graded expository writing paper, which should include teacher comments and final grade.
- **Personal Qualities:** While academic preparation is of primary concern, Austin College seeks students who will contribute to the campus community personally as well as academically. Personal qualities are assessed through evidence of extracurricular involvement in school activities, athletics, community service, church activities, or employment; recommendations from counselors and teachers; and the essay portion of the application.

First-time in college students often earn dual credit (i.e., any college-level coursework taken during high school) or Advanced Placement (AP), International Baccalaureate (IB) credit, or international Advanced Level (A Level) credit (i.e., credit by exam taken as a result of high school course work) that can apply to the Austin College curriculum and increase their official classification beyond that of a "freshman" student (see Academic Regulations – Course Credits and Classification). However, it is important to note that first-time in college



students are required to abide by the policies and requirements set forth for a traditional freshman student to ensure a successful transition into the Austin College community.

## **Admission of Transfer Applicants**

Transfer candidates for admission should complete the Common Application or the ApplyTexas Application. Applications are found online at the [Common Application](#) and at [ApplyTexas](#), respectively. Detailed information about the transfer admission and scholarship application processes is [available online](#).

Applicants in good standing at any accredited two- or four-year college or university can be considered for admission to Austin College as a transfer applicant. The most competitive applicants for admission typically have earned a 3.00 or better grade point average. Transfer applicants are considered throughout the year on a rolling admission basis, and students will be notified of admission decisions as applications are completed.

Please note that the recommended deadlines are January 15 for spring admission and August 1 for fall admission. In addition to completing the Common Application or ApplyTexas, transfer applicants also must submit official academic transcripts from each postsecondary institution attended. All transfer applicants should submit their final high school transcript or G.E.D. Applicants with less than 30 semester credit hours (eight Austin College course credit units) must submit official SAT or ACT score reports. Applicants must also submit one letter of recommendation from college professor or advisor.

## **Admission of Special Students**

**Cooperative Degree Plan in Engineering:** No special application is necessary for admission to this program. Freshman students may enroll in this plan at the time of registration. (Refer to Pre-Engineering in the Pre-Professional Preparation section.)

**Veterans:** Veterans planning to study under the benefits of Public Law 550 or others should address inquiries to the Registrar's Office.

**Non-Degree Special Students:** Persons who give evidence of maturity, earnestness of purpose, and adequate preparation may be admitted to individual courses without becoming candidates for a degree. They should apply for admission to the Registrar's Office. A non-degree or a part-time student cannot participate in intercollegiate athletics or represent the college in any official capacity or receive any type of financial aid including federal, state, institutional, or alternative loans.

**Auditors:** Individuals who wish to audit a course may be admitted with the approval of the registrar and consent of the instructor. Auditors do not receive special instruction or special attention from the instructor. They do not earn credit in the work pursued but the audit course is listed on the auditor's transcript. The fee for auditing is listed in the College Costs section of this *Bulletin*.

**Graduate Study:** Requirements for admission to studies leading to the Master of Arts in Teaching degree are defined in the section on the Austin Teacher Program.

**Summer Session:** Students who are not in the regular program of the college should apply for admission to the Registrar's Office.

## Admission Decision Plans and Deadlines

All admission credentials for fall freshman applicants must be received in the Office of Admission by one of the following deadlines: November 1 for Early Decision; December 1 for Early Action I applicants; January 15 for Early Action II applicants; and March 1 for Regular Decision applicants. Students who apply for admission after March 1 will be considered on a space-available basis. Scholarship deadlines are listed on the Austin College website.

**Early Decision:** Early Decision is a binding agreement for students who have identified Austin College as their first-choice college. Students may apply to other universities, but may only have one Early Decision application pending at any time. If admitted, students must enroll in Austin College and withdraw all other applications, provided they are offered sufficient financial assistance, if required. Students intending to apply Early Decision must submit their application and all required documents by November 1. A non-refundable deposit of \$350.00 is due by February 15.

**Early Action:** Students who would like to receive early notification regarding their application for admission may apply under the Early Action plan, completing their application by December 1 (Early Action I) or January 15 (Early Action II). Notification of admission status will be mailed by January 31 or March 1, respectively. Early Action does not carry a binding commitment to accept an offer of admission. If admitted, Early Action applicants are encouraged to pay the required \$350 matriculation deposit as soon as they have finalized their college decision. The deposit is required by May 1 and is refundable until this date.

**Regular Decision:** Students who apply for admission after the Early Action deadlines are classified as Regular Decision applicants. Those students who submit all required application materials by the March 1 admission deadline will be notified of their admission status by no later than April 1.

**Rolling Admission:** Regular Decision applicants applying after March 1 will be considered on a space available basis and typically receive notification of their admission status after April 1 or within two to four weeks of completion of all application materials.

**Early Admission:** Austin College accepts applications from qualified students who seek Early Admission. Normally, these students will be classified as second-semester juniors in high school at the time of their review for possible admission to Austin College. The college welcomes such applications with the understanding that successful candidates display a high degree of social maturity and present strong academic credentials. An admission interview and a letter of recommendation from a parent or guardian are required in addition to standard admission materials and requirements. Students desiring Early Admission should take the SAT or ACT prior to applying for admission.

Financial aid is available to Early Admission students if they are determined eligible after completion and analysis of the Free Application for Federal Student Aid (FAFSA). However, it is mandatory by law that the students pass an independently administered standardized exam approved by the Department of Education. Both the ACT and SAT exams are approved for this purpose, if administered on one of the national test dates by a testing authority other than Austin College.

**Deferred Admission:** Austin College may judge an applicant to be a viable candidate for admission while requesting further information toward enhancing the applicant's chances for admission. In such cases, an applicant may be sent a letter stating the Admission Committee would like to defer final judgment on admission in order to provide the applicant an opportunity to arrange an admission interview or to submit, for example, an updated academic transcript, new standardized test scores, or additional letters of recommendation.

**Waiting List Status:** Because more qualified students apply for admission than can be offered admission, some applicants are initially neither offered nor denied admission. Instead, they may be offered a place on a waiting list for admission. If space still is available after the college is notified by admitted applicants of their college choice, admission may be offered to students placed on the waiting list.

A decision regarding the status of students on the waiting list is made as close as possible to the May 1 candidate reply date, though students are provided formally an update of their status by May 15, June 15, and August 1. Applicants accepting an offer to be on the waiting list are strongly encouraged to reserve an offer of admission at another institution and must be prepared to forfeit the matriculation deposit required by most institutions should they be offered admission by Austin College after May 1.

**Matriculation Deposit after Acceptance:** Students who accept the college's offer of admission must pay a \$350 matriculation deposit. (For explanation of deposit, see College Costs section.) In addition, the applicant should return the Commitment of Academic Integrity form included with the acceptance letter, which indicates an understanding of the general educational approach and concepts of Austin College and the willingness to commit oneself to the College Principles as basic to the operation of the college community.

## Application of Previously Earned College Credit

**Advanced Placement (AP):** Austin College will grant one course credit unit for scores meeting designated thresholds advanced placement examinations given by the College Entrance Examination Board (CEEB). Detailed information related to score thresholds may be found at the [Registrar's Office website](#) under College Course Credit.

**College Level Examination Program (CLEP) Tests:** Credit also may be granted by scoring the satisfactorily CLEP subject level tests and paying the required fees. Detailed information may be found at the [Registrar's Office website](#).

**Concurrent or Dual Credit:** Austin College accepts college credit earned while still in high school through concurrent or dual credit enrollment when a grade of C or better was earned and Austin College offers a corresponding course that matches the course taken. For additional information, contact the Registrar's Office at [registrar@austincollege.edu](mailto:registrar@austincollege.edu).

**Language Placement Testing:** A student who is placed by Austin College into the 202 level of a modern language or higher as the first college-level course in that language and who completes this with a satisfactory grade (S, C, or above) also will receive one elective credit. This credit may not count toward the minor or the major. At the point of enrollment, admitted students can complete Language Placement Testing at many college enrollment events or in the Registrar's Office. See more information about the Language Competency Requirement in the Academic section under General Degree Requirements.

**International Baccalaureate (IB):** Austin College will grant one course credit unit for scores meeting designated thresholds advanced placement examinations given by the Higher Level examination of the International Baccalaureate program. The Registrar, in consultation with the department concerned, determines how the credit is to be identified on the student's permanent record. Credit may be given for a score of four on a Higher Level examination at the department's discretion. Credit is not normally given for Subsidiary Level examinations. Detailed information may be found at the [Registrar's Office website](#) under College Course Credit.

**A-Level Credit from General Certificate of Secondary Education:** One course credit unit will be given for letter grades of A or B on the Advanced Level from the General Certificate of Secondary Education for subjects

in which AP and IB credit is granted (see above). Only credit from the Advanced Level will be applied. Official “General Certificate of Secondary Education” must be submitted to the Registrar’s Office for consideration.

**Credit Application to Curriculum:** A minimum of 17 Austin College course credit units (including eight of the last 11 course credit units) must be earned for the degree (see Academic Regulations – Course Credits and Classification for more information about the Austin College credits system). A maximum of 68 semester credit hours may be transferred from AP/IB credits and accredited two year and four-year institutions. Students may transfer into Austin College up to four courses in the Breadth Dimension. Students must take half of coursework required in each division of the Breadth Dimension at Austin College. A list of transfer courses and AP/IB scores that satisfy the Breadth Dimension is available in the Registrar’s Office and webpage. Only transfer credits completed prior to matriculating at Austin College can be used to satisfy the Breadth Dimension. Transfer coursework completed after matriculating at Austin College may meet requirements in the major, minor, or as electives with department approval. Credits presented from other institutions consistent with the academic objective of Austin College in which the student earns a grade of C or higher will be converted to course credit units at the rate of four semester hours being equal to one Austin College credit. Students may petition for individual approval of a transfer course not normally accepted at Austin College. Students must provide a syllabus or complete course description and specify how the course is relevant to their planned degree program. No official evaluation of credit can be given until official transcripts of all colleges attended have been submitted to the Office of Admission. An evaluation of transferable credits and determination of subsequent requirements for graduation from Austin College can be made prior to matriculation through the Registrar’s Office.

## College Costs

Austin College is a private institution and receives no direct support from taxes or other public funds. Austin College’s primary revenue source is tuition. Other sources of revenue include income from endowment, contributions by Presbyterian churches, and gifts from alumni and other friends who recognize the value of the educational program of Austin College.

## Deposits

**Undergraduate Students:** Applicants pay a \$350 matriculation deposit upon acceptance of an offer of admission. The deposit reserves an enrollment space and a room in a residence hall. The deposit should be paid by May 1 if entering in the summer or fall term and by January 15 if entering in the spring term. Deposits are non-refundable after each of these dates. Deposits paid after these dates are accepted on a space-available basis.

Once the applicant enrolls, \$150 of the deposit is used as a registration fee; the remaining \$200 of the matriculation deposit is held as a general deposit and is used to satisfy charges for loss or damage (including unusual cleaning costs to any college property) for which the student is responsible. The \$200 deposit will be refunded, less charges for amounts due, following graduation.

**Graduate Students:** Applicants pay a \$100 matriculation deposit upon acceptance of an offer of admission. The deposit reserves an enrollment space. Once the applicant enrolls, \$50 of the deposit is used as a registration fee; the remaining \$50 of the matriculation deposit is held as a general deposit and is used to satisfy charges for loss or damage for which the student is responsible. The deposit will be refunded, less amounts due, following graduation.

## Charges

The following are charges for 2017-2018 academic year:

### Regular Academic Year: September – May

#### Tuition - Student Entering Fall 2015 and After

Full-Time Undergraduate (3-5 course credits per term)	\$38,615.00
Part-Time Undergraduate (per course credit unit)	\$5,495.00
Graduate (per course credit unit)	\$5,495.00
Audit (per course credit)	\$2,747.50
Overload fee (per course credit unit in excess of 5)	\$2,970.00

#### Tuition – Students Entering Prior to Fall 2015

Full-Time Undergraduate (3-5 course credits per term)	\$37,875.00
Part-Time Undergraduate (per course credit unit)	\$5,495.00
Graduate (per course credit unit)	\$5,495.00
Audit (per course credit)	\$2,747.50
Overload fee (per course credit unit in excess of 5)	\$2,970.00

#### Residence Hall Rooms

Double Occupancy	\$5,750.00
Single Room (natural)	\$6,710.00
Single Room (double as single)	\$7,130.00
Converted (triple as double)	\$6,550.00
Triple Room	\$5,565.00
Quadruple Room	\$5,390.00
Jordan Language House	\$5,660.00
Robert & Joyce Johnson Roo Suites	\$6,080.00
Flats at Brockett Court	\$6,970.00
Dr. Marjorie Hass Village on Grand (does not include utilities)	\$6,290.00
Bryan Apartments (Double occupancy per person)	\$6,450.00

#### Dining Services (see Campus Life section for description)

Seven-Day Meal Plan (Includes \$75 Hopper Dollars per semester and \$501.77 in tax)	\$6,583.77
Five-Day Meal Plan (Includes \$75 Hopper Dollars per semester and \$453.34 in tax)	\$6,126.95

#### Fees

Activity fee (all full-time students)	\$185.00
Transcript fee (assessed in first semester)	\$25.00
Health insurance fee (all uninsured students; assessed annually)	\$2,054.00
Campus access fee (non-residential students)	\$180.00
Study abroad administrative fee (per semester)	\$100.00
Art fees (variable depending on course taken)	variable
Science lab fees (per lab)	\$100.00
Applied music lessons	\$300.00
Piano class fee	\$175.00

**Undergraduate Students:** The tuition charge provides for instruction (five course credits or less for the fall and spring terms), counseling (testing fees not included), library services, physical activity programs, and registration.

There is no separate tuition charge for the January term provided the student is enrolled as a full-time undergraduate student for the preceding fall term or the succeeding spring term. No financial credit will be given for a student who fails to take a January term. All other students will be required to pay the normal per course tuition.

An undergraduate student registered for three or more course credits during a fall or spring term is considered a full-time student. The billing status of the student, whether full-time or part-time, is determined by the student's registration as of the last day to add a course. Consult the Austin College [Academic Calendar](#) for official dates. The status of the student on this date also determines what, if any, overload fees will be assessed.



Charges are prorated if a student drops from full-time to part-time after the last day to add and prior to the end of the fourth week of classes. A prorated credit of the full-time charge as well as a prorated part-time charge will be assessed as follows:

Date of Drop	Full-Time Credit	Part-Time Charge
During second week of classes	75%	75%
During third week of classes	50%	50%
During fourth week of classes	25%	25%
After the fourth week of classes	0%	0%

If a student is assessed an overload fee on the last day to add, and later drops (prior to the end of the fourth week of the classes), a prorated credit of the overload fee is given as follows:

Date of Drop	Overload Credit
During second week of classes	75%
During third week of classes	50%
During fourth week of classes	25%
After the fourth week of classes	0%

**Study Abroad:** Students studying abroad for the semester or year pay Austin College tuition, fees, room and board, without regard to actual costs of the program abroad. In addition, a \$100.00 administrative fee is assessed per semester. The student is responsible for any study abroad program costs exceeding Austin College tuition, fees, room, board, and administrative fee.

**Graduate Students:** The graduate program consists of nine course credit units. Students who accept student teaching or internship positions more than 25 miles from Sherman are charged a supervision fee. The fee is \$350 if the position is 26 to 65 miles from Sherman; and \$450 if 66 to 95 miles from Sherman. The fees for positions beyond 95 miles from Sherman will be greater than \$450 and are determined on a case-by-case basis.

## Summer Term

The following are charges for Summer 2018:

### Tuition & Fees

Undergraduate (per course credit)	\$2,955.00
Graduate (per course credit)	\$3,415.00
Career Study Off-Campus – CSOC (Course #s 290)	\$735.00
Independent Study Off Campus – NSOC (Course #s 490 or 492)	\$2,955.00
Activity fee (all students)	\$10.00
Room – Bryan Apartments – 3 occupants	TBD
Room – Bryan Apartments – 4 occupants	TBD

Board Available on per-meal cash basis when dining facilities are open.

### Miscellaneous Charges

There are various situations in which a student may be subject to special fees. Students should be aware that some college organizations, including the residence halls, may decide to collect fees or dues from their members.

**Late Add/Registration:** Students may change their initial registration by adding or dropping courses within the time period specified in the academic calendar for each term. After the last day to add a course, a petition will be needed to register for a course. This is considered a late registration and a fee of \$20 will be assessed.

**January Term:** Students who choose to participate in an off-campus program during the January term will be assessed in advance for the additional expenses for transportation and tour assistance.

### Financial Obligations

Tuition and fees statements are prepared by the Business Office and are mailed to students during the second week of July for the fall term and in December for the spring term. Payment is due August 1 for the fall term and January 15 for the spring term. A late fee of \$25 per month will be charged for accounts not paid by the due dates.

Payments can be made at the cashier window from 9:00 a.m. to 3:00 p.m. and inside the Business Office until 5:00 p.m. Payments can be made by cash, check, money order, debit card or credit card. A convenience fee of 2.5% is charged if paying by debit/credit card.

A 3 or 4 month installment payment option is available for the fall and spring semesters. You must sign up at [payplan.officialpayments.com](http://payplan.officialpayments.com). A non-refundable enrollment fee of \$25 is charged for the payment plan. Payments can be made by e-check, debit card or credit card. A convenience fee of 2.5% is charged for all debit and credit card transactions. There are no convenience fees to process e-checks.

With the exception of student employment authorized by the Office of Financial Aid, financial aid will be credited to the student account. The earnings for student employment are paid semi-monthly directly to the student. All documents relating to financial aid must be completed in full before aid can be applied to student accounts. Students must respond promptly to the Office of Financial Aid's request for completion of forms.

Students may contact the [Office of Financial Aid](#) with questions regarding applying for and completing financial aid/loan documents.

Students whose accounts are not current with the Business Office and students whose financial aid forms are incomplete, incorrect, or late may be denied any or all college services. Students may not register, attend classes, utilize college facilities, or receive transcripts, grade reports, or other educational records unless all accounts with the college are satisfied. This includes all charges for tuition, room, and board, as well as charges from Abell Library, Student Life Office, and other departments and offices of the college. If the amount due includes a room charge, the student may not remain in college housing. If the amount due includes a board charge, the student may not continue to use the dining service.

## Refund Policy for Matriculated Students Who Withdraw

All tuition credits are determined by the Business Office. Since students 18 years of age and older have legal majority status, refund checks are payable to those students.

The tuition credit policy takes into account the fact that Austin College made its commitment to a student for teaching and operating expenses at the time of admission. Space for enrollment that is vacated after class work begins cannot be filled for the remainder of the term. Students who are placed on disciplinary suspension during the term will not receive a credit except for unused room and board.

If a student has been awarded financial aid, any refund will be subject to federal, state, and Austin College financial aid refund policies. Refunds are apportioned according to strict formulas and procedures among the various aid programs from which the student has received assistance. Any refund made to the student will come only after federal, state, and Austin College financial aid programs are reimbursed according to financial aid refund policies. The policies are available in print from the Office of Financial Aid. Federal law requires that any Title IV aid refund be paid back first to Federal Direct Loan Programs, such as the Stafford Loan (subsidized and unsubsidized).

**General Deposit:** Students who decide to withdraw and fail to notify the college prior to July 15 for the fall term or January 15 for the spring term will forfeit \$100 of the \$200 general deposit.

**Tuition Credits:** Credits for students who officially withdraw from the college for a fall term or spring term are made as follows:

Time Period	Amount Credited
Prior to first day of class	100%
First week of classes	80%
Second week of classes	75%
Third week of classes	50%
Fourth week of classes	25%
After fourth week of classes	0%

Credits for students who officially withdraw from the college for a summer term are made as follows:

Time Period	Amount Credited
Prior to 1st day of class	100%
1 <sup>st</sup> to 3 <sup>rd</sup> day of class	75%
4 <sup>th</sup> to 5 <sup>th</sup> day of class	50%
After 5 <sup>th</sup> day of class	0%



## **On-Campus January Term Course Fee Refund Schedule**

The course fee for an On-Campus January Term (JanTerm) course is published in the Course Schedule of Webhopper in the Comments section. Students who drop a January Term course prior to the first class day of JanTerm will receive 100% credit of the course fee. Students who drop a JanTerm course before 5:00 pm on the last day to add a course will receive 50% credit of the course fee. Students who drop a JanTerm course after 5:00 pm on the last day to add a course will receive no credit of the course fee.

**Residence Halls, Bryan Apartments, Johnson 'Roo Suites, The Dr. Marjorie Hass Village on Grand, and The Flats at Brockett Court:** A residence hall contract or lease is a binding agreement between the college and the student. Students who choose to cancel their agreement prior to moving in will be charged a fee of \$100. If a student occupies a facility and later decides to move out during a fall or spring term, the term charge will be prorated and a fee of \$300 will be added to the prorated amount. Once a facility is rented for the term, there is little possibility of renting it a second time to fill the vacancy. The \$300 penalty is intended to be an incentive for students not to move.

**Board:** Credits for students on the meal plans will be calculated on a prorated basis after deducting Hopper Dollars for the semester.

**Military Mobilization:** If a student withdraws from Austin College as a result of military mobilization for a period of 30 days or more, and does not receive academic credit, the college will grant a full tuition credit (100 percent) and where applicable, all financial aid will be returned to the appropriate programs (federal, state, and institutional). Room and board will be prorated for the length of residence at the school.

The student will:

- Be required to show proof of military duty (copy of orders) upon withdrawal. Should student resume enrollment at Austin College; proof of discharge from military service (usually DD Form 214) must be provided.
- Be responsible for prorated room and board charges. There will be no credit of fees (i.e., activity fee, transcript fee, etc.).

If the student is the recipient of Title IV federal aid, the Office of Financial Aid is required to do a Return of Title IV Funds calculation if the withdrawal occurs prior to the 60 percent point in the semester.

The college will:

- As determined appropriate by the instructor, grant a student a withdrawal in all courses by designating “withdrawn military” on the student’s transcript; or
- As determined appropriate by the instructor, assign an appropriate final grade or course credit to a student who has satisfactorily completed a substantial amount of course work and who has demonstrated sufficient mastery of the course material; or
- As determined appropriate by the instructor, grant an incomplete grade in all courses.
- Allow the student to return to Austin College following military duty and select to follow the curricular requirements of the Bulletin in effect at the time of initial admission or select to follow current curricular requirements at the point of re-entry.
- Allow the student to keep the academic scholarship awarded by the Office of Admission upon entrance to the college as long as the student left in good standing (grade point average requirement was met).

For students who receive need-based financial aid (whether from federal, state, or institutional sources), there is no guarantee that the same financial aid will be available upon returning to Austin College since a student's federal need can change each year. Thus, need-based aid is dependent upon a student's federal need calculation.

**Financial Standing upon Leaving the College:** In order to leave the college in good financial standing, a student must leave with all bills paid. A student who leaves with unpaid bills will not be considered in good financial standing.

## Financial Aid

The Austin College [Office of Financial Aid](#) is located in the Lyndall Finley Wortham Center. Office hours are Monday through Friday from 8:30 a.m. to 5:00 p.m. Access is provided for students with physical disabilities.

### Applying for Financial Aid

The financial aid application process and deadlines are somewhat different for new freshmen and transfer students than for returning Austin College students.



### New Freshman and Transfer Students Initial Application

New freshman and transfer students seeking financial aid from Austin College must first be accepted for admission to the college. In addition, the Free Application for Federal Student Aid (FAFSA) must be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) using the Austin College school code: 003543. Beginning with the 2017-2018 academic year, students may file their FAFSA using tax information from two years prior. Students may file the FAFSA beginning October 1 of the year prior to their anticipated enrollment. To help clarify the correct tax information to use when filing the FAFSA, please refer to the chart below:

When a Student Is Attending College (School Year)	When a Student Can Submit a FAFSA	Which Year's Income Information Is Required
July 1, 2016 - June 30, 2017	January 1, 2016 - June 30, 2017	2015
July 1, 2017 - June 30, 2018	October 1, 2016 - June 30, 2018	2015
July 1, 2018 - June 30, 2019	October 1, 2017 - June 30, 2019	2016

As indicated above beginning with the 2017-2018 FAFSA students will report income information from two years prior, which in this case is 2015 income information. Considering that the 2015 tax filing deadline was April 18, 2016, and the 2017-2018 FAFSA will become available on October 1, 2016, applicants are likely to have completed their taxes before October 1, and the tax information would be available to be reported on the FAFSA.

For those who have completed their 2015 taxes it is best to use the IRS Data Retrieval Tool (DRT) when completing the FAFSA. The IRS DRT allows students (and their parents, if applicable) to access the IRS tax return information needed to complete the FAFSA and transfer the required information directly into the FAFSA from the IRS. The FAFSA includes a link to the IRS if a student is eligible to use the IRS DRT.

To sign the FAFSA electronically, the student and one parent (if student is a dependent) will each need to create a [FSA ID](#). Students may use this site to lookup their FSA ID if one has been lost or forgotten.

Once the FAFSA has been processed, students will receive a Student Aid Report (SAR) from the Federal Processor. The SAR is usually emailed to the email address provided on the FAFSA application. Please review the SAR carefully. If the student feels that an error has been made, corrections can be made directly on the [FAFSA website](#). The college will receive an electronic copy of the student's FAFSA data. The results of completing the FAFSA will provide the college with the student's Expected Family Contribution (EFC). The EFC is used to determine the student's federal student aid eligibility and which of the various aid programs the student and family may access — grants, need-based loans, work programs, or one of several non-need-based loans through which a student or parent may borrow.

To receive priority consideration for financial assistance, a student may complete the FAFSA as early as October 1 and no later than April 1. Please allow up to two weeks between your electronic submission of the FAFSA for your information to be processed and received by the school. Any FAFSA received after the **April 1** deadline will be considered on a rolling basis subject to available funds.

All financial aid is granted for a maximum of one academic year. All aid awards will be divided equally per semester. Renewal of financial aid is based on academic standing, availability of funds in relation to receipt of FAFSA data, and demonstration of federal need. Financial aid may be terminated if a student is not meeting Satisfactory Academic Progress (SAP) (see General SAP Standards and Process).

### **Returning Students Renewal Application**

All financial aid is granted for a maximum of one academic year thus returning students must re-apply for financial aid each year. Students may complete the FAFSA or Renewal FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) using the Austin College school code: 003543. Beginning with the 2017-2018 academic year, students may file their FAFSA using tax information from two years prior. To help clarify the correct tax information to use when filing the FAFSA, please refer to the chart below:

<b>When a Student Is Attending College (School Year)</b>	<b>When a Student Can Submit a FAFSA</b>	<b>Which Year's Income Information Is Required</b>
July 1, 2016 - June 30, 2017	January 1, 2016 - June 30, 2017	2015
July 1, 2017 - June 30, 2018	October 1, 2016 - June 30, 2018	2015
July 1, 2018 - June 30, 2019	October 1, 2017 - June 30, 2019	2016

As indicated above beginning with the 2017-2018 FAFSA students will report income information from two years prior, which in this case is 2015 income information. Considering that the 2015 tax filing deadline was April 18, 2016, and the 2017-2018 FAFSA will become available on October 1, 2016, applicants are likely to have completed their taxes before October 1, and the tax information would be available to be reported on the FAFSA.

For those who have completed their 2015 taxes it is best to use the IRS Data Retrieval Tool (DRT) when completing the FAFSA. The IRS DRT allows applicants (and their parents, if applicable) to access the IRS tax return information needed to complete the FAFSA and transfer the required information directly into the FAFSA from the IRS. The FAFSA includes a link to the IRS if a student is eligible to use the IRS DRT.

To sign the FAFSA electronically, the student and one parent (if student is a dependent) each will need to create a [FSA ID](#). Students may use this site to lookup their FSA ID if one has been lost or forgotten.

Once the FAFSA has been processed, students will receive a Student Aid Report (SAR) from the Federal Processor. The SAR is usually emailed to the email address provided on the FAFSA application. Please review the SAR carefully. If an error has been made, corrections can be made directly on the [FAFSA website](#). The college will receive an electronic copy of FAFSA data. The results of completing the FAFSA will provide the college with the student's Expected Family Contribution (EFC). This number is used to determine federal student aid eligibility and which of the various aid programs the student and family may access — grants, need-based loans, work programs, or one of several non-need-based loans through which a student or parent may borrow.

To receive priority consideration for financial assistance, a student may complete the FAFSA as early as October 1 and no later than May 1. Any FAFSA received after the May 1 deadline will be considered on a rolling basis subject to available funds.

Being that all financial aid is granted for a maximum of one academic year all aid awards will be divided equally per semester. Renewal of financial aid is based on academic standing, availability of funds in relation to receipt of FAFSA data, and demonstration of federal need. Financial aid may be terminated if a student is not meeting Satisfactory Academic Progress (SAP) (see General SAP Standards and Process).

### **The Verification Process**

Verification is a comparison of reported FAFSA information with previous tax transcripts and other external documentation. Please keep in mind that verification of the FAFSA data may result in a change to the Expected Family Contribution (EFC), which may require an adjustment to the financial aid package as required by the subsequent re-calculation of the need analysis data.

To avoid verification delays, use the IRS DRT process when filing the FAFSA. Some students are not eligible for this process. For example, if a student's parents are married and filed separate returns, they will need to request an IRS tax return transcript for both parents via one of the methods indicated below and send them to the Office of Financial Aid.

### **The IRS Data Retrieval Tool (DRT)**

If the 2015 tax return was filed electronically, the applicant may be able to use the IRS DRT since the 2015 tax deadline has passed. If a student did not or was not able to use the IRS DRT the student must submit the 2015 student/spouse, if independent, IRS Tax Return Transcripts(s) and the 2015 Parent(s), if dependent, IRS Tax Return Transcript(s). **Do not** send copies of 1040, 1040A, or 1040EZ. These are no longer acceptable verification documents. In addition to the IRS Tax Transcripts, the Office of Financial Aid may request other documentation to complete verification. A student may be required to send signed statements regarding household size, number in college, child support documentation, food stamp documentation, W2s, etc.

**NOTE:** If marital status changes after January 1, 2016, please send IRS tax transcript(s) and all W2s that reflect current status to the office. If marital status changes from married to single, the student will need to complete the Financial Aid Appeal Wrap and mail to the Office of Financial Aid with appropriate documentation.

If a student needs to request a 2015 tax return transcript from the IRS, free of charge, please do so in one of the following ways:

## **1. Call**

Call the IRS at 800.908.9946

Request a pdf of the Tax Return Transcript for 2015

Once received, fax to 903.813.3198

## **2. Paper**

Download IRS Form 4506T from [www.irs.gov](http://www.irs.gov)

Mail or fax the completed form to the IRS

Receive a tax return transcript in the mail within 5 to 10 days

Once received, fax to 903.813.3198

\*If an extension for 2015 is filed, the student will need to send the Office of Financial Aid a copy of IRS form 4868 or a copy of the IRS approval of an extension beyond automatic six months extension and copies of all W2s for each source of employment income received in 2015.

## **Financial Aid for Study Abroad**

Students applying to Tier 1 study abroad programs, will be approved for a single semester of financial aid, provided they are in good standing, meet the requirements for their chosen program provider, and successfully complete the pre-departure process. The Office of Financial Aid will adjust student budgets to allow for the cost of studying abroad and in some cases the student's federal need may increase, allowing students to possibly qualify for additional federal and/or state aid. A student may apply for institutional scholarships for study abroad. However, any additional institutional scholarships awarded will not exceed the cost of tuition and room and board at Austin College.

All students receiving financial aid for a semester abroad are obligated to enroll in at least one additional long semester in residence at Austin College.

## **Financial Aid Impact of Living Off-Campus**

Since the student budget created for living off-campus does not include the actual cost of living on-campus with a meal plan, a reasonable allowance is used for room and board based on cost of living for the area and from surveys completed by former students who lived off-campus. In many cases, the student budget for living off campus is not as large as a student budget for living on-campus in a residence hall with a meal plan which, in turn, gives the student living off-campus a reduced demonstrated federal need. This means a student living off campus may not qualify for as much need-based aid (grants, work-study, loans, etc.) as the student has qualified for in the past. Austin College merit-based scholarships are not affected if a student lives off-campus.

## **Financial Aid Satisfactory Academic Progress (SAP) and Related Policies**

The Higher Education Act of 1965, as amended, requires that each student maintain Satisfactory Academic Progress in the course of study the student is pursuing in order to receive Federal Title IV financial aid. The concept of satisfactory progress mandates monitoring of both the qualitative measurement (cumulative grade point average) and the quantitative measurement (number of credit units completed). This policy reflects changes to federal regulations that are effective as of July 1, 2011.

At Austin College, these standards are also applied to institutional aid programs. For State aid programs, there may be a higher academic requirement and eligibility for those aid programs is subject to the requirements of

each program. Details regarding Austin College Financial Aid policies concerning Satisfactory Academic Progress, withdrawals and refunds, packaging procedures, grade point averages required for scholarship renewal, over award procedures, requirements for transfer students, verification, financial aid award notifications, and other financial aid processes are available from the Office of Financial Aid. These various policies can also be found on the [Financial Aid webpage](#).

## General SAP Standards and Process

Satisfactory Academic Progress will be reviewed at the end of each payment period (fall and spring semesters) by the Office of Financial Aid. This includes those who transfer in or are readmitted to the College.

### Satisfactory Academic Progress (SAP) Requirements

All financial aid recipients must complete the number of cumulative credit units by the end of each long semester (fall or spring) as listed in the table below. Part-time students must reach the required credit unit level in double the number of terms.

No student will be eligible to receive federal or state aid for more than 10 long terms for a four-year program. No student will be eligible to receive Austin College institutional aid for more than 8 long terms for a four-year program.

A 2.00 cumulative grade point average (GPA) earned at Austin College is required for graduation from Austin College and is not rounded.

### UNDERGRADUATE STUDENTS

Number of Long Terms (Fall or Spring) at Austin College	Minimum Number of Credit Units to be Completed	Minimum Cumulative GPA
1	2.00	1.50
2	5.00	1.70
3	8.00	1.80
4	12.00	2.00
5	15.00	2.00
6	19.00	2.00
7	22.00	2.00
8	26.00	2.00
9	29.00	2.00
10	34.00	2.00

Advanced Placement (AP) credits, International Baccalaureate (IB) credits, and institutional exams for placement credit will not be used in the determination of credit units attempted or completed for Satisfactory Academic Progress purposes.

### GRADUATE STUDENTS

Number of Long Terms (Fall or Spring) at Austin College	Minimum Number of Credit Units to be Completed	Minimum Cumulative GPA
1	2.00	3.00
2	4.00	3.00
3	6.00	3.00
4	9.00	3.00

## TRANSFER STUDENTS

A transfer student who enrolls at Austin College will be considered to be maintaining Satisfactory Academic Progress for their first payment period of their enrollment. At the end of a transfer student's first payment period, progress will be reviewed in the same manner as for all other Austin College students. The number of credit units accepted for transfer credit will only be considered toward completing graduation requirements as both credit units attempted and credit units completed. Only the cumulative GPA earned and the completed credit units completed at Austin College will be considered when evaluating the requirements for SAP.

### Maximum Time Frame for Financial Aid

For an undergraduate student, the maximum time frame to receive Federal Title IV aid is 51 attempted credit units (150% of published length of program—34 credit units at Austin College for undergraduate students). If a SAP review shows that a student cannot complete the degree program within 51 attempted credit units, all Title IV aid is stopped. For a graduate student, the master's degree must be completed within two years following enrollment as a full-time graduate student.

### Veteran Benefits

Students eligible to receive education benefits from the Veterans Affairs (VA) Administration must provide their certification form from the VA to the Registrar's Office. To receive benefits from the various programs, i.e. Chapter 30, 31, 33, 35, 1606 or 1607, students must be making SAP toward a degree. Any student receiving VA benefits who is on academic probation risks losing benefits. If probation persists beyond two semesters the student's status is reported to the VA for termination of benefits. As of August 2009 veteran benefits no longer impact eligibility for Federal Title IV aid. The Office of Financial Aid will determine eligibility for institutional aid based on the percentage of tuition covered by the VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at Austin College.

### Post 9/11 – Yellow Ribbon Program

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the VA to contribute funds to help cover unmet tuition expenses when those expenses exceed the highest public in-state undergraduate tuition rate which is \$21,084.89 effective August 1, 2015. This tuition rate is subject to change each academic year.

The institution will then contribute up to 50% of those expenses and the VA will match the same amount as the institution. Students who qualify for Yellow Ribbon benefits will not be eligible for any other institutional funds.

For the 2017-2018 academic year, Austin College will participate in the Yellow Ribbon Program.

To be eligible for the Yellow Ribbon Program:

- The student must be approved by the VA to receive [Chapter 33 Post 9/11 GI Bill](#) benefits at the 100% level. If the student's eligibility percentage is below 100%, the student is not eligible to participate in the Yellow Ribbon Program.
- The student must have entitlement left. (*The student will continue to use entitlement under the Post 9/11 GI Bill while participating in the Yellow Ribbon Program.*)
- The student must provide the VA Coordinator in the Registrar's Office at Austin College with the proper documentation needed to receive VA benefits under Chapter 33 Post 9/11 GI Bill while at Austin College.
- The student cannot be active duty or an active duty spouse.

- The student must be and remain in good academic standing with Austin College. Austin College is not required to continue making Yellow Ribbon contributions if a student is not making Satisfactory Academic Progress (SAP).

To learn more about the [Yellow Ribbon Program](#) visit the U.S. Department of Veterans Affairs website.

## **Non-Completion of Courses**

### **Withdrawals**

Students who withdraw after the semester has begun have failed to meet Satisfactory Academic Progress (SAP) standards. These students will receive a Financial Aid Warning for the next semester in which they enroll. If students withdraw from Austin College during the Financial Aid Warning period, they will be placed on Financial Aid Suspension and will be ineligible to receive any financial aid should they return to Austin College.

### **Repeated Coursework**

Students may only receive federal aid funding for one repetition of a previously passed course. There is an exception for courses that require repeats (see examples below). Students taking a required repeat of a course should work with the Office of Financial Aid to ensure those credits are counted appropriately for financial aid eligibility.

Examples of repeated coursework that may, or may not, count for financial aid eligibility:

1. Allowable: Repeated coursework may be included if the student received an unsatisfactory or failing grade. There is no limit on the number of attempts allowable if the student does not receive a passing grade.
2. Allowable: Repeated coursework may be included if a student needs to meet an academic standard for a particular previously passed course, such as a minimum grade. Example: Student received a D in a course that requires a minimum grade of C for the major or for a prerequisite for another course.
3. Allowable: Student is enrolled in 4 credit units that include 1 credit unit repeating a previously passed course. Because the student is enrolled in a minimum of 3 credit units (making the student full-time) that are not repeats, the student's financial aid eligibility is not impacted by the repeat.
4. Not Permissible: Student receives a D in a course that does not have a minimum grade requirement for the major and decides to repeat the course to improve the GPA. The student may repeat this passed course one time, but if the student wants to repeat it a second time, the second repeat would not count for financial aid eligibility. In this example, the student is enrolled in 3 credit units, including the 1 credit unit second repeat, so only 2 credit units will count for financial aid eligibility. Financial aid would be adjusted since the student is no longer a full-time student.

All repeated courses affect financial aid SAP calculations. A repeated course along with the original attempt must be counted as attempted credits.

### **Incompletes (Grades of "I")**

If a student who received a grade of "I" (incomplete) in a course in the prior term is completing the coursework in the subsequent term to erase the incomplete in the prior term, the student is not considered to be enrolled in the course for the subsequent term. Therefore, the hours in the course do not count toward the student's enrollment status for the subsequent term, and the student may not receive FSA funds for retaking the course.



However, if a student who received an incomplete in a course in the prior term is retaking the entire course for credit in a subsequent term, the hours in the course count toward the student's enrollment status and the student may receive federal aid for retaking the course.

Any course with an incomplete grade is counted as a course attempted for SAP purposes. An incomplete grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the incomplete grade is replaced with a final grade in the course, the student's SAP status will be re-evaluated to determine the final SAP standing for the prior term. It is possible that if SAP is not met, Federal Title IV aid may have to be returned to the appropriate federal aid program.

### **Failed Courses**

A course in which the student receives a failing grade will be considered toward the cumulative GPA, credit units attempted, and whether a student is making SAP at the end of each payment period.

Courses with grades of F and U are counted as courses attempted for purposes of calculating GPA and making SAP. Courses with grades of S, W, or I also are counted as courses attempted but are not included in the computation of GPA.

### **SAP Standings**

At the end of each fall and spring terms, a SAP review will be conducted for each student receiving financial aid. A financial aid standing is a status assessed at the end of a term that could have consequences for future financial aid awards. The financial aid standing assessed at the end of a term may or may not coincide with the "academic standings" related to the Academic Probation and Suspension policy of the college (see Academic Regulations). Financial aid standing and academic standing are determined through independent processes based on the nature of their purpose and guiding regulations. Appeals for these different standings are considered independently, and it should not be assumed that if an appeal for academic suspension is approved that an appeal for financial aid suspension would be approved.

### **Financial Aid Warning**

Any student who does not meet the SAP requirements as outlined above will be placed on "Financial Aid Warning" for the following payment period and will be eligible to receive aid during the warning period. By the end of the warning period, the student must be in compliance with the SAP requirements. Students not meeting SAP at the end of the warning period will be ineligible for financial aid and placed on Financial Aid Suspension. A student placed on Financial Aid Suspension following a warning period may elect to submit an Appeal to the Executive Director of Financial Aid for review by the Financial Aid Appeals Committee. See SAP Appeal section for details on what is required in an appeal.

### **Financial Aid Probation**

Any student who does not meet SAP requirements following a Financial Aid Warning period is placed on Financial Aid Suspension. If the student files an appeal for reinstatement of aid and if the appeal is approved, the student would be placed on "Financial Aid Probation." A student may receive financial aid for one more payment period while on Financial Aid Probation.

After a payment period on Financial Aid Probation, the student must be making SAP or student must be successfully following an academic plan (described below in SAP Appeals).

### **Financial Aid Suspension**

If the student does not meet all the Satisfactory Academic Progress requirements at the end of the Warning period (does not appeal the suspension) or at the end of the Probation period (filed an appeal and was approved to continue receiving aid for one more payment period), the student will be placed on "Financial Aid

Suspension.” Students who are on Financial Aid Suspension are not eligible to receive any federal, state or institutional financial aid. This includes grants, loans, student employment and institutional scholarships.

In addition, any students who are readmitted to Austin College following an *academic suspension* (see Academic Regulations – Academic Probation and Suspension) are not eligible to receive any federal, state or institutional financial aid until SAP is met. The students may enroll at their own expense. SAP is met when students achieve at least a 2.00 cumulative GPA and completes the required number of credit units. It is each student’s responsibility to consult with the Office of Financial Aid to determine what must be done to regain eligibility.

### **Reinstatement of Aid**

Students can regain eligibility for financial aid by enrolling at Austin College at their own expense and achieving at least a 2.00 cumulative GPA and completing the required number of credit units. Periods of enrollment while receiving no Title IV aid count toward the maximum time frame in which to earn the degree. Reinstatement of aid is contingent upon availability of funds. It is each student’s responsibility to consult with the Office of Financial Aid to determine what must be done to regain eligibility.

### **SAP Appeals**

Students who fail to meet SAP requirements and have lost eligibility for financial aid may appeal this decision. **Appeals must be in writing (no emails accepted) and must be accompanied by appropriate supporting documentation.** In the appeal, the students must explain why they failed to make SAP and what has changed that will allow students to meet SAP at the next review. Appeals must be submitted to the Executive Director of Financial Aid no later than **July 31** prior to the start of the fall semester or by **January 15** prior to the start of the spring semester. Appeals received after these dates will not be considered.

Reasons that may be acceptable for an appeal are: (1) serious illness or accident on the part of the student; (2) death, accident or serious illness in the immediate family; (3) changes in academic program; (4) other extenuating circumstances.

Reasonable consideration will be given to the student’s ability to meet SAP requirements by the end of the next payment period or the student will be placed on an academic plan to ensure that student is able to meet SAP by a specific point in time.

The Financial Aid Appeals Committee will review the appeal and send written results of the appeal to the student.

Approved appeals will include: (1) terms of reinstatement of financial aid eligibility (i.e. possibility of meeting SAP in the next payment period or possibility of an academic plan over an extended period of time); and (2) consequences for not meeting terms of approval. Approved appeals will result in financial aid being awarded for the payment period, based on available funding.

Denied appeals will include: (1) reason for denial; and (2) what the student must do to meet SAP. Denied appeals will not be awarded any financial aid until SAP is met.

Students must continue to meet terms, as established, until SAP is met to continue receiving financial aid on a probationary basis. Once SAP is met, the student is no longer considered to be on financial aid probation. Failure to maintain SAP thereafter will result in receiving an additional Financial Aid Warning for the next payment period.

Financial aid standing and academic standing (see Academic Regulations – Academic Probation and Suspension) are determined through independent processes based on the nature of their purpose and guiding regulations. Appeals for these different standings are considered independently, and it should not be assumed that if an appeal for academic suspension is approved that an appeal for financial aid suspension would be approved.

## **Types of Financial Aid**

### **Grants**

Institutional grants are provided on the basis of full-time enrollment and demonstrated need by filling out the FAFSA to students pursuing a regular course of study. The amount of any single grant is not fixed, but is determined for each qualified applicant by the Office of Financial Aid.

The Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (SEOG) are available to students with exceptional need. The FAFSA is required. The Office of Financial Aid determines eligibility.

The Tuition Equalization Grants (TEG) may be available to Texas residents who qualify. The availability of TEG funds may be affected by the number of eligible students, the level of institutional allocation, and the timeliness of filing the FAFSA. The Office of Financial Aid determines eligibility.

### **Loans**

Loans are available from a variety of sources listed below. Loans carry interest and a legal obligation for repayment.

**Federal Perkins Loan:** This is a need-based federal student loan that must be repaid. The annual maximum loan limit for an undergraduate is \$5,500. The aggregate loan limit for an undergraduate is \$27,500. The amount awarded is determined by the Office of Financial Aid based on available funding each academic year.

Repayment of this federal loan begins nine months after the borrower ceases to be enrolled at least half-time. A borrower has 10 years to repay this loan. While enrolled, the student interest does not accrue. When student enters repayment, interest accrues at the rate of five percent per year, effective nine months after the borrower ceases to be enrolled at least half-time. There may be loan cancellation options for a student borrower who becomes a full-time teacher in a Title I school. Cancellation privileges are also available for certain career services in other education areas, specified social services and armed forces, and also some areas of criminal justice and probation.

**Federal Direct Loan:** The Federal Direct Loan provides an annual maximum of up to \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 per year for juniors and seniors. In addition, H.R. 5715 allows an additional \$2,000 unsubsidized Federal Direct Loan eligibility for undergraduate students. The aggregate loan amount for undergraduates is \$31,000, of which no more than \$23,000 can be subsidized. Independent students and those students whose parent have been denied a Federal Direct PLUS Loan may qualify for an additional unsubsidized Federal Direct Loan. Freshmen and sophomores may qualify for up to \$4,000 per year; juniors and seniors, up to \$5,000 per year. The aggregate loan amount for independent undergraduates is \$57,500 of which no more than \$23,000 can be subsidized. Graduate students are eligible for \$20,500 in unsubsidized Federal Direct Loan. As of July 1, 2012, graduate students are no longer eligible for subsidized Federal Direct Loans. The aggregate loan amount for graduate students is \$138,500 of which no more than \$65,500 can be subsidized.

As of October 1, 2016, the Federal Direct Loan program (for both subsidized and unsubsidized loans) for undergraduate students carries a fixed interest rate of 3.76 percent. Students demonstrating need, according to the federal formula, may borrow up to their remaining need or the annual maximum on a subsidized Federal Direct Loan. For these loans, the federal government pays the interest while the student is in school or in

deferment. Should a student's demonstrated need be less than the annual maximum, the student may borrow the remainder on an unsubsidized Federal Direct Loan. For any unsubsidized Federal Direct Loan, the student will be responsible for any accrued interest during in-school and during deferment periods. An origination fee of 1.068 percent will be deducted from each disbursement for both the subsidized and unsubsidized Federal Direct Loan. After graduating, leaving school, or dropping below half-time, the student has a six-month grace period before repayment begins.

For graduate students, the origination fee is 1.068 percent with a fixed interest rate of 5.31 percent for any Federal Direct Loan disbursed on or after October, 1, 2016.

To qualify for a Federal Direct Loan, a student must be enrolled (or accepted for enrollment) at least half-time, be in good standing, and making Satisfactory Academic Progress (SAP) at the college. Further inquiries should be made to the Office of Financial Aid.

**Alternative Loans:** There are other loan options available to help a family meet the remaining cost of attendance. These loans are considered non-need based and typically require creditworthiness. For more information about this type of loan, contact the Office of Financial Aid or visit the [Financial Aid webpage](#).

### **Employment Opportunities**

The college participates in the Federal Work-Study Program and the Texas Work-Study Program, which is available to students with demonstrated financial need. Employment on campus is limited to eight to nine hours per week with an earning potential of approximately \$1,000 per semester, however, a student is paid only for actual hours worked.

A student may be terminated by the supervisor if job performance is unsatisfactory.

### **Merit-Based Scholarships**

Austin College Office of Admission awards merit-based scholarships to entering freshmen and transfer students. Austin College offers a number of merit-based scholarships not based on demonstrated financial need. These awards are made solely in recognition of outstanding academic achievement and potential, but other selection criteria may include evidence of leadership ability, a commitment of service to others, and exceptional talents in the performing arts and other extracurricular activities. Merit-based scholarships awarded to freshmen are renewed on an annual basis for a maximum of eight long terms of undergraduate study, excluding summer terms. Those awarded to transfer students are renewed on a term basis for the number of fall and spring terms deemed necessary by the college to complete the Bachelor of Arts degree.

Talent-based scholarships (music, art, and theatre) are awarded by the individual departments to entering freshmen. Freshmen are required to apply for these scholarships with the individual department. Each department will require the student to submit a portfolio for an art scholarship, and to audition for music and theatre scholarships.

It is Austin College policy that no combination of institutional aid (scholarships or grants) may exceed the cost of tuition.

### **Gifts, Endowments, and Memorials**

Austin College, as a privately supported higher education institution, affords many opportunities for lasting investments and memorials. Among these is annual scholarship support, which provides critical financial assistance to students so they can continue their education. This commitment to scholarship availability is sustained by the generosity of alumni and friends. Additionally, throughout the years, Austin College has received gifts for general endowment, endowment of instructional programs, endowed fellowships, endowed scholarships, student loans, awards, prizes, and medals. Austin College's Institutional Advancement professionals continue to work with individuals in establishing scholarships and special programs for the support of Austin College.

# The Academic Program

## Educational Mission

In 2003 as part of a major curriculum review, the faculty adopted the following statement to clarify the mission of an Austin College education for its students.

An Austin College education transforms the intellectual lives of students as it challenges them to deepen their understanding of social, ethical, and global issues as well as their own place in a rich complex of evolving cultural traditions. Sustained critical inquiry lies at the heart of an Austin College education, enhanced by breadth of experience and focused through in-depth study. The goal is to enable students to develop themselves as productive members of society who can think clearly and critically, understand and respect difference, and express themselves persuasively.

Consistent with the goals of a liberal arts education, Austin College encourages its students to inquire freely, to cross traditional boundaries, and to challenge conventional wisdom while respecting the rights of others. The college seeks to provide an academically challenging and lively community of students and teachers who are committed to intellectual growth through individual and collaborative endeavors. Austin College graduates are prepared for lives of responsible leadership, enhanced by continued learning, and enriched by lasting values.

## Austin College Curriculum

Working closely with a faculty mentor, the student designs an academic program to achieve the goals of an Austin College education in the context of his or her own personal aspirations. An Austin College curriculum emphasizes both depth and breadth of study. It begins with a required freshman seminar course (Communication/Inquiry), which serves as the foundation for the Austin College education. The seminar aids students in their transition to college-level work and serves as an orientation to academic services and curricular opportunities. The instructor becomes the student's academic advisor and faculty mentor. Faculty-student engagement established in the seminar initiates the conversation on how to use the Austin College curriculum to create the educational experience that enhances intellectual inquiry and critical thinking and leads to lifelong learning.

Before the end of their sophomore year, students declare a field to study in depth from the college's list of more than 30 majors or alternatively, may create their own individualized major using the Special Program Option.

Students also must complete a minor (or second major) in another field with over 40 minors from which to choose. With proper planning students are able to integrate many of the course requirements of the Breadth Dimension into their major and minor, giving their overall education greater coherence. Through the Breadth Dimension students encounter the different methodologies used by the humanities, sciences, and social sciences but are not required to take specific courses. Instead, students may select courses from the full range of disciplinary fields to develop a program that complements their major and minor but still adds breadth.

Austin College values interdisciplinary studies and encourages its students to consider majoring or minoring in one of its many interdisciplinary programs. One of the purposes of a liberal education is to help students become aware of the interconnections among different branches (disciplines) of knowledge. To this end the college offers student-designed interdisciplinary degree programs (see the Special Program Option) and



interdisciplinary and general studies courses. By integrating learning from several fields of knowledge, such study widens understanding and organizes new approaches to old problems. Many of these courses are appropriate for meeting the requirements of the Breadth Dimension.



## Faculty Mentor

Upon admission to Austin College each student is assigned a faculty mentor, who serves as the student's academic advisor and as the instructor for the first-year student in the Communication/Inquiry course. The term mentor denotes a special student-faculty relationship where the established rapport should assist the student in adjusting academically to college life and in effectively using the resources of the institution. As part of the advising process, students meet regularly with their mentors to review career interests and aspirations and steps for achieving these goals. Such

considerations become reflected in a student's overall degree plan and in choices of a major and minor. The planning process of individual development continues through all the undergraduate years. Development may be sought through a variety of means: formal course work, existing programs or activities (whether on-campus or off-campus), and programs and activities initiated by students. Summer activities and experiences are relevant also. This collaboration of faculty mentor and student serves to maximize the opportunity afforded by an Austin College education.

Although faculty mentors frequently teach in fields different from their students' majors, students usually choose to stay with their original mentor because of the unique relationship developed in the Communication/Inquiry course. Students, however, have the option of changing mentors any time after the first term.

## A Special Calendar for the Academic Year

Austin College follows a 4-1-4 academic calendar (4 courses fall – 1 course January Term – 4 courses spring, for a typical student). During the regular Fall and Spring Terms, each lasting 14 weeks, students typically enroll for four full courses. The college's regular curricular offerings are available primarily during the two longer terms. The official [Academic Calendar](#) can be found on the website.

## Completion or Graduation Rate

In accordance with the Student Right-To-Know Act, the six-year completion rate for students who entered Austin College in 2009 on a first-time-in-college and full-time basis was 73.37 percent.

## General Degree Requirements

Students must fulfill the following requirements:

- Complete a minimum of 34 course credit units, of which at least 17 must be earned at Austin College
- Earn a 2.00 or better cumulative grade point average for all courses taken at Austin College
- Complete the Foundation Dimension
- Complete a major with a 2.00 grade point average or better

- Complete a minor (or second major) with a 2.00 grade point average or better
- Complete the Breadth Dimension
- Complete three January term courses, or one for each fall term in residence
- Complete one course in Lifetime Sports
- Demonstrate ability in a modern or classical language, other than one's own, through the third semester of college-level study at Austin College, or by transfer credit from another institution for an equivalent level of study, or acceptable performance on an approved equivalency test. The requirement also can be met by successfully completing the third semester of American Sign Language at an accredited college or university. Those students for whom English is a second language may satisfy the language competency requirement with evidence of suitable proficiency in the native language (e.g., proficiency test, particularly when administered in that language at Austin College; school records).
- Demonstrate the required skills in written communication by completing an approved course(s) equal to one full course
- Demonstrate quantitative reasoning skills by satisfactorily completing an approved course(s) that provides instruction in quantitative techniques
- Up to three graduate-level course credits (or nine semester credit hours) can be applied to the undergraduate degree plan. Graduate-level courses transfer into Austin College as one course credit unit.
- Complete at least eight of the last 11 course credit units as a student at Austin College

The choice of a major and a minor may be made at any time after initial registration, but not later than the close of the sophomore year (i.e., in which 17 course credits are completed and enrolled in). Before registering for the first term as a junior, each student must file in the Registrar's Office a declaration of major and minor approved by the appropriate department chairs or program directors (more information on the [major/minor declaration process](#) on the Registrar's Office website). Students must have a major declared in order to declare a minor and may not declare a major or minor after they have graduated.

Ordinarily students will follow the curricular requirements of the *Bulletin* in effect at the time of admission. When the college career is unavoidably interrupted, this principle will be followed as far as possible. If a student is readmitted following withdrawal, current requirements will apply.

## Foundation Dimension

The freshman seminar, Communication/Inquiry (C/I), serves as a foundation for an Austin College education. The course provides an important transition to the expectations of college-level work and available academic services. The seminar topics vary with the interests and specialization of the instructors, but through rigorous engagement with materials appropriate for an introductory class, each seminar section emphasizes the enhancement of skills of information literacy and critical thinking, and abilities in oral and written communication. The C/I instructor serves as the student's faculty mentor and academic advisor.

### Potential Student Learning Outcomes for the Foundation Dimension Courses

The faculty teaching Foundation Dimension courses will promote the following student learning outcomes with their pedagogy:

- Students will demonstrate appropriate oral communication skills.
- Students will demonstrate appropriate written communication skills.
- Students will demonstrate appropriate information literacy skills.
- Students will demonstrate appropriate critical thinking skills.

The C/I course may be waived for individuals who have been enrolled as a full-time matriculated student at another accredited college or university for at least one semester.

## Breadth Dimension

An eight-course distribution over the three academic divisions (i.e., Humanities, Sciences, and Social Sciences) of the college establishes the minimal requirement for the Breadth Dimension. Students may transfer into Austin College up to four courses in the Breadth Dimension. **Only credits completed prior to matriculating at Austin College can be used to satisfy the Breadth Dimension.** Students must take half of coursework required in each division of the Breadth Dimension at Austin College and also meet the requirements stated below for each division. Courses and AP/IB equivalencies that satisfy this requirement have been approved by the respective academic divisions and are on a list available in the Registrar's Office. Breadth Dimension courses must be taken for a letter grade. Courses taken for the Breadth Dimension also may count toward either the major or minor. Specific courses approved for the Breadth Dimension are indicated each term on the course registration schedule in WebHopper and in the course descriptions of the *Bulletin*.

It is important to note that, while some courses are designated to satisfy multiple Breadth Dimensions (e.g., Social Science and a Science or Humanities and Science), the course is only able to satisfy **one** Breadth Dimension requirement, but not both.

### Humanities

The humanities disciplines of art, art history, classical and modern languages, communication, media studies, theatre, English, history, music, philosophy, and religious studies present a broad array of approaches to the understanding of culture and to the search for meaning. Courses in the Humanities Division foster students' appreciation of creative work and its processes, raise their awareness of perennial questions, and promote the spanning of interpersonal, intercultural, and chronological distances. Familiarity with humanities disciplines and their methodologies is integral to a liberal arts education and helps to prepare students for a complex and changing world.

### Possible Student Learning Outcomes for the Humanities Breadth Dimension Courses

The faculty teaching Humanities Breadth courses will promote the following student learning outcomes with their pedagogy:

- Students will demonstrate an ability to arrange, define, and describe important ideas and/or experiences from various cultures and/or the historical past.
- Students will demonstrate the ability to produce creative work and/or appraise and critique the creative process of others.
- Students will demonstrate the ability to analyze, test, and/or question humanistic interpretation, and to deploy those skills effectively through written and/or oral communication.

Humanities courses that satisfy the Breadth Dimension engage students in how people think about or create from the world and human experiences. These courses foster skills in critical reading or interpretation, synthesizing information, effective oral and written communication, creative expression, and thoughtful analysis. In doing so, they develop the ability to form meaningful questions and exercise independent judgment. Students are required to take courses in four different disciplines to expose them to the diverse subjects and methodologies within this division.

**Requirement:** Four courses must be from four different disciplines (e.g. ART, SPAN, ENG, PHIL).



## Sciences

The methods used by science are the most reliable known for understanding the natural world. Science and the technology stemming from scientific knowledge have profound effects on nearly every aspect of modern life. Advancements in such diverse fields as health care, food production, communication, and transportation all depend on scientific knowledge and understanding. At the same time, scientific innovations have important societal, ethical, and moral implications. Therefore, understanding scientific methodology, contributions of science to modern civilization, and strengths and limitations of the scientific approach are of great importance for all students in becoming responsible citizens. The faculty believes that in order to fully understand science, students must be actively engaged in doing science. Thus, scientific inquiry through laboratory experience is viewed as an essential component of science education.

### Possible Student Learning Outcomes for the Science Breadth Dimension Courses

The faculty teaching Science Breadth courses will promote the following student learning outcomes with their pedagogy:

- Students will use observational or experimental data to evaluate a scientific claim or test a scientific hypothesis.
- Students will demonstrate an understanding of the interaction between science and culture.
- Students will demonstrate an understanding of the strengths and limitations of the scientific process.
- Students will communicate scientific information and ideas effectively.

The Breadth Dimension of the Austin College curriculum requires two science courses, with at least one with an associated laboratory. The requirement may be met by a specially designed non-majors course in the natural sciences with an associated laboratory, or by other designated laboratory courses regularly offered in biology, chemistry, and physics. The science requirement ensures that all Austin College students have experience using the scientific process to solve both theoretical scientific questions in the classroom and practical hands-on problems in the laboratory.

**Requirement:** Two courses including at least one course with an associated laboratory. The two courses may be from the same discipline.

## Social Sciences

The social sciences investigate and educate students about individual and group behavior in different social and cultural contexts. Through the application of a wide range of theoretical and methodological approaches, the social sciences strive to explain the variables that affect human decision-making, patterns of social, economic, and political development, and conflict and cooperation across the globe. Further, the social sciences explain how people allocate scarce resources in the framework of different social, governmental, and commercial institutions. A central component of the liberal arts, the social sciences contribute to an understanding of the historical development and contemporary structure of the global environment and provide an essential intellectual foundation for informed and engaged global citizens.

### Possible Student Learning Outcomes for the Social Science Breadth Dimension Courses

The faculty teaching Social Science Breadth courses will promote the following student learning outcomes with their pedagogy:

- Students will identify and describe one or more methodological approaches used in the Social Sciences.
- Students will describe individual and/or group behaviors using disciplinary appropriate language.
- Students will explain how the cultural and institutional past informs society.
- Students will recognize ethical dilemmas that confront social scientists.
- Students will identify the causes and consequences of collective life.

The Breadth Dimension of the Austin College curriculum requires two approved courses from different disciplines in the social sciences. Approved courses will foster student understanding of individual and group behavior in different social and institutional settings. Social science courses also emphasize effective written, oral, and methodological skills.

**Requirement:** Two courses must be from two different disciplines (e.g., PSY and ECO).

## Depth Dimension

Degree programs available to students as of the 2017-2018 academic year:

Degree Programs	Major	Minor
Accounting		X
Anthropology	X	X
Art	X	X
Art History		X
Asian Studies		X
Biochemistry <sup>2</sup>	X	
Biology <sup>3</sup>	X	X
Business Administration	X	
Business Finance	X	
Chemistry	X	X
Classical Civilizations	X	
Classics	X	X
Cognitive Science		X
Communication	X	X
Computer Science	X	X
East Asian Studies	X	X
Economics	X	
Education <sup>4</sup>	X	X
English		
English with an emphasis in Creative Writing	X	X
Environmental Studies	X	X
Ethics		X
Exercise and Sports Science <sup>1</sup>		X
Film Studies		X
French	X	X
Gender Studies <sup>1</sup>		X
German	X	X
Global Management	X	
Global Science, Technology, and Society		X
History	X	X
Interdisciplinary Studies <sup>5</sup>	X	X
International Economics and Finance	X	
International Relations	X	
Latin	X	
Latin American and Iberian Studies	X	X
Leadership Studies		X
Mathematics	X	X
Media Studies	X	X

Music	X	X
Neuroscience		X
Nonprofit Organizations and Public Service		X
Philosophy	X	X
Physics	X	X
Political Science	X	X
Psychology	X	X
Public Health	X	X
Religious Studies	X	X
Sociology	X	X
Southwestern and Mexican Studies		X
Spanish	X	X
Theatre	X	X
Western Intellectual Tradition		X

<sup>1</sup> Austin College offers an interdisciplinary major that methodically combines courses from multiple departments to create a major. See the Special Program Option.

<sup>2</sup> See Chemistry Department for degree information.

<sup>3</sup> Offers general Biology major and major with a concentration in Cell and Molecular Biology.

<sup>4</sup> Students earn a Master of Arts in Teaching (MAT) for program completion.

<sup>5</sup> See the Special Program Option for more information. Must also meet requirements for a major and minor described below.

### Major and Minor General Program Requirements

Requirements for the major consist of at least eight but not more than 11 course credit units, approved by the department chair or program director as described in the Courses of Instruction section of this *Bulletin*. Courses in the major may be counted toward meeting the requirements of the Breadth Dimension. At least three course credit units must be taken at Austin College from courses numbered 300 or above.

A minor consists of five to seven courses credit units, approved by the department chair or program director. The minor affords students the opportunity to combine an in-depth study of a second area while also broadening their education. Courses in the minor may be counted toward the Breadth Dimension requirement. At least two course credit units must be taken at Austin College from courses numbered 200 or above.

No course may be counted toward meeting the requirements stated above for more than one major or one minor. However, it is acceptable for a course to meet both a Breadth Dimension or competency requirement and the major or minor.

### January Term

**January Term**, often referred to as JanTerm, is an expression of the college's commitment to life-long learning. It incorporates intensive month-long courses that emphasize experiential learning and experimental formats and topics. The program has three goals:

- That Austin College graduates know how to engage experiential and non-traditional learning styles and integrate them with traditionally gained knowledge and skills



- That more students have international educational experience than would otherwise be the case
- That Austin College faculty gain experience with experiential and non-traditional learning styles and how to engage them

During January, students take only one course. This academic term provides a change of educational pace, more concentrated involvement in one area of study, and a greater emphasis on exploration and experiential learning. Courses during the January term focus on unique topics in depth. Off-campus courses include independent study and career exploration; they also include courses with cross-cultural exploration and language immersion experiences.

### **Possible Student Learning Outcomes for the January Term Courses**

The faculty teaching January Term courses will promote the following student outcomes with their pedagogy:

*For international travel courses:*

- Students will demonstrate knowledge, skills, and attitudes consistent with intercultural competence.
- Students experiencing language immersion will increase their fluency in a foreign language.
- Students will thoughtfully articulate the relationship between their international experience and their studies on campus.

*For all other courses:*

- Students will demonstrate skills and attitudes consistent with lifelong learning.

All undergraduates must complete one January term course for each fall term they are enrolled, with three being the maximum required. JanTerm courses will generally use an S/D/U grading system; some courses may provide students with an option for letter grades if those courses include a substantial graded component.

Each year, the majority of the student body, including nearly all first-year students, remains on campus to pursue a January term course or project.

With few exceptions, courses offered in the January Term are specially designed so that offerings vary significantly from one January to the next. A special online bulletin of January term courses describes the offerings each year.

#### **Examples of On-Campus January Term Courses**

*White Collar Crime*  
*Science & Culture of Wine*  
*Arduino Microcontrollers*  
*How Class Works*  
*Mythbusting 2.1*  
*Star Trek and Ethics*  
*Citylab: Leadership Location*  
*Brilliant But Canceled TV*  
*Walk in the Woods: Hiking TX*

#### **Examples of Off-Campus January Term Courses**

*A Walk among the Ruins: Greece*  
*London Theatre*  
*Ecology & Conservation: Panama*  
*Music, Art, & Culture of NYC*  
*Oxford in History & Literature*  
*Mental Health: East vs. West*  
*Going Green in Europe*  
*Shatterzone of Empires*

### **Quantitative Reasoning Requirement**

Quantitative reasoning means the ability to apply the tools of mathematics, including statistics, in some area or areas of discourse. This requirement is met by the satisfactory completion of an approved course(s) in which the student must demonstrate the ability to understand and utilize quantitative data and analysis to construct and to assess arguments and to solve problems. Approved courses are marked each term on the course registration schedule in WebHopper and in the course descriptions of the *Bulletin*.

## Potential Student Learning Outcomes for the Quantitative Competency Courses

The faculty teaching Quantitative Competency courses will promote the following student learning outcomes with their pedagogy:

- Students will construct and test formal hypotheses.
- Students will demonstrate logical or mathematical reasoning using symbolic proofs.
- Students will use statistical or graphical analysis to draw conclusions from numerical data.
- Students will solve problems using mathematical methods and data.
- Students will successfully implement computer algorithms.

## Writing Competency Requirement

Courses across the curriculum with an intensive writing component are designed to build upon and reinforce writing skill development initiated in Communication/Inquiry. Courses approved for this requirement give students opportunities for serious practice and/or revision of their written work. In class and in individual conferences students receive special instruction in writing techniques specific to their assignments and course discipline. Course guidelines and a list of approved courses are available in the Registrar's Office.

## Language Competency Requirement

Students must show competency for at least three semesters of college-level language other than English. Students with high school experience in a language who want to continue coursework in that language should adhere to the following guidelines: one year – begin in the 101 course, two years – begin in the 102 course, three or more years – have placement checked prior to registering for first semester of classes to determine the level of proficiency as compared to the Austin College languages curriculum. Students who have taken a college-level language course or courses should be sure that their official transcripts have been sent to Austin College Registrar's Office. College-level language courses are standardized as Beginning I and II for the first two semesters and Intermediate I and II for the third and fourth semesters and correspond to the first four semesters of classes at Austin College. Therefore, students with transfer credit from another college or university may simply register for the next course in the sequence, or start a new language at the 101 level.

Students who wish to complete or believe they have completed the language competency in a language not taught at Austin College (one other than Chinese, French, German, Greek, Latin, Japanese, or Spanish) will need to show transcripts or placement documentation from another institution to have the language competency requirement waived. These students will need to have the chair of the Classical and Modern Language department approve the waiver.

## Electives

Each student's academic program is further supplemented by elective courses as needed for completion of at least 34 course credit units.

## Special Program Option

The Special Program Option is available to students who wish to design a non-traditional or interdisciplinary major or minor not listed in the college *Bulletin*. Those pursuing this option must describe carefully in writing their educational background, levels of achievement, and how the specially designed major or minor will assist them in meeting their educational goals and objectives. The Special Program Option is particularly adaptable to

the needs of students interested in studying interdisciplinary subject areas or in preparing for unique career fields.

The student and mentor discuss the written statement and prepare a detailed plan or learning contract for achieving goals and objectives. Students meet the same requirements for the Bachelor of Arts degree as listed above except for the Breadth Dimension and the major or minor. The degree plan includes in essay form a statement of the design of the major or minor and how courses and experiences will be used to achieve an education of breadth and depth. Each student must satisfactorily complete a program of breadth and depth, but no set list of courses or number of course credit units is required for either. The proposed special program ([online application](#)) is submitted to the Academic Standing Committee for approval.

## Departmental Honors Program

The [Departmental Honors Program](#) is designed to challenge superior students in their final year of undergraduate study to use their disciplinary training to delve deeper into a topic of interest in the major. The program emphasizes independent investigation and culminates in completion of a bachelor's thesis that is defended by the student in an oral examination administered by the student's thesis committee. The thesis committee consists of three faculty members; two of the members should be from within the department or program of the student's major and the third from outside the student's major. In some cases, specific departments have additional requirements for participation in the program. Successful completion of the Departmental Honors Program is indicated on the student's diploma as "Honors in (Discipline or Field)."



Admittance to the program is by invitation only and is intended for students who are within three semesters of graduation. In no case will students who have less than five months of study remaining before graduation be considered. A student who has excellent research potential and has been performing at an exceptional level in the major and at a level of distinction in other courses may be invited by the department or program chair to participate in the Departmental Honors Program. The evaluation of performance in the major is made exclusively by each department or program. The evaluation of overall performance outside the department is subject to review by the Honors Advisory Committee.

Credit for one or two courses (which may include a January term course) is normally given. If justified by the nature of the project, credit for three courses, including a January term, may be given. Students may enroll in the department-based 491 course to earn the credit. Once the student has earned the credit the department is willing to endorse, the student is not required to continue enrolling in the 491 course even though the student may still be completing the thesis or defense of work.

## Other Honors

### Phi Beta Kappa

Austin College shelters the Iota chapter of Texas of Phi Beta Kappa. Election of members in course (student members) is by vote of the faculty and staff key holders of Phi Beta Kappa at Austin College. No student will establish a right to membership simply by achieving a given GPA or by satisfying prescribed requirements.

New members in course are chosen in the spring term. To be eligible for election with a year's class, a student must have graduated in the previous summer or January, or be ready to graduate in May. Normally, prospective members must have the following minimum qualifications:

- Have completed at least three full semesters of work at Austin College and be fully registered for a fourth semester
- Have a grade point average of 3.65 or higher in Austin College courses
- Have demonstrated proficiency in a foreign language by any means appropriate for satisfying the Austin College foreign language requirement
- Have demonstrated proficiency in mathematics by having taken at least one course in the Mathematics Department at Austin College at the level of Mathematics 141 or higher, or an equivalent course at another institution, or they must have Advanced Placement credit for an equivalent course. When transfer credits are used to meet the language and math requirements, the quality of the courses will be considered.

The faculty will consider all students who meet these basic requirements and will elect those who, in their judgment, best exemplify the principles espoused by Phi Beta Kappa. The bylaws provide that new members "shall be elected primarily on the basis of broad cultural interests, scholarly achievement, and good character." They also state that "weight in the selection process shall be given not only to the relative strength of the candidate's academic record, but also to the breadth and proportion of the candidate's program as shown by the number and variety of courses taken outside the major. Preference will be given to candidates who have demonstrated "a spirit of intellectual adventure" by meeting any of a number of criteria including, but not limited to, the following: significant coursework across all three academic divisions of the college, independent research or scholarly activity, or significant advanced work in a field other than the major."

## **Honors at Commencement**

The faculty selects the two top scholars in each graduating class to receive special medals. The two individuals, with no distinction between them, are awarded the J. C. Kidd and the J. M. Robinson medals. Students with an Austin College cumulative grade point average of 3.85 and above graduate summa cum laude; those with an average of 3.70 through 3.84 graduate magna cum laude; and those with an average of 3.50 through 3.69 graduate cum laude.

## **Dean's List**

The Dean's List recognizes the top 20 percent of students taking a minimum of three graded, full-credit courses each fall and spring term based on the grade point average for that term. Students with incomplete grades are ineligible for Dean's List consideration.

## **Honor Societies**

**Alpha Chi:** A national honorary society devoted to the promotion and recognition of scholarship and of those elements of character which make scholarship effective among the undergraduate students in the academic divisions of colleges and universities in the United States.

**Alpha Psi Omega:** A national honorary dramatic society for those doing a high standard of work in dramatics.

**Beta Beta Beta:** A national honor society for students in the biological sciences. Its purpose is threefold: stimulation of sound scholarship, dissemination of scientific knowledge, and promotion of biological research.

**Delta Phi Alpha:** A national honor society for junior and senior honor students who have excelled in their study of the German language.

**Eta Sigma Phi:** A national honorary society for junior and senior students of Latin and/or Greek.

**Omicron Delta Epsilon:** An international honor society for students in economics.

**Phi Alpha Theta:** A national honor society for advanced students in history. The mission of the society is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

**Phi Beta Delta:** A national honor society for scholars in international education.

**Phi Beta Kappa:** A national honor society for students exhibiting excellence in the liberal arts and sciences.

**Pi Delta Phi:** A national honor society for advanced students of the French language and literature.

**Pi Sigma Alpha:** A national honor society for political science students. Students in international relations are eligible for membership in the Austin College chapter.

**Psi Chi:** A national honorary society for outstanding students in psychology. To be eligible for membership a student must rank in the top one-third of his or her class in general scholarship and must have demonstrated superior scholarship in psychology. A student must have taken experimental psychology.

**Sigma Delta Pi:** A national honor society for advanced students of Spanish literature and culture. The purpose of this organization is to foster a wider knowledge of and greater love for the Hispanic contributions to modern culture.

**Sigma Pi Sigma:** Within the framework of the Society of Physics Students, this honor society recognizes academic achievement in the area of physics. Membership is restricted to students who have demonstrated superior achievement in advanced courses.

## **On-Campus Learning Opportunities**

### **Individual Study**

Directed and independent study courses are available in most disciplines. They offer properly qualified students the opportunity during any term to carry out individual work that is unique and intensive on a topic not offered as a regular course. The student works on campus under the general supervision of a faculty member in the appropriate program in a one-to-one relationship. A student may register for only one such course in individualized study (either one directed study course or one independent study course) in any one term.

For either type of course, a detailed description of the project must be submitted on the proper form by the beginning of the term during which the work will be done. The student prepares this statement after consulting with an appropriate faculty member who is willing to supervise the student's work. Approval by the appropriate department chair or program director and the divisional dean is required. Directed and independent study courses may be taken using the standard letter grade system or using the S/D/U system. The proposal form for approval must be submitted to the Registrar's Office no later than the end of the first week of a fall or spring term or prior to the start of a January or summer term.

**Directed Study** courses are offered at the intermediate (numbered 260) and advanced (numbered 360 or 460) level for variable credit ranging from 0.25 to 1.00. To be eligible for a directed study course, a student must



have demonstrated a capacity to do individual work and have a **cumulative grade point average of at least 2.00**.

Directed study at the intermediate level is open to sophomore students or higher during the long term, but freshmen also are eligible during the January term.

Advanced directed study is ordinarily limited to a topic falling within the student's major or minor, and taken only after successfully completing the basic courses in that field. However, by special permission of the department chair, a directed study course also may be taken in another discipline provided the student has completed the basic course work in that discipline plus all necessary prerequisites for the directed study topic.

The topic chosen by the student and approved by the faculty member must be sufficiently delimited to permit significant oral and written reports. A directed study entails considerable student-faculty interaction during the pursuit of the work. The faculty member may assist the student in the preparation of the bibliography or the formulation of the project, and the student is expected to consult the faculty member periodically and report on progress being made. Such conferences usually occur about once every two weeks.

**Independent Study** courses (numbered 490) provide opportunity for a student to use initiative, imagination, and persistence to produce a higher quality body of work such as a research paper, formal report, or art project. Independent study is open only to juniors and seniors who have performed exceptionally well academically with a **cumulative grade point average of at least 3.00** and who are judged by the faculty supervisor and department chair to be capable of substantial independent inquiry into a special phase of the subject within their major.

After initial planning in consultation with the faculty supervisor, the student basically works independently. The student is free to consult with the faculty member from time to time but is generally under no obligation to do so. The course may involve library research or special problems. Each study should enhance the understanding of the subject as well as develop the methodology of inquiry. Ordinarily, just one course credit for such study may be earned in any one term.

## **Teaching/Learning Participation**

Certain departments and programs offer highly qualified students opportunities to learn by sharing in the instructional responsibilities for particular courses.

The student is given a sphere of responsibility so that learning and teaching can be experienced as two aspects of the process. The student's role differs from that of teaching assistants utilized by many colleges and universities. Here the faculty member is as much involved as ever in all aspects of the course. Involvement of a student in teaching/learning participation (numbered 464) in a particular course happens only if the faculty member feels that definite benefit to both the student and the course will result.

Each instructional program unit determines which of its courses, if any, are appropriate for such individual studies in teaching/learning. (The role of laboratory assistant is not appropriate for this type of individual study.) The type of responsibilities and extent of involvement of the student will vary depending on the course and faculty member. This course may be taken only at the undergraduate level. It may not be counted as a substitute for any of the undergraduate teacher education requirements.

## Posey Leadership Institute

The [Posey Leadership Institute](#) at Austin College offers aspiring students extraordinary opportunities to prepare for lives of leadership through experiential learning within and beyond the classroom. The Austin College approach incorporates skill-based opportunities for students to learn, apply, and test their effectiveness as leaders through coursework, campus governance, student organizations, mentoring, assessment, and leadership across community and global service organizations.



## Environmental Research Areas and Field Laboratories

Austin College is fortunate to own five pieces of property in Grayson County that serve as research areas, field laboratories, and nature preserves. The Barry Buckner Biological Preserve and Research Area is a biologically diverse 115-acre site containing native deciduous forest, pine forest, sandstone outcrops, and successional communities. The Lee Harrison Bratz Field Laboratory, located on the sandy soil of the East Cross Timbers vegetational area, is a 76-acre site that consists primarily of deciduous forest, including both upland and bottomland vegetation. The Clinton and Edith Sneed Environmental Research Area, a 100-acre site in the Blackland Prairie vegetational area, is adjacent to Hagerman National Wildlife Refuge; this property includes a small native prairie plot and three ponds. The Sneed ERA is the site of an extensive effort to restore native prairie vegetation. The Garnett Prairie is a 60-acre tract, also in the Blackland Prairie zone; it includes a 10-acre tract of intact native prairie. The McCarley Woods Nature Preserve is a 12-acre site that is primarily upland hardwood forest.

These field sites serve as outdoor laboratories for students and faculty in biology and environmental studies to examine organisms in a natural setting. The proximity of these sites to the campus and to one another facilitates comparative studies and long-term research projects. A number of courses including Animal Behavior, Conservation and Restoration Ecology, Evolutionary Biology, Ecosystem Ecology, Mammalogy, Plant Biology, Vertebrate Biology, and environmental studies courses use the areas for field trips, class projects, and individual research.

## Robert L. Snider Memorial Social Science Lab

The purpose of the Social Science Lab (SSLab) is to improve and make more relevant the education of social science students by stimulating and encouraging the use of research as a teaching and learning device. It is located in Hopkins Center Room B2. It was dedicated during the sesquicentennial homecoming in honor of one of the early student coordinators, Robert L. Snider '72, who helped establish internships and resource connections with a metroplex company. The SSLab typically employs three or four students during the academic year with some summer internships.

Field and laboratory research is incorporated as a regular part of the social science courses in an interdisciplinary environment for students and faculty interested in empirical research. Through the SSLab, students can observe political and social behavior, formulate hypotheses about human behavior, test these hypotheses by survey research techniques, and acquire a more immediate and realistic sense of the structure and needs of the community.

## Research Practicum in Social Science Lab

In certain social science disciplines the department's sophomore, junior, and senior students may take a one-fourth course credit research practicum at the SSLab or under an appropriate professor utilizing the SSLab resources. Such work extends over a whole fall term, January term, spring term, or summer term and may be repeated for credit up to a total of one course credit unit. The research practicum is designed so that students may experience social science techniques by working on research projects while gaining an in-depth understanding of a particular area.

Interested students should consult the Social Science Lab coordinator and a faculty member who will be responsible for signing registration forms, serving as a consultant for the student's research, and assessing the final grade. Approval by the director of the Social Science Lab is required. The Social Science Lab has resources such as modules on interviewing, survey research and data analysis techniques, and computer statistical packages that the student may use.

## Off-Campus Learning Opportunities

Austin College encourages the pursuit of off-campus programs and projects by all students at some point in their college careers. Many of its January term offerings, summer institutes, and non-credit programs provide the means for enriched educational experiences. Field study opportunities are available during the regular academic year and during the summer as well.

### Internships

[Internship Experiences](#) afford students special opportunities not normally available in the classroom. These include career exploration, clarifying interests and skills, networking with professionals, and applying a liberal arts education to "real world" problems. Some internships are available through academic departments while others are administered through Career Services.



**Career Study Off-Campus (CSOC):** A student may earn a maximum of three course credit units through [Career Study Off-Campus](#) (referred to as field study or internship; course number 290) during a 14-week term and a maximum of two course credit units during the summer. During the January term, one such study course can be taken. Of the total number of course credit units required for the Bachelor of Arts degree, not more than six can be Career Study Off-Campus courses. Courses are graded on an S/D/U basis.

Eligibility requirements for students proposing a Career Study Off-Campus:

- Sophomore, junior, or senior standing at the time the study is undertaken
- Minimum **2.5 cumulative grade point average**
- Successful completion of non-credit training workshop on self-directed learning
- Faculty instructor who will agree to evaluate the student's CSOC
- Site supervisor must agree to oversee and ensure that the student's goals and objectives are met. The supervisor also must complete an evaluation for the student upon the completion of the CSOC.

Proposed studies must be of the student's own design and be carried out on-site or sites that provide the student with a substantive view of the work performed in that particular profession. A student will work with an on-site coordinator or supervisor (a qualified individual who can assist and/or partially direct the study). Proposals should reflect substantial academic, intellectual content and contain clear and concise goal statements, learning

objectives, and resources used, as well as some type of tangible end product to be evaluated by the instructor. All proposed studies must be approved by the most appropriate department chair and divisional dean.

Further information regarding specific deadlines, procedures, and workshop dates as well as assistance in the selection and design of various studies is available through the director of Career Study Off-Campus in Career Services in the Adams Center.

**Global Outreach “GO” Fellowship Program:** [GO Fellowships](#) are intended to provide meaningful and potentially life-changing experiences for a select group of Austin College students while benefiting the communities they target. Specifically designed for non-profit projects and internships, applicants dedicate part of their summer to meaningful community development projects domestically or abroad. Ten to 15 Austin College students are selected annually as Global Outreach Fellows and stipends support their projects and their participation in the projects or internships. For more information contact the internship coordinator in Career Services by early February.

## Study Abroad Program

The study abroad program aims to facilitate global awareness and promote intercultural understanding by supporting curricular opportunities in international venues.

The program has three general goals:

- Students gain in global awareness and intercultural understanding by taking part in semester or year abroad and by programmatic interaction with students who have completed international experiences.
- Students who study abroad will make gains in global awareness and intercultural understanding.
- Austin College faculty will be engaged in assessment, advice, and sponsorship of study abroad opportunities consistent with broad curricular aims.



Austin College emphasizes the international education of its students and arranges a variety of experiences throughout the world. Our students go overseas for cultural and language immersion, to pursue work in their majors, to take electives, and to engage in internships. Study abroad, when planned by the student in conjunction with the [Study Abroad Office](#), is an integral part of the student’s degree program. Credit will be converted from the credit system used at the specific study abroad location to Austin College course credits at the rate of four semester hours being equal to one Austin College credit.

Students select from an extensive list of approved programs based on the college’s affiliations with selected organizations and foreign and U.S. institutions. Summer programs also are available especially for language immersion and internships. (See College Costs section for information on study abroad program costs.) Study abroad benefits students in all majors within humanities, social sciences, and sciences. Students can study their chosen major or minor while gaining insight into language and culture of the host country.

Students interested in applying for a semester or year abroad should begin the information and advising process as early as possible, in their first year on campus if possible. The initial step of application is to contact the student’s academic mentor and the [Study Abroad Office](#) for advice and counsel. To qualify, the student must have a good academic record, must have demonstrated sufficient maturity and self-discipline to benefit from such study, and, in some cases, must provide evidence of competence in the language of the host country. Students are not eligible to participate in the study abroad program while on probation.

## **Independent Study Off-Campus (NSOC)**

These courses (numbered 492) afford students an opportunity to carry out independent study at off-campus locations, quite frequently abroad. The criteria (**3.00 cumulative grade point average**, junior or senior class standing, and depth of preparation) and the approval process for qualifying for an NSOC are the same as for Independent Studies. Students should demonstrate that the off-campus site for the study is essential to the success of the project. Additionally, students must identify an on-site contact person located at the place of study. Ordinarily, students develop NSOC projects for summer or January terms and only one course credit may be earned for such a study. A few program units offer an intermediate-level NSOC (numbered 292). The course is open to sophomore students and the requirements are similar to NSOC 492.

## **Extension or Correspondence Courses**

A maximum of eight approved course credit units by extension or correspondence from an accredited college or university may be accepted toward the Bachelor of Arts degree at Austin College. Not more than one-half of this total may be correspondence study. A student enrolled at Austin College may obtain credit for correspondence or extension studies at another institution only if written permission of the registrar has been secured before undertaking the course or courses. Credit to be applied to the major or minor will be accepted only if similar approval has been secured from the department chair or program director.

## **The Washington Semester Program**

Each semester students may participate in the Washington Semester Program where they spend the fall or spring semester studying at American University, working in a related internship, and pursuing a guided research project. Available programs typically include: American Politics and Policy, Public Health, Transforming Communities, Sustainable Development, Peace and Conflict Resolution, International Law and Organizations, The Middle East and World Affairs, Justice and Law, Global Economics & Business, Foreign Policy, and Journalism & New Media. Many of these programs include the opportunity to study abroad during part of the semester.

All interested students must meet with [Nathan Bigelow](#) in the Political Science Department at least 12 months prior to the start of the semester for which they are interested in attending. The application process (both internal and external) and complexities of the funding process require careful discussion and planning.

## **Air Force Reserve Officer Training Corps (AFROTC)**

AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as “cadets”) who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program is currently offered at Austin College, which has a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC Detachment 835 at the University of North Texas, please visit their [website](#).

## Pre-Professional Preparation

Austin College offers excellent pre-professional preparation for law, medicine, dentistry, the ministry, engineering, and other professional schools as well as graduate schools. The primary and common prerequisite for admission to the professional and graduate schools is a sound liberal arts education. The student, in consultation with the faculty mentor, selects an appropriate major in keeping with professional school requirements. Special pre-professional advisors have been designated for each area.



### Pre-Engineering

Austin College offers a Dual-Degree Program in Engineering (sometimes referred to as the 3/2 or 4/2 Engineering Program). This program provides students the opportunity to earn two undergraduate degrees by obtaining a liberal arts background before specializing in an engineering field. Students attend Austin College for either three or four years and then attend an engineering school for two to three years. At the end of this time, they receive a Bachelor of Arts degree from Austin College and a bachelor's degree in engineering from the cooperating institution.

Austin College is one of a select group of liberal arts colleges that have cooperative agreements with Washington University in St. Louis and Columbia University in New York. Both universities offer a wide range of programs in engineering and the applied sciences. These special agreements offer certain advantages to students, but it is possible for students to transfer to a variety of other engineering schools, both in the state of Texas and elsewhere, provided sufficient advance planning is undertaken in the first two years at Austin College.

An important part of this advanced planning is the Declaration of Dual-Degree Program, which shows how all Austin College requirements for graduation will be met. This Declaration must be filed concurrently with the Major Declaration. Upon completion of the requirements for the degree at the engineering school, the student also is awarded a Bachelor of Arts degree from Austin College.

Although Austin College does not offer on-campus engineering courses, students acquire a strong foundation of physics, mathematics, and chemistry to prepare them for engineering programs. While at Austin College, qualified students may earn an engineering course credit from Washington University by enrolling in a special off-campus course during January term. Costs for this, like other special off-campus January term courses, are not included in the basic tuition fee.

The Dual-Degree Engineering Program assumes the same academic preparation prior to admission to Austin College as that required of students admitted directly to the engineering school as freshmen. For example, the student should be ready to enter calculus and physics during the first term of the first year. A student not so prepared may need to take extra courses in a summer term or an extra fall or spring term. It is important that the interested student consult with the [pre-engineering advisor](#) in the selection of all courses to be taken at Austin College.

### Pre-Health (Pre-Medicine, Pre-Dentistry, Pre-Allied Health)

The mission of the [pre-health program](#) is to educate students about different career opportunities in healthcare and assist them in the application and interview process for professional schools. Austin College has a long

history of excellence in preparing students for entry into a variety of health professions programs throughout the United States. The program focuses on providing students with a solid background in the sciences, while placing this background in the context of a broad liberal arts education. Students also are strongly encouraged to gain field experiences through internships or volunteer work so they can apply their education in a healthcare setting. Students may select a major in any discipline; however, they also must complete certain courses that are required for entry into the specific professional school. The director of Pre-Health can provide information about prerequisites for specific programs. Students are encouraged to seek a major that is of genuine interest to them. The overall strength of the program lies in the development of the whole person: a student's intellect, experiences, and social values.

JanTerm is an excellent time to complete a Career Study Off-Campus (CSOC) experience in a healthcare field. Special CSOCs in January include internships at Scottish Rite Hospital for Children in Dallas; UT Health Center at Tyler; Medical City in Dallas; Texoma Medical Center in Denison; Texas Health Presbyterian Hospital – WNJ in Sherman; and Texoma Neurology in the north Texas area. The Wright Health Sciences Program provides some financial support for summer internships for students who are interested in pursuing a career in the allied health sciences.

Austin College and Texas Tech School of Medicine (TTTSM) have established an early decision/acceptance program for Texas residents. Students who enter Austin College with an SAT of 1360 (verbal + math) or ACT of 29 (single administration of either exam) and who then maintain a cumulative GPA of 3.7 and a science GPA of 3.6 during the first two years at the college are eligible to apply for the program. Selected students will then receive an interview at the medical school in the fall of the junior year. If accepted into TTTSM, the student will not need to take the MCAT, but must maintain a cumulative GPA of 3.7 and science GPA of 3.6 through the senior year in addition to completing the Bachelor of Arts degree from Austin College. All courses must be completed at Austin College. The student will enter TTTSM in the fall following graduation from Austin College.

Austin College also has two Gateway agreements with Oklahoma City University. Students who complete the required courses and maintain an overall GPA of 3.0 and a science GPA of 2.5 are eligible for direct entry into OCU's Accelerated BSN program following graduation from Austin College. A guaranteed interview with OCU's PA program is available for students who complete the required courses and maintain 3.0 cumulative and science GPAs.

## **Pre-Law**

Austin College has a long and successful track record in preparing students for careers in the legal profession. A thorough liberal arts education is the best foundation for students to attain both their personal and professional goals, and law schools respond most favorably to this educational philosophy. The Austin College [pre-law advisor](#) aids students in degree planning, law school selection, and the application process. Austin College has a high acceptance rate of its graduates by law schools in Texas and throughout the nation. The Austin College Pre-Law Society strives to provide students with an understanding of the law and the legal profession as well as information about law schools. Throughout the year it brings to campus guest speakers, such as lawyers, judges, law professors, law students, and law school admissions personnel. To further help students discern their suitability for a career in law, the Austin College Pre-Law Society and the Austin College "L" Association (our alumni lawyer association) each year sponsor the Dr. Kenneth Street Law Symposium, which draws to campus leading members of the bench and bar to discuss pressing legal issues of our time. The Symposium provides both students interested in the law and practicing attorneys the chance to engage leading figures of the legal profession in a forum dedicated to the discussion of issues that form a bridge between the theoretical world of the liberal arts and the practical world of the legal profession. Students have a further opportunity to explore

their interest in the legal profession through participation in the College's Moot Court, Mock Trial, and Mediation programs.

### **Pre-Ministry**

Throughout its history, Austin College has played a vital role in the education of students preparing for ministerial professions and church vocations. The Department of Religious Studies offers a wide range of non-confessional, critically engaging, multi-faith courses and perspectives in the liberal arts and humanities tradition that a student could utilize to enhance her or his preparation for ministry in its diverse forms.

Students who are interested in pursuing a graduate seminary (M.Div.) degree or more general professional training for a church vocation should register with the college chaplain. Individual mentoring is available with members of the religious studies faculty and the college chaplain.

Each year, representatives from different theological seminaries visit the campus. Please contact the college chaplain, [John Williams](#), for more information.





# Academic Regulations

## Course Credits and Classification

Progress toward graduation is measured through course credit units. Austin College is on a 4-1-4 calendar system (4 courses fall – 1 course January term – 4 courses spring) and considers one course credit unit to be equivalent to four semester credit hours. Most curricular offerings are one course credit unit. Other classes, as designated, may carry only one-fourth or one-half course credit unit.

Student classification is determined at the beginning of each term:

An **undergraduate student** is one who does not hold a bachelor's degree and is enrolled in undergraduate courses.

A **full-time undergraduate student** is one who is registered for at least three course credit units during a fall or spring term, at least two course credit units during the summer term, or one course credit unit during the January term. For purposes of federal financial aid, an undergraduate student must be registered in three course credit units in the fall or spring to be considered full-time and at least one and one-half course credit units during the fall, spring, or summer term to be considered half-time.

A **part-time student** is one who is registered for fewer course credit units than are specified for full-time status.

Traditional undergraduate student classifications:

- A **freshman** is one who has completed less than 8 course credit units.
- A **sophomore** is one who has completed at least 8 course credit units.
- A **junior** is one who has completed at least 17 course credit units.
- A **senior** is one who has completed at least 25 course credit units.

A **special high school student** is one who has been admitted to one or more undergraduate courses while concurrently enrolled in high school.

A **second baccalaureate student** is one who has already completed a bachelor's degree but has decided to complete another bachelor's degree after conferral of the first degree.

A **graduate student** is one who holds a bachelor's degree and has been admitted to the graduate program.

A **full-time, graduate student** is one who is registered for at least two course credit units during a fall, spring or summer term. A graduate students are considered to be a half-time students when enrolled in at least one course credit unit.

A **provisional graduate student** is one who holds a bachelor's degree and has been admitted to the Austin Teacher Program but has not yet been admitted to the graduate program.

A **special undergraduate student** is one who has been admitted to one or more undergraduate courses but has not been admitted to work toward a degree.

A **special graduate student** is one who holds a bachelor's degree and has been admitted to one or more graduate courses but has not been admitted to either the Austin Teacher Program or the graduate program.

# Registration and Withdrawal

## Registration

A student becomes a member of a class only by registering or adding the class through the proper procedures via WebHopper (more information regarding registration procedures can be found online with the [Registrar's Office](#)). The student's mentor must approve registration for a student for each term. The faculty access class rolls through WebHopper. When a student's name appears on the WebHopper class roll, the student has officially registered for the class. Any course for which a student registers will be recorded with an appropriate grade on the student's transcript unless the student drops the course through the proper procedure. A student is expected to attend and participate in each course for which he or she registered until officially withdrawn from that course.

Continuing students may register for no more than 4.75 course credit units during the November and April registration period. Students may not add a fifth full credit course until the day after classes commence and all entering freshman and transfer students have registered.

## Change of Registration

Students may change their initial registrations by adding or dropping courses within the time period specified in the [academic calendar](#) for each term. The student's mentor must approve all changes to registration. There is a \$20 late fee charged for petitioned added courses processed after the official add period (first week of class for the fall and spring terms). The charge is the same for both full and fractional credit courses.

## Course Overload

Students who register during a long term in excess of five course credit units are required to pay an overload fee (see College Costs). Students may register for no more than 5.75 course credit units in a long term unless approved by their mentor and the Academic Standing Committee. The academic standing petition form for a course overload is available under Forms on the [Registrar's Office website](#).

## Withdrawal and Dismissal from College

In order to prevent questions and ambiguities that could arise at a later date, a student withdrawing from Austin College should consult the vice president for Student Affairs and Athletics, and should give formal written notice of withdrawal. This notice, filed with the student's record, serves as an explanation of the withdrawal. The college reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory, without assigning any further reasons.

## Class Attendance

Class attendance is expected of all students. Within the first week of each term, the instructor will communicate the attendance policy for each class. Irregular attendance or excessive unexcused absences may result in the lowering of the student's grade for a course or an administrative drop from the course without refund.

# Grading System

The following grades are used at Austin College:

<b>A</b>	Excellent
<b>B</b>	Good
<b>C</b>	Satisfactory
<b>S</b>	Satisfactory achievement (work must be at or above C- level)
<b>D</b>	Marginally passing
<b>F</b>	Failing
<b>U</b>	Unsatisfactory work
<b>I</b>	Incomplete. Incomplete grades are given only if circumstances beyond the student's control prevented completion of the course. To obtain credit, an incomplete grade must be removed by the end of the next regular term. Unless the incomplete is removed within the time set, the grade in the course will automatically become F or U.
<b>W</b>	Withdrawal from the course by the end of the tenth week of the fall or spring term
<b>WM</b>	Withdrawal from the course for documented medical circumstances

Grade points are earned as follows:

<b>A</b> = 4.0	<b>C-</b> = 1.7
<b>A-</b> = 3.7	<b>D+</b> = 1.3
<b>B+</b> = 3.3	<b>D</b> = 1.0
<b>B</b> = 3.0	<b>D-</b> = 0.7
<b>B-</b> = 2.7	<b>F</b> = 0
<b>C+</b> = 2.3	<b>W</b> = 0
<b>C</b> = 2.0	<b>WM</b> = 0

Courses dropped before the end of the seventh week of classes will not be listed on the official transcript. Courses with grades of F and U are counted as courses attempted for purposes of computing grade point averages. Courses with grades of S, W, WM, or I are not included in the computation of grade point averages.

## Grading Regulations

### Course-Level Student Responsibility

To receive credit in a course, each student must satisfactorily complete the assigned work by the end of the term and a final examination when specified. Assigned work in the course may include class recitation, daily written work, short quizzes, library reading, research papers, tests, and other requirements that enhance learning and enable the instructor to evaluate the progress of the student.

Absence from a scheduled final examination without appropriate excuse may result in failure of the course. An appropriate excuse derives from causes beyond the control of the student. The [final examination schedule](#) is available on the Austin College website or in the Registrar's Office.

### Grade Grievance Process

When a student is in disagreement with a professor over the course grade (or other course-related issues such as attendance, assignment parameters, etc.), the student should first respectfully discuss the issue with the professor in an attempt to resolve the difference. If this proves to be impossible, the disagreement may be

referred in a written appeal to the department chair or program director supporting the course for investigation and a decision. Continuing disagreement on such academic issues may be referred to the division dean or vice president for academic affairs and should begin with a written appeal and explanation of previous attempts to resolve the issue. The last appeal in all cases shall be to the vice president of academic affairs, unless that person is the professor for the course. In that case, the president reviews the final appeal. Attempts to circumvent the systematic appeal process will result in a referral to the appropriate level for consideration. Grade grievances for a course must begin within one full year of the end of the course to be considered appropriately. Grade changes will not be entertained after the baccalaureate degree has been conferred.

## **Dropping Courses and the Grading Impact**

Students who want to drop a course must: 1) obtain a drop slip from the Registrar's Office, 2) complete the form and obtain the appropriate signatures, and 3) return the slip to the Registrar's Office by the deadlines specified in the official online [academic calendar](#). Courses with grades of "W" are not included in the computation of grade point averages, however, could impact Satisfactory Academic Progress (see the Financial Aid section of the *Bulletin*) if earned in excess.

During a regular fall and spring term, students can drop courses through the end of the seventh week of the term, receive no grade for the course, and the course is not listed on the students' transcripts. Students who drop a course during the eighth through the end of the tenth weeks of the term will receive a grade of "W" for any courses dropped. After the tenth week of classes, students are unable to drop classes; in these cases, students will earn the grade awarded by the faculty member based on their performance in the course. Students can petition to utilize the Medical Withdrawal policy at any time during a term including after the tenth week of classes.

## **Medical Withdrawal**

Students may request a Medical Withdrawal when a student's physical or psychological condition **significantly** impairs his or her ability to function successfully or safely as a student, and that condition prevents a student from completing the semester. It is expected that the time a student takes away from the college will be used for treatment and recovery. This is a voluntary process initiated by the student, involving withdrawal from all classes for the term, with a protocol in place for reentry.

In order to both obtain a Medical Withdrawal and to return to student status, a student must apply to the vice president of Student Affairs and Athletics. The withdrawal can be granted only with proper medical documentation. Likewise, suitable medical documentation must accompany the student's request to the vice president of Student Affairs and Athletics to resume enrollment. The request for medical withdrawal and subsequent enrollment must be presented by vice president of Students Affairs and Athletics to the Academic Standing Committee for approval. Students who are granted permission to withdraw for medical reasons will receive grades of "WM" indicating withdrawal for the semester. Withdrawals are not retroactive—the application must be completed and approved before the end of the relevant semester. Refer to the refund policy in College Costs section for more information.

## **Optional Grading System**

Courses used to meet requirements for the Foundation (Communication/Inquiry) and Breadth Dimension must be taken using the standard letter grade system (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F). Many majors and minors also require or recommend that students to take courses for a standard letter grade. Information related to those requirements can be found in the Academic Departments and Courses of Study section of the *Bulletin*.

A student may opt to take a maximum of one course per term on a Satisfactory / Deficient / Unsatisfactory (S/D/U) basis excluding courses that have a mandatory S/D/U grading system. Students may elect no more than a total of four courses during their academic career to be graded on an S/D/U basis. Transfer students may elect a proportionate number of courses to be graded on the S/D/U basis during their academic career as determined by the number of terms attended.

The student designates the grading system to be used in a course at the time of registration but may elect a change in grading system by filing a request with the Registrar's Office according to the deadline published in the [academic calendar](#). Grades of "S" are not calculated into the cumulative grade point average, however, grades of "D" and "U" are calculated into the cumulative grade point average.

## Repeated Courses

Students may repeat for additional credit only those courses so designated in the *Bulletin*. When a course is repeated to raise a grade, all attempts and grades remain listed on the transcript but are marked to indicate the course has been repeated. Only the last attempt is used to determine credit earned and grade point average (unless the grade for the last attempt is a W, in which case the previous attempt is used to determine credit and grade point average). Courses cross-listed in the *Bulletin* (such as Business Administration 361 and Economics 361) are treated as if they are the same course. Only courses repeated at Austin College can be used to raise a course grade.

Repeating courses may have implications for the financial aid offered by Austin College. Refer to the Financial Aid – Satisfactory Academic Progress section for information related to how repeating courses may impact federal, state, and institutional financial aid.

## Transfer Credit for Continuing Students

Students may with prior approval enroll in courses at other colleges and universities and transfer credit to their Austin College degree program. Transfer approval forms are available in the Registrar's Office. The following transfer credit policies apply to summer or concurrent transfer courses:

- Transfer courses must be consistent with the academic programs of Austin College.
- Only transfer courses with a grade of 'C' or higher (2.0 or higher) will be accepted.
- Transfer courses taken in a semester hour system will be converted to course credit units at the rate of four semester hours being equal to one Austin College credit (e.g., a three-hour semester credit hour course is equal to 0.75 course credit units at Austin College). While transfer courses may come in for less than one credit, the course can still meet major/minor requirements and competencies for a degree, with the exception of Breadth requirements.
- Transfer courses may not be used to meet Breadth Requirements **if the transfer course is taken after a student has matriculated** to Austin College (see The Academic Program – Breadth Dimension).
- Transfer courses being used to meet requirements for a major, minor, or prerequisites must be approved by the appropriate department chair or program director.
- Transfer courses not previously accepted are reviewed by the appropriate department chair or program director to ensure the appropriateness of the course in an Austin College degree program.
- Transfer courses being used to meet the language competency requirement must be approved by the chair of the Classical and Modern Language Department.
- Transfer courses will not be used in calculating the cumulative grade point average or major and minor grade point average.
- Transfer courses will not be used as repeats of Austin College courses for recalculation of grade point averages.

- Up to three graduate-level course credits (or nine semester credit hours) can be applied to the undergraduate degree plan. Graduate-level courses transfer into Austin College as one course credit unit.
- Eight of the last 11 course credit units in a student's degree program must be completed at Austin College.
- Students may [petition](#) for individual approval of a transfer course not normally accepted at Austin College. Students must provide a syllabus or complete course description and specify how the course is relevant to their degree program.

It is the responsibility of the student to ensure that an official transcript from the other institution is sent to the Registrar's Office (not Admissions once the student has begun taking classes at AC).

## Obtaining a Second Baccalaureate Degree

### Austin College Graduates

If students earned their first bachelor's degree from Austin College, they must meet the following requirements to earn a second bachelor's degree from Austin College:

- Complete a minimum of 17 course credit units.
- Complete a major and a minor from the current entering *Bulletin* (academic catalog), meeting all grade point average (GPA), residency, and course requirements related to the selected major and minor.
- Courses taken to fulfill the previous degree cannot be utilized to meet major and minor requirements for the current degree.
- The cumulative GPA would begin with a 0.00. Students must earn at least a 2.0 cumulative GPA in the 17 credits and a minimum of a 2.0 in major and minor courses.
- Given graduates from Austin College have met the foundation, breadth and competency requirements in their first degree, they will not have to complete those requirements again.

### Graduates from a different Four-Year Institution

If students earned their first bachelor's degree from another accredited four-year institution of higher education, they must meet the following requirements to earn a second bachelor's degree from Austin College:

- Complete a minimum of 17 course credits at Austin College.
- Complete a major and a minor from the current entering *Bulletin* (academic catalog), meeting all grade point average (GPA), residency, and course requirements related to the selected major and minor.
- Meet the academic catalog requirements for a major and minor and policies going forward upon date of entry for new degree.
- Maintain and graduate with a minimum cumulative GPA of a 2.0 and in the major and minor grade point averages.
- Complete at least two Humanities courses, one Science course, and one Social Science course from Austin College (i.e., 1/2 of the breadth). If the student does not have transfer courses to complete the other half of the breadth requirements, those courses must also be completed at Austin College.
- Competencies can be completed with Austin College courses or equivalent transfer courses.
- The Foundation requirement would be waived as in the case for new transfer students.

All transfer courses eligible for transfer to Austin College would be optimally applied to the 34 course credits required to earn a degree from Austin College.

# Academic Probation and Suspension

## Probation Review

Students' academic records are reviewed at the end of each fall and spring term, and an academic standing is assessed. A cumulative grade point average of 2.00 is the minimum standard for graduation. Only Austin College grades are included in this calculation. A student whose cumulative grade point average falls below the thresholds listed below will automatically be placed on academic probation through the following 14-week term. At the end of the probationary term the following action may be taken:

1. If the student's cumulative grade point average is above the thresholds listed below, the student will be removed from academic probation.
2. If the student's cumulative grade point average is below the thresholds listed below but the student earns a term grade point average of 2.25 or higher and completes a full course load (a minimum of 3 course credits) during the probationary period, the student's academic probation will be extended through the following 14-week term.
3. If the student's cumulative grade point average is below thresholds listed below and the student's probationary term grade point average is less than 2.25, the student may be suspended from the college.

## Academic Probation Thresholds for First-Year Students Semester

	Semester 1	Semester 2	Semester 3	Remainder of Attendance
<b>Cumulative GPA</b>	<b>1.5</b>	<b>1.7</b>	<b>1.8</b>	<b>2.0</b>

A notation of probationary status (i.e., academic standing) is placed on the transcript of any student on academic probation.

Probation is intended to alert the student to current difficulties and the need for corrective action. Students on academic probation maintain the ability to enroll in courses at Austin College, but are strongly urged to consult with their faculty mentor or the Office of Student Affairs and Athletics to work out a plan for earning removal from probation. Students on probation are required to concentrate primarily on academic endeavors until their level of academic achievement improves so they can be removed from probation. Those students on academic probation may not hold an office or hold committee responsibility in student organizations, but they may continue to be members of organizations and may attend social functions. Such students are not allowed to represent the college in any official capacity. When there is sufficient justification, an exception to these restrictions may be granted by the Academic Standing Committee chaired by the registrar.

Any student whose term or cumulative grade point average falls below 1.00 is not considered to be making satisfactory progress and may be suspended. A notation of suspension is placed on the transcript of the student's academic record.

## Readmission Following Suspension

A student placed on academic or disciplinary suspension may apply for readmission after a specified period of one or two regular terms. [Readmission](#) is at the discretion of Austin College. To be considered for possible readmission, a student must submit an Application for Readmission (or their designees) 45 days (60 days for international students) prior to the term for which readmission is sought. The application is reviewed by the Academic Standing Committee to determine a readmission decision. If readmitted, the student will be on

probation with specific stipulations of the progress required for continuation. Failure to meet these stipulations will lead to suspension for a full academic year.

## **Impact of Academic Performance on Financial Aid**

The academic performance of a student may negatively impact the financial aid awarded by Austin College. The Office of Financial Aid is required by state and federal agencies to monitor your academic progress in an independent, parallel process at the end of each fall and spring term. The Satisfactory Academic Progress (SAP) policy should be consulted in the section on Financial Aid – Financial Aid [Satisfactory Academic Progress](#) of this *Bulletin*.

## **Access to Records and Files: Family Educational Rights and Privacy Act (FERPA)**

Academic files for all students are housed in the Registrar's Office, and students' educational portfolios are maintained in the Office of Student Affairs and Athletics. The Family Educational Rights and Privacy Act of 1974 provides eligible students certain rights and privileges with respect to their educational records. These rights include:

- The right to inspect and review the student's educational record within 45 days after the day Austin College receives a request for access. A student should submit a written request to the registrar or vice president of Student Affairs and Athletics explaining the record in which the student wants to inspect. Arrangements for a time and place will be made with the student to inspect the record.
- The right to request an amendment of the student's education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The student who wishes to request an amendment must make a written request to the registrar or vice president of Student Affairs and Athletics identifying the record that the student is seeking to change and the rationale for the change. An investigation of the request will be made and the school will notify the student in writing as to the decision and rationale.
- The right to provide written consent before the college discloses personally identifiable information from the student's education record, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Austin College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, D.C. 20202**

FERPA also stipulates provisions concerning release of material in a student's file to third parties. Austin College complies fully with the legislation and follows the guidelines issued by the Department of Education. The official statement of compliance by Austin College regarding the 1974 Family Educational Rights and Privacy Act is published in the [Outback Guide](#). Any questions about these policies and procedures should be referred to the vice president for Student Affairs and Athletics.



# Degree Conferral

Austin College has three dates when students may complete their degree requirements: May, August, or January [graduation](#). The official date is placed on the diploma and on the student's permanent record.

Austin College holds a single graduation celebration each year in May. Candidates completing the requirements for a degree during the spring term are expected to participate in baccalaureate and [commencement ceremonies](#). Students who complete their degree requirements at other times of the year are invited to participate in the May commencement.

Normally, only those students who have completed all degree requirements or candidates for summer graduation may participate in the graduation exercises. Candidates approved by the faculty for May graduation who subsequently fail to complete all necessary requirements may participate in that year's graduation exercises. The actual diploma is mailed after all requirements are satisfied.

Students who are within three course credit units of completing all degree requirements during the summer may participate in graduation exercises. Candidates for summer graduation should consult the Registrar's Office concerning requirements for participation in graduation exercises.

The college reserves the right to withhold the degree from any student whose conduct or academic standing it regards as unacceptable.



# Academic Departments and Courses of Study

For an explanatory statement concerning graduation requirements, see previous section, [The Academic Program](#).

**Course Numbering:** The course number generally reflects the academic level at which the course is offered. January term courses are numbered 100, 200, 300, and 400. Other courses are numbered as follows:

001-099 Participation/proficiency non-credit courses

101-199 Introductory-level work

201-299 Intermediate-level work

301-399 Advanced-level work

401-499 Most advanced courses

500-599 Graduate-level work (see section on Teacher Education for further descriptions of 500-level courses)

**Course Credit and Student Load:** The course is the unit of credit occupying approximately one-fourth of the student's study time during a 14-week term and all of one's study time in the January term. During the 14-week term, as a general guideline, the college expects from its students a minimum commitment of nine to 10 hours of engagement a week per credit unit, to include class time, preparation, and reflection. Unless otherwise indicated, each course listing constitutes one course credit unit. Fractional courses are so indicated. Only those courses listed as repeatable may be taken again for additional credit. During each long term (fall and spring), the typical course credit load for undergraduate students enrolled full-time is three or four courses. Credits presented from other institutions will be converted to course credit units at the rate of four semester hours equal to one course credit unit.

**Time of Offering:** Most courses are offered once or twice each year provided there is adequate registration. Certain courses are scheduled to be offered less frequently. The planned schedule for regularly offered courses may be found at the end of the course description. The college reserves the right to change this schedule if necessary.

**Arrangement:** The Courses of Instruction section is organized alphabetically by the official name of the academic program and includes both academic departments and interdisciplinary programs. Some academic departments include the courses of more than one discipline and are listed alphabetically within the department.

## COMMUNICATION/INQUIRY

*Director: Mark Hébert*

### **CI 101 Communication/Inquiry (Freshman Seminar)**

Communication/Inquiry 101 (C/I 101) serves as the foundation course in the undergraduate curriculum. While topics vary with the interests and specialization of each instructor, all sections emphasize the development of written and oral communication, intellectual inquiry, and critical thinking. The C/I instructor also serves as the student's faculty mentor and academic advisor. Requirements met: Foundation Dimension. (Each fall)

### **CL 245 Communication/Leadership**

Selected upper-class students serve as members of faculty-student leadership teams in planning and implementing the various sections of Communication/Inquiry 101. Admission by special permission of program director and C/I faculty. (Graded on S/D/U basis). (Each fall)

# WRITING

*Director: Lisha Daniels Storey*

The ability to effectively communicate ideas and arguments is a crucial skill, and good writing works to do justice to its subject and offers opportunities for writers and audiences to connect to one another. The discipline of Writing combines theory and practice in order to provide students with the knowledge and processes necessary to produce and analyze writing.

Writers produce effective texts by approaching writing as a rhetorical situation to be understood and navigated rather than a set of rules to be mastered. The study and practice of writing involves cultivating rhetorical knowledge, developing critical thinking skills to analyze writing situations, and employing flexible writing processes. Courses within the discipline address various genres of writing and research processes, as well as different modes of written composition, including not only textual but also visual and digital forms of communication.

## COURSES

### **WRT 285 Tutoring Writing: Theory and Practice**

This course introduces prospective writing tutors to tutoring pedagogy and related theoretical frameworks with the goal of constructing informed, reflective, tutoring philosophies. In addition to studying theories of writing and literacy, we will study writing center histories, tutoring pedagogy, the nature of academic writing, writing in multiple disciplines, and diverse cultural literacies. (Fall semester)

## AFRICAN STUDIES

### **AFST 121 African History and Cultures**

A survey of African history and cultures focusing on the roots of African institutions, the impact of colonialism, and the modern era of independence. While North Africa is included, the emphasis is on sub-Saharan Africa. The course includes special concentration on contemporary problem areas, e.g., Angola, Namibia, and South Africa. Requirements met: Humanities Breadth. (Each spring).

## ART AND ART HISTORY

*Chair: Jeffrey Fontana*

*Faculty: Mark Monroe, Mark Smith*

*Emeritus: Tim Tracz*

*Studio Manager: Joseph Allison*

The program in art provides experiences in the practice and history of the visual arts, serving a major and minor in art, with possible specializations in art history and in the various media. The department provides the non-art concentrator opportunities to think in non-linear ways, and to stretch problem solving skills in the search for multiple solutions. The program attempts to prepare students for careers as exhibiting artists or as professional art historians, for those to whom these are goals. Art coursework has application to skills and abilities necessary for related fields, such as commercial art, architecture, and arts management. Those skills and abilities are found to be very desirable in career fields seemingly remote from the fine arts.

The program in art history provides experiences in the analysis and interpretation of works of visual art within their historical contexts. The curriculum supports a minor in art history, a specialization in art history within the art major, and independent majors concentrating in art history. The program is presently limited to Western art. Through its points of contact with literature, history, philosophy, religion, economics, music, biology, political science, and physics, art history builds bridges between the visual arts and disciplines practiced in numerous departments across the Austin College campus. The critical skills students develop and practice through speaking and writing are transferable to other disciplines.

### **Degrees Offered in Art and Art History**

Major in Art

Minor in Art

Minor in Art History

ART

A **major in art** consists of:

#### **Required Courses**

\_\_\_\_\_ ART 113 Art Fundamentals

\_\_\_\_\_ ART 114 Drawing

#### **Art History (3 courses)\***

\_\_\_\_\_ ARTH course – 200 level or higher

\_\_\_\_\_ ARTH course – 200 level or higher

\_\_\_\_\_ ARTH course – 200 level or higher

#### **Art and Art History Electives (4 courses)\***

\_\_\_\_\_ ART or ARTH course – 200 level or higher

\_\_\_\_\_ ART or ARTH course – 200 level or higher

\_\_\_\_\_ ART or ARTH course – 200 level or higher

\_\_\_\_\_ ART or ARTH course – 200 level or higher

\_\_\_\_\_ \*Three courses above must be at the 300 level or higher from ART or ARTH

#### **Other Considerations When Planning for the Major:**

- Students who plan to attend graduate school in art or who intend to make art a career should take a maximum number of art courses, possibly on a special degree plan. Such students should consult with an Art and Art History Department advisor as early as possible.
- Students who wish to concentrate in art history may do so within the art major or with an individually designed special degree plan.
- The senior art major concentrating in studio art is required to present an exhibition of work during the semester preceding graduation.

#### **Total Credits Requirement = 9 course credits**

A **minor in art** consists of:

#### **Required Course**

\_\_\_\_\_ ART 113 Art Fundamentals

#### **Art History (1 course)\***

\_\_\_\_\_ ARTH course

### **Art Electives (3 courses)\***

\_\_\_\_\_ ART course

\_\_\_\_\_ ART course

\_\_\_\_\_ ART course

\_\_\_\_\_ \*Two courses above must be at the 200 level or higher from ART or ARTH

### **Total Credits Requirement = 5 course credits**

Art majors and minors are encouraged to spend some part of their college career in a major art center either in this country or abroad. This experience can be accomplished through participation in a study abroad program, January term programs off-campus, individual projects off-campus, a summer abroad, or through other possibilities. We encourage art and art history majors and minors to arrange partial-credit NSOCs or directed studies in conjunction with off-campus studio and art history classes in order to optimize transfer of credit. Students should see the department chair for advice in this matter.

A fee for art supplies is assessed through the Business Office for many art courses.

### **ART HISTORY**

A **minor in art history** consists of:

#### **Art History Requirement (select 1 course)**

\_\_\_\_\_ ARTH 231 Western Art: Ancient to Medieval

\_\_\_\_\_ ARTH 232 Western Art: Renaissance to Modern

#### **Art Requirement (select 1 course)**

\_\_\_\_\_ ART 113 Art Fundamentals

\_\_\_\_\_ ART 114 Drawing

#### **Art History Electives (3 courses)**

\_\_\_\_\_ any level ARTH course

\_\_\_\_\_ 300 level or higher ARTH course

\_\_\_\_\_ 300 level or higher ARTH course

### **Total Credits Requirement = 5 course credits**

The Art and Art History Department encourages the study of art history during an abroad experience, and upon pre-approval will accept toward the minor up to two courses taken at other institutions.

### **COURSES IN ART**

#### **ART 113 Art Fundamentals**

Basic studio course in art, providing introductory experiences in design and art theory. Enrollment in this class is restricted to first- and second-year students, or by instructor permission. Requirements met: Humanities Breadth (Each fall and spring)

#### **ART 114 Drawing**

Beginning work in drawing. Enrollment in this class is restricted to first- and second-year students, or by instructor permission. Requirements met: Humanities Breadth. (Each fall and spring)

**ART 250 Topics in Art**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

**ART 251 Painting**

Basic studio practice with various subject matter, techniques, and approaches. PREQ: Art 113 or instructor permission, Art 114 preferred. Requirements met: Humanities Breadth. (Each fall)

**ART 252 Sculpture**

Basic studio practice with various subject matter, techniques, and approaches. PREQ: Art 113. Requirements met: Humanities Breadth. (Each fall or spring)

**ART 255 Ceramics**

Basic experience in the designing, shaping, firing, and glazing of ceramic ware. PREQ: Art 113 or 114. Requirements met: Humanities Breadth. (Each fall or spring)

**ART 256 Photography**

Basic experience in photography as a medium of creative visual experience. PREQ: Art 113 or 114. Requirements met: Humanities Breadth. (Each fall and/or spring)

**ART 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**ART 314 Advanced Drawing**

Continuation of drawing with advanced projects and techniques. PREQ: Art 114. Requirements met: Humanities Breadth. (As needed)

**ART 351 Advanced Painting**

A continuation of painting. PREQ: Art 251. Requirements met: Humanities Breadth. (As needed)

**ART 352 Advanced Sculpture**

A continuation of sculpture. PREQ: Art 252. Requirements met: Humanities Breadth. (As needed)

**ART 355 Advanced Ceramics**

Continuation of ceramics with advanced projects and techniques. PREQ: Art 255. Requirements met: Humanities Breadth. (As needed)

**ART 356 Advanced Photography**

Continuation of photography with advanced projects and techniques. PREQ: Art 256. Requirements met: Humanities Breadth. (As needed)

**ART 357 Digital Imaging**

Introduction to the computer as a tool in art making. PREQ: Two studio art classes. Requirements met: Humanities Breadth. (Each fall and/or spring)

**ART 450 Advanced Topics in Art**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **ART 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ART 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular art course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ART 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ART 491 Honors Thesis in Art**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ART 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ART 495 Senior Conference**

A thesis or final project in art history, art education, or studio art. Fractional or full course credit unit. Offered for variable credit. (Each fall and spring)

## **COURSES IN ART HISTORY**

### **ARTH 231 Western Art: Ancient to Medieval**

The history of western painting, sculpture, and architecture from prehistory to the late Gothic. Requirements met: Humanities Breadth. (Each fall)

### **ARTH 232 Western Art: Renaissance to Modern**

The history of western painting, sculpture, and architecture from the Italian Renaissance to Post-Modernism. Requirements met: Humanities Breadth. (Each spring)

### **ARTH 250 Topics in Art History**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **ARTH 235 A History of the Art of Comic Books**

This course examines the history, form, and theory of American comic-book art from its origins in the picture-stories of the 1840s to the graphic novels of the present. It explores the relationships between this "low" art form and "fine" art, popular culture, artistic training, political and social history, and technology. Primary attention will be given to examples of work by leading mainstream, underground, and alternative artists. Requirements met: Humanities Breadth. (Every other year)

### **ARTH 343 Modern Art and Architecture**

The history of European and American painting, sculpture, and architecture from the 19th century to about 2000. PREQ: Art History 231 or Art History 232. Requirements met: Humanities Breadth. (Every other year)

### **ARTH 345 Italian Renaissance Painting and Sculpture**

This course examines Italian painting and sculpture of the 15th and 16th centuries, after an initial look at the “proto-Renaissance” of the 14th century. Closest attention will be paid to the arts in Florence, Rome, and Venice. PREQ: Art History 231 or Art History 232. Requirements met: Humanities Breadth. (Every other year)

### **ARTH 347 Baroque Painting and Sculpture**

This course examines the development of Baroque painting and sculpture in Italy, Spain, France, Flanders, and Holland, in the context of the Counter Reformation, the monarchy of King Louis XIV and the burgeoning Dutch middle class. Particular attention will be paid to the Carracci, Caravaggio, Bernini, Poussin, Velazquez, Rubens, Rembrandt, and Vermeer. PREQ: Art History 231 or Art History 232. Requirements met: Humanities Breadth. (Every other year)

### **ARTH 349 A History of Beauty in the Visual Arts**

This course examines the ways we have sought to understand and define beauty in the visual arts, particularly in association with the body, and how these ways have changed from ancient Greece through the 20th century. PREQ: Art History 231 or Art History 232. Requirements met: Humanities Breadth. (Every other year)

### **ARTH 450 Advanced Topics in Art History**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **ARTH 460 Advanced Directed Study in Art History**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ARTH 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular art history course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ARTH 481 Seminar in Art History**

Seminars dealing with selected topics in art history. May be repeated when topic varies.

### **ARTH 482 Internship in Art History**

Placement in a museum or gallery (e.g., in the Dallas-Fort Worth Metroplex or in New York City) in which the student works as an unpaid intern for up to 40 hours a week and completes additional academic work. PREQ: A range of courses in art and art history and instructor permission. Course credit varies. May be repeated for up to two credits.

### **ARTH 490 Independent Study in Art History**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.



### **ARTH 491 Honors Thesis in Art History**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ARTH 492 Independent Study in Art History Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **ASIAN STUDIES**

*Director: Scott Langton*

The Asian studies program introduces students to different aspects of Asian societies and cultures through interdisciplinary study. Through examination of the many cultures of ancient and modern Asia from a variety of disciplinary perspectives, students develop an appreciation for diversity as well as a deeper awareness of themselves and western culture in the context of the larger world.

### **Degrees Offered in Asian Studies**

Minor in Asian Studies

**A minor in Asian studies** consists of:

### **Cultural Survey Requirement (2 courses to be chosen from 2 different groups)**

Group A:

- REL 110 Introduction to Buddhist Traditions
- REL 115 Introduction to Hinduism
- REL 222 Religions of East Asia

Group B:

- EAS 110 Origins of East Asian Civilization
- EAS 120 Transformation of Classical Culture in East Asia
- EAS 130 East Asia in the Modern Era

### **Electives (select 3 courses from 200-level or higher)**

- ASST 250 Intermediate Topics in Asian Studies
- ASST 350 Advanced Topics in Asian Studies
- ANTH 250 Topics in Anthropology (depending on the topic)
- ART 250 Topics in Art (depending on the topic)
- COMM 455 Intercultural Communication
- REL 220 Illness, Medicine, and Healing in Asian Religions
- REL 225 Sacred Image, Sacred Space in South Asia & Tibet
- REL 250 Topics in Religious Studies (depending on the topic)
- Any EAS course 200-level or above

### **Other Considerations When Planning for the Minor:**

- A minimum of two credits must come from full-credit courses taken at Austin College, and if a student takes fewer than three courses at Austin College, only one course credit may be earned during a January term.

- As it is an interdisciplinary major, students must take courses from at least three disciplines
- This list of courses is not exhaustive, so consult with program faculty for more suggestions.
- It is recommended that students organize coursework in their Asian studies minor to stress a theme, such as Asian culture or social systems; or a geographical concentration, such as East Asia or South Asia.
- It also is recommended that students pursue a senior research project tying together their course experiences and interests.

**Total Credits Requirement = 5 course credits**

Disciplinary courses approved for Asian Studies are listed in the course schedule each term using AS in the search features of WebHopper.

**COURSES**

**ASST 250 Intermediate Topics in Asian Studies**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

**ASST 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**ASST 350, 450 Advanced Topics in Asian Studies**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. PREQ: Asian Studies 250 or equivalent. 1 course credit.

**ASST 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

**ASST 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**ASST 491 Honors Thesis in Asian Studies**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

**ASST 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

# BIOLOGY

*Chair: Wayne Meyer*

*Faculty: David Aiello, Lance Barton, Loriann Garcia, Steven Goldsmith, Jessica Healy, Keith Kisselle, Kelly Reed, Peter Schulze*

*Visiting Faculty: Ernesto Perez*

*Adjunct Faculty: Caleb Smith*

*Laboratory and Safety Coordinator: Kim Snipes*

*Emeriti: George Diggs, Peggy Redshaw*

The biology program provides a curriculum encompassing the study of the diversity and complexity of life with an emphasis on an interactive learning and research environment in which students and faculty explore new knowledge and current concepts. All students are involved in laboratory and field experiences that develop skills in formulating hypotheses, designing experiments or observational procedures, collecting data, analyzing results, and presenting conclusions in both oral and written form. Additionally, numerous opportunities exist for students to participate in original scientific research projects. Courses should be selected in consultation with an appropriate faculty advisor in the Biology Department. Students are encouraged to include within their course of study a variety of learning experiences including structured courses, research, internships, and summer and January term experiences.

## **Degrees Offered in Biology**

Major in Biology

Major in Biology with a Concentration in Cell and Molecular

Minor in Biology

A **major in biology** consists of:

**Required Core Courses: Students must earn a C- or better in both courses to continue as majors.**

\_\_\_\_\_ BIOL 115

\_\_\_\_\_ BIOL 116 (PREQ: BIOL 115 and CHEM 111)

**Breadth Distribution: Take at least one course from each of the following three breadth categories.**

### **1. Ecological and Evolutionary Biology**

\_\_\_\_\_ BIOL 220 Vertebrate Biology

\_\_\_\_\_ BIOL 222 Mammalogy

\_\_\_\_\_ BIOL 223 Entomology

\_\_\_\_\_ BIOL 259 Conservation and Restoration Ecology

\_\_\_\_\_ BIOL 326 Animal Behavior

\_\_\_\_\_ BIOL 332 Evolutionary Biology

\_\_\_\_\_ BIOL 336 Plant Biology

\_\_\_\_\_ BIOL 337 Plant-Animal Interactions

\_\_\_\_\_ BIOL 346 Ecosystem Ecology

\_\_\_\_\_ BIOL 353 Physiological Ecology

\_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

## 2. Molecular and Cellular Biology

- \_\_\_\_\_ BIOL 228 Genetics
- \_\_\_\_\_ BIOL 230 Microbiology
- \_\_\_\_\_ BIOL 248 Cellular Physiology
- \_\_\_\_\_ BIOL 340 Immunology
- \_\_\_\_\_ BIOL 343 Molecular Biology of the Chromosome
- \_\_\_\_\_ BIOL 344 Molecular Biology of Gene Expression
- \_\_\_\_\_ BIOL 345 Genomics
- \_\_\_\_\_ BIOL 347 Cancer Biology
- \_\_\_\_\_ BIOL 354 Human Infectious Diseases
- \_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

## 3. Physiological and Organismal Biology

- \_\_\_\_\_ BIOL 234 Anatomy and Physiology
- \_\_\_\_\_ BIOL 322 Comparative Vertebrate Anatomy
- \_\_\_\_\_ BIOL 324 Developmental Biology
- \_\_\_\_\_ BIOL 351 Extreme Physiology
- \_\_\_\_\_ BIOL 352 Systemic Physiology
- \_\_\_\_\_ BIOL 358 Ornithology
- \_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

### Electives

- \_\_\_\_\_ Major elective
- \_\_\_\_\_ Major elective
- \_\_\_\_\_ Major elective
- \_\_\_\_\_ Major elective
- \_\_\_\_\_ Four (4) courses listed above must be at the 300 level or above.

### Supporting Requirements for the Major

- \_\_\_\_\_ CHEM 112
- \_\_\_\_\_ Statistics course (one of the following: MATH 120, PSCI 271, PSY 120, PUBH 120, or SSCI 120)

### Other Considerations When Planning for the Major:

- Chemistry 351 or Environmental Studies 135 may count as one of the nine biology courses.
- Only two combined course credits of Biology 260, 460, 464, 472, 491, or 492 may count toward nine biology courses.
- Biology 240 credits will not count toward the major.
- All biology courses applied to major must be taken for a letter grade, except for courses offered S/D/U only or directed and independent studies taken S/D/U at the instructor's discretion.
- Chemistry 112 and a statistics course (MATH 120, PSCI 271, PSY 120, PUBH 120, or SSCI 120) are required supporting courses for the major.

### Total Credits Requirement = 9 course credits

A major in **biology with a concentration in cell and molecular** biology consists of:

### Required Core Courses: Students must earn a C- or better in both courses to continue as majors.

- \_\_\_\_\_ BIOL 115
- \_\_\_\_\_ BIOL 116 (PREQ: BIOL 115 and CHEM 111)

**Molecular and Cellular Breadth Concentration: Take five courses from among the following courses with no more than two courses at the 200 level.**

- \_\_\_\_\_ BIOL 228 Genetics
- \_\_\_\_\_ BIOL 230 Microbiology
- \_\_\_\_\_ BIOL 248 Cellular Physiology
- \_\_\_\_\_ BIOL 340 Immunology
- \_\_\_\_\_ BIOL 343 Molecular Biology of the Chromosome
- \_\_\_\_\_ BIOL 344 Molecular Biology of Gene Expression
- \_\_\_\_\_ BIOL 345 Genomics
- \_\_\_\_\_ BIOL 347 Cancer Biology
- \_\_\_\_\_ BIOL 354 Human Infectious Diseases
- \_\_\_\_\_ Approved topics courses

**Breadth Distribution: Take one course from each of the following breadth categories.**

**1. Ecological and Evolutionary Biology**

- \_\_\_\_\_ BIOL 220 Vertebrate Biology
- \_\_\_\_\_ BIOL 222 Mammalogy
- \_\_\_\_\_ BIOL 223 Entomology
- \_\_\_\_\_ BIOL 259 Conservation and Restoration Ecology
- \_\_\_\_\_ BIOL 326 Animal Behavior
- \_\_\_\_\_ BIOL 332 Evolutionary Biology
- \_\_\_\_\_ BIOL 336 Plant Biology
- \_\_\_\_\_ BIOL 337 Plant-Animal Interactions
- \_\_\_\_\_ BIOL 346 Ecosystem Ecology
- \_\_\_\_\_ BIOL 353 Physiological Ecology
- \_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

**2. Physiological and Organismal Biology**

- \_\_\_\_\_ BIOL 234 Anatomy and Physiology
- \_\_\_\_\_ BIOL 322 Comparative Vertebrate Anatomy
- \_\_\_\_\_ BIOL 324 Developmental Biology
- \_\_\_\_\_ BIOL 351 Extreme Physiology
- \_\_\_\_\_ BIOL 352 Systemic Physiology
- \_\_\_\_\_ BIOL 358 Ornithology
- \_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)
- \_\_\_\_\_ Four (4) courses listed above must be taken at the 300 level or above.

**Supporting Requirements for the Major**

- \_\_\_\_\_ CHEM 351
- \_\_\_\_\_ Statistics course (one of the following MATH 120, PSCI 271, PSY 120, PUBH 120, or SSCI 120)

**Other Considerations When Planning for the Major:**

- One combined course credit of Biology 260, 460, 464, 472, 491, or 492 may substitute for one of the Molecular/Cellular courses provided the research contains a cellular/molecular focus. Biology 240 credits will not count toward the major.
- All biology courses applied to major must be taken for a letter grade, except for courses offered S/D/U only or directed and independent studies taken S/D/U at the instructor's discretion.

- Chemistry 351 and a statistics course (MATH 120, PSCI 271, PSY 120, PUBH 120, or SSCI 120) are required supporting courses for the major.

**Total Credits Requirement = 9 course credits**

A **minor in biology** consists of:

**Required Core Courses: Students must earn a C- in both courses to continue as minors.**

\_\_\_\_\_ BIOL 115

\_\_\_\_\_ BIOL 116 (PREQ: BIOL 115 and CHEM 111)

**Breadth Distribution: Take one course from each of the following three breadth categories.**

**1. Ecological and Evolutionary Biology**

\_\_\_\_\_ BIOL 220 Vertebrate Biology

\_\_\_\_\_ BIOL 222 Mammalogy

\_\_\_\_\_ BIOL 223 Entomology

\_\_\_\_\_ BIOL 259 Conservation and Restoration Ecology

\_\_\_\_\_ BIOL 326 Animal Behavior

\_\_\_\_\_ BIOL 332 Evolutionary Biology

\_\_\_\_\_ BIOL 336 Plant Biology

\_\_\_\_\_ BIOL 337 Plant-Animal Interactions

\_\_\_\_\_ BIOL 346 Ecosystem Ecology

\_\_\_\_\_ BIOL 353 Physiological Ecology

\_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

**2. Molecular and Cellular Biology**

\_\_\_\_\_ BIOL 228 Genetics

\_\_\_\_\_ BIOL 230 Microbiology

\_\_\_\_\_ BIOL 248 Cellular Physiology

\_\_\_\_\_ BIOL 340 Immunology

\_\_\_\_\_ BIOL 343 Molecular Biology of the Chromosome

\_\_\_\_\_ BIOL 344 Molecular Biology of Gene Expression

\_\_\_\_\_ BIOL 345 Genomics

\_\_\_\_\_ BIOL 347 Cancer Biology

\_\_\_\_\_ BIOL 354 Human Infectious Diseases

\_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

**3. Physiological and Organismal Biology**

\_\_\_\_\_ BIOL 234 Anatomy and Physiology

\_\_\_\_\_ BIOL 322 Comparative Vertebrate Anatomy

\_\_\_\_\_ BIOL 324 Developmental Biology

\_\_\_\_\_ BIOL 351 Extreme Physiology

\_\_\_\_\_ BIOL 352 Systemic Physiology

\_\_\_\_\_ BIOL 358 Ornithology

\_\_\_\_\_ Approved topics courses (see mentor and department advisor for approval)

\_\_\_\_\_ One (1) course must be at the 300 level or higher.

**Other Considerations When Planning for the Minor:**

- All biology courses applied to minor must be taken for a letter grade.

**Total Credits Requirements = 5 course credits**

## **COURSES**

### **BIOL 101 Contemporary Topics in Biology**

Introductory courses intended for the general audience that do not count as prerequisites for other courses in biology or satisfy requirements for the major in biology. These courses introduce students to the process and product of scientific inquiry, and to ways that knowledge of biology affects our lives. Title and emphasis announced in term schedule of courses. Past topics have included human genetics, emerging and re-emerging diseases, and biology for citizens. These courses include a laboratory component. May be repeated when topic varies. Requirements met: Sciences Breadth. (Usually each year)

### **BIOL 102 Advanced Placement Biology**

Students earning a 4 or 5 on the Advanced Placement Biology exam or a 5, 6, or 7 on the Higher-Level International Baccalaureate Exam will receive credit for this course. This course is counted as a transfer credit toward satisfaction of the non-lab science breadth. Requirements met: Non-Lab Science Breadth.

### **BIOL 115 Evolution, Behavior, and Ecology**

An introduction to evolution, behavior, and ecology. Topics include the mechanisms and results of evolution; speciation processes; population, community, and ecosystem ecology; fundamentals of animal behavior; and behavioral ecology. (Each fall)

### **BIOL 116 Introductory Cell Biology**

This course focuses on a detailed analysis of structure and function of macromolecules characteristic of various cell types, cellular organelles, energetics and information transfer in living systems at the molecular level. Includes one three-hour lab per week. PREQ: Biology 115 and Chemistry 111 or instructor permission. Requirements met: Sciences Breadth and Half Writing Competency. (Each spring)

### **BIOL 220 Vertebrate Biology**

Examines selected aspects of the biology of the vertebrate animals. Topics include morphology, ecology, behavior, systematics, fossil history, and phylogenetic relationships. The laboratory emphasizes qualitative and quantitative field studies of local vertebrates. Includes one three-hour lab per week. This course is intended for Sophomores and Juniors. PREQ: Biology 115 and Biology 116 or instructor permission. Requirements met: Science Breadth. (Each spring)

### **BIOL 222 Mammalogy**

Examines the biology and ecology of mammals, with emphasis on conservation concerns and management strategies. Lecture topics include morphology, taxonomy, behavior, evolution, physiology, and ecology of mammals in Texas and around the world. The lab teaches practical skills necessary to study Mammalogy including live trapping and identification of mammals, preparation of museum specimens, and keeping a field journal. Includes one three-hour lab per week. This course is intended for Sophomores and Juniors. PREQ: Biology 115 and Biology 116 or instructor permission. Requirements met: Science Breadth.

### **BIOL 223 Entomology**

Examines selected aspects of the biology of insects. Topics include evolution, morphology, physiology, ecology, and behavior. The laboratory emphasizes insect collecting and identification as well as quantitative field studies of insect ecology. Includes one three-hour lab per week. Intended for sophomore and junior students. PREQ: Biology 115 and 116 or instructor permission. Requirements met: Science Breadth. (Each fall)

### **BIOL 228 Genetics**

An introduction to the principles of transmission and molecular genetics. Topics include Mendelian and non-Mendelian inheritance patterns, the biochemistry and maintenance of the genetic material, and the mechanisms of gene expression and regulation. Laboratory activities will focus on understanding both classical and modern approaches used in the study of genes and their interaction in the context of students participating in an authentic research experience. Includes one three-hour lab per week. This course is intended for Sophomores and Juniors. PREQ: Biology 116 and Chemistry 112, or instructor permission. Requirements met: Science Breadth. (Each fall)

### **BIOL 230 Microbiology**

An exploration of structures and functions of microbes. Topics include microbial metabolism, growth of bacteria, microbial genetics, and an introduction to pathogenic microorganisms and host defense mechanisms. Includes one three-hour lab per week. This course is intended for Sophomores and Juniors. PREQ: Biology 116 and Chemistry 112, or instructor permission. Requirements met: Science Breadth. (Each spring and occasionally in the fall)

### **BIOL 234 Anatomy and Physiology**

An introduction to the study of vertebrate anatomy and physiology. This course explores various systems of the human body with an appropriate balance and integration between the two disciplines. Includes one three-hour lab per week. This course is intended for Sophomores and Juniors. PREQ: Biology 116 or instructor permission. Requirements met: Sciences Breadth. (Each fall)

### **BIOL 240 Research experience**

Participation in biological research. Students are invited to work with faculty on some component of their research program. Students' responsibilities are established through a learning contract. Students will learn organizational skills, laboratory techniques, data acquisition and analysis skills, and will develop confidence in the laboratory or field. Grading is S/D/U only; may be repeated when topic varies. This course does not count toward the major or minor but serves as an introduction to research and is usually a prerequisite to more advanced research experiences. Variable course credit unit. PREQ: Instructor permission. COREQ: Biology 480.

### **BIOL 248 Cellular Physiology**

An introduction to the structure and function of eukaryotic cells, with emphasis on cellular responses to the environment, and regulation of cellular physiology through gene expression or protein modification. The course will continue the exploration of topics introduced in Biology 116. Laboratory activities will focus on understanding the complexities of cellular physiology in the context of introducing an authentic research experience. Includes one three-hour lab per week. This course is intended for Sophomores and Juniors. PREQ: Biology 116 and Chemistry 112, or instructor permission. Requirements met: Science Breadth. (Each spring and occasionally in the fall)

### **BIOL 250 Intermediate Topics in Biology**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit. PREQ: Biology 115 and Biology 116 or instructor permission.

### **BIOL 259 Conservation and Restoration Ecology**

An exploration of the ecological fundamentals of species conservation and ecosystem restoration. This course focuses upon the population biology of endangered and invasive species and rehabilitation of critical functioning of degraded ecosystems, including reintroduction and establishment of viable species populations, control of invasive species, and reestablishment of normal food webs. Investigative laboratories focus upon quantitative data collected by students in the field. Laboratory assignments place a premium on data analysis and interpretation. PREQ: Biology 115. Requirements met: Science Breadth. (Each fall)



### **BIOL 260 Intermediate Directed Study**

Intended for novice students to develop and execute a project under close supervision of a faculty member. Project goals and approach must be approved by the department before the end of the sixth week of the term. Students typically present the results of their project in a public forum such as the Biology Department Seminar series. Course credit varies from 0.25-1.00. PREQ: Instructor permission.

### **BIOL 322 Comparative Vertebrate Anatomy**

A study of the structure and adaptations of vertebrates. Evolution of vertebrate systems is emphasized in lecture. The laboratory includes a detailed study of the shark and cat. Includes one three-hour lab per week. PREQ: Biology 234 or instructor permission. Requirements met: Science Breadth. (Each spring)

### **BIOL 324 Developmental Biology**

A study of the embryonic development of animals with an emphasis on vertebrates. The course integrates descriptive observations with experimental studies in order to better understand the underlying mechanisms of development. Course is taught as integrated lecture and lab PREQ: Completion of a 200 level or higher biology course or instructor permission. (Each fall)

### **BIOL 326 Animal Behavior**

A study of the ecology and evolution of behavior. Topics include behavior genetics, biological rhythms, migration, predator-prey interactions, communication, reproductive behavior, sexual selection, and sociality. Field investigations and current research in animal behavior are emphasized. Laboratory investigations require statistical analysis and interpretation of quantitative data. Includes one three-hour lab per week. PREQ: Completion of a 200 level or higher biology course or instructor permission. Requirements met: Sciences Breadth and Half Writing Competency. (Each fall)

### **BIOL 332 Evolutionary Biology**

A study of concepts and mechanisms of evolution. Topics include natural selection, co-evolution, molecular evolution, systematics, and extinction. Includes one three-hour lab per week. PREQ: Completion of a 200 level or higher biology course or instructor permission. Requirements met: Sciences Breadth. (Usually each spring)

### **BIOL 336 Plant Biology**

A study of the origin and diversity of flowering plants. Lectures emphasize taxonomy and systematics, plant-animal co-evolution, ecology, and plant physiology. The laboratory focuses on field studies of plants in their native habitats. Includes one three-hour lab per week. PREQ: Completion of a 200 level or higher Biology course or instructor permission. Requirements met: Sciences Breadth. (Each fall)

### **BIOL 337 Plant-Animal Interactions**

This course will provide an introduction to plant-animal interactions, including the relationships between plants and insects, vertebrates and humans. Emphasis will be on co-evolutionary relationships, herbivory, plant defense, pollination, seed dispersal, mutualism, biotechnology, and integrated pest management. Includes one three-hour laboratory per week. PREQ: completion of one, 200 level or above biology course or instructor permission. Requirements met: Science Breadth and Full Writing Competency.

### **BIOL 340 Immunology**

An in-depth examination of the fundamental mechanisms by which the immune system protects vertebrates from disease. Topics include immune physiology, immunogenetics, and host-microbial interactions. Emphasis is on molecular and cellular processes critical to the development and proper function of immunity as well as applications of immunological techniques in research and clinical settings. Includes one three-hour lab per week. PREQ: One of Biology 228, Biology 230, Biology 234, or Biology 248 or instructor permission. Requirements met: Sciences Breadth and Half Writing Competency. (Fall of odd-numbered years)

### **BIOL 343 Molecular Biology of the Chromosome**

An in-depth examination of the current understanding of the structure and maintenance of viral, prokaryotic, and eukaryotic genetic material. Topics include nucleic acid structure, chromosome architecture, DNA replication, DNA damage and repair, homologous and site-specific recombination, and mechanisms of transposition. Emphasis is on laboratory techniques, experimental design and interpretation of data, and extensive analysis of the primary literature. Includes one three-hour lab per week. PREQ: One of Biology 228, 230, 248, or Chemistry 351 or instructor permission. Requirements met: Science Breadth and Full Writing Competency.

### **BIOL 344 Molecular Biology of Gene Expression**

An in-depth examination of the current understanding of how prokaryotes and eukaryotes regulate gene expression. Topics include basal transcription mechanisms, regulation of gene expression, RNA splicing and stability, organellar gene expression, translation and its regulation, and epigenetics. Emphasis is on laboratory techniques, experimental design and interpretation of data, and extensive analysis of the primary literature. Includes one three-hour lab per week. PREQ: One of Biology 228, Biology 230, Biology 248, or Chemistry 351 or instructor permission; Chemistry 222 recommended. Requirements met: Sciences Breadth and Full Writing Competency. (Spring of odd-numbered years)

### **BIOL 345 Genomics**

Explores current technological advances in genome research and how these advances are impacting science and society. Emphasis is on methods for analyzing large genomic data sets and their application to biological problems, including sequence alignment and search methods, gene prediction, phylogenetic trees, and genome annotation. Includes one three-hour lab per week. PREQ: One of Biology 228, Biology 230, Biology 248, or Chemistry 351 or instructor permission. Requirements met: Science Breadth. (Each fall)

### **BIOL 346 Ecosystem Ecology**

Examines the flow of energy and the cycling of nutrients and water in ecosystems. Lecture topics include earth's climate and the distribution of ecosystems, geology and soils, photosynthesis and decomposition, and global biogeochemical cycles. Semester-long field measurements and lab analyses of environmental samples (e.g. soil, water) are used to quantify ecological processes. Includes one three-hour lab per week. PREQ: Completion of a 200 level or higher biology course and Chemistry 111, or instructor permission. (Each spring)

### **BIOL 347 Cancer Biology**

Explores the molecular mechanisms underlying the process of cellular transformation to create cancerous cells with emphasis on the genetic and cellular changes that result in altered physiology of the cell. Topics for exploration include the natural history of cancer and epidemiology, the basic machinery of DNA replication and repair, the cell cycle, signal transduction, and genetic predisposition to cancer as well as the roles of oncogenes, tumor suppressor genes, tumor inducing-viruses, and environmental carcinogens in the development of cancer as well as current therapeutic approaches. Includes one three-hour lab per week. PREQ: Biology 228, 230, 248 or Chemistry 351. Requirements met: Science Breadth. (Each fall through 2017)

### **BIOL 350 Advanced Topics in Biology**

A specialized course on a topic in a particular field of biology. Includes one three-hour lab per week. May be repeated when topic varies. PREQ: Completion of a 200 level or higher biology course or instructor permission. 1 course credit.

### **BIOL 351 Extreme Physiology**

Explores the physiology of organisms under extreme conditions. Topics will include physiological adaptations of the top athletes of the animal world (including humans) and the adaptations of plants, animals, and extremophiles of other lineages to harsh environmental conditions, including temperature extremes, high altitude, and extreme aridity. Emphasizes laboratory techniques, experimental design for novel experiments, data analysis, and analysis and presentation of primary literature. Includes one three-hour lab per week. PREQ:

Completion of 200 level or higher biology course; Biology 234 recommended. Requirements met: Science Breadth and Half Writing Competency. (Each Spring term)

### **BIOL 352 Systemic Physiology**

A study of homeostatic structure and function at the organ and system levels, using human and laboratory animal models. Includes one three-hour lab per week. PREQ: Biology 234 and Chemistry 112, or Instructor permission; Physics 106 strongly recommended. Requirements met: Sciences Breadth and Half Writing Competency. (Spring of even-numbered years)

### **BIOL 353 Physiological Ecology**

This course is designed to examine the physiological adaptations of organisms to their environment in the context of ecology and evolution by tracking the flow of materials through a system from the individual to the ecosystem levels. Includes one three-hour lab per week. PREQ: Completion of 200 level or higher biology course; Biology 234 recommended. Requirements met: Science Breadth and Half Writing Competency.

### **BIOL 354 Human Infectious Diseases**

An exploration of bacterial and viral pathogens responsible for human diseases. This course integrates a variety of disciplines such as immunology, cell biology, microbiology, molecular biology, and biochemistry to examine the mechanisms used by pathogens to cause disease. The laboratory introduces students to techniques currently in use in clinical laboratories to isolate and identify pathogenic organisms and in experimental laboratories to study pathogenic mechanisms. Includes one three-hour lab per week. PREQ: One of Biology 228, Biology 230, Biology 234, or Biology 248 or instructor permission. Requirements met: Sciences Breadth. (Occasionally fall)

### **BIOL 358 Ornithology**

A study of the biology of birds. Topics include anatomy, physiology, behavior, ecology, migration, evolution, taxonomy, and identification. Coursework includes both laboratory and field investigations and emphasizes local species and habitats. Students will perform independent research projects outside of class. Includes one three-hour lab per week. PREQ: Completion of a 200 level or higher Biology course; Biology 234 recommended. Requirements met: Sciences Breadth and Half Writing Competency. (Spring of odd-numbered years)

### **BIOL 450 Advanced Topics in Biology**

An advanced course that focuses on a particular field of biology. Includes one three-hour lab per week. Instructor permission required. May be repeated when topic varies. 1 course credit.

### **BIOL 460 Advanced Directed Study**

Intended for advanced students to develop and execute a project under close supervision of a faculty member. Project goals and approach must be approved by the department before the end of the 6th week of the term. Students typically present the results of their project in a public forum such as the Biology Department Seminar series. Offered for variable course credit from 0.25-1.00. PREQ: Instructor permission. COREQ: Biology 480.

### **BIOL 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular biology course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **BIOL 472 Research and Design of Experiments**

Provides formal training in the approaches used to advance understanding of biological processes. Course activities are built around original research projects designed and completed by students. Lectures, discussions, and readings provide students with the skills necessary for designing original research, performing experiments, analyzing data, and reporting results. PREQ: Instructor permission. Requirements met: Sciences Breadth and Half Writing Competency. (Usually each year)

### **BIOL 480 Research Discussion**

This course provides students engaged in collaborative research with faculty an opportunity to read, critically evaluate, and discuss the current scientific literature. Students enroll in this course each semester they are enrolled in research. The course meeting time is arranged by each individual faculty member. COREQ: Biology 240 or Biology 260 or Biology 460 or Biology 490 or Biology 491. Zero course credit units. (Every semester)

### **BIOL 490 Independent Study**

Intended for advanced senior students to develop and execute a research project with the input and guidance of a faculty mentor. Project goals and approach must be approved by the department before the end of the 6th week of the term. Students will complete a full written assessment of their project and typically present the results of their project in a public forum such as the Biology Department Seminar series. PREQ: Instructor permission. COREQ: Biology 480. Offered in variable course credit from 0.25-1.00.

### **BIOL 491 Honors Thesis in Biology**

Intended for advanced senior students to execute a research thesis under the guidance of a faculty mentor, following an invitation by the department. Project goals and approach must be approved by the department before the start of the term. Students will complete a full written assessment of their project and typically present the results of their project in a public forum such as the Biology Department Seminar series. PREQ: Instructor permission. COREQ: Biology 480.

### **BIOL 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **CHEMISTRY**

*Chair: Bradley Smucker (Fall 2017) and Andrew Carr (Spring 2018)*

*Faculty: Andrew Carr, Ryan Felix, Stephanie Gould, James Hebda, Karla McCain, John Richardson, Lindsay Zack*

*Adjunct Instructor: Karen Glenn*

*Laboratory Coordinator: Janet Boston*

*Emeriti: Charles Barr, Hank Gibson, Michael Imhoff, Anthony Tanner*

Chemistry is the study of matter from the macroscopic to the molecular to the atomic and is important to intellectual debates and technological advances in many areas. The Austin College Chemistry Department serves a wide variety of students from chemistry and biochemistry majors interested in advanced study to students needing the foundation of chemistry courses for other areas of study to non-science majors who are taking courses to obtain a broad liberal arts education. Undergraduate research is vital to the education of chemistry majors and provides students with opportunities to integrate and reinforce chemistry knowledge from their formal course work, develop their scientific and professional skills, and create new scientific knowledge. Finally, the Austin College Chemistry Department is approved by the American Chemical Society, which requires that departments have an energetic and accomplished faculty, a modern and well-maintained infrastructure, and a coherent chemistry curriculum that incorporates modern pedagogical approaches.

The Chemistry Department program has been recognized by the American Chemical Society as meeting national standards for the training of chemists.

Prerequisites for chemistry courses must be passed with grades of at least a grade of C- or better.

### **Degrees Offered in Chemistry**

Major in Chemistry

Major in Biochemistry

Minor in Chemistry

### CHEMISTRY

A **major in chemistry** consists of:

#### **Introduction Courses (2 courses)**

\_\_\_\_\_ CHEM 111 or 211\*\*

\_\_\_\_\_ CHEM 112

#### **Foundation Courses (5 courses)**

\_\_\_\_\_ CHEM 221

\_\_\_\_\_ CHEM 222

\_\_\_\_\_ CHEM 332

\_\_\_\_\_ CHEM 341

\_\_\_\_\_ CHEM 342

#### **Advanced Chemistry Courses (1 course)**

\_\_\_\_\_ CHEM 400 Level\*\*

#### **Inorganic Chemistry Course (\*\*Requirement can be met in Introductory or Advanced Chemistry courses)**

\_\_\_\_\_ CHEM 211

\_\_\_\_\_ CHEM 412

#### **Elective Course (1 Course)**

\_\_\_\_\_ CHEM 200 level or higher

**Research Requirement** - A chemistry activity beyond the required coursework which includes: directed research on or off-campus, an internship in an industrial setting or methods-development laboratory, or employment in an industrial laboratory.

\_\_\_\_\_ CHEM 480 (zero-credit hour course but requirement to complete the chemistry degree)

#### **Supporting Requirements for the Major**

\_\_\_\_\_ PHY 106 or 112\*

\_\_\_\_\_ MATH 152

\_\_\_\_\_ BIOL 116 or MATH 251/252 or PHY 211 or CS 110/111

\*The recommended courses

#### **Other Considerations When Planning for the Major:**

- Students majoring in chemistry must take all their major courses for a letter grade.
- Prerequisites for chemistry courses must be passed with grades of at least a grade of C- or better.

**Total Credits Requirement = 9 course credits**

**An ACS certified degree** comprises a rigorous series of courses that stresses both breadth and depth of knowledge in chemistry above the normal major. Students seeking this degree should consult with a chemistry faculty member early in their freshman year. The courses required for an ACS certified degree are Chemistry 111 (or equivalent), 112 (or equivalent), 211, 221, 222, 332, 341, 342, 351, 480, two electives from Chemistry 352, 412, 421, or 460, plus a total of one full credit of research (130 hours). To receive a certified degree, students are required to complete Mathematics 152, Biology 116, and Physics 106 or 112. Mathematics 252 is recommended.

## BIOCHEMISTRY

A **major in biochemistry** consists of:

### **Introduction Courses (2 courses)**

- \_\_\_\_\_ CHEM 111 or 211
- \_\_\_\_\_ CHEM 112

### **Foundation Courses (4 courses)**

- \_\_\_\_\_ CHEM 221
- \_\_\_\_\_ CHEM 222
- \_\_\_\_\_ CHEM 351
- \_\_\_\_\_ CHEM 352

### **Elective Chemistry Courses (2 courses)**

- \_\_\_\_\_ CHEM 332
- \_\_\_\_\_ CHEM 341
- \_\_\_\_\_ CHEM 342
- \_\_\_\_\_ CHEM 412
- \_\_\_\_\_ CHEM 421

### **Elective Biology Courses (2 courses)**

- \_\_\_\_\_ BIOL 228
- \_\_\_\_\_ BIOL 230
- \_\_\_\_\_ BIOL 248
- \_\_\_\_\_ BIOL 343
- \_\_\_\_\_ BIOL 344
- \_\_\_\_\_ BIOL 345

**Research Requirement** - A chemistry activity beyond the required coursework that includes: directed research on or off-campus, an internship in an industrial setting or methods-development laboratory, or employment in an industrial laboratory.

- \_\_\_\_\_ CHEM 480 (zero-credit hour course but requirement to complete the chemistry degree)

### **Supporting Requirements for the Major**

- \_\_\_\_\_ PHY 106 or 112\*
- \_\_\_\_\_ MATH 152
- \_\_\_\_\_ BIOL 116

\*The recommended course

### **Other Considerations When Planning for the Major:**

- Students majoring in chemistry must take all their major courses for a letter grade.
- Prerequisites for chemistry courses must be passed with grades of at least a grade of C- or better.

## Total Credits Requirement = 10 course credits

A **minor in chemistry** consists of:

### Introduction Courses (1 course)

\_\_\_\_\_ CHEM 112

### Foundation Courses (select 2 courses)

\_\_\_\_\_ CHEM 211

\_\_\_\_\_ CHEM 221

\_\_\_\_\_ CHEM 222

Advanced Courses (select 2 courses from 2 different columns) One must have a lab (L)

Analytical	Biochemistry	Inorganic	Organic	Physical
__CHEM 332(L)	__CHEM 351(L) __CHEM 352(L)	__CHEM 412(L)	__CHEM 421	__CHEM 341 __CHEM 342(L)

### Other Considerations When Planning for the Minor:

- Prerequisites for chemistry courses must be passed with grades of at least a grade of C- or better.
- Students are strongly encouraged to take all their minor courses for a letter grade.

## Total Credits Requirement = 5 course credits

Students with a strong high school chemistry background or with AP/IB credit for Chemistry 111 are advised to start in Chemistry 211 in the fall of their freshman year. Students with credit for Chemistry 112 may start in Chemistry 221, but should consult a chemistry faculty member.

## COURSES

### CHEM 101 Chemistry for Non-Science Majors

Introductory courses intended for the general student, not normally counted as prerequisite for other chemistry courses or satisfy requirements for chemistry majors. These courses introduce students to chemical principles and chemical practice in the laboratory. Title and emphasis announced in term schedule of courses. Past topics have included: chemistry and the environment, chemistry and nutrition, chemistry and art, drugs and our society, energy and fuel, and forensic chemistry. Requirements met: Sciences Breadth. (Each fall or spring)

### CHEM 111 General Chemistry I

Basic concepts, principles, and practices of chemistry, typically including: mass and energy relations in chemical reactions, electronic structure and chemical bonding, the periodic table, and solids, liquids and solutions. Includes one three-hour lab per week. Requirements met: Sciences Breadth and Quantitative Competency. (Each fall)

### CHEM 112 General Chemistry II

Quantitative aspects of elementary chemical thermodynamics, the rates of chemical reactions, and of systems in equilibrium, typically including acid-base chemistry, oxidation-reduction reactions, and electrochemistry. Includes one three-hour lab per week. PREQ: Chemistry 111 or Chemistry 211 with a grade of C- or higher. Requirements met: Sciences Breadth and Quantitative Competency. (Each spring)

### **CHEM 211 Inorganic Chemistry**

An overview of the fundamentals of inorganic chemistry. The course covers such topics as atomic properties, molecular bonding, materials, descriptive chemistry of the elements, acid-base chemistry, coordination chemistry, organometallic chemistry, and bioinorganic chemistry. Includes one three-hour lab per week. Requirements met: Sciences Breadth.

### **CHEM 221 Organic Chemistry I**

Fundamental concepts of organic chemistry utilizing laboratory, lecture, and peer group discussions. Covers general types of mechanisms, stereochemistry, infrared spectroscopy, and reaction energetics. Includes one three-hour lab per week. PREQ: Chemistry 112 with a grade of C- or higher. Requirements met: Sciences Breadth. (Each fall)

### **CHEM 222 Organic Chemistry II**

Application of general principles of organic chemistry to problems of organic synthesis and structure determination. Includes topics of aromatic substitution reactions, carbonyl and active methylene chemistry, and nuclear magnetic resonance. Includes one three-hour lab per week. PREQ: Chemistry 221 with a grade of C- or higher. Requirements met: Sciences Breadth. (Each spring)

### **CHEM 240 Research (Variable course credit)**

Introduction to chemical research under the direction of a faculty member. Departmental approval of project must be granted before the end of the pre-registration term. A formal written report will be a part of standard requirements within Chemistry 240. May be repeated when topic varies. (Each fall and spring)

### **CHEM 250 Intermediate Topics in Chemistry**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **CHEM 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **CHEM 332 Analytical Chemistry**

Principles and applications of wet and instrumental methods for chemical analysis. Design of chemical analyses. Statistics and regression for treating chemical data. Laboratory experiments to develop excellent lab techniques and skill in using instrumentation. Includes one three-hour lab per week. PREQ: Chemistry 221 with a grade of C- or higher. Requirements met: Sciences Breadth and Half Writing Competency. (Each spring)

### **CHEM 341 Physical Chemistry I**

Physical properties of chemical systems including selected topics from kinetics; thermodynamics from both historical and statistical approaches; and quantum mechanics including atomic structure, bonding theory, and spectroscopy. Former course title: Thermodynamics and Kinetics. PREQ: Chemistry 112 with a grade of C- or higher, Mathematics 152, and either Physics 106 or 112. Requirements met: Sciences Breadth. (Each fall)

### **CHEM 342 Physical Chemistry II**

Physical properties of chemical systems including selected topics from kinetics; thermodynamics from both historical and statistical approaches; and quantum mechanics including atomic structure, bonding theory, and spectroscopy. Former course title: Quantum and Statistical Mechanics. Includes one three-hour lab per week. PREQ: Chemistry 341 with a grade of C- or higher, Mathematics 152, and either Physics 106 or 112. Requirements met: Sciences Breadth. (Each spring)



### **CHEM 351 Introduction to Biochemistry**

The structures and general reactions of carbohydrates, lipids, proteins, and nucleic acids. Includes one three-hour lab per week. PREQ: Chemistry 222 and Biology 116 with grades of C- or higher. Requirements met: Sciences Breadth. (Each fall)

### **CHEM 352 Biochemical Metabolism**

The enzymatic anabolism and catabolism of the groups of substances studied in Chemistry 351. PREQ: Chemistry 351 with a grade of C- or higher. Includes one three-hour lab per week. Requirements met: Sciences Breadth. (Each spring)

### **CHEM 412 Advanced Inorganic Chemistry**

A thorough study of inorganic chemistry. Topics include atomic properties, modern bonding theories, molecular symmetry and spectra, descriptive chemistry of the elements, acid-base chemistry, coordination and organometallic chemistry, environmental and bioinorganic chemistry, and solid state chemistry. Includes one three-hour lab per week. PREQ: Chemistry 342 and Chemistry 211 with grades of C- or higher, or instructor permission. Requirements met: Sciences Breadth. (Each spring)

### **CHEM 421 Advanced Organic Chemistry**

Advanced theory and current topics in organic chemistry. Emphasis on theoretical and empirical generalizations (including spectroscopy) most applicable to organic reaction mechanisms and synthesis. PREQ: Chemistry 222 with a grade of C- or higher. Requirements met: Sciences Breadth. (Each fall)

### **CHEM 450 Advanced Topics in Chemistry**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **CHEM 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **CHEM 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular chemistry course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities. (Offered as needed)

### **CHEM 480 Experience in Chemistry**

All chemistry and biochemistry majors must participate in a chemistry activity beyond the required coursework to obtain a degree in chemistry. Activities such as directed research on or off-campus, an internship in an industrial setting or methods-development laboratory, or employment in an industrial laboratory will satisfy this requirement. Chemistry majors should register for Chemistry 480 during the semester that they will give their public presentation. Zero course credit units.

### **CHEM 490 Independent Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **CHEM 491 Honors Thesis in Chemistry**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **CHEM 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **CLASSICAL AND MODERN LANGUAGES**

*Chair: Julie Hempel*

*Faculty: Lourdes Bueno, Robert Cape, Ruth Cape, Truett Cates, Patrick Duffey, Colin Foss, Wolfgang Lueckel, Elena Olivé, Martin Wells*

*Visiting Faculty: Stacey E. Battis*

*Instructor in Spanish: Mary Yetta McKelva*

*Emeriti: James Johnson, Bernice Melvin*

Because of the highly sequential curricula and variety of offerings, potential majors and minors in classics or in a modern language should consult early with the appropriate faculty. In addition to standard course-work, students are encouraged to take advantage of the language houses, language tables in the college dining hall, and study abroad opportunities.

### **Degree Programs Offered in Classics and Modern Languages**

Major in Classics

Minor in Classics

Major in Latin

Major in Classical Civilization

Major in French

Minor in French

Major in German

Minor in German

Major in Spanish

Minor in Spanish

## **CLASSICS**

The mission of the classics program is to provide students with the essential skills and knowledge needed to explore and appreciate the languages, literatures, and cultures of ancient Greece and Rome, the roles Greek and Roman cultures played in the development of Western civilization, and the perspective they offer to contemporary problems and issues.

Classics is a multidisciplinary course of study embracing all aspects of the ancient Greek and Roman civilizations: languages and linguistics, literature, mythology, history, philosophy, religion, science, art, and archaeology. Through its courses in Greek and Latin languages and literatures and through its offerings in

classical civilization, the classics program meets a cultural need for every liberal arts student and specific needs for pre-professional students, particularly in the areas of law, health sciences, and theology.

The major in classics helps prepare the student for graduate study in classics, although its flexible design makes it an excellent liberal arts major for any student with a strong interest in classical studies. The major in Latin is designed to help prepare the student for teaching Latin in the schools. The major in classical civilization is offered for the student with a serious interest in the ancient world, but who does not wish to focus on the languages or do graduate study in the field. The minor in classics is for the student who has a strong interest in classical studies, but who has selected another major field of study.

A **major in classics** consists of:

**Required Courses**

- \_\_\_\_\_ GRK 101 Beginning Greek
- \_\_\_\_\_ GRK 102 Beginning Greek

**Major Courses**

- \_\_\_\_\_ GRK or LAT course 200 level or higher
- \_\_\_\_\_ GRK or LAT course 200 level or higher
- \_\_\_\_\_ GRK or LAT course 200 level or higher
- \_\_\_\_\_ GRK or LAT course 300 level or higher \*
- \_\_\_\_\_ GRK or LAT course 300 level or higher \*
- \_\_\_\_\_ GRK or LAT or CLAS course 300 level or higher \*

\*Except GRK or LAT 491.

**Total Credits Requirement (8 courses)**

A **minor in classics** consists of:

**Greek or Latin Language Courses (2 courses)**

- \_\_\_\_\_ GRK or LAT course 200 level or higher
- \_\_\_\_\_ GRK or LAT course 200 level or higher

**Greek or Latin or Classical Civilizations Course (1 course)**

- \_\_\_\_\_ GRK or LAT or CLAS course 200 or 300 level

**Greek or Latin or Classical Civilizations Course (2 courses)**

- \_\_\_\_\_ GRK or LAT or CLAS course 300 level or higher
- \_\_\_\_\_ GRK or LAT or CLAS course 300 level or higher

**Other Considerations When Planning for the Minor:**

- Meet with Classic Faculty to select the approved courses.

**Total Credits Requirement = 5 course credits**

A **major in Latin** consists of:

- \_\_\_\_\_ LAT course – can be LAT 102 or lower
- \_\_\_\_\_ LAT course – must be LAT 201 or above
- \_\_\_\_\_ LAT course – must be LAT 201 or above
- \_\_\_\_\_ LAT course – must be LAT 201 or above
- \_\_\_\_\_ LAT 236: Advanced Latin Grammar and Composition (1 credit)

- \_\_\_\_\_ LAT course 300 level or higher\* (1 credit)
- \_\_\_\_\_ LAT course 300 level or higher\* (1 credit)
- \_\_\_\_\_ LAT course 300 level or higher\* (1 credit)
- \* Except for LAT 491
- \_\_\_\_\_ CLAS 102 or 302 Roman History and Civilization

**Total Credits Requirement = 8.5 course credits**

A **major in classical civilization** consists of:

**Required Courses (2 courses)**

- \_\_\_\_\_ GRK 102 or LAT 102
- \_\_\_\_\_ GRK 201 or LAT 201

**Classic Civilization Major Courses** – a blend of Greek and Roman topics (6 courses)

- \_\_\_\_\_ Classical Literature & Civilization course 200 level or higher (Classic Civ, GRK, LAT)
- \_\_\_\_\_ Classical Literature & Civilization course 200 level or higher (Classic Civ, GRK, LAT)
- \_\_\_\_\_ Classical Literature & Civilization course 200 level or higher (Classic Civ, GRK, LAT)
- \_\_\_\_\_ Classical Literature & Civilization course 300 level or higher (Classic Civ, GRK, LAT)
- \_\_\_\_\_ Classical Literature & Civilization course 300 level or higher (Classic Civ, GRK, LAT)
- \_\_\_\_\_ Classical Literature & Civilization course 300 level or higher (Classic Civ, GRK, LAT)

**Other Considerations When Planning for the Major:**

- Two courses can be from closely related disciplines such as Philosophy and Art.
- Seek program faculty approval for all courses not specified.

**Total Credits Requirement = 8 course credits**

**Latin Placement**

Those students who have taken Latin in high school will begin their college study at a level appropriate to their proficiency. Student placement will be based on the Latin placement test given in the fall. A student who scores placement into Latin 202 or higher will have satisfied the Austin College language competency requirement.

A student who is placed by Austin College into Latin 202 or higher as the first college-level course in Latin and completes this with a satisfactory grade (S, C, or above) also will receive one additional credit. This additional, elective credit may not count toward the minor or the major. Alternatively, a student may receive credit for one Latin course at the intermediate level and satisfy the language competency requirement by a successful score on the Latin Advanced Placement Examination administered by the College Board. The student, however, may not receive both the Advanced Placement Examination credit and Austin College placement credit.

**MODERN LANGUAGES**

The mission of the modern language program is to engage students in the study of the language, culture, history, and literature of another country and in this way to provide the student with the essential skills of communication in another language, with experience in interpreting a variety of texts, and with an introduction to selected literary works and authors.

Courses in modern languages give the student of liberal arts a cultural background obtainable only through the study of the language and literature of another country. The student is expected to acquire the essential skills of oral and written communication. Courses are designed to provide sustained contact with the language in a variety of settings. All courses are normally conducted in the language being learned. In advanced courses the

student comes to appreciate the literature of the language, the culture, and customs of the countries where it is spoken, and the intricacies and nuances of its grammatical and syntactical structure.

## **Modern Language Placement**

A student at Austin College must demonstrate proficiency in a foreign language at the third-semester level in order to meet graduation requirements. Students wishing to continue the language studied in high school must follow the following placement process: zero to one year of high school language = 101, two years of high school language = 102, three or more years of high school language = take the Austin College placement test given at freshmen registration events in the Spring and Summer, and at other times by arrangement. Students who score at the fourth-semester level or above on the Austin College placement test will have satisfied the language proficiency requirement. Students may take the placement test only twice in their Austin College career, once as a freshman, and once at a later date.

Students who have successfully completed the second semester of a modern language at Austin College or who were placed into the third semester course by the Austin College placement test, or who have received transfer credit from another institution for an equivalent level of study, may satisfy the language competency requirement by successfully completing an approved immersion program during a January term or a summer period.

Students who have been placed by Austin College into the 202 level of a modern language or higher as the first college-level course in that language and who complete this with a satisfactory grade (S, C, or above) also will receive one additional credit. This additional, elective credit may not count toward the minor or the major.

Students also may take the Advanced Placement Examination following the appropriate Advanced Placement course in high school. Student who earn a score of four (4) on the Advanced Placement Examination will receive credit for a 201 level course; students who earn a score of five (5) will be given credit for a 202 level course and will therefore have satisfied the language competency requirement. The granting of credit for the Advanced Placement Examination does not depend on completion of further study.

A student may not receive both Advanced Placement Examination credit and Austin College placement credit.

## **FRENCH**

A **major in French** consists of:

### **French Electives (5 courses)**

- \_\_\_\_\_ FR 202 or above
- \_\_\_\_\_ FR 226, 227 or 237
- \_\_\_\_\_ FR 235
- \_\_\_\_\_ FR 236
- \_\_\_\_\_ FR elective

### **French Advanced Electives (2 courses)**

- \_\_\_\_\_ FR 300 level or higher
- \_\_\_\_\_ FR 300 level or higher

### **Senior Seminar Requirement (1 course)**

- \_\_\_\_\_ FR 495 Senior Seminar

## Other Considerations When Planning for the Major:

- One of the eight credits may be from the following experiential learning courses:

French 226 French House  
French 227 Intermediate Conversation  
French 237 Advanced Conversation  
Jan Term—An approved French immersion Jan term

- Majors must enroll in French 495 in the spring of their senior year.
- Up to three credits taught in French that treat French history, philosophy, sociology, political science, art history, or economics may count for the major with departmental approval.
- One approved course taught in English may also count toward the eight credits for the major.
- Majors are urged to enroll in an approved study abroad program in a French-speaking country. Those who do not are advised to spend some summers or January terms in a French-language environment. A student returning from a study abroad program must take at least one course in advanced French during the student's remaining time at Austin College.

## Total Credit Requirements = 8 course credits

A **minor in French** consists of:

### French Electives (4 courses)

\_\_\_\_\_ FR 202 or above  
\_\_\_\_\_ FR 226, 227, or 237  
\_\_\_\_\_ FR 235  
\_\_\_\_\_ FR 236

### French Advanced Electives (1 course)

\_\_\_\_\_ FR 300 level or higher

## Other Considerations When Planning for the Minor:

- One of the five credits may be from the following courses:

French 226 French House  
French 227 Intermediate Conversation  
French 237 Advanced Conversation  
Jan Term An approved French immersion Jan term

## Total Credit Requirements = 5 course credits

Majors and minors are urged to enroll in an approved study abroad program in a French-speaking country. Those who do not are advised to spend some summers or January terms in a French-language environment. A student returning from a study abroad program must take at least one course in advanced French during the student's remaining time at Austin College.

## GERMAN

A **major in German** consists of:

### German Electives (5 courses)

\_\_\_\_\_ GER 202

\_\_\_\_\_ GER 226  
\_\_\_\_\_ GER 227  
\_\_\_\_\_ GER 237  
\_\_\_\_\_ GER 254  
\_\_\_\_\_ GER 255  
\_\_\_\_\_ GER 335  
\_\_\_\_\_ GER 336

**German Advanced Electives (2 courses)**

\_\_\_\_\_ GER 350  
\_\_\_\_\_ GER 355  
\_\_\_\_\_ GER 356

**Senior Seminar Requirement (1 course)**

\_\_\_\_\_ GER 495 Senior Seminar

**Other Considerations When Planning for the Major:**

- A combined maximum of one of the eight credits may be from the following ½ credit courses:  
German 226 German House  
German 227 Intermediate Conversation  
German 237 Advanced Conversation
- One approved course taught in English with a topic relating to German-speaking culture, history, philosophy etc., may count toward the eight credits for the major (German 254 and German 255 count among those).
- Majors must enroll in German 495 in the spring of their senior year. An honors thesis may not substitute for German 495.
- Majors are urged to enroll in an approved study abroad program in a German-speaking country. A student returning from a study abroad program is encouraged to take at least one course in advanced German during the student's remaining time at Austin College.

**Total Credit Requirements = 8 course credits**

A **minor in German** consists of:

**German Electives (4 courses)**

\_\_\_\_\_ GER 202  
\_\_\_\_\_ GER 226  
\_\_\_\_\_ GER 227  
\_\_\_\_\_ GER 237  
\_\_\_\_\_ GER 335  
\_\_\_\_\_ GER 336

**German Advanced Electives (1 course)**

\_\_\_\_\_ GER 350 or higher

**Other Considerations When Planning for the Minor:**

- A combined maximum of one of the five credits may be from of the following ½ credit courses:  
German 226 German House  
German 227 Intermediate Conversation  
German 237 Advanced Conversation

- Minors are urged to enroll in an approved study abroad program in a German-speaking country. A student returning from a study abroad program is encouraged to take at least one course in advanced German during the student's remaining time at Austin College.

**Total Credit Requirements = 5 course credits**

Majors and minors are urged to enroll in an approved study abroad program in a German-speaking country. Those who do not are advised to spend some summers or January terms in a German language environment.

**SPANISH**

A **major in Spanish** consists of:

**Spanish Electives (5 courses)**

- \_\_\_\_\_ SPAN 202 or above
- \_\_\_\_\_ SPAN 236 or above
- \_\_\_\_\_ SPAN 226, 227, 237, approved advanced Jan Term, or above
- \_\_\_\_\_ SPAN 250 or above
- \_\_\_\_\_ SPAN 250 or above

**Spanish Advanced Electives (2 courses)**

- \_\_\_\_\_ SPAN 300 level or higher – taken at Austin College
- \_\_\_\_\_ SPAN 300 level or higher – taken at Austin College

**Senior Seminar Requirement (1 course)**

- \_\_\_\_\_ SPAN 481 Senior Seminar – taken in the spring of the senior year

**Other Considerations When Planning for the Major:**

- Students must take at least one course in each of the two regional focus areas (Spain and Latin America).
- One of the eight credits may be from the following experiential learning courses:
  - Spanish 226 Spanish House
  - Spanish 227 Intermediate Conversation
  - Spanish 237 Advanced Conversation
  - Jan term – An approved Spanish immersion January or May term
- Students considering teaching Spanish in Texas are greatly urged to take Spanish 355 and 356 in preparation for the certification exam.
- Majors are urged to enroll in an approved study abroad program in a Spanish-speaking country. Those who do not are advised to spend some summers or January terms in a Spanish-language environment. A student returning from a study abroad program must take at least one course in advanced Spanish during the student's remaining time at Austin College.

**Total Credit Requirements = 8 course credits**

A **minor in Spanish** consists of:

**Spanish Electives (4 courses)**

- \_\_\_\_\_ SPAN 202 or above
- \_\_\_\_\_ SPAN 236 or above



\_\_\_\_\_ SPAN 226, 227, 237, approved advanced Jan Term or above

\_\_\_\_\_ SPAN 250 or above

### **Spanish Advanced Electives (1 course)**

\_\_\_\_\_ SPAN 300 level or higher – taken at Austin College

### **Other Considerations When Planning for the Minor:**

- One of the five credits may be from the following experiential learning courses:
  - Spanish 226 Spanish House
  - Spanish 227 Intermediate Conversation
  - Spanish 237 Advanced Conversation
  - Jan term – An approved Spanish immersion January or MayTerm
- Minors are urged to enroll in an approved study abroad program in a Spanish-speaking country. Those who do not are advised to spend some summers or January terms in a Spanish-language environment.

### **Total Credit Requirements = 5 course credits**

Majors and minors are urged to enroll in an approved study abroad program in a Spanish-speaking country. Those who do not are advised to spend some summers or January terms in a Spanish-language environment. A student returning from a study abroad program must take at least one course in advanced Spanish during the student's remaining time at Austin College.

## **COURSES IN CLASSICAL CIVILIZATION**

### **CLAS 101 Greek History and Civilization**

A chronological and topical survey of Greek history from the Bronze Age to the beginning of the Hellenistic Era. Special consideration is given to the political and intellectual history of fifth century Athens. Students cannot earn credit for both Classics 101 and Classic 301. Requirements met: Humanities Breadth.

### **CLAS 102 Roman History and Civilization**

A chronological and topical survey of Roman history from the founding of Rome to the reign of Constantine, with emphasis on the social and political developments of the Late Republic and Early Empire. Students cannot earn credit for both Classics 102 and Classic 302. Requirements met: Humanities Breadth.

### **CLAS 106 Classical Mythology**

A survey of Greek and Roman myths as treated and developed in classical sources, and an introduction to the interpretation of major myths. Students cannot earn credit for both Classics 106 and Classic 306. Requirements met: Humanities Breadth. (Each fall)

### **CLAS 110 Greek Literature in Translation**

A survey of classical Greek literature from Homer to Longinus, including selections of epic, lyric poetry, drama, and literary criticism. Introduction to the interpretation of Greek literature in translation. Requirements met: Humanities Breadth.

### **CLAS 170 The Ancient World in Film**

A critical examination of films about the ancient Mediterranean world, particularly Greece and Rome, together with their ancient literary and historical sources. Students will explore a variety of approaches to film criticism and develop literary and historical analytical skills. Special emphasis will be given to understanding the enduring attraction of Greek and Roman life and literature, the accuracy of cinematic representations of Greece and Rome, and how modern ideas and values influence our understanding of the ancient world. Students cannot earn credit for both Classics 170 and Classic 370. Requirements met: Humanities Breadth.

**CLAS 250 Intermediate Topics in Classical Civilization**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit

**CLAS 260 Intermediate Directed Study in Classical Civilization**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**CLAS 301 Advanced Study in Greek History and Civilization**

A study of selected features of Greek history, including a critical examination of the nature of source materials for reconstructing Greek social and intellectual history. Students cannot earn credit for both Classics 101 and Classic 301. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirements met: Humanities Breadth.

**CLAS 302 Advanced Study in Roman History and Civilization**

A study of selected features of Roman history, including a critical examination of the nature of source materials for reconstructing Roman social, political, and intellectual history. Students cannot earn credit for both Classics 102 and Classic 302. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirements met: Humanities Breadth.

**CLAS 306 Advanced Study in Classical Mythology**

A study of selected Greek and Roman myths as treated and developed in classical sources. Emphasis on the interpretation of major myths and of myth in general, including social, religious, psychological, and literary uses of myth. Students cannot earn credit for both Classics 106 and Classic 306. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirements met: Humanities Breadth. (Each fall)

**CLAS 310 Advanced Study in Greek Literature in Translation**

Selected works of classical Greek literature, including the genres of epic and lyric poetry, drama, and literary criticism. Emphasis on literary interpretation from a variety of critical perspectives with some attention to the Greek cultural background. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirements met: Humanities Breadth.

**CLAS 350 Advanced Topics in Classical Civilization**

An investigation of selected topics, including the construction of gender in Greece and Rome, classical rhetoric and its tradition, Greek drama in translation, and other topics in classical literature and culture. PREQ: One course in classics at the 100 level or higher, or instructor permission. May be repeated when topic varies.

**CLAS 370 Advanced Studies in the Ancient World in Film**

A critical examination of films about the ancient Mediterranean world, particularly Greece and Rome, together with their ancient literary and historical sources. Students will explore a variety of approaches to film criticism and develop literary and historical analytical skills. Special emphasis will be given to understanding the enduring attraction of Greek and Roman life and literature, the accuracy of cinematic representations of Greece and Rome, and how modern ideas and values influence our understanding of the ancient world. Students cannot earn credit for both Classics 170 and Classics 370. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirements met: Humanities Breadth.

**CLAS 450 Advanced Topics in Classical Civilization**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

**CLAS 460 Advanced Directed Study in Classical Civilization**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

**CLAS 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular classical civilization course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

**CLAS 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**CLAS 491 Honors Thesis in Classical Civilization**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

**CLAS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**COURSES IN FRENCH****FR 101, 102 Beginning French**

An introduction to the French language with particular emphasis on listening and speaking skills. (101, each fall; 102, each fall and spring)

**FR 201, 202 Intermediate French**

A continuation of the study of French including listening, speaking, reading, and writing skills. PREQ: French 102 or equivalent. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (Each fall and spring)

**FR 226 Language House**

Provides daily exposure to and practice in spoken French. For a designated 14-week term, students live in the language house where French is the language of everyday discourse. Members of the French faculty provide systematic evaluation of each student's progress throughout the term. May be repeated with instructor permission. 0.50 course credit unit. (Each fall and spring)

**FR 227 Intermediate Conversation**

Practice in the oral use of the language in conversation, dramatizations, and discussions. May be taken concurrently with French 201, 202, or 235. May not be taken for credit after completion of French 235 or equivalent. Enrollment in consultation with the department. PREQ: French 102 or equivalent. May be repeated once with instructor permission. 0.50 course credit unit. (Each fall and spring)

**FR 235 Explorations in French Literature**

An introduction to French literature. Emphasis on reading strategies, techniques, and approaches to contemporary French authors. PREQ: French 202 or equivalent. Requirements met: Humanities Breadth. (Each fall)

**FR 236 Advanced Composition, Grammar, and Stylistics**

The investigation of the more problematical, grammatical, and stylistic structures of French; acquisition of advanced idiomatic forms; oral and written themes based on contemporary issues. PREQ: French 202 or instructor permission. Requirements met: Humanities Breadth, Full Writing Competency, and Language Competency. (Each spring)

**FR 237 Advanced Conversation**

Advanced practice in the oral use of the language through readings and discussions of contemporary topics. Particularly suited for students returning from study abroad who would like to maintain their oral skills. Enrollment in consultation with the department. PREQ: French 236. May be repeated once with instructor permission. 0.50 course credit unit. (Each fall and spring)

**FR 238 Practical Phonetics**

A self-paced course designed to improve diction, interpretation, enunciation, and intonation of French. PREQ: French 202 or instructor permission. Requirements met: Humanities Breadth and Language Competency. (Offered on demand in consultation with French faculty)

**FR 250 Intermediate Topics in French**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

**FR 255 World Literatures: French Literature in Translation**

French and Francophone literature in translation. Topics may focus on a particular genre, historical period or movement, and may include consideration of other world literatures. Readings and discussions in English. May be repeated once when topic varies. Requirements met: Humanities Breadth.

**FR 260 Intermediate Directed Study in French**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**FR 350 Advanced Topics in French**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

**FR 353 French Literature to the French Revolution**

A survey of principal authors, movements, and genres of the Middle Ages, the Renaissance, the Classical Age, and the Enlightenment. An introduction to methods and techniques of literary analysis. PREQ: French 236 or instructor permission. Requirements met: Humanities Breadth. (As needed)

**FR 354 French Literature Since the French Revolution**

A survey of principal authors, movements, and genres of the 19th and 20th centuries. An introduction to methods and techniques of literary analysis. PREQ: French 236 or instructor permission. Requirements met: Humanities Breadth. (Each spring)

**FR 355 Studies in Culture and Civilization of France**

Designed to provide insights into various aspects of French culture, past and present: institutions, geography,

social problems, fine arts, and daily life. PREQ: French 236 or instructor permission. May be repeated once when topic varies. (As needed)

### **FR 357 Syntax and Stylistics**

Extensive discussion of contemporary issues and preparation of compositions with special attention to various styles of language. The vocabulary used will consist not only of practical and daily-life items, but also of abstract and sophisticated terms. PREQ: French 236 or instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (As needed)

### **FR 450 Advanced Topics in French**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **FR 460 Advanced Directed Study in French**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **FR 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular French course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information. May not be counted for the major.

### **FR 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **FR 491 Honors Thesis in French**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **FR 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **FR 495 Senior Seminar in French Literature**

Specialized topics for advanced study. Normally a new topic will be offered every year in seminar format. Topics have included medieval literature, French novel into film, exoticism in French literature, 19th century novel, and modern poetry. PREQ: French 353 or 354 or instructor permission. May be repeated when topic varies. Requirements met: Humanities Breadth and Half Writing Competency. (Each spring)

## **COURSES IN GERMAN**

### **GER 101, 102 Beginning German**

An introduction to the language. Course aims at progressive development of fluency through extensive exposure to the language in real situations. A comprehension-based approach. (Each fall and spring)

### **GER 201, 202 Intermediate German**

Continues development of fluency in both comprehension and production of the language. Emphasizes ease and fluency in production and practical strategies for reading. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (Each fall and spring)

### **GER 210 Cultural Communication in the German-Speaking World**

Acquisition of cultural competency, exploration of professional practices and German corporate culture, such as etiquette for job interviews and German-style formats for C.V.s and letters of application. For students in business and pre-professional tracks (pre-law, pre-engineering, pre-med, public health, etc.) and the sciences in general. Taught in English. Requirements met: Humanities Breadth. (Each spring)

### **GER 226 Language House**

Provides daily exposure to and practice in spoken German. For a designated 14-week term, students live in the language house where German is the language of everyday discourse. Members of the German faculty provide systematic evaluation of each student's progress throughout the term. 0.50 course credit unit. May be repeated with instructor permission. (Each fall and spring)

### **GER 227 Intermediate Conversation**

Practice in the oral use of the language in conversation, dramatizations, and discussions. May be taken concurrently with German 201, 202, or 235. May not be taken for credit after completion of German 235 or equivalent. Enrollment in consultation with the department. PREQ: German 102 or equivalent. 0.50 course credit unit. May be repeated once with instructor permission. (Each fall and spring)

### **GER 236 Advanced German Conversation and Composition**

Development of advanced comprehension and production of German and cultural competency with a focus on contemporary issues. Discussion of a variety of topics based on authentic sources including multimedia materials. Special emphasis is placed on clarity and accuracy of spoken and written German. PREQ: German 202 or instructor permission. May be repeated once with permission when readings vary. Requirements met: Humanities Breadth, Language Competency and Full Writing Competency. (Each spring)

### **GER 237 Advanced Conversation**

Advanced practice in the oral use of the language through readings and discussions of contemporary topics. Particularly suited for students returning from study abroad who would like to maintain their oral skills. Enrollment in consultation with the department. PREQ: German 236. 0.50 course credit unit. May be repeated once with instructor permission. (Each fall and spring)

### **GER 250 Intermediate Topics in German**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **GER 254 German Culture in History, Literature, and Film**

Course explores the rich historical and cultural past of Germany in literature, art, and film, encompassing the historical, social, economic, and artistic forces in German civilization from its beginnings to modern times. Taught in English. Requirements met: Humanities Breadth. (Each fall)

### **GER 255 Current Issues in Contemporary German Society and Culture**

Course explores how Germany and the German-speaking world relate to current global issues based on a variety of sources, ranging from fact-based newspaper articles and scholarship, radio and TV features, as well as short literary texts to cinema, theatre, and art. Taught in English. Requirements met: Humanities Breadth. Former title: World Lits: German Lit in Translation. (Each spring)

### **GER 260 Intermediate Directed Study in German**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GER 335 Explorations in German Literatures and Cultures**

Development of critical reading strategies for cultural, literary, and journalistic narratives, including sources from a variety of genres and periods. PREQ: German 202. May be repeated with permission when readings vary. Requirements met: Humanities Breadth, Full Writing Competency and Language Competency. Formerly German 235. (Each fall)

### **GER 336 Advanced German Conversation and Composition**

Development of advanced comprehension and production of German and cultural competency with a focus on contemporary issues. Discussion of a variety of topics based on authentic sources including multimedia materials. Special emphasis is placed on clarity and accuracy of spoken and written German. PREQ: German 202 or instructor permission. May be repeated once with permission when readings vary. Formerly German 236. Requirements met: Humanities Breadth, Full Writing Competency and Language Competency. (Each spring)

### **GER 350 Topics in German Literature, Culture and Film**

In-depth discussions and written analyses of a variety of materials related to German language and culture. Usually, a new topic will be offered every year. Topics may be approached from an interdisciplinary perspective and may include literature, the visual arts, cultural studies and critical theory, cultural geography, history, and film. PREQ: German 235 and/or 236 or instructor permission. (Each spring)

### **GER 354 German Culture in History, Literature, and Film**

See German 254 for course description. Only for German majors and minors. PREQ: German 335 or 336. Requirements met: Humanities Breadth. (Each fall)

### **GER 355 Current Issues in Contemporary German Society and Culture**

See German 255 for course description. Only for German majors and minors. PREQ: German 336. Requirements met: Humanities Breadth. (Each spring)

### **GER 357 Advanced Conversation and Composition**

Extensive discussion of contemporary issues, based on readings in contemporary journals. Improvisation and production of sketches on questions of interest. Fluency and accuracy also developed through frequent writing assignments. PREQ: German 236 or instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (Each spring)

### **GER 450 Advanced Topics in German**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **GER 460 Advanced Directed Study in German**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **GER 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular German course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information. May not be counted for the major.

### **GER 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GER 491 Honors Thesis in German**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **GER 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GER 495 Senior Seminar. Topics in German Literature, Culture, and Film**

In-depth discussions and written analyses of a variety of materials related to German language and culture. Usually, a new topic will be offered every year. Topics may be approached from an interdisciplinary perspective and may include literature, the visual arts, cultural studies and critical theory, cultural geography, history, and film. PREQ: Instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (Each spring)

## **COURSES IN ANCIENT GREEK**

### **GRK 101, 102 Beginning Greek**

Development of skills in using the ancient Greek language, especially the skill of reading Greek. Introduction to Greek civilization. Some attention is also given to Greek's contribution to the English language. (101, each fall; 102, each spring)

### **GRK 201, 202 Intermediate Greek**

Continuation of Greek skills development and study of Greek civilization. Also, an introduction to literary texts of the classical and New Testament periods. PREQ: Greek 102 or equivalent. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (201, each fall; 202, each spring)

### **GRK 250 Intermediate Topics in Greek**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.



### **GRK 260 Intermediate Directed Study in Greek**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GRK 350 Advanced Topics in Greek**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **GRK 450 Advanced Studies in Greek**

Major authors, genres, or topics of Greek literature chosen to meet the needs of the class. Topics may include Homer, Greek historians, Greek tragedy, Aristophanes, Greek New Testament, and Greek lyric poetry. PREQ: GRK 202 or instructor permission. May be repeated when topic varies.

### **GRK 460 Advanced Directed Study in Greek**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **GRK 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular Greek course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **GRK 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GRK 491 Honors Thesis in Greek**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **GRK 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN LATIN**

### **LAT 101, 102 Beginning Latin**

Development of skills in using the Latin language, especially the skill of reading Latin. Introduction to Roman civilization. Some attention is also given to Latin's contribution to English and other modern languages. (101, each fall; 102, each spring)

### **LAT 201, 202 Intermediate Latin**

Continuation of Latin skills development and study of Roman civilization. Also, an introduction to Latin

literary texts. PREQ: Latin 102 or equivalent. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (201, each fall; 202, each spring)

### **LAT 236 Advanced Latin Grammar and Composition**

A comprehensive review of Latin grammar with practice in writing Latin. PREQ: Latin 202 or the equivalent. May be taken concurrently with a 300 level course in Latin. Requirements met: Language Competency and Half Writing. 0.50 course credit. (Each fall)

### **LAT 250 Intermediate Topics in Latin**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **LAT 260 Intermediate Directed Study in Latin**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **LAT 350 Advanced Topics in Latin**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **LAT 404 Latin Lyric and Elegiac Poetry**

A survey of the masters of classical Latin lyric poetry (Catullus and Horace) and of the Latin love elegy (Tibullus, Propertius, and Ovid). Includes discussion of the relevant literary tradition and the Roman cultural context. PREQ: Latin 202 or instructor permission. Requirements met: Humanities Breadth.

### **LAT 406 Roman History and Biography**

A survey of Roman historical and biographical writings, including selections from Livy, Sallust, Caesar, Tacitus, Suetonius, and Cornelius Nepos. PREQ: Latin 202 or instructor permission. Requirements met: Humanities Breadth.

### **LAT 408 Latin Prose Authors**

A study of selected prose works (including oratory, essays, and fiction) written by major Roman authors, including Cicero and Petronius. Includes study of the Roman cultural context. PREQ: Latin 202 or instructor permission. Requirements met: Humanities Breadth.

### **LAT 410 Roman Drama**

A study of the major Roman dramatists (Plautus, Terence, Seneca), including the background and origins of Roman drama, dramatic theory, and performance practice. PREQ: Latin 202 or instructor permission. Requirements met: Humanities Breadth.

### **LAT 412 Roman Epic**

A study of selected works by ancient Rome's epic poets, Vergil and others. Includes the background of the Roman epic tradition. PREQ: Latin 202 or instructor permission. Requirements met: Humanities Breadth.

### **LAT 414 Studies in Medieval Latin**

A survey of Latin prose, poetry, and drama from late antiquity to the Renaissance. Includes study of Latin paleography, relevant literary traditions, and cultural contexts. PREQ: Latin 202 or instructor permission. May be repeated when content varies. Requirements met: Humanities Breadth.

### **LAT 416 Roman Philosophers**

A survey of philosophical texts written by Roman authors, including Lucretius and Seneca, with emphasis on the literary qualities and genres, as well as the broad human relevance of these works. Some attention also given to the philosophical traditions (e.g., Stoic, Epicurean) and to the Roman cultural and social realities reflected in these works. PREQ: Latin 202 or instructor permission. Requirements met: Humanities Breadth.

### **LAT 450 Advanced Topics in Latin**

Major authors, genres, or topics of Roman literature chosen to meet the needs of the class. May be repeated when topic varies.

### **LAT 460 Advanced Directed Study in Latin**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **LAT 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular Latin course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **LAT 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **LAT 491 Honors Thesis in Latin**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **LAT 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **LAT 503 Methods and Materials in the Teaching of Classical Languages**

(see Modern Languages 503)

## **COURSES IN MODERN LANGUAGES**

### **ML 101, 102 Beginning Modern Language**

An introduction to a modern language less frequently taught at Austin College. This course is designed for beginners who wish to acquire the basics of vocabulary, grammar, phonology, and script. The course will also introduce students to certain aspects of the culture. Listening, speaking, and reading skills will be emphasized. Past offerings have included Arabic, Hindi, and Persian.

### **ML 201, 202 Intermediate Modern Language**

A continuation of the study of a modern language less frequently taught at Austin College. This course is designed for intermediate students who wish to acquire a more advanced level of vocabulary, grammar,

phonology, and script. The course will also introduce students to certain aspects of the culture. Listening, speaking, and reading skills will be emphasized. Past offerings have included Arabic and Chinese. PREQ: Modern Language 102 or equivalent. Requirements met with 201: Language Competency.

### **ML 493, 503 Methods and Materials in the Teaching of Modern Languages**

A study of methods and materials of language teaching. Variable course credit units.

## **COURSES IN SPANISH**

### **SPAN 101, 102 Beginning Spanish**

An introduction to the Spanish language, oriented toward developing proficiency in listening, speaking, reading, and writing. NOTE: Spanish 101 is meant for students who have had no previous experience with Spanish or no more than one year high school Spanish. (101, 102, each fall and spring)

### **SPAN 201, 202 Intermediate Spanish**

Continues development of proficiency in the four areas of listening, speaking, reading, and writing. PREQ: Spanish 102 or equivalent. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (Each fall and spring)

### **SPAN 226 Language House**

Provides daily exposure to and practice in spoken Spanish. For a designated 14-week term, students live in the language house where Spanish is the language of everyday discourse. Members of the Spanish faculty provide systematic evaluation of each student's progress throughout the term. 0.50 course credit unit. May be repeated with instructor permission. (Each fall and spring)

### **SPAN 227 Intermediate Conversation**

Practice in oral skills through conversation, dramatizations, improvisations, discussions, and problem-solving situations. PREQ: Spanish 102 or equivalent. May be taken concurrently with Spanish 201, Spanish 202, or Spanish 236. 0.50 course credit unit. May not be taken for credit after completion of Spanish 236, after study abroad, or by native speakers. Enrollment in consultation with department. May be repeated once with instructor permission. (Each fall and spring)

### **SPAN 236 Advanced Spanish**

A variety of literary texts serve as the basis for development of comprehension and production of Spanish. Special emphasis is placed on clarity and accuracy of spoken and written Spanish. PREQ: Spanish 202 or instructor permission. Requirements met: Humanities Breadth, Language Competency and Half Writing Competency. (Each fall and spring)

### **SPAN 237 Advanced Conversation**

Advanced practice in the oral use of the language through readings and discussions of contemporary topics. Particularly suited for students returning from study abroad who would like to maintain their oral skills. Enrollment in consultation with the department. PREQ: Spanish 236. 0.50 course credit unit. May be repeated once with instructor permission. (Each fall and spring)

### **SPAN 250 Intermediate Topics in Hispanic Civilization and Culture**

Introduction to central trends in Latin American or Spanish thought and culture. Although readings may include literary texts, many non-fiction sources will be used. PREQ: Spanish 236 or instructor permission. May be repeated when topic varies. (Offered each year)

### **SPAN 255 World Literatures: Hispanic Literature in Translation**

Hispanic literature in translation. Topics may focus on a particular genre, historical period or movement, and

may include consideration of other world literatures. Readings and discussions in English. Requirements met: Humanities Breadth. May be repeated once when topic varies.

### **SPAN 260 Intermediate Directed Study in Spanish**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **SPAN 350 Advanced Topics in Hispanic Literature**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **SPAN 355 Peninsular Literature**

A survey of principal texts, movements, and genres with their historical backgrounds, from the medieval period to the present. PREQ: Spanish 236 or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Offered each year)

### **SPAN 356 Spanish-American Literature**

A survey of principal texts, movements, and genres with their historical backgrounds, from the pre-Columbian period to the present. PREQ: Spanish 236 or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Offered each year)

### **SPAN 357 Advanced Conversation and Composition**

A course designed to give the well-prepared student an opportunity to acquire skill in the communication of ideas through extensive preparation and practice. PREQ: Spanish 236 or instructor permission.

### **SPAN 450 Advanced Topics in Hispanic Literature**

A critical examination of Latin American or Spanish literary texts from selected perspectives. Topics have included the indigenous voice in Latin American narrative, Spanish women writers, and the Latin American "Boom." PREQ: Spanish 236 or instructor permission. May be repeated when topic varies. (Offered each year)

### **SPAN 460 Advanced Directed Study in Spanish**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **SPAN 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular Spanish course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information. May not be counted for the major.

### **SPAN 481 Seminar in Hispanic Literature**

Specialized topics for advanced study. A new topic will be offered every year. Seminar format. Topics have included the search for origins in Spanish American literature, Spanish American film and literature, Chicana/Mexicana Narrative, Contemporary Spanish Poetry, and Cervantes' Don Quijote. PREQ: One 300 level course in Spanish or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth and Half Writing Competency. (Each spring)

### **SPAN 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **SPAN 491 Honors Thesis in Spanish**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **SPAN 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COGNITIVE SCIENCE**

*Director: Hank Gorman*

The mission of the cognitive science program is to provide students in the minor with a faithful representation of the significant issues in cognitive science. Cognitive science is an interdisciplinary field of study which unites people from philosophy, psychology, mathematics, computer science, linguistics, and biology around the common theme of mind. Inquiry in the cognitive sciences involves questions of semantics; knowledge representation; ontology; the functional architecture of human mind; planning, search and control; natural language parsing; cognitive development; and natural and artificial intelligence.

A **minor in cognitive science** consists of:

#### **Introduction to Cognitive Science (1 course)**

- \_\_\_\_\_ COG 120 Introduction to Cognitive Science
- \_\_\_\_\_ PSY 220 Introduction to Cognitive Psychology

#### **Introduction to Formal Representation Systems (1 course)**

- \_\_\_\_\_ MATH 141 Discrete Mathematics
- \_\_\_\_\_ CS 201 Discrete Mathematics
- \_\_\_\_\_ PHIL 110 Modern Logic

#### **Philosophical Background of Cognitive Science (1 course)**

- \_\_\_\_\_ PHIL 225 Early Modern Philosophy
- \_\_\_\_\_ PHIL 230 Contemporary Philosophy

#### **Knowledge representation, intelligence, natural language parsing, and thinking from Computer Science, Philosophy, or Psychology emphasis (1 course)**

- \_\_\_\_\_ PHIL 306 Knowledge and Reality
- \_\_\_\_\_ PHIL 310 Mind and Language
- \_\_\_\_\_ PSY 355 Learning, Memory, and Cognition
- \_\_\_\_\_ CS 440 Artificial Intelligence

#### **Elective from Computer Science, Philosophy, or Psychology emphasis (1 course)**

- \_\_\_\_\_ CS 410 Programming Languages

- \_\_\_\_\_ CS 412 Data Structures and Algorithms
- \_\_\_\_\_ PHIL 225 Early Modern Philosophy
- \_\_\_\_\_ PHIL 230 Contemporary Philosophy
- \_\_\_\_\_ PHIL 310 Mind and Language
- \_\_\_\_\_ PSY 215 Behavioral Neuroscience

**Total Credits Requirement = 5 course credits**

## **COURSE**

### **COGS 120 Cognitive Science**

Addresses some of the ways in which such varied disciplines as psychology, computer science, linguistics, philosophy, and mathematics ask questions about the nature of mind. Specific content varies, but may include aspects of philosophy of mind, knowledge representation, language processing, artificial intelligence, and neurophysiology. Often includes lab work in robotics and artificial intelligence programming.

## **COMMUNICATION, MEDIA STUDIES, AND THEATRE**

*Chair: Brett Boessen*

*Faculty: Liz Banks, Kirk Everist, Michael Fairley, Erin Copple Smith*

*Adjunct Faculty: Debra Flowers*

*Emeriti: Kathleen Campbell, W.D. Narramore Jr.*

### **Degree Programs Offered in Communication, Media Studies, and Theatre**

- Major in Communication
- Minor in Communication
- Major in Media Studies
- Minor in Media Studies
- Minor in Film Studies
- Major in Theatre
- Minor in Theatre

## **COMMUNICATION**

Communication offers students the opportunity to study various aspects of communication in everyday social settings. Courses explore the importance and complexities of verbal and nonverbal communication in interpersonal, organizational, and cultural contexts. Students also have the opportunity to learn about the role of public speaking in society and develop their own speaking skills.

Students in communication have opportunities to participate in a variety of internships, other experiential learning activities, and present their own research and interact with scholars at academic conferences.

**A major in communication** consists of:

**Lower Level Requirements (maximum of 5 courses, but no lower level course are required. COMM 112 and 222 are common entry level courses.)**

- \_\_\_\_\_ COMM 112 Public Speaking

- \_\_\_\_\_ COMM 222 Interpersonal Communication
- \_\_\_\_\_ COMM 250 (Topics Courses)
- \_\_\_\_\_ COMM 260 Intermediate Directed Study (Variable course credit)
- \_\_\_\_\_ Any MEDA course
- \_\_\_\_\_ Any THEA course
- \_\_\_\_\_ CSOC (Career Study Off-Campus with approval)

**Advanced Study in Communication (minimum of 3 courses)**

- \_\_\_\_\_ COMM 352 Organizational Communication
- \_\_\_\_\_ COMM 353 Communication in Relationships
- \_\_\_\_\_ COMM 355 Nonverbal Communication
- \_\_\_\_\_ COMM 453 Health Communication
- \_\_\_\_\_ COMM 455 Intercultural Communication
- \_\_\_\_\_ COMM 455 Intercultural Communication
- \_\_\_\_\_ COMM 350 (Topics Courses)
- \_\_\_\_\_ COMM 450 (Topics Courses)
- \_\_\_\_\_ COMM 460 Advanced Directed Study (Variable course credit)
- \_\_\_\_\_ COMM 490, 491 Independent Study
- \_\_\_\_\_ COMM 464 Teaching/Learning Participation

**Total Credits Requirement = 8 course credits**

**A minor in communication** consists of:

**Lower Level Requirements (maximum of 3 courses, but no lower level courses are required. COMM 112 and 222 are common entry level courses.)**

- \_\_\_\_\_ COMM 112 Public Speaking
- \_\_\_\_\_ COMM 222 Interpersonal Communication
- \_\_\_\_\_ COMM 250 (Topics Courses)
- \_\_\_\_\_ COMM 260 Intermediate Directed Study (Variable course credit)
- \_\_\_\_\_ Any MEDA or THEA course (only one course)
- \_\_\_\_\_ CSOC (Career Study Off-Campus with approval)

**Advanced Study in Communication (minimum of 2 courses)**

- \_\_\_\_\_ COMM 352 Organizational Communication
- \_\_\_\_\_ COMM 353 Communication in Relationships
- \_\_\_\_\_ COMM 355 Nonverbal Communication
- \_\_\_\_\_ COMM 453 Health Communication
- \_\_\_\_\_ COMM 455 Intercultural Communication
- \_\_\_\_\_ COMM 350 (Topics Courses)
- \_\_\_\_\_ COMM 450 (Topics Courses)
- \_\_\_\_\_ COMM 460 Advanced Directed Study (Variable course credit)
- \_\_\_\_\_ COMM 490, 491 Independent Study
- \_\_\_\_\_ COMM 464 Teaching/Learning Participation

**Total Credits Requirement = 5 course credits**



## MEDIA STUDIES

Media studies investigates the wide range of approaches to understanding and interpreting media forms and practices, especially digital and motion picture media such as television, film, internet, and video games. Students will become familiar with theories and practices of media representation, production, consumption, and regulation. Students will have a variety of opportunities to engage critically with existing media producers and texts, as well as create their own.

**A major in media studies** consists of:

### **Introduction to Media Studies (1 course credit; offered at least once every year)**

\_\_\_\_\_ MEDA 121 Introduction to Media Studies

### **Media Electives (select 6 courses; select one track)**

Option A: Individualized Study at 200 level		Option B: Individualized Study at 400 level	
MEDA	Any level course	MEDA	Any level course
MEDA	Any level course	MEDA	Any level course
MEDA	Any level course	MEDA	Any level course
MEDA	300 level or higher	MEDA	Any level course
MEDA	300 level or higher	MEDA	300 level or higher
MEDA	300 level or higher	MEDA	300 level or higher

### **Individualized Media Study (at least one course; could include courses for less than 1.0 credits)**

\_\_\_\_\_ MEDA 260 Intermediate Directed Study (Variable course credit)

\_\_\_\_\_ MEDA 460 Advanced Directed Study (Variable course credit)

\_\_\_\_\_ MEDA 490, 491 Independent Study

\_\_\_\_\_ MEDA 492 Independent Study Off-Campus/NSOC

\_\_\_\_\_ CSOC 290 Career Study Off-Campus (requires approval from department chair)

### **Other Consideration When Planning for the Major:**

- Additional Individualized Study may be an option for the major. Discuss with the department advisor for planning.

### **Total Credits Requirement = 8 to 11 course credits**

**A minor in media studies** consists of:

### **Introduction to Media Studies (1 course credit; offered every semester)**

\_\_\_\_\_ MEDA 121 Introduction to Media Studies

### **Media Studies Breadth (2 course credits; offerings vary but generally offered each semester)**

\_\_\_\_\_ MEDA 205 New Media and Cultural Change

\_\_\_\_\_ MEDA 210 Games in Contemporary Culture

\_\_\_\_\_ MEDA 220 Persuasive Media

\_\_\_\_\_ MEDA 231 Digital Video Production I

\_\_\_\_\_ MEDA 240 Viewers, Users, and Fans

\_\_\_\_\_ MEDA 250 Topics in Media Studies

\_\_\_\_\_ MEDA 261 Media Industries

\_\_\_\_\_ MEDA 262 Hollywood Stars

\_\_\_\_\_ THEA 111 Theatre Arts Introduction

\_\_\_\_\_ COMM 222 Interpersonal Communication

\_\_\_\_\_ ENG 258 Literary Journalism

**Advanced Media Studies (2 course credit; offerings vary)**

- \_\_\_\_\_ MEDA 325 Darker Than Night: Film Noir and Genre
- \_\_\_\_\_ MEDA 351 Digital Video Production II
- \_\_\_\_\_ MEDA 355 Screenwriting
- \_\_\_\_\_ MEDA 450 Advanced Topics in Media Studies
- \_\_\_\_\_ MEDA 463 What Is TV?
- \_\_\_\_\_ MEDA 465 What is Popular Music?
- \_\_\_\_\_ MEDA 473 What is Film?
- \_\_\_\_\_ MEDA 464 Teaching/Learning Participation

**Total Credits Requirement = 5 course credits**

**FILM STUDIES**

Film studies investigates the wide range of approaches to understanding and interpreting cinema, both historically and in contemporary society. Students will become familiar with the history of film production, distribution, and consumption, and the major philosophical and critical approaches applied to the study of film. Students may take courses in film history and analysis, national and world cinemas, and cinema in relation to other academic disciplines.

**A minor in film studies** consists of:

**Introduction to Media Studies (1 course; offered every semester)**

- \_\_\_\_\_ MEDA 121 Introduction to Media Studies

**Film Studies Electives (2 courses, 1 course if a 300 level or higher course outside the Communication, Media, and Theatre Department is taken; offering frequency varies)**

- \_\_\_\_\_ ANTH 250 Screening Difference: Film and Ethnography
- \_\_\_\_\_ CLAS 170 The Ancient World in Film
- \_\_\_\_\_ ENG 250 Melodrama
- \_\_\_\_\_ ENG 252 Shakespeare and Film
- \_\_\_\_\_ FR 250 The French New Wave
- \_\_\_\_\_ JAPN 250 Japan and Cinema

**Advanced Film Studies (2 courses; offering frequency varies)**

- \_\_\_\_\_ One MEDA course with the FLM designation at the 300 level or above. (may be repeated if topic differs)
- \_\_\_\_\_ One other 300+ course with the FLM designation, such as:
  - \_\_\_ FR 350 French Cinema 1895 to Today
  - \_\_\_ JAPN 250/350 Japan and Cinema
  - \_\_\_ MEDA 351 Digital Video Production II
  - \_\_\_ MEDA 355 Screenwriting
  - \_\_\_ SPAN 481 Cinelandia
  - \_\_\_ Other \_\_\_\_\_(must be approved by Film Studies director)

**Total Credits Requirement = 5-6 course credits**

## THEATRE

The theatre curriculum explores aspects of the crafts of theatre-making as well as the history and development of modern theatre.

**A major in theatre** consists of:

### **Required Courses (4 courses)**

- \_\_\_\_\_ THEA 142 Development of Dramatic Art I (alternate semesters with DDAII)
- \_\_\_\_\_ THEA 143 Development of Dramatic Art II (alternate semesters with DDA I)
- \_\_\_\_\_ THEA 221 Acting (generally offered every fall)
- \_\_\_\_\_ THEA 493 Shapers of the Modern Theatre (offered every fall)

### **Communication or Media Studies (1 course)**

- \_\_\_\_\_ MEDA or COMM course
- \_\_\_\_\_ Additional MEDA or COMM course with faculty approval

### **Theatre Electives (1-2 courses)**

- \_\_\_\_\_ THEA any level
- \_\_\_\_\_ THEA any level

### **Theatre Advanced Electives (3 courses)**

- \_\_\_\_\_ THEA 300 level or higher
- \_\_\_\_\_ THEA 300 level or higher
- \_\_\_\_\_ THEA 300 level or higher

### **Other Considerations When Planning for the Major:**

- Students majoring in theatre are expected to participate in departmental productions.
- The department encourages students to study abroad. However, some courses are required to be completed on the Austin College campus for the major. Please consult with the department chair when planning study abroad.

**Total Credits Requirement = 9 course credits**

**A minor in theatre** consists of:

### **Core Requirement (no more than 1 unit of practicum credit)**

- \_\_\_\_\_ THEA 221 Acting (generally offered every fall)
- \_\_\_\_\_ THEA any level
- \_\_\_\_\_ THEA any level
- \_\_\_\_\_ THEA 300 level or higher
- \_\_\_\_\_ THEA 300 level or higher

**Total Credits Requirement = 5 course credits**

## COURSES IN COMMUNICATION

### **COMM 112 Public Speaking**

An introduction to the principles of effective public speaking. Students will learn to structure speeches in effective and ethical ways, to present speeches in various contexts and for various purposes, and to think critically about speeches presented by others in society. Requirements met: Humanities Breadth. (Normally

offered each fall and spring)

### **COMM 222 Interpersonal Communication**

An introduction to theories about the various taken-for-granted ways of communicating in the complex and diverse contexts in which people learn, work, and build relationships. Students will study and apply communication principles involving language, nonverbal communication, and culture as they relate to their own lives. Requirements met: Humanities Breadth. (Normally offered each fall and spring)

### **COMM 250 Topics in Communication**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **COMM 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: One communication class; Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **COMM 350, 450 Advanced Topics in Communication**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. PREQ: Any communication class or instructor permission.

### **COMM 352 Organizational Communication**

An introduction to a theoretical and practical understanding of the unique forms and functions of communication in organizations. Students will examine various communication issues such as organizational structure, problem solving, technology, diversity, and organizational culture as they relate to different types of organizations in society today. PREQ: Any speech class or instructor permission. (Normally offered every third semester)

### **COMM 353 Communication in Relationships**

This course seeks to develop an understanding of communication-relevant issues in various types of personal relationships including romantic relationships, friendships, work relationships, and others. The course also will develop analytical skills by critically reading current theories/studies and applying these concepts to examples in film/TV, literature, and in general, contemporary relationship phenomena. PREQ: Any communication course or instructor permission. (Normally every third or fourth semesters)

### **COMM 355 Nonverbal Communication**

Nonverbal communication involves all the ways people communicate apart from the content of verbal language that each of us participates in on a daily basis, in virtually everything we do. This course is designed to introduce students to theories and concepts that attempt to explain complex communication processes involving nonverbal communication. PREQ: Any communication course or instructor permission. Requirements met: Humanities Breadth. (Normally offered every third semester)

### **COMM 453 Health Communication**

Communication about illness and health, affects all of us and our state of wellbeing. This can take many forms, including communication between doctor and patient and in medical webpages, pharmaceutical advertising campaigns, support groups, and media messages about drugs, drinking, and smoking. The rapidly growing interest in the impact of communication in this setting, by scholars, medical schools, health-care professions, and patients is indicative of this importance. This course will explore the critical role of communication in the healthcare context by examining current theory and research, applying concepts to case studies, and creating an

original health campaign. PREQ: One Communications course or instructor permission. Requirements met: Humanities Breadth.

### **COMM 455 Intercultural Communication**

An exploration of theoretical understandings of intercultural, inter-gender, and inter-generational communication. Students will closely examine theories of intercultural phenomena, apply concepts to communication encounters, and investigate intercultural communication by conducting their own research.

PREQ: Any speech class or instructor permission. Requirements met: Humanities Breadth. (Normally offered every third semester)

### **COMM 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Two 300 level or higher courses in communication. Special permission required. Offered for variable course credit from 0.25-1.00.

### **COMM 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular COMM course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **COMM 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. Special permission required. PREQ: Two 300 level or higher courses in communication and Junior standing. Offered in variable course credit from 0.25-1.00.

### **COMM 491 Honors Thesis in Communication**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **COMM 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Two 300 level or higher courses in communication and Junior standing. Must have 3.0 GPA in major. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN MEDIA STUDIES**

### **MEDA 121 Introduction to Media Studies**

An introduction to the history, theory, and analysis of mass and digital networked media, including print, film, radio, television, video games, and the Internet, with primary concern for their modes of representation and roles in culture. Requirements met: Humanities Breadth. (Each fall and spring)

### **MEDA 205 New Media and Cultural Change**

Focuses on the proliferation of cultural practices organized around digital networked media. Requirements met: Humanities Breadth. (Offering Varies)

### **MEDA 210 Games in Contemporary Culture**

Explores the nature of analog and digital games in contemporary culture. Requirements met: Humanities Breadth. (Every other year)

### **MEDA 220 Persuasive Media**

This course explores the rhetorical characteristics of documentary and narrative cinema, television news and advertising, and some video games. Students consider the extent to which media and rhetorical theories are compatible, and generate their own rhetorical media critiques through print, visual, aural, and digital networked forms. Requirements met: Humanities Breadth. (Alternate years)

### **MEDA 231 Digital Video Production I**

Study of basic principles and techniques of video production. Requirements Met: Humanities Breadth. (Each fall)

### **MEDA 240 Viewers, Users, and Fans**

This course considers the practices, techniques, and theories that media audiences, consumers, viewers, players, users, and fans employ in their interactions with and consumption of contemporary media artifacts. Requirements met: Humanities Breadth. Former Title: Topics in Media Studies: Film.

### **MEDA 250 Topics in Media Studies**

An investigation of selected media topics and issues. May be repeated when topic varies.

### **MEDA 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MEDA 261 Media Industries**

This course explores the work of media industries, a framework crucial to understanding the reason various programming forms exist. Throughout the semester, students will learn what makes media industries different from other industries, what factors make their processes and logics so complex and contradictory, and how to use knowledge of the way these industries work to inform analyses of the texts media industries produce and the cultural work that those texts do. Ultimately, students will be able to critically evaluate the processes of media industries and how those processes result in the production/distribution/exhibition of particular media texts at the expense of others. Requirements met: Humanities Breadth. (Alternate years)

### **MEDA 262 Hollywood Stars**

According to Richard Dyer, one of the founders of star studies, "stars matter because they act out aspects of life that matter to us; and performers get to be stars when what they act out matters to enough people." In this class, we will be exploring that very idea-what makes a person a star? Why do stars matter? What do our stars say about ourselves and the society in which we live? Over the course of the semester, we will be looking at many stars, investigating how each star was produced, received, and remembered. We will study stars as both semiotic and sociological constructions-as images that can be "read" and deconstructed, but also as manifestations of specific cultural moments. Stars do not just appear, they are made. This class will teach you how, and why, that phenomenon exists. Requirements met: Humanities Breadth. (Alternate years)

### **MEDA 325 Darker Than Night: Film Noir and Genre**

This course explores the nature of film noir's persistent power in American culture: its history, its aesthetic elements, and its volatile relationship to the concept of genre in film studies. A significant amount of writing is

a fundamental element of the course, as is a weekly screening. PREQ: Media Studies 121. Requirements met: Full Writing Competency. (Alternate years).

### **MEDA 335 Digital Networked Narratives**

This course invites students to produce and critically engage with a variety of forms of digital storytelling. This will include a number of participatory, transformative, and emergent forms, such as blogging, machinima, video remix, alternate reality games and interactive fiction.

The specific forms studied will change from year to year. Students should either be familiar with or have a strong interest in learning how to produce a wide range of such digital networked narratives, as well as a keen interest in critical analysis of these forms. PREQ: Any media course or instructor permission. Requirements met: Humanities Breadth. (Normally offered every third semester)

### **MEDA 351 Digital Video Production II**

Advanced course in principles and techniques of digital video production. Students produce longer form narrative fiction in order to deepen skills acquired in Media Studies 231. Highlights advanced screenwriting, directing, and editing techniques. PREQ: Media Studies 231. (Each spring)

### **MEDA 355 Screenwriting**

Familiarizes participants with the major contemporary approaches to the construction of the motion picture screenplay and an array of concrete tools for the production of a coherent, effective, and compelling original works of narrative fiction. Requirements met: Humanities Breadth.

### **MEDA 440 Advanced Topics in Media Studies: Film**

An investigation of selected topics and issues in film studies. Admission by permission of instructor. PREQ: Media Studies 121 or instructor permission. May be repeated when topic varies. Requirements met: Humanities Breadth.

### **MEDA 450 Advanced Topics in Media Studies**

An investigation of selected media topics and issues. Admission by instructor permission. PREQ: Media Studies 121 or instructor permission. May be repeated when topic varies.

### **MEDA 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Two courses in media studies. Special permission required. Offered for variable course credit from 0.25-1.00.

### **MEDA 463 What Is TV?**

This course interrogates what television has come to be from various angles, including television's role as a technology, an industry, a media format, and a social and cultural force. The course will start by considering what television was, historically, before working toward an understanding of what television has become, and where it might be going. PREQ: Media Studies 121. Requirements met: Humanities Breadth. (Offered Spring 2017; alternate years)

### **MEDA 465 What is Pop Music?**

From Chuck Berry to The Rolling Stones to Madonna to Taylor Swift, popular music has defined itself as not only an art form, but a powerful cultural force. In this class, we will consider what we mean when we talk about "popular music": theories of popular culture, the creative aesthetics of pop music, the cultural role of music, the industry that produces music, and the reception of music by fans. The result will be a deeper understanding of and appreciation for a cultural form that we all come into contact with every day. PREQ: Media 121. (Alternate years)

### **MEDA 473 What is Film?**

The question, What is Film?, has been answered differently by many different people during the more than a century since its inception. The term itself encompasses many things: a set of technologies, a kind of contemporary cultural text, a production process, and a set of social practices. In this course, we will consider how the social, economic, and technological changes our culture has endured during that century have impacted (and been impacted by) one of the most influential media forms in history. We will study the variety of ways this development has changed the meaning of film culture and its impact on contemporary society. We will ask the question - What is Film? - from a range of perspectives in order to develop a more complex and compelling answer. PREQ: Media 121. Requirements Met: Humanities Breadth and Full Writing Competency. (Alternate years)

### **MEDA 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular media course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **MEDA 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Two courses in media studies. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MEDA 491 Honors Thesis in Media Studies**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **MEDA 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN THEATRE**

### **THEA 111 Theatre Arts Introduction**

This course is aimed at all students interested in gaining a broad understanding of the practice of theatre. Students will gain a basic working knowledge of the theatre, including the various practitioners who come together in *collaboration* to create a theatre production. The course is also designed to foster a lifelong appreciation of the theatre, and to help students understand the theatre's place in and importance to society. Requirements met: Humanities Breadth. (Each year)

### **THEA 132 Rehearsal and Performance**

Supervised practice in the presentation of drama through participation during a 14-week term in faculty-directed departmental production assignments. (Graded S/D/U basis only) Variable course credit units. May be repeated for a total of one course credit unit. (Available as needed)

### **THEA 142 Development of Dramatic Art I**

A study in forms of drama with attention to their historical and social contexts from classical times through the 18th century. Requirements met: Humanities Breadth. (Each year)



**THEA 143 Development of Dramatic Art II**

A study of 19th- and 20th-century forms of drama with attention to their historical and social context. PREQ: Theatre 142 or instructor permission. Requirements met: Humanities Breadth. (Each year)

**THEA 221 Acting**

An introduction to the principles and techniques of acting and the analysis of plays and characters. Requirements met: Humanities Breadth. (Each fall)

**THEA 244 Movement for Theatre**

A discovery of the psychological and physical sources of movement and the development of skills of using movement for artistic expression. Requirements met: Humanities Breadth. (Every other year)

**THEA 250 Topics in Theatre**

Investigation of topics and issues concerning theatre and performance. PREQ: Instructor permission. May be repeated when the topic varies.

**THEA 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**THEA 352 Scene Design and Stage Lighting**

An introduction to the principles and techniques of scenic design and stage lighting and practice in applying these ideas and skills in design projects. PREQ: Theatre 142 or 143, or instructor permission. Requirements met: Humanities Breadth. (Every other year)

**THEA 353 Costume and Make-Up Design**

An introduction to the principles and techniques of costume and make-up design for the stage and practice in applying these ideas and skills in design projects. PREQ: Theatre 142 or 143, or instructor permission. Requirements met: Humanities Breadth. (Every other year)

**THEA 350, 450 Advanced Topics in Theatre**

An investigation of selected topics and issues limited to juniors and seniors. Admission to course is by instructor permission. May be repeated when topic varies.

**THEA 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Two courses in theatre. Special permission required. Offered for variable course credit from 0.25-1.00.

**THEA 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular theatre course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

**THEA 471 Directing**

A study of the principles of play direction including technical aspects of production and the acting conventions involved in mounting a play for presentation. Practical production experience is required. Open to non-majors only with instructor permission. PREQ: Theatre 142, 143, 221, and Theatre 352 or 353. Requirements met: Humanities Breadth. (Each fall)

### **THEA 490: Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Two courses in theatre and Junior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **THEA 491: Honors Thesis in Theatre**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **THEA 492 Independent Study Off-Campus/NSOC**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. Completed in last three semesters before graduation. Offered in variable course credit from 0.25-1.00.

### **THEA 493 Shapers of the Modern Theatre**

An examination of the nature and practice of theatre through intensive study of selected practitioners and theorists whose work has significantly influenced modern Western theatre. Open to non-majors only with instructor permission. PREQ: Theatre 142, 143, 221, and Senior standing. Requirements met: Humanities Breadth. (Each fall)

## **EAST ASIAN STUDIES**

*Director: Scott Langton*

*Faculty: Jennifer Johnson-Cooper, Melinda Landeck, Scott Langton*

The East Asian Studies program offers students an interdisciplinary introduction to the culture, history, and languages of East Asia, with a focus on China and Japan. Students will examine the symbiotic nature of these two cultures' interactions through history, their mutual influence on the development of greater East Asian civilization, and the contemporary achievements and tensions of the region. The development of language skills in Chinese and Japanese, together with the cultivation of an understanding of the cultural dynamics at work in the region, affords students the opportunity to become informed global citizens.

Students who graduated with a major or minor in East Asian Studies have gone on to careers in government, law, finance, health care, consulting, the travel and hospitality industry, and education.

### **Degrees Offered in East Asian Studies**

Major in East Asian Studies

Minor in East Asian Studies

**A major in East Asian Studies** consists of:

#### **Cultural Survey Requirement (select 2 courses)**

\_\_\_\_\_ EAS 110 Origins of East Asian Civilization

\_\_\_\_\_ EAS 120 Transformation of Classical Culture in East Asia

\_\_\_\_\_ EAS 130 East Asia in the Modern Era

#### **Primary Language Concentration (select 1 course)**

\_\_\_\_\_ CHIN 203 Intensive Intermediate Chinese

\_\_\_\_\_ JAPN 202 Intermediate Japanese II

**Senior Seminar (1 course)**

\_\_\_\_\_ EAS 495

**Electives (select 4 courses)**

**Lower-Level Electives (no more than 2, no more than 1 may be at the 100 level)**

\_\_\_\_\_ Additional EAS Cultural Survey: EAS 110, EAS 120, EAS 130

\_\_\_\_\_ Second East Asian language course numbered 102 or higher

\_\_\_\_\_ REL 110 Introduction to Buddhist Traditions

\_\_\_\_\_ EAS 250 Topics in East Asian Studies

\_\_\_\_\_ REL 222 Religions of East Asia

**300-level (must have 2 courses)**

\_\_\_\_\_ JAPN 301 Advanced Japanese (formerly JAPN 236)

\_\_\_\_\_ CHIN 350 Advanced Topics in Chinese

\_\_\_\_\_ JAPN 350 Advanced Topics in Japanese

\_\_\_\_\_ EAS 350 Advanced Topics in East Asian Studies

\_\_\_\_\_ CHIN 464 Teaching and Learning Practicum

\_\_\_\_\_ JAPN 464 Teaching and Learning Practicum

\_\_\_\_\_ CHIN 460 Advanced Directed Studies

\_\_\_\_\_ JAPN 460 Advanced Directed Studies

\_\_\_\_\_ CHIN 490 Independent Study

\_\_\_\_\_ JAPN 490 Independent Study

\_\_\_\_\_ CHIN 491 Honors Thesis

\_\_\_\_\_ JAPN 491 Honors Thesis

**Other Considerations When Planning for the Major:**

- Students select a primary language concentration (Chinese or Japanese) and complete the following supporting courses: Chinese 101 and 102 or Japanese 101, 102, and 201 as needed. These courses are not included in the eight credits for the major.

**Total Credits Requirement = 8 course credits**

**A minor in East Asian Studies** consists of:

**Cultural Survey Requirement (select 2 courses)**

\_\_\_\_\_ EAS 110 Origins of East Asian Civilization

\_\_\_\_\_ EAS 120 Transformation of Classical Culture in East Asia

\_\_\_\_\_ EAS 130 East Asia in the Modern Era

**Electives (select 3 at the 200-level or above)**

\_\_\_\_\_ JAPN 201 Intermediate Japanese I

\_\_\_\_\_ JAPN 202 Intermediate Japanese II

\_\_\_\_\_ CHIN 203 Intensive Intermediate Chinese

\_\_\_\_\_ EAS 250 Topics in East Asian Studies

\_\_\_\_\_ REL 222 Religions of East Asia

\_\_\_\_\_ JAPN 301 Advanced Japanese (formerly JAPN 236)

\_\_\_\_\_ CHIN 350 Advanced Topics in Chinese

\_\_\_\_\_ JAPN 350 Advanced Topics in Japanese

\_\_\_\_\_ EAS 350 Advanced Topics in East Asian Studies

- \_\_\_\_\_ CHIN 464 Teaching and Learning Practicum
- \_\_\_\_\_ JAPN 464 Teaching and Learning Practicum
- \_\_\_\_\_ CHIN 460 Advanced Directed Studies
- \_\_\_\_\_ JAPN 460 Advanced Directed Studies
- \_\_\_\_\_ CHIN 490 Independent Study
- \_\_\_\_\_ JAPN 490 Independent Study
- \_\_\_\_\_ CHIN 491 Honors Thesis
- \_\_\_\_\_ JAPN 491 Honors Thesis

### **Other Considerations When Planning for the Major:**

- Students select a primary language concentration (Chinese or Japanese) and complete the following supporting courses: Chinese 101 and 102 or Japanese 101 and 102 as needed. These courses are not included in the five credits for the minor.

**Total Credits Requirement = 5 course credits**

## **COURSES IN CHINESE LANGUAGE**

### **CHIN 101, 102 Beginning Chinese**

Introduction to the Chinese language. PREQ: Chinese 102: Chinese 101 with a grade of C- or higher or instructor permission. (101, each fall; 102, each spring)

### **CHIN 201, 202 Intermediate Chinese**

Continuation of the study of Chinese, including listening, speaking, reading, and writing skills. PREQ: Chinese 201: Chinese 102 with a grade of C- or higher or equivalent course. PREQ: Chinese 202: Chinese 201 with a grade of C- or higher or equivalent course. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (offered occasionally in years Chinese 203 is unavailable)

### **CHIN 203 Intensive Intermediate Chinese**

Building on the foundation built in Chinese 101 and 102, Chinese 203 takes students through the entire intermediate level of Chinese language instruction in a single semester. Students will develop reading and writing skills by practicing reading from Chinese publications and composing simple descriptive narrations, as well as personal and professional communications. Students will also work with media clips for aural comprehension practice, and develop conversational skills by engaging in extended conversations, narrating events, and presenting in Chinese on assigned topics. PREQ: Chinese 102 or equivalent. Requirements met: Language Competency and Humanities Breadth. Equivalent to Chinese 201 and Chinese 202 so credit can be granted for Chinese 203 or Chinese 201/202 but not both. (Each fall)

### **CHIN 260 Intermediate Directed Study in Chinese**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **CHIN 340: Advanced Classical Chinese**

This course works with EAS 240, Classical Chinese, to provide an introduction to classical Chinese, also known as literary Chinese (wenyan), the language of historical, philosophical, and literary texts for more than 3000 years, that is targeted to advanced Chinese language learners. Knowledge of classical Chinese is indispensable to students of East Asian languages and cultures: both as the language of texts that critically shaped the development of the region's civilization and the influence it exerts on the region's modern vernaculars. Students will learn famous parables behind Chinese idioms and read selections of famous classical texts in their original

language, such as The Analects, Laozi, early histories, and classic poems. Requires completion of Chinese 202 or 203 and will meet for an additional hour each week. (Offered occasionally)

### **CHIN 350, 450 Advanced Topics in Chinese**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. PREQ: Chinese 202 or 203 or instructor permission. 1 course credit.

### **CHIN 460 Advanced Directed Study in Chinese**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **CHIN 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular Chinese course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **CHIN 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **CHIN 491 Honors Thesis in Chinese**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **CHIN 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN EAST ASIAN STUDIES**

### **EAS 110 Origin of East Asian Civilizations**

This course is an interdisciplinary exploration of some of the earliest documented civilizations of human history. The course introduces students to the cultural histories of China, Japan, and Korea, surveying these cultures from their earliest times until they begin their transition into modernity. We examine how these cultures remained distinct while also participating in a single East Asian civilization by devoting attention to social values, philosophical and religious thought, political history, literature, and the visual arts. Readings will include some text materials, but also poems, stories, philosophical writings, and other translated materials. No knowledge of East Asia required. Requirements met: Full Writing Competency and Humanities Breadth. (Fall terms, even years)

### **EAS 120 Transformation of Classical Culture in East Asia**

This course surveys East Asian history and culture during periods corresponding to the emergence from antiquity, tracing the respective trajectories of China and Japan as they progress toward modernity. As these periods vary significantly in each cultural context, content for China will cover a period extending from the

Yuan dynasty (1279) through the time of the First Sino-Japanese War (1895), while coverage of Japan addresses the period of Tokugawa shogunal hegemony, 1600-1867. Students will examine a variety of primary sources (literary and governmental treatises, the visual and performing arts), augmented by secondary scholarship, as they consider social developments and intellectual trends that distinguish these interim eras from, and connect them to, the preceding classical cultures. Requirements met: Humanities Breadth and Full Writing Competency. (Spring terms, even years)

### **EAS 130 East Asia in the Modern Era**

This survey course introduces students to the historical and cultural developments in East Asia from the 19th century into the 21st century, including regional tensions, rapid modernization, flourishing nationalism, unabashed imperialism, war, revolution, industrialization, and impact these have had on cultural production. Our texts will include primary source documents (cultural and historical), as well as secondary scholarship, that will situate the events and achievements of the modern era within the wider context of the region's rich cultural history. Requirements met: Humanities Breadth. (Fall terms, odd years)

### **EAS 215 Martial Arts Narratives**

In this course, we learn about the historical and philosophical foundations of martial arts and examine their many related cultural products: film, literature, comic books, music, art, and more. What about martial arts has inspired and held the imaginations of so many? In answering this question, the course will begin with the earliest aesthetic representations of martial arts and progress to contemporary Hollywood collaborations, examining reception both in the East Asian context and internationally, as well as speaking to questions of national identity, translation, and transnational production. Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 220 Translation and Adaptation**

What makes a good story? How do we share those stories with people from radically different backgrounds? How do we translate them into foreign languages? This course takes these questions as its central problem. Using alternating "great books" from the East Asian literary tradition (such as *Journey to the West*, *Romance of the Three Kingdoms*, *Dream of Red Chamber*, *The Water Margin*, *The Tale of Genji*), we will look at specific instances of translation and adaptation. Our examinations of these works will be natural starting points for conversations about the tasks of translation and remake, and the theories and practices that go into these tasks. Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 225 Gender in East Asia**

This course explores the history of gender in China and Japan through a transnational and integrated approach which connects East Asian cultural, economic, and social developments to larger global trends. Readings and student research will address East Asian cultural notions of sexuality; gender ideology, discourse, and legal construction; marriage and the family; and the gendering of work, society, culture, and power. Student inquiry into these issues will incorporate considerations of the roles played by Buddhist and Confucian ideologies, writing and language, the role of the state in gender construction, nationalism, imperialism, the sex trade, modernity and individual sexuality, homosexuality, and feminist movements, through extensive primary source readings in English translation. Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 226 East Asia House**

This half-credit course provides residents of the East Asian section of the Jordan Family Language House with daily exposure to the language and customs of East Asia. Students will work with faculty directors and teaching assistants to engage the target language and culture in everyday contexts, promoting greater fluency. Instructor permission required. May be repeated with instructor permission. 0.50 credits. (Each fall and spring terms)

### **EAS 230 Cinema in East Asia**

This course explores cinema in East Asia as a narrative art form, as a repository for traditional values and aesthetics, as a vehicle for social commentary, and as a site of cultural development. Topics may include the cinema of specific filmmakers, actors, eras, genres or themes, and films examined may come from one country, from several countries, or may even be transnational projects. Assigned texts and class discussions will introduce filmmakers, the milieu in which each film was made, and the fundamental vocabulary of film studies. In addition, class discussions and assignments will cultivate students' understanding of and ability to describe the style of various directors and the characteristics of important genres, and will facilitate students' ability to speak and write critically about films in their cultural and historical context. Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 240 Classical Chinese**

This course provides an introduction to classical Chinese, also known as literary Chinese (wenyan), the language of historical, philosophical, and literary texts for more than 3000 years. Knowledge of classical Chinese is indispensable to students of East Asian languages and cultures: both as the language of texts that critically shaped the development of the region's civilization and the influence it exerts on the region's modern vernaculars. Students will learn famous parables behind Chinese idioms and read selections of famous classical texts in their original language, such as The Analects, Laozi, early histories, and classic poems. Open to all, no prerequisites. Requirements met: Humanities Breadth (does not fulfill language competency). (Offered occasionally)

### **EAS 245 Samurai in Japanese History & Culture**

Japan's warrior class, the samurai, dominated politics and society for more than half of Japan's recorded history. This course traces samurai culture from its emergence in the 10th century through the formal dissolution of the samurai class in 1877 and onward, into the contemporary era. Course materials will consider the historical origins of continued references to the spirit of the samurai in global culture and analyze the historical accuracy of persistent modern myths about Japanese warriors manifest in the visual arts, medieval war tales, poetry, philosophical treatises, traditional theater and modern mass media, including film and television. Students will consider the popularity of the samurai as a unique marker of Japanese identity and will be coached in the critical evaluation of samurai-themed cultural productions ranging from 18th-century kabuki plays to contemporary animated cartoons. Requirements met: Humanities Breadth. (Spring 2019; Offered occasionally)

### **EAS 250 Intermediate Topics in Asian Studies**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **EAS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. Prerequisites: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **EAS 265 Environmental Issues in East Asia**

This course examines the manner in which East Asian nations address environmental concerns at both the state and individual levels. In both the historical and contemporary contexts, this includes consideration of the manner in which states have implemented environmental controls through managing land and water through flood control, infrastructure, and agriculture. Readings and assignments will explore the ongoing impacts of industrialization upon China, Japan and Korea in terms of pollution, water use, deforestation and waste products. Student projects based on specific case studies will trace how incidents of industrial pollution are addressed at both the state and grassroots levels and evaluate the efficacy of various approaches. Moreover, rising rates of industrial pollution will be linked to economic growth trends in East Asia as students analyze

how East Asian environmental policies inform global diplomacy. Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 270 Chinese Medicine**

Will feeding a child the shell of a cicada really cure their night terrors? What could possibly have prompted someone to try this? This course takes on this kind of question by looking at the cultural origins of the broad range of practices of what is now known as “traditional Chinese medicine” (zhongyi), which have become so popular over the last thirty years that they are frequently investigated by western medical journals and introduced to practitioners of western medicine as part of their education. With practices stretching back up to 5000 years, Chinese medicine is distinct from its Western counterparts in that the origins of its practices are found in myth, literature, and anecdote. With twentieth-century efforts to integrate modern evidence-based science, traditional Chinese medicine is one of the most complete living examples of the evolution of the practice of science. In this course, we will read the classic treatises of Chinese medicine. We will learn about the traditional Chinese model of the human body (which still informs much of the modern practice of traditional Chinese medicine) and how the world surrounding it is theorized to affect it. We will study the “strange” ingredients of traditional Chinese pharmaceuticals in the context of the literature that prescribes them. Using their writings, we will follow in the footsteps of the founders of Chinese medicine, diagnosing the patients they saw and grappling with the complications they faced. Our journey will naturally lead us to reflect upon collaboration between science and the humanities. No knowledge of China, Chinese language, or medical science is required, though the course is a good fit for anyone interested in one or more of the three.

Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 280 Art and Human Rights in East Asia**

Is artistic expression an inalienable human right? Perhaps more importantly, can artistic expression influence how human rights are defined and exercised in a given context? In an attempt to answer these questions, this course looks at the case of East Asia. The region shares critically important cultural foundations and starting assumptions about human nature, but its dense population is governed by radically different political regimes ranging from democracy to dictatorship. What role does the artist occupy in each of these societies? What can we understand about the role art takes in advocating for basic human freedoms and dignity? These inquiries will force us to think of the assumptions we ourselves bring to bear upon the works we will encounter in the course, which provides a natural segue-way into a consideration of the motivations of the various forms of international attention visited upon artists who take up human rights as their cause. Was Mo Yan’s award of the Nobel Prize for Literature a way of criticizing Chinese society? Would Ai Weiwei be as internationally acclaimed if he was not in conflict with a regime that concerns the United States on both economic and national security fronts? Can a democracy have dissident artists? Under a dictatorship, is all art propaganda? Does the society that surrounds you influence the type of artist you are allowed to become? Requirements met:

Humanities Breadth. (Offered occasionally)

### **EAS 285 Japanese Pop Culture**

The production of culture for a popular audience, rather than strictly for elite patrons, has been a phenomenon in Japan since at least the 17th century. This course examines popular culture across the centuries—from kabuki to Takarazuka Revue, from kokkeibon to manga, from naniwabushi to J-Pop—with the objective of discerning its reflection of the social issues confronting Japanese through time, and the differences and similarities between 21st century Japanese and their forebears. Requirements met: Humanities Breadth. (Offered occasionally)

### **EAS 350, 450 Advanced Topics in East Asian Studies**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **EAS 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more



information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **EAS 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **EAS 491 Honors Thesis in Asian Studies**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **EAS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN JAPANESE LANGUAGE**

### **JAPN 101, 102 Beginning Japanese**

Introduction to the Japanese language. PREQ: Japanese 102: Japanese 101 with a grade of C- or higher or instructor permission. (101, each fall; 102, each spring)

### **JAPN 201, 202 Intermediate Japanese**

Continuation of the study of Japanese, including listening, speaking, reading, and writing skills. PREQ: Japanese 201: Japanese 102 with a grade of C- or higher or equivalent course. PREQ: Japanese 202: Japanese 201 with a grade of C- or higher or equivalent course. Requirements met with 201: Language Competency. Requirements met with 202 only: Language Competency and Humanities Breadth. (201, each fall; 202, each spring)

### **JAPN 260 Intermediate Directed Study in Japanese**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **JAPN 301 Advanced Japanese**

Further development of proficiency in grammatical and stylistic structure of Japanese. Continued emphasis on honing oral/aural and cultural fluency. Special focus is placed on enhancing reading skills through the study of progressively complex texts in the original Japanese. Prerequisites: Japanese 202 or instructor permission. Requirements met: Language Competency and Humanities Breadth. (Each Fall)

### **JAPN 350 Advanced Topics in Japanese**

A study of selected topics for advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated for credit when topic varies. Prerequisites vary. 1 course credit.

### **JAPN 460 Advanced Directed Study in Japanese**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **JAPN 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular Japanese course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **JAPN 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **JAPN 491 Honors Thesis in Japanese**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **JAPN 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **ECONOMICS AND BUSINESS ADMINISTRATION**

*Chair: Stephen Ramsey*

*Faculty: Shannon Cornelison-Brown, David Griffith, Syed Kamal, Mikidadu Mohammed, Daniel Nuckols, Kevin Simmons, Ashley Tharayil*

*Executive in Residence: Stephanie Motz*

*Adjunct Faculty: Matt Hanley*

*Emeriti: Hugh Garnett, Clyde Hall, Jerry Johnson*

The economics and business curriculum is structured to cover the efficient and equitable production and allocation of scarce resources to meet competing ends and the stabilization of the macro economy. Coursework and research opportunities will enable the student to study appropriate and timely business and economic theories, methodologies, policies, and techniques.

### **Degree Programs Offered in Economics and Business Administration**

Major in Business Administration

Major in Business Finance

Major in Economics

Major in International Economics and Finance

Major in Global Management

Minor in Accounting

A **major in business administration** consists of:

**Required Supporting Courses (3 courses)**

- \_\_\_\_\_ MATH 120 or SSCI 120 Statistics
- \_\_\_\_\_ ECO 101 Principles of Microeconomics
- \_\_\_\_\_ ECO 102 Principles of Macroeconomics

**Required Business Courses (3 courses)**

- \_\_\_\_\_ ACCT 261 Financial Accounting
- \_\_\_\_\_ BA 361 Finance
- \_\_\_\_\_ BA 495 Strategic Management

**Elective Courses (5 courses)**

- \_\_\_\_\_ BA, ACCT, or ECO Elective
- \_\_\_\_\_ BA, ACCT, or ECO Elective
- \_\_\_\_\_ BA, ACCT, or ECO elective
- \_\_\_\_\_ BA, ACCT, or ECO elective
- \_\_\_\_\_ BA, ACCT, or ECO elective – 300 level or higher required

**Other Considerations When Planning for this Major:**

- Students cannot double major in Business Administration with Business Finance or Global Management. However, minoring in Accounting or double majoring in Business Administration with Economics or International Finance and Economics is acceptable.

**Total Credits Requirement = 8 course credits**

A major in business finance consists of:

**Required Supporting Courses (4 courses)**

- \_\_\_\_\_ MATH 120 or SSCI 120 Statistics
- \_\_\_\_\_ MATH 151 Calculus I
- \_\_\_\_\_ ECO 101 Principles of Microeconomics
- \_\_\_\_\_ ECO 102 Principles of Macroeconomics

**Required Business Courses (6 courses)**

- \_\_\_\_\_ ACCT 261 Financial Accounting
- \_\_\_\_\_ ACCT 262 Managerial Accounting
- \_\_\_\_\_ BA 361 Finance
- \_\_\_\_\_ BA 362 Investment Management
- \_\_\_\_\_ BA 471 International Finance
- \_\_\_\_\_ BA 495 Strategic Management

**Elective Courses (2 courses)**

- \_\_\_\_\_ ECO, ACCT, or BA elective
- \_\_\_\_\_ ECO, ACCT, or BA elective

**Other Considerations for Planning this Major:**

- Students cannot double major in Business Finance with Business Administration or Global Management. However, minoring in Accounting or double majoring in Business Finance with Economics or International Economics and Finance is acceptable.

**Total Credits Requirement = 8 course credits**

A major in economics consists of:

**Required Supporting Courses (2 courses)**

- \_\_\_\_\_ MATH 120 or SSCI 120 Statistics
- \_\_\_\_\_ MATH 151 Calculus I

**Required Economics Courses (4 courses)**

- \_\_\_\_\_ ECO 101 Principles of Microeconomics
- \_\_\_\_\_ ECO 102 Principles of Macroeconomics
- \_\_\_\_\_ ECO 301 Intermediate Microeconomics
- \_\_\_\_\_ ECO 302 Intermediate Macroeconomics

**Elective Courses (4 courses)**

- \_\_\_\_\_ ECO elective
- \_\_\_\_\_ ECO elective
- \_\_\_\_\_ ECO elective – 300 level or higher
- \_\_\_\_\_ ECO elective – 300 level or higher

**Other Considerations for Planning this Major:**

- Students cannot double major in Economics with International Economics and Finance. However, minoring in Accounting or double majoring in Economics with Business Administration, Business Finance, or Global Management is acceptable.

**Total Credits Requirement = 8 course credits**

A major in international economics and finance consists of:

**Required Supporting Courses (4 courses)**

- \_\_\_\_\_ MATH 120 or SSCI 120 Statistics
- \_\_\_\_\_ MATH 151 Calculus I
- \_\_\_\_\_ Language 236
- \_\_\_\_\_ Semester Abroad

**Required International Economics and Finance Courses (7 courses)**

- \_\_\_\_\_ ECO 101 Principles of Microeconomics
- \_\_\_\_\_ ECO 102 Principles of Macroeconomics
- \_\_\_\_\_ ECO 301 Intermediate Microeconomics
- \_\_\_\_\_ ECO 302 Intermediate Macroeconomics
- \_\_\_\_\_ ACCT 261 Financial Accounting
- \_\_\_\_\_ BA 361 Finance
- \_\_\_\_\_ BA 471 International Finance

**Electives (select 2 courses)**

- \_\_\_\_\_ ECO 234 Development Economics
- \_\_\_\_\_ BA 368 International Business
- \_\_\_\_\_ ECO 481 International Trade

**Other Considerations for Planning this Major:**

- Students cannot double major in International Economics and Finance with Economics. However, minoring in Accounting or double majoring in International Economics and Finance with Business Administration, Business Finance, or Global Management is acceptable.

**Total Credits Requirement = 9 course credits**

A **major in global management** consists of:

**Required Supporting Courses**

- \_\_\_\_\_ Language 236
- \_\_\_\_\_ Study Abroad Experience (long or short program)
- \_\_\_\_\_ MATH 120 or SSCI 120 Statistics
- \_\_\_\_\_ ECO 101 Principles of Microeconomics
- \_\_\_\_\_ ECO 102 Principles of Macroeconomics

**Required Global Management Courses (6 courses)**

- \_\_\_\_\_ BA 261 Financial Accounting
- \_\_\_\_\_ BA 361 Finance
- \_\_\_\_\_ BA 355 Marketing
- \_\_\_\_\_ BA 368 International Business
- \_\_\_\_\_ BA 495 Strategic Management
- \_\_\_\_\_ ECO 234 Development Economics

**Electives (2 courses)**

- \_\_\_\_\_ ACCT, BA or ECO elective
- \_\_\_\_\_ ACCT, BA or ECO elective

**Other Considerations for Planning this Major:**

- Students cannot double major in Global Management with Business Administration or Business Finance. However, minoring in Accounting or double majoring in Global Management with Economics or International Economics and Finance is acceptable.

**Total Credits Requirement = 8 course credits**

A **minor in accounting** consists of:

**Required Supporting Courses (2 courses)**

- \_\_\_\_\_ MATH 120 or SSCI 120 Statistics
- \_\_\_\_\_ ECO 101 Principles of Microeconomics or ECO 102 Principles of Macroeconomics

**Required Accounting Courses (5 courses):**

- \_\_\_\_\_ ACCT 261 Financial Accounting
- \_\_\_\_\_ ACCT 262 Managerial Accounting
- \_\_\_\_\_ ACCT 363 Intermediate Accounting I
- \_\_\_\_\_ ACCT 364 Intermediate Accounting II
- \_\_\_\_\_ ACCT 366 Tax Accounting

**Total Credits Requirement = 5 course credits**

**COURSES IN ACCOUNTING**

**ACCT 250 Topics in Accounting**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

**ACCT 261 Financial Accounting**

A study of the fundamental concepts of financial accounting, including the measurement, recording, and

reporting of financial information. Topics include income measurement, operating cycle, and preparation of financial statements. (Each fall and spring)

### **ACCT 262 Managerial Accounting**

Measures, techniques, and approaches used by organizational decision makers. Accounting and economic concepts of cost are studied in relation to performance measurement and to both long-term and short-term planning and decision making. The analysis of cost data, budgetary controls, and cost-volume-profit relationships are also covered. PREQ: Accounting 261. (Each fall and spring)

### **ACCT 350 Advanced Topics in Accounting**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **ACCT 363 Intermediate Accounting 1**

An overview of financial reporting and practice with a focus on how management decisions impact financial statements. The course covers the reporting effects of financing, investing, and operating decisions made by corporate managers, and develops a relatively sophisticated understanding of how these business decisions interact with financial reporting rules and guidelines. This is not a bookkeeping course or a journal entry course. The focus is on the end products of the financial reporting process: income statements, balance sheets, statements of stockholders' equity, and cash flow statements. Students completing this course successfully will have developed many of the competencies needed to pursue an accounting career and/or make in-depth, informed management decisions. PREQ: Accounting 261 (Each fall)

### **ACCT 364 Intermediate Accounting 2**

This course is a continuation of Intermediate Accounting I; an in-depth study of accounting transactions, their effect on financial statements, and the impact that management decisions have on financial statements. PREQ: Accounting 363 (Each spring)

### **ACCT 366 Tax Accounting**

Introduction to the federal tax laws, the history of the federal income tax, determination of federal income tax base, application of tax rates, and the economic and social implications of taxation. PREQ: Accounting 261. (Each fall)

### **ACCT 371 Non Profit Accounting**

An overview of accounting and financial reporting for a variety of non-profit entities and governmental units. Topics include Financial Reporting Standards; Budgetary Accounting and Controls; Accounting for Capital Assets, Capital Projects, and Debt Service; Accounting for Fiduciary Activities and Trust Funds; Analysis of Financial Performance; and Auditing of the Entity. PREQ: Accounting 261. Requirements met: Social Sciences Breadth. (Every other year)

## **COURSES IN BUSINESS ADMINISTRATION**

### **BA 250 Topics in Business**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **BA 251 Business Law**

A study of contracts, negotiable instruments, agency, employment, and property. (Every other year)

**BA 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**BA 350 Advanced Topics in Business**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

**BA 352 Organizational Communication**

(see Communications 352)

**BA 355 Marketing**

A broad overview of marketing from a managerial perspective emphasizing marketing strategies, market segmentation, and the marketing mix; includes a critical examination of the meaning of the marketing concept within the current social and cultural environment. PREQ: Accounting 261. Requirements met: Social Sciences Breadth. (Each year)

**BA 360 Industrial/Organizational Psychology**

(see Psychology 360)

**BA 361 Finance**

Managerial finance using basic accounting and algebraic techniques. Topics cover financial decision making including bond and stock valuation, capital budgeting, and capital structure. PREQ: Accounting 261, Economics 101, Social Science 120 or Mathematics 120 or instructor permission. Additionally, Accounting 262 encouraged. Requirements met: Quantitative Competency. (Each fall and spring)

**BA 362 Investment Management**

A course in understanding and evaluating instruments used in the markets for capital, including stocks, bonds, insurance, and basic options. Includes a lab component responsible for the management of the Todd Williams Student Investment Fund. PREQ: Business Administration 361 or Economics 361. (Each fall and spring)

**BA 368 International Business**

Provides students with an analysis of doing business abroad, including various methods of trade ranging from exporting to joint ventures; evaluates how cultural, economic, environmental, legal, political, and sociological differences between countries impact the performance of U.S. multinationals; also integrates management, marketing, accounting, and finance into the practice of international business. PREQ: Accounting 261 and Economics 102. Requirements met: Social Sciences Breadth. (Each spring)

**BA 450 Advanced Topics in Business**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

**BA 455 Management**

Examination and evaluation of current management theories and practices. Topics include motivation, leadership, organizational structure, decision making, and the evolution of management thought. PREQ: Accounting 261, Economics 101 or Economics 102. Requirements met: Social Sciences Breadth. (Each year)

**BA 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more

information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

#### **BA 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular business administration course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

#### **BA 471 International Finance**

This course considers international monetary environments, theory of international capital movement and banking, foreign exchange markets, foreign exchange exposure, currency swaps, interest rate risk, international monetary policy cooperation, and international banking structure and regulation. Attention will also be given to monetary policy and the relation of money to inflation, interest rates, and business cycles. PREQ: Business Administration 361. (Each spring)

#### **BA 483 Student Investment Fund Management**

Students participating in this class will be making investment decisions regarding an actual portfolio residing within the college's endowment. The necessary research concerning each investment will be conducted by the students and investment decisions must be presented and defended to the Fund's Advisory Board. 0.50 course credit units. May be repeated for a total of 1.0 course credit units. Students who desire to participate beyond 2 semesters may do so as a non-credit course. PREQ: Business Administration 362 or Economics 362 or instructor permission. (Each fall and spring)

#### **BA 486 Entrepreneurship and Small Business Management**

A course for upper-level business students interested in starting a business. Business fundamentals, such as planning, financing, marketing, and management are explored from a small business perspective using a variety of case studies. Students conduct their own research and develop a comprehensive business plan. PREQ: Accounting 261 and Economics 101 or Economics 102. (Each year)

#### **BA 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

#### **BA 491 Honors Thesis in Business Administration**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

#### **BA 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

#### **BA 495 Strategic Management**

Course uses computer simulation and case studies to explore the interrelationships of organizations with their environments, emphasizes integrating the various business functions into a meaningful whole. This is a capstone course for business administration majors. PREQ: Economics 101 and 102, Business Administration 361. Senior status or instructor permission. (Each spring)



## **COURSES IN ECONOMICS**

### **ECO 101 Principles of Microeconomics**

An introductory course in the fundamentals of microeconomics, covering the influence of competitive and non-competitive market structures on efficient resource use. Topics include consumer theory, producer theory, behavior of firms, market equilibrium, monopoly, and the role of the government in the economy. Requirements met: Social Sciences Breadth. (Each fall and spring)

### **ECO 102 Principles of Macroeconomics**

An introductory course in macroeconomic issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and budget deficits; monetary and fiscal policies; and effects on economic policy initiatives on the macroeconomic performance of the United States and other countries. Requirements met: Social Sciences Breadth. (Each fall and spring)

### **ECO 234 Development Economics**

Explores the theories, process, and impact of economic growth and development in both developed and developing countries. Examines questions such as: Why is economic development important? How is economic development defined? What policies and programs can be used to foster economic development? What are the consequences of economic development for society and the environment? Case studies of economic development plans and outcomes for several countries including the United States of America and countries in Asia, Latin America, and Africa are considered. PREQ: Economics 102. Requirements met: Social Sciences Breadth. (Each year)

### **ECO 242 Natural Resource and Environmental Economics**

Applies the methodology and tools of economic analysis to the study of natural resources and the environment. The “economic way of thinking” is used to analyze important issues related to economic development and environmental stewardship. Topics covered include: economically efficient approaches for controlling air and water pollution, methods of valuing environmental attributes, applications of benefit-cost analysis, and issues related to environmental policy-making both domestically and internationally. PREQ: Economics 101 or 102. Requirements met: Social Sciences Breadth. (Each year)

### **ECO 250 Topics in Economics and Business**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **ECO 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ECO 270 Economic History**

A comparative and multidisciplinary approach to the study of historical economic changes in Western industrial society, encompassing and integrating perspectives originating from economics, political science, philosophy, sociology and literature. Focus is on the historical development, structure, practices, and performance of economic institutions. Topics include pre-industrial economy, industrialization and development, technological change, evolving theories of the state, trade and demographic transitions, and continued interplay between government, industry, labor and the military. This course also provides students with an introduction to the methodology of economic history and economic reasoning within larger historical debates. PREQ: Economics 101 or 102 or instructor permission. Requirements met: Social Sciences Breadth. (Offered on an occasional basis)

### **ECO 280 Health Economics**

This course applies economic analysis to markets for health and medical care. Specific topics covered include the demand for the production of health, delivery of health care, financing, regulation, costs, health insurance, competition, the role of government in the provision of health care, and differences between health care systems in practice in the U.S. and around the world. PREQ: Economics 101 or instructor permission. Requirements met: Social Sciences Breadth. (Each year)

### **ECO 283 Student Investment Fund Introduction**

(See BA 283)

### **ECO 301 Intermediate Microeconomics**

The theory of consumer behavior and market demand, and producer behavior and market supply; price and output under competitive and imperfectly competitive markets in the short and long run; consequences of market structures for allocative efficiency and distributive equity. PREQ: Economics 101 and Economics 102 and Mathematics 151. Requirements met: Quantitative Competency. (Each fall)

### **ECO 302 Intermediate Macroeconomics**

A study of the determinants of national income, employment, and prices that contrasts the Keynesian model with the quantity theory of money and neo-classical approaches, compares the effectiveness of monetary and fiscal policies at high and low income, and the differential consequences of these policies for economic stability and growth. Attention is given to current policy issues and to the history and development of economic thought. PREQ: Economics 101 and 102 and Mathematics 151. (Each spring)

### **ECO 341 Urban and Regional Economics**

A course that explores the socioeconomic aspects of why and how cities exist, with emphasis on the forces that shape the formation, location, size and function of an urban area. Topics include urban economic history, theories of urban growth patterns, population characteristics, the economic decline of central cities, and policy issues addressed by local governments, including land use and zoning, housing and segregation, labor markets and poverty, homelessness, education, crime and transportation. PREQ: Economics 101 and 102. Requirements met: Social Sciences Breadth. (Offered on an occasional basis)

### **ECO 350 Advanced Topics in Economics and Business**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **ECO 361 Finance**

(see Business Administration 361)

### **ECO 362**

(see Business Administration 362)

### **ECO 368 International Business**

(See Business Administration 368)

### **ECO 371 Econometrics**

This course introduces students to the techniques necessary to perform empirical economic research. Topics to be covered include multivariate regression, model diagnostics, and the interpretation of regression results. Students will learn how to use SAS to perform data analysis. PREQ: Mathematics 120 or Social Science 120, and Mathematics 151. Requirements met: Social Sciences Breadth. (Each fall)

### **ECO 401 Advanced Microeconomics**

The purpose of this class is to provide students planning to attend graduate school a deeper examination of

microeconomic theory. Topics covered include theory of consumer choice and production theory in a competitive environment. Presentation of the material relies heavily on mathematics. PREQ: Economics 301. (Every other spring)

### **ECO 450 Advanced Topics in Economics and Business**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **ECO 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ECO 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular economics course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ECO 471 International Finance**

This course considers international monetary environments, theory of international capital movement and banking, foreign exchange markets, foreign exchange exposure, currency swaps, interest rate risk, international monetary policy cooperation, and international banking structure and regulation. Attention will also be given to monetary policy and the relation of money to inflation, interest rates, and business cycles. PREQ: Business Administration 361. (Each spring)

### **ECO 472 Law and Economics**

Examines the interaction of economics, law, and politics in the creation of the modern state. Uses classical and modern economic and political theory to determine the appropriate economic role for government, with particular attention to industrial organization, anti-trust and regulated policies; emphasizes the influence of economics on legal reasoning and applies economic analysis to tort, contract, property, and criminal law. PREQ: Economics 101 and Economics 102. Requirements met: Social Sciences Breadth. (Offered on an occasional basis.)

### **ECO 473 Public Finance**

Explores how the taxation and expenditure policies of the government affect the welfare of citizens, with an emphasis on the United States federal government. Examines the motivations behind government participation in the economy (public goods, externalities, efficiency, and equity), explores how the government makes decisions on where it will allocate its available resources, and considers both theoretical and empirical issues related to the design and impact of government taxation policies. The economic impact of the current United States income tax system is examined, and possible alternatives are considered. PREQ: Economics 101 and Economics 102. Requirements met: Social Sciences Breadth. (Offered on an occasional basis.)

### **ECO 474 Labor Economics**

The study of human resources in the American economy, including an examination of such issues as worker training, education, productivity, discrimination, unemployment, market structures, wages, and public policy. PREQ: Economics 301. (Offered on an occasional basis)

### **ECO 481 International Trade and Policy**

The study of the gains from free trade resulting from differences in comparative costs under barter, flexible exchange rates, and a gold standard payments system; the differential consequences of import and export quotas, tariffs, and subsidies on economic welfare and income distribution; the effects of various monetary and

fiscal policy combinations on the structure of the balance of payments and intergenerational equity; and an evaluation of current United States' policies and institutions. PREQ: Economics 301. Requirements met: Social Sciences Breadth. (Each spring)

### **ECO 483 Student Investment Fund Management**

(see Business Administration 483)

### **ECO 485 History of Economic Thought**

A systematic survey of the evolution of economic theory and methodology from ancient times through the 20th century. Attention given to the intellectual and historical background of both mainstream (orthodox) economics and the historical reaction against the mainstream (heterodox) economics. Emphasis also placed on how the field of economics is related to other areas in the sciences, social sciences, and the humanities. PREQ: Economics 101 and Economics 102. Requirements met: Social Sciences Breadth. (Offered on an occasional basis)

### **ECO 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ECO 491 Honors Thesis in Economics**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ECO 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ECO 493 Seminar in Economics and Business**

The study of significant contemporary problems in economics and business. May be repeated when topic varies.

## **ENGLISH**

*Chair: Greg Kinzer*

*Faculty: Peter Anderson, Thomas Blake, Alex Garganigo, Roger Platizky, Randi Tanglen*

*Emeriti: Robert Barrie, Carol Daeley, Jim Gray, Jack Jernigan, Jerry Lincecum, Peter Lucchesi, William Moore*

The discipline of English literature analyzes and constructs texts. From at least the Middle Ages to the present, in every part of the world, literature has been a moral and political act that no culture could do without. The stories, fictional and non-fictional, that individuals tell about themselves in forms as diverse as poems, plays, and novels not only satisfy this hunger for significant aesthetic experience, the need to find beauty and sublimity in the world around them; they also enable individuals to find purpose and meaning in their own lives and adapt to ever-changing environments. To analyze and construct texts from a perspective that takes stock of historical and geopolitical change is nothing less than to become global citizens by constructing selves and communities in an increasingly diverse world.

The English curriculum thus introduces students to a wide range of literatures from different times and places, through which they experience the pleasures of reading as well as the eloquence and power of language and story. The curriculum also introduces students to the historical and cultural traditions that inform the discipline and to basic critical principles of reading and interpretation, fostering students' ability to argue critically and to research and write effectively.

### **Degree Plans Offered in English**

Major in English

Minor in English

Major in English with an Emphasis in Creative Writing Studies

Minor in Creative Writing Studies

A **major in English** consists of:

#### **Introduction to Literature Requirement (1 course; courses offered each semester)**

\_\_\_\_\_ ENG 121 Interpreting Literature

#### **250 to 255 Course Requirement (1 course; courses offered each semester)**

\_\_\_\_\_ ENG 250 Topics in Literature

\_\_\_\_\_ ENG 251 Ethnic Literatures

\_\_\_\_\_ ENG 252 Literature and Other Disciplines

\_\_\_\_\_ ENG 253 Literature and Gender

\_\_\_\_\_ ENG 255 World Literatures

#### **250 to 258 Course Requirement (1 course; courses offered each semester)**

\_\_\_\_\_ ENG 250 Topics in Literature

\_\_\_\_\_ ENG 251 Ethnic Literatures

\_\_\_\_\_ ENG 252 Literature and Other Disciplines

\_\_\_\_\_ ENG 253 Literature and Gender

\_\_\_\_\_ ENG 255 World Literatures

\_\_\_\_\_ ENG 256 Creative Writing: Fiction Writing

\_\_\_\_\_ ENG 257 Creative Writing: Poetry

\_\_\_\_\_ ENG 258 Literary Journalism

#### **Literary Theory and Criticism Requirement (1 course; generally offered each spring)**

\_\_\_\_\_ ENG 285 Literary Theory and Criticism

\_\_\_\_\_ ENG 286 Form and Theory of Writing

#### **Historical Periods Requirement (1 course from each of the four following groups)\***

##### **Group 1) 8<sup>th</sup>- through 16<sup>th</sup>-Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 331 Studies in Medieval British Literature

\_\_\_\_\_ ENG 332 Studies in 16th-Century British Literature

##### **Group 2) 17<sup>th</sup>- through 18<sup>th</sup>-Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 341 Studies in 17th-Century British Literature

\_\_\_\_\_ ENG 342 Studies in 18th-Century British Literature

##### **Group 3) 19<sup>th</sup>- Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 351 Studies in British Romantic Literature

\_\_\_\_\_ ENG 352 Studies in British Victorian Literature

\_\_\_\_\_ ENG 353 Studies in American Literature to 1900

\_\_\_\_\_ ENG 354 Studies in Colonial Literatures

**Group 4) 20<sup>th</sup>- through 21<sup>st</sup>-Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 361 Studies in British Literature of the 20th Century

\_\_\_\_\_ ENG 363 Studies in American Literature from 1900 to the Present

\_\_\_\_\_ ENG 364 Studies in Postcolonial Literatures

\* One 250-255-level course may be substituted for a period course when the intermediate course is so designated; “so designated” means that the published course description explicitly mentions such a substitution.

**Geographical Distribution Requirement (1 course from each of the following; the same course can also count toward the historical period requirements)**

**American Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 353 Studies in American Literature to 1900

\_\_\_\_\_ ENG 363 Studies in American Literature from 1900 to the Present

**British Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 331 Studies in Medieval British Literature

\_\_\_\_\_ ENG 332 Studies in 16th-Century British Literature

\_\_\_\_\_ ENG 341 Studies in 17th-Century British Literature

\_\_\_\_\_ ENG 342 Studies in 18th-Century British Literature

\_\_\_\_\_ ENG 351 Studies in British Romantic Literature

\_\_\_\_\_ ENG 352 Studies in British Victorian Literature

\_\_\_\_\_ ENG 361 Studies in British Literature of the 20th Century

**Postcolonial and/or World Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 354 Studies in Colonial Literatures

\_\_\_\_\_ ENG 364 Studies in Postcolonial Literatures

**Capstone Requirement (1 course; offered each semester)**

\_\_\_\_\_ ENG 430 Literary Theory

\_\_\_\_\_ ENG 431 Major Authors

\_\_\_\_\_ ENG 432 Research and Writing

\_\_\_\_\_ ENG 450 Topics in Literature

\_\_\_\_\_ ENG 460 Advanced Directed Study

\_\_\_\_\_ ENG 464 Teaching/Learning Participation

\_\_\_\_\_ ENG 490 Independent Study

\_\_\_\_\_ ENG 491 English Honors Thesis

\_\_\_\_\_ ENG 492 Independent Study Off-Campus/NSOC

**Total Credits Requirement = 9 to 11 course credits**

A **minor in English** consists of:

**Introduction to Literature Requirement (1 course; offered each semester)**

\_\_\_\_\_ ENG 121 Interpreting Literature

**Intermediate Topics in Literature Requirement (1 course; offered each semester)**

\_\_\_\_\_ ENG courses numbered 250, 251, 252, or 253

**Advanced Literature Requirement (1 course; offered each semester)**

\_\_\_\_\_ ENG courses numbered in the 300s

**English Electives (2 courses; offered each semester)**

\_\_\_\_\_ Any ENG courses numbered 136 and higher

\_\_\_\_\_ Any ENG courses numbered 136 and higher

**Total Credit Requirement = 5 course credits**

A major in English with an emphasis in creative writing studies consists of:

**Introduction to Creative Writing Requirement (1 course; offered each semester)**

\_\_\_\_\_ ENG 136 Introduction to Creative Writing

**Introduction to Literature Requirement (1 course; offered each semester)**

\_\_\_\_\_ ENG 121 Interpreting Literature

**Creative Writing Requirement (2 courses in different genres; offered each semester)**

\_\_\_\_\_ ENG 256 Creative Writing: Fiction Writing

\_\_\_\_\_ ENG 257 Creative Writing: Poetry

\_\_\_\_\_ ENG 258 Literary Journalism

\_\_\_\_\_ MEDA 355 Screen Writing

\_\_\_\_\_ MEDA 450 Script Writing (occasional basis only)

\_\_\_\_\_ Approved course with a substantial creative writing component from another department

**Form and Theory of Writing Requirement (1 course; offered every other year)**

\_\_\_\_\_ ENG 286 Form and Theory of Writing

**Historical Periods Requirement (1 course from three of the four following groups)\***

**Group 1) 8<sup>th</sup>- through 16<sup>th</sup>-Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 331 Studies in Medieval British Literature

\_\_\_\_\_ ENG 332 Studies in 16th-Century British Literature

**Group 2) 17<sup>th</sup>- through 18<sup>th</sup>-Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 341 Studies in 17th-Century British Literature

\_\_\_\_\_ ENG 342 Studies in 18th-Century British Literature

**Group 3) 19<sup>th</sup>-Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 351 Studies in British Romantic Literature

\_\_\_\_\_ ENG 352 Studies in British Victorian Literature

\_\_\_\_\_ ENG 353 Studies in American Literature to 1900

\_\_\_\_\_ ENG 354 Studies in Colonial Literatures

**Group 4) 20<sup>th</sup>- through 21<sup>st</sup>- Century Literature Requirement (1 course; once a year)**

\_\_\_\_\_ ENG 361 Studies in British Literature of the 20th Century

\_\_\_\_\_ ENG 363 Studies in American Literature from 1900 to the Present

\_\_\_\_\_ ENG 364 Studies in Postcolonial Literatures

\* One 250-255-level course may be substituted for a period course when the intermediate course is so designated; “so designated” means that the published course description explicitly mentions such a substitution.

**Capstone Requirement (1 course; offered each semester)**

- \_\_\_\_\_ ENG 430 Literary Theory
- \_\_\_\_\_ ENG 431 Major Authors
- \_\_\_\_\_ ENG 432 Research and Writing
- \_\_\_\_\_ ENG 450 Topics in Literature
- \_\_\_\_\_ ENG 460 Advanced Directed Study
- \_\_\_\_\_ ENG 464 Teaching/Learning Participation
- \_\_\_\_\_ ENG 490 Independent Study
- \_\_\_\_\_ ENG 491 English Honors Thesis
- \_\_\_\_\_ ENG 492 Independent Study Off-Campus/NSOC

**Total Credits Requirement = 9 course credits**

A **minor in creative writing studies** consists of:

**Introduction to Creative Writing Requirement (1 course; offered each semester)**

- \_\_\_\_\_ ENG 136 Introduction to Creative Writing

**Creative Writing Requirement (2 courses in different genres; offered each semester)**

- \_\_\_\_\_ ENG 256 Creative Writing: Fiction Writing
- \_\_\_\_\_ ENG 257 Creative Writing: Poetry
- \_\_\_\_\_ ENG 258 Literary Journalism
- \_\_\_\_\_ MEDA 355 Screen Writing (occasional basis only)
- \_\_\_\_\_ MEDA 450 Script Writing (occasional basis only)
- \_\_\_\_\_ Approved course with a substantial creative writing component from another department

**Literature Requirement (1 course; offered each semester)**

- \_\_\_\_\_ ENG 250 Topics in Literature
- \_\_\_\_\_ ENG 251 Ethnic Literatures
- \_\_\_\_\_ ENG 252 Literature and Other Disciplines
- \_\_\_\_\_ ENG 253 Literature and Gender
- \_\_\_\_\_ ENG 255 World Literatures
- \_\_\_\_\_ Any ENG course numbered in the 300s
- \_\_\_\_\_ ENG 430 Literary Theory
- \_\_\_\_\_ ENG 431 Major Authors
- \_\_\_\_\_ ENG 450 Topics in Literature

**Elective in Literature or Creative Writing Studies Requirement (1 course; offered each semester)**

- \_\_\_\_\_ Any ENG course, including ENG 121 (a pre-requisite for 300 level ENG courses), not already counted toward the minor
- \_\_\_\_\_ Approved course with a substantial literary or creative writing component from another department not already counted toward the minor

**Total Credits Requirement = 5 course credits**

The English Department awards elective credit for a score of 4 or higher on both English Advanced Placement tests (“Composition and Rhetoric” and “Composition and Literature”), but Advanced Placement credit does not satisfy prerequisites for English courses, nor does it count toward requirements of the major or minor.



## **COURSES**

### **ENG 114 Expository Writing**

An Introduction to academic writing at the college level, with attention to critical thinking, thesis construction, purpose, audience, rhetorical occasion, editing, and revision. A series of readings both introduces students to the ways texts are put together and provides material for essay writing. Requirements met: Full Writing Competency. (Usually each fall and spring)

### **ENG 121 Interpreting Literature**

An introduction to the discipline of literary study, focusing on how to find meanings in texts and how to argue for those meanings both orally and in writing. Possible emphases include the identification of themes, images, metaphors, myths, various types of motifs, irony, rhetorical patterns, larger structures of organization, and why these matter. Though topics, texts, and genre emphasis might vary from section to section, all sections will include work with prose narrative and poetry and will emphasize close reading, detailed analysis, and effective critical writing. Requirements met: Full Writing Competency and Humanities Breadth. (Each fall and spring)

### **ENG 136 Introduction to Creative Writing**

An introductory workshop focusing on the elements and techniques of creative writing, emphasizing both poetry and prose. Requirements met: Full Writing Competency. (Each fall and spring)

### **ENG 214 Advanced Expository Writing**

An advanced course in expository writing. Students will gain a better understanding of the choices and techniques involved in each stage of the writing process, including pre-writing, drafting, and editing. PREQ: English 114 or a score of 4 or 5 on the Language Advanced Placement exam. Requirements met: Full Writing Competency. (Offered on an occasional basis)

### **ENG 250 Topics in Literature**

A study of various selected topics. Title and emphasis announced in term schedule of courses. Probable topics include courses focused on various genres (for example, melodrama, detective fiction), courses focused on particular themes (for example, World War I literature, Gnostics), and courses focused on particular authors (for example, Shakespeare). May be repeated once when topic varies. (Offered on an occasional basis)

### **ENG 251 Ethnic Literatures**

A variety of courses focused on interconnections between ethnicity, literature, and cultural history. Possible topics include Native American literatures; Chicano(a) literatures; Asian American literatures; African American literatures; Jewish literatures; multi-ethnic literatures; and non-American ethnic literatures. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 252 Literature and Other Disciplines**

A variety of courses exploring cross-disciplinary approaches to literature. Possible topics include literature and medicine; literature and psychology; literature and environmental studies; literature and cultural studies; literature and religion; literature and painting; literature and music; literature and film; literature and economics; and literature and science. Portions of this course may be team taught or supplemented by guest lecturers. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 253 Literature and Gender**

A variety of courses focused on issues of sex and gender in literature. Topics include women's literature, gender/genre, bodies of enlightenment, gay and lesbian writers, and postcolonial women writers. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 255 World Literatures**

A variety of courses focused on national literatures outside of America and Britain, literatures in translation, or transnational literatures of a given moment. Topics include Hispanic literatures, Russian literatures, African literatures, Indian literatures, Asian literatures, Francophone literatures, and 20th-century comparative world literatures. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 256 Fiction Writing**

A workshop course involving the writing of fictional narratives. In order to enhance students' awareness of language and of various narrative (storytelling) strategies, the course also involves reading and discussing published fiction narratives. Each student will prepare a portfolio of his or her work for the term. PREQ: English 136 or instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (At least once each year, usually fall)

### **ENG 257 Poetry Writing**

A workshop course in poetry writing. The course also involves reading and discussing published poetry and essays on poetics. Each student will prepare a portfolio of his or her work for the term. PREQ: English 136 or instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (At least once each year, usually spring)

### **ENG 258 Literary Journalism**

“Literary journalism” is journalism of the highest order. Intensely interesting, popular writing—non-fictional, issue-centric, topical, analytic, sociopolitical—it is aimed at an intelligent and informed audience. Students will write literary journalistic articles and study examples of literary journalism. Each student will prepare a portfolio of his or her work for the term. PREQ: English 136 and instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (Alternate years, usually fall)

### **ENG 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ENG 285 Literary Theory and Criticism**

An introduction to theories and methods of literary criticism, emphasizing different kinds of approaches to literary interpretation, as well as controversies and new currents within the study of literature, with attention to secondary critical texts and the value and methods of literary studies. PREQ: English 121. Requirements met: Humanities Breadth.

### **ENG 286 Form and Theory of Writing**

A study of the form and theory of poetry, fiction, and other genres from the standpoint of their creation, examining topics such as poetic theory, narrative theory, aesthetic theory, and theory of literary production. While not a writing workshop, the course is designed for students interested in creative writing. PREQ: English 121 or English 136. Requirements met: Humanities Breadth.

### **ENG 331 Studies in Medieval British Literature**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above, frequently with an emphasis on Chaucer. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth.

### **ENG 332 Studies in 16th-Century British Literature**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some

combination of the above. Possible courses include Renaissance Lyric Poetry; The Back-talk of Renaissance Popular Drama; and Shakespeare and His Contemporaries. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth.

### **ENG 341 Studies in 17th-Century British Literature**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include Milton; Restoration Drama; Gender, Emotion, and Revolution; and Writing the English Revolution. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Most falls)

### **ENG 342 Studies in 18th-Century British Literature**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include Sense and Sensibility; 18th-Century Drama; and the Gothic. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Most springs)

### **ENG 350 Topics in Literature**

A study of various selected topics. Title and emphasis announced in term schedule of courses. Probable topics include courses focused on various genres, courses focused on particular themes, and courses focused on particular authors. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. (Offered on an occasional basis)

### **ENG 351 Studies in British Romantic Literature**

A variety of courses focusing on selections from British literature from about 1789 to about 1837, sometimes including continental or colonial works. Courses may be structured around authors, genres, themes, cultural contexts, historical development, or some combination of the above. Possible courses include The Romantic Lyric; Romanticism and Revolution; The Younger Romantics; and Lunatics, Lovers, and Poets. May be repeated once when topic varies. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Alternate years)

### **ENG 352 Studies in British Victorian Literature**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include Yesterday and Today; Patterns and Paradoxes; and Victorian Vocations. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Alternate years)

### **ENG 353 Studies in American Literature to 1900**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include Romanticism; Realism; and Complicating Gender and Genre. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Each fall)

### **ENG 354 Studies in Colonial Literatures**

A variety of courses focused on colonial and neo-colonial writing, especially as it intersects with imperialism, oppression, politics, nationalism, Westernization, and globalization. Possible courses include Oppression and Africa; Historical Conversations from Inside and Outside; Race and Colonialism in World Literatures Before 1900; and The Rise of Empire and its Respondents. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 361 Studies in British Literature of the 20th Century**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include Modern British Poetry or Modernism and the British Empire. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 363 Studies in American Literature from 1900 to the Present**

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include First Wave Modernism; Lyric Politics; and Investigative Poetry. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Each year, normally spring)

### **ENG 364 Studies in Postcolonial Literatures**

A variety of courses focused on colonial, neo-colonial, and post-colonial writing, especially as it intersects with imperialism, oppression, politics, nationalism, Westernization, and globalization. Possible courses include Infanticide, Child Abuse, Postcolonialism; Postcolonialism and the Environment; and Food and Postcolonialism. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Each year, normally fall)

### **ENG 430 Literary Theory**

A variety of courses designed to introduce issues of contemporary movements in critical theory. These courses have the goal of helping students to become conversant with a range of theoretical ideas and of providing them with some conceptual tools for their thinking, research, and writing about literary and cultural texts. Possible courses include Introduction to Literary Theory; Gender and Theory; Postcolonialism and Theory; and Cultural Studies. PREQ: Two 300 level English courses or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 431 Major Authors**

An intensive study of works by one or more writers. Possible courses include William Shakespeare, Charles Dickens, and Thomas Hardy. PREQ: Two 300 level English courses or instructor permission. May be repeated once when topic varies. Requirements met: Humanities Breadth. (Offered on an occasional basis)

### **ENG 432 Research and Writing**

An advanced research and writing seminar. PREQ: Two 300 level English courses or instructor permission. Requirements met: Full Writing Competency. (Offered on an occasional basis)

### **ENG 450 Topics in Literature**

An advanced seminar dealing with a topic in literature or language. Recent or projected topics: Material Body/Material Text; Early Modern Women Playwrights; Romanticism & Revolution. PREQ: Two 300 level English courses or instructor permission. May be repeated once when topic varies. (Offered on an occasional basis)

### **ENG 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Two 300 level English courses. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ENG 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular English course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ENG 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Two 300 level English courses. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ENG 491 Honors Thesis in English**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ENG 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **ENVIRONMENTAL STUDIES**

*Chair of Environmental Studies Academic Program: Keith Kisselle*

*Director of the Center for Environmental Studies: Peter Schulze*

*Director of Thinking Green Campus Awareness: Mari Elise Ewing*

*Faculty: Mari Elise Ewing, Keith Kisselle, Peter Schulze*

*Members of the Steering Committee: Peter Schulze (chair), David Baker, Karánn Durland, Mari Elise Ewing, Audrey Fleming, Steve Goldsmith, Max Grober, Jessica Healy, Terry Hoops, Keith Kisselle, Wolfgang Lueckel, Wayne Meyer, Daniel Nuckols, Julia Shahid, Brad Smucker, Ivette Vargas-O'Bryan*

The Center for Environmental Studies promotes multidisciplinary inquiry of environmental issues and problems through education, research, and outreach programs. These programs are designed to increase understanding, expand community awareness, and foster greater appreciation for the interdependence of humans and other species.

Students who are interested in the environmental studies major or minor are strongly encouraged to consult with Keith Kisselle, Peter Schulze, or Mari Elise Ewing at their earliest convenience. Students also are encouraged to study the webpage of the [environmental studies program](#).

### **Degree Plans Offered in Environmental Studies**

Major in Environmental Studies

Minor in Environmental Studies

A **major in environmental studies** consists of:

#### **Introductory Course (1 course)**

\_\_\_\_\_ ENVS 135 Fundamentals of Environmental Studies (offered fall and spring)

#### **Natural Science Requirement (1 course\*)**

\_\_\_\_\_ BIOL 259 Conservation and Restoration Ecology (Fall; PREQ: BIOL 115)

\_\_\_\_\_ BIOL 346 Ecosystem Ecology (Spring; PREQ: BIOL 115, 116, CHEM 111, 200-level BIOL)

- \_\_\_\_\_ BIOL 353 Physiological Ecology (Fall; PREQ: BIOL 115, 116, 200-level BIOL)  
\_\_\_\_\_ PHY 240 Atmospheric and Environmental Physics (Spring, odd-numbered years;  
PREQ: PHY 111, PHY 112, MATH 151 and MATH 152)

\*Courses require prerequisites to enroll.

**Ethical or Conceptual Approaches Requirement (2 courses)**

- \_\_\_\_\_ ECO 242 Natural Resources and Environmental Econ (offered typically Spring; PREQ:  
ECO 101 or 102)  
\_\_\_\_\_ PHIL 207 Ethics and the Environment (offered Spring of even-numbered years)  
\_\_\_\_\_ PHIL 307 Environmental Philosophy (offered Spring of odd-numbered years; PREQ:  
Any PHIL class and ENVS 135)

**Policy Requirement (at least 3 courses)**

- \_\_\_\_\_ ENVS 245 Food Systems (Fall)  
\_\_\_\_\_ ENVS 359 Resilient Systems (Fall; PREQ: Junior or Senior standing and ENVS 135 with  
C or higher)  
\_\_\_\_\_ ENVS 379 Environmental Policy (Spring; PREQ: Junior or Senior standing and ENVS  
135 with C or higher)  
\_\_\_\_\_ ENVS 310 Current Controversies and Emerging Issues (most years; PREQ: Junior or  
Senior standing and ENVS 135 with C or higher)

**Capstone (1 course)**

- \_\_\_\_\_ ENVS 439 The Decision Process (Spring; PREQ: Senior standing or instructor  
permission and ENVS 135 with grade of C or higher)

**Electives (1 course from Electives or 1 more from above categories)**

- \_\_\_\_\_ ANTH 263 Whose Amazon? (offered typically Spring)  
\_\_\_\_\_ BIOL 326 Animal Behavior (Fall; PREQ: BIOL 115, 200-level BIOL)  
\_\_\_\_\_ BIOL 336 Plant Biology (Fall; PREQ: BIOL 115, 200-level BIOL)  
\_\_\_\_\_ BIOL 358 Ornithology (offered spring of odd years; PREQ: BIOL 115 and 200 level  
BIOL)  
\_\_\_\_\_ GER 255 Green Thought/Environmentalism (Spring)  
\_\_\_\_\_ GER 355 Green Thought/Environmentalism (Spring; PREQ: GER 235 or GER 236)  
\_\_\_\_\_ HIST 350 Darwin (offered occasionally; PREQ: Sophomore standing)  
\_\_\_\_\_ EAS 265 Environmental Issues in East Asia (Spring)  
\_\_\_\_\_ SCI 201 Earth, Body, and Mind (Spring)

Any substitutions must be approved by the chair of the Environmental Studies Academic Program.

**Other Considerations When Planning for the Major:**

- If Environmental Studies 135 will not fit a student's schedule, good alternatives are Biology 115 Evolution, Behavior, and Ecology, Environmental Studies 245 Food Systems, Philosophy 207 Environmental Ethics, or the following prerequisites for higher level courses: Economics 101 Microeconomics, or Economics 102 Macroeconomics.
- Due to the interdisciplinary nature of environmental studies the major satisfies the science and social science breadth requirements, and partially satisfies the humanities breadth requirement.
- Students interested in environmental field studies abroad should consult with the academic chair regarding course substitutions.
- Students considering environmental careers should choose a minor (or second major) that best complements their environmental interests and consider classes not required for the major but

recommended for many environmental studies careers, such as Chemistry 111, Chemistry 112, Mathematics 120 (Statistics), Mathematics 151, and writing-intensive courses.

- Students who plan to pursue further environmental study or an environmental career after graduation are strongly encouraged to consult with an environmental studies faculty member as soon as possible.

A **minor in environmental studies** consists of:

**Introductory Course (1 course)**

\_\_\_\_\_ ENVS 135 Fundamentals of Environmental Studies (offered Fall and Spring)

**Policy Requirement (select at least 2 courses)**

\_\_\_\_\_ ENVS 245 Food Systems (Fall)

\_\_\_\_\_ ENVS 359 Resilient Systems (Fall; PREQ: Junior or Senior standing and ENVS 135 with C or higher)

\_\_\_\_\_ ENVS 379 Environmental Policy (Spring; PREQ: Junior or Senior standing and ENVS 135 with C or higher)

\_\_\_\_\_ ENVS 310 Current Controversies and Emerging Issues (most years; PREQ: Junior or Senior standing and ENVS 135 with C or higher)

\_\_\_\_\_ ENVS 439 The Decision Process (Spring; PREQ: Senior standing or instructor permission and ENVS 135 with grade of C or higher)

**Electives (select 2 courses or 1-2 more from above category)**

\_\_\_\_\_ ANTH 263 Whose Amazon? (offered typically Spring)

\_\_\_\_\_ BIOL 259 Conservation and Restoration Ecology (Fall; PREQ: BIOL 115)

\_\_\_\_\_ BIOL 346 Ecosystem Ecology (Spring; PREQ: BIOL 115, 116, CHEM 111, 200-level BIOL)

\_\_\_\_\_ ECO 242 Natural Resources and Environmental Economics (typically Spring; PREQ: ECO 101 OR 102)

\_\_\_\_\_ GER 255 Green Thought/Environmentalism (Spring)

\_\_\_\_\_ GER 355 Green Thought/Environmentalism (Spring; PREQ: GER 235 or GER 236)

\_\_\_\_\_ EAS 265 Environmental Issues in East Asia (Spring)

\_\_\_\_\_ PHIL 207 Ethics and the Environment (offered Spring of even-numbered years)

\_\_\_\_\_ PHIL 307 Environmental Philosophy (offered Spring of odd-numbered years; PREQ: Any PHIL class and ENVS 135)

\_\_\_\_\_ PHY 240 Atmospheric and Environmental Physics (Offered every other Spring; PREQ: MATH 151, MATH 152, PHY 106, PHY 107)

**Other Considerations When Planning for the Minor:**

- Pre-approval from the academic chair is required to substitute any course not listed.

## **COURSES**

### **ENVS 135 Fundamentals of Environmental Studies**

An introduction to major environmental issues that includes fundamental concepts of environmental studies, the roots of environmental problems, options for responding to environmental problems, and challenges of achieving sustainability. Students propose means of reducing the college's environmental impact. Requirements met: Science Breadth. (Usually each fall and spring)

### **ENVS 245 Food Systems**

This course challenges us to thoughtfully question how we secure one of our most fundamental needs - food.

Our growing population and affluence means the global demand for food will most likely increase for at least another forty years. The question then is this: How might we feed these soon-to-be nine billion people sustainably? This course will explore the social and environmental problems linked to the production, storage, processing, distribution, and access of food. We will take an evidence-based, interdisciplinary approach to analyzing why these problems exist and how we might begin to solve them. Using introductory geographic information systems software (GIS), we will explore the concepts of space and place in complex food systems with an emphasis on American agriculture. Each topic in this course is deliciously ripe with controversy and well suited for study using this approach. The careful consideration of several recurring themes will make this course more than a smorgasbord of food system issues. GIS lab included. Requirements met: Social Science or Science Breadth. (Each fall)

### **ENVS 250 Topics in Environmental Studies**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **ENVS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ENVS 310 Current Controversies and Emerging Issues**

Should you drink from plastic containers? Should you eat organic food? Is Texas water policy adequate? Is Monsanto really killing the Monarchs? Why are bees dying? Is the Navy causing whale strandings? This course explores student-selected hot environmental issues. Course participants assign readings and key questions for consideration, present results of literature reviews, and lead discussions. The instructor leads the first few cases as examples. Discussions are supplemented with in-person or Skype-based visits with environmental professionals. Guests also comment on their careers, preparation for those careers, and advice for undergraduates. PREQ: Environmental Studies 135 and Junior or Senior standing. (Offered annually)

### **ENVS 359 Resilient Systems**

This course connects people to places. It asks the question: How do we protect or restore places where people are inextricably linked to their environment? This course considers the historical and current conceptualizations of resilience and the role resilience plays in creating sustainable communities. We will first explore the ecological concept of resilience and then, using a case study approach, analyze the social and economic institutions that either build or erode a system's capacity to self-organize, learn, and adapt. For example, we will examine the characteristics that make some systems more resilient to natural disasters, disease outbreaks, or prolonged drought than other systems. We will study illustrative and diverse examples from around the world and here at home, seeking commonalities among cases while respecting context. PREQ: Environmental Studies 135 with C or higher and Junior or Senior standing or instructor permission. Requirements met: Social Science Breadth. (Each fall term)

### **ENVS 379 Environmental Policy**

This course builds upon Environmental Studies 135 and incorporates key ideas from ecology, economics, ethics, and other disciplines in a study of options for responding to environmental issues. The course examines both theoretical and actual approaches to solving and preventing environmental problems. Readings cover the history of environmental issues, the system of laws and regulations in the United States and their development, leading ideas for more effective environmental policy, and the challenge of international environmental agreements. PREQ: Completion of Environmental Studies 135 with a grade of C or higher and Junior or Senior standing or instructor permission. (Usually each spring).



### **ENVS 350, 450 Advanced Topics in Environmental Studies**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **ENVS 439 The Decision Process**

The incumbent governor of a western state shared this story: Upon challenging his young son to complete his homework without complaint, the boy replied, "Dad, it's not like your job is hard. When there's a problem, you just get the facts and make a decision." While the governor wisely refrained from asking his son to reconsider the complexity of making decisions in the public realm, this course does just that - it emphasizes the reality that outcomes are the result of decisions made or not made by the people involved in those processes. This course introduces two frameworks (Ostrom's institutional analysis & development framework and Lasswell's policy sciences framework) that explicitly and systematically help us organize our observations and identify relationships among variables. In other words, they help us decide what to do with the facts. The assignments in this capstone course are specifically designed to challenge students to connect the lessons learned throughout their environmental education and experience in an interdisciplinary (broad) but critical (deep) way. PREQ: Environmental Studies 135 with a C or better and Senior standing or instructor permission. Requirements met: Social Science Breadth. (Each spring)

### **ENVS 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ENVS 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular environmental studies course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ENVS 490 Independent Study**

An experiential learning activity to be approved by the Environmental Studies Steering Committee. Possible project areas include basic research, off-campus internships, and service projects. PREQ: Junior or Senior standing with preference for students who have completed their junior year. Offered in variable course credit from 0.25-1.00.

### **ENVS 491 Honors Thesis in Environmental Studies**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ENVS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

# EXERCISE AND SPORT SCIENCE

*Chair: David Norman*

The exercise and sport science (ESS) program provides students in a liberal arts environment the opportunity to combine ESS courses with other academic disciplines to develop interdisciplinary degrees. The ESS minor prepares students for a career in teaching and coaching at the high school and elementary levels. The program promotes a life-long appreciation for wellness and physical activity.

Through the interdisciplinary major option students may prepare for a career that combines a course of study in exercise and sport science with another field such as business administration or biology. The department chair should be consulted in the design of an interdisciplinary program.

## **Degree Plans Offered in Exercise and Sport Science**

Minor in Exercise and Sport Science

Austin College Teaching Program Certification Track

**A minor in exercise and sport science** consists of:

### **Required Courses (2 courses)**

\_\_\_\_\_ ESS 121 Introduction to Exercise and Sport Science

\_\_\_\_\_ ESS 495 Senior Conference

### **Electives (3 courses)**

\_\_\_\_\_ ESS any level

\_\_\_\_\_ ESS any level

\_\_\_\_\_ ESS 300 level or higher

**Total Credits Requirement = 5 course credits**

## **Austin Teacher Program Requirements for EC-12 Teaching Certification**

\_\_\_\_\_ ESS 115 Basic First Aid

\_\_\_\_\_ ESS 121 Introduction to Exercise and Sports Science

\_\_\_\_\_ ESS 353 Teaching Movement Education in the Elementary School

\_\_\_\_\_ ESS 354 Teaching Methods in the Secondary School

\_\_\_\_\_ ESS 363 Energy, Nutrition, and Human Performance

\_\_\_\_\_ ESS 462 Biomechanics

\_\_\_\_\_ ESS 495 Senior Conference

**Total Credits Requirement = 7 course credits**

## **COURSES**

### **ESS 115 Basic First Aid Techniques**

Designed to prepare students to make appropriate decisions regarding first aid care and to action those decisions in an emergency situation before medical help arrives. The course provides opportunities for Community First Aid and Safety Certification and the CPR Professional Rescuer Certification. Seven-week course. 0.50 course credit. (Each spring)

### **ESS 121 Introduction to Exercise and Sport Science**

An introduction and presentation of the basic facts and beliefs concerning the field of exercise and sport science (historically known as physical education). Attention is focused on professional opportunities in the field of exercise and sport science. (Fall and spring)

### **ESS 241 Coaching Team Sports**

A course that covers the coaching philosophy and techniques involved in specific team sports. Football, basketball, volleyball, soccer, and baseball. Seven-week course. 0.50 course credit units. May be repeated when topic varies. (Offered on an occasional basis)

### **ESS 242 Current Issues in Exercise and Sport Science**

An opportunity to identify and explore current issues in exercise and sport science, which may include physiological, psychological, and sociological implications. Supporting data for opposing views are an integral part of the decision-making process. (Offered on an occasional basis)

### **ESS 245 Principles of Coaching Sports**

An overview intended to explore the foundations of coaching for the professional. This course will review the philosophy and methods involved in coaching sports at all levels. Topics include coaching roles and responsibilities, risk management, principles of training, skill assessment, the role of sportsmanship, and development of leadership in sport. Students will also develop a personal coaching philosophy as part of this course. (Offered on an occasional basis)

### **ESS 244 Personal Health**

This course is designed to provide relevant information that will allow students to make wise decisions regarding their health throughout their lifetime. Topics include psychological health and stress management; nutrition, fitness, and weight management; personal relationships and human sexuality; protecting against diseases; aging, death and dying; and consumerism and environmental health. (Usually each spring)

### **ESS 250 Intermediate Topics in Exercise and Sport Science**

Specialized topics offered on an occasional basis. Possible topics include personal growth through physical challenge, women in sports, modern Olympics, ethics in coaching, and personal health. PREQ: Instructor permission. May be repeated when topic varies.

### **ESS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ESS 353 Teaching Movement Education in the Elementary School**

Construction of movement tasks in rhythm and game skill movement for children in grades K-6. PREQ: Exercise and Sport Science 121 or Education 225. (Each spring)

### **ESS 354 Teaching Methods in the Secondary School**

A study of the skills and techniques required to design and implement effective instructional programs in physical education at the secondary school level. PREQ: Exercise and Sport Science 121 or Education 225 (Each fall)

### **ESS 363 Energy, Nutrition, and Human Performance**

A multi-dimensional study of energy, nutrition, and human performance, dealing with the relationship between food nutrients, physiological, and metabolic systems. Study will include physiological systems of energy, delivery, and utilization and the role of exercise in cardiovascular health and aging. PREQ: Instructor permission (Each fall)

### **ESS 450 Advanced Topics in Exercise and Sport Science**

A critical examination of physical perspectives. This course can serve to provide an in-depth study of selected topics such as biomechanics, analysis of sport skills, advanced athletic training, and other subjects involving sport science and human performance. May be repeated when topic varies.

### **ESS 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ESS 462 Biomechanics**

A study of the fundamental movements of the human body to determine the actions and motion of the body in physical activity and the development of body control. Special emphasis is placed on the correction or identification of common physical deviations and analysis of movement patterns. PREQ: Exercise and Sport Science 363. (Each spring)

### **ESS 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular Exercise and Sport Science course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ESS 471 Administration of Athletics, Physical Education, and Recreation**

Organizing and administering programs in physical education, athletics, and recreation. Special attention is given to personnel and program administration in both the highly competitive and the recreational context. PREQ: Exercise and Sport Science major or minors only. (Offered on an occasional basis)

### **ESS 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ESS 491 Honors Thesis in Exercise and Sport Science**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ESS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ESS 495 Senior Conference**

PREQ: Senior exercise and sport science major or minors only. (Each Fall and spring)

### **ESS 562 Current Trends in Elementary and Secondary Exercise and Sport Science**

Students will investigate a variety of concerns in physical education which will include trends in methodology, curriculum design, student evaluations, teacher evaluation, extra-curricular opportunities, and identification of concerns that could affect physical education and athletics in the future. (For Masters of Arts in Teaching Program only, usually in the summer).

## PHYSICAL FITNESS

Austin College believes that physical fitness and an understanding of a healthy lifestyle should be an integral part of the overall educational experience. This requirement for graduation may be met by participation in a lifetime sports class, approved college transfer or for non-academic credit by successful participation in an intercollegiate varsity sport.

### **LS 010 Intercollegiate Varsity Athletics**

Successful participation in a varsity athletic team sport will fulfill the physical fitness requirement. Participants will not receive academic credit. Austin College offers varsity sports in men and women's soccer, men and women's swimming and diving, men and women's tennis, men and women's basketball, women's volleyball, football, baseball, and softball. Zero course credit.

### **LS 115 Lifetime Sports**

Basic physical skills development in a variety of selected sports activities. Sample activities: aerobic conditioning, aerobic dance, golf, racquet sports, swimming, and strength training. (Graded on S/D/U basis). May be repeated for a total of one course credit unit when content varies. 0.25 course credit unit. (Each fall and spring)

## GENDER STUDIES

*Director: Karla McCain*

*Faculty: Tom Blake, Audrey Flemming, Matt Findley, Roger Platizky, Jeremy Posadas, Erin Copple Smith, Randi Tanglen, Ashley Tharayil, Brian Watkins*

The gender studies program provides students with the tools to examine and interrogate gender both as a social construct and as a lived reality. Using comparative, competing, and cross-disciplinary perspectives, students are invited to analyze gender performance, sexuality, and sex-identification as these are situated in a variety of personal, social, cultural, and historical contexts. Intersections with race, class, age, ethnicity, and national identity are often explored in the process.

### **Degree Plans Offered in Gender Studies**

Minor in Gender Studies

A student may **major in gender studies** by submitting a proposal for a personally designed interdisciplinary major (see the director for more information). Disciplinary courses approved for gender studies are listed collectively in the course schedule each term.

A **minor in gender studies** consists of:

#### **Required Course (1 course)**

\_\_\_\_\_ GNDR 120

#### **Multidisciplinary Courses (5 courses)**

\_\_\_\_\_ Course Prefix and Number \_\_\_\_\_ Any level  
\_\_\_\_\_ Course Prefix and Number \_\_\_\_\_ Any level  
\_\_\_\_\_ Course Prefix and Number \_\_\_\_\_ 200 level or higher  
\_\_\_\_\_ Course Prefix and Number \_\_\_\_\_ 200 level or higher  
\_\_\_\_\_ Course Prefix and Number \_\_\_\_\_ 300 level or higher

\_\_\_\_\_ Three different disciplines are represented in the courses above.

### **Other Considerations When Planning for the Minor:**

- Up to two courses above can be from January term
- Utilize “GN” search criteria in WebHopper to find relevant courses or consult with program faculty.

**Total Credits Requirement = 6 course credits**

## **COURSES**

### **GNDR 120 Introduction to Gender Studies**

An exploration of the multi-faceted nature of gender, sex, and sexuality as these intersect with societal, cultural, historical, scientific, and intellectual facets of human life and experience. Drawing on methods from the humanities, sciences, and social sciences, we seek to gain an appreciation for the ways in which humans have constructed the body over time, how different kinds of gender and sex performances are viewed from both dominant cultural perspectives and from those on the periphery, and how these perceptions are deeply integrated into the larger societal fabrics that make up our daily lives. Requirements met: Humanities Breadth. (Each fall)

### **GNDR 201 Women and Science**

How have women contributed to science? Do women (or feminists) do science differently, and if so how? Why are women underrepresented in science? How can women, both personally and institutionally, be more successful in science? This course will explore various answers to these questions from multidisciplinary perspectives including psychology, sociology, history, philosophy, and literature. While this course will examine the past and present status of women in mathematics, physics, chemistry, and biology, technical knowledge of these fields is not necessary for the course. Requirements met: Humanities Breadth.

### **GNDR 250 Topics in Gender Studies**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **GNDR 253 Literature and Gender**

A variety of courses focused on issues of sex and gender in literature. Topics include women’s literature, gender/genre, bodies of enlightenment, gay and lesbian writers, and postcolonial women writers. May be repeated once when topic varies. (Offered on an occasional basis.)

### **GNDR 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman JanTerm or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GNDR 350, 450 Advanced Topics in Gender Studies**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **GNDR 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **GNDR 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GNDR 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **GENERAL STUDIES**

This program involves interdisciplinary study that includes material that crosses departmental and divisional lines. Occasionally, the program involves fields not regularly offered at the college. A degree plan is not associated with the program.

### **GS 201 Interdisciplinary Topics**

Study abroad experience that is not offered in the language of the country.

### **GS 202 Study Abroad Intercultural Reflection**

This is a 1/4 credit academic course taken the semester a student returns from abroad. Upon return to Austin College, the student will be asked to reflect on the depth upon the study abroad experience. We require this of students to ensure that they can fully appreciate the experience and effectively connect it to their Austin College education. PREQ: Student must have studied abroad for a full semester prior to taking this course. Required the first term back at Austin College. Instructor permission required. 0.25 credit.

### **GS 230 Post-Internship Reflection**

This course follows upon the pre-internship retreat and the successful completion of the internship. It is intended to provide structured time and resources for vocational reflection upon the internship experience. Through readings, lectures, outside speakers, discussions, and written reflections, different voices are brought to bear on the various ways in which work and a meaningful life intersect. The course will draw upon cultural, historical, philosophical, psychological, and religious perspectives in the process of making significant life choices (As needed).

### **GS 240 Trial Advocacy**

Trial Advocacy will train students in the art of courtroom presentation. Students will get the opportunity to step into the shoes of an attorney and/or a witness in a mock trial setting. Students will compete in American Mock Trial Association (AMTA) sanctioned mock trial tournaments. Student attorneys will be expected to learn basic rules of evidence, develop opening and closing statements, prepare witnesses for trial, prepare trial notebooks and exhibits, and be able to present their cases in a courtroom setting. Student witnesses will be expected to have a working knowledge of the rules of evidence, to aid attorneys in the preparation of exhibits, to learn basic acting skills, to develop one or more witnesses for presentation in a mock trial setting. Course may be repeated up to one course credit earned. 0.25 course credit.

### **GS 250 Intermediate Topics in General Studies**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **GS 260 Intermediate Directed Study in General Studies**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman JanTerm or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GS 350 Advanced Topics in General Studies**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **GS 460 Advanced Directed Study in General Studies**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **GS 490 Independent Study in General Studies**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. 1 course credit.

## **GLOBAL SCIENCE, TECHNOLOGY, AND SOCIETY**

*Directors: Daniel Nuckols and Don Salisbury*

There is a complex relationship between science and society, and this relationship is global in scope. The Global Science, Technology, and Society Program explores this relationship both in contemporary societies and from an historical perspective. The goals of the minor are to:

1. Understand the practice and philosophy of science
2. Explore how societal and historical forces shape, and are shaped, by science, its boundaries, its implementation, and its use
3. Examine ethical questions about the use of science and technology
4. Explore multicultural and international approaches to science in a global context, including how differences of culture, class, gender, and ethnicity affect how science is practiced

The minor in global science, technology, and society is designed to foster awareness of the interrelationship of global culture and the changing nature of scientific knowledge and technology. The quest for scientific knowledge is universal, yet both the advances in knowledge and the implementation of technologies can be properly understood only in their multicultural context. Historical and contemporary studies of the relationship between science and society help to moderate our parochial conceits. Such studies create conditions that allow international problems like global warming, pandemic disease, secure telecommunications, militarization of space, economic inequality, and environmental degradation to be addressed in true cooperative and informed spirit.

**A minor in global science, technology, and society** consists of:

#### **Required Course (1 course)**

\_\_\_\_\_ GSTS 250 Intermediate Topics in Global Science, Technology, and Society

#### **Global Perspective (1 course)**

\_\_\_\_\_ Course Prefix and Number: \_\_\_\_\_



### **Electives (3 courses)**

- \_\_\_\_\_ ANTH 263 Whose Amazon?
- \_\_\_\_\_ BIOL 101 Influenza – From 1918 until 2009
- \_\_\_\_\_ BIOL 101 Microbes and Society
- \_\_\_\_\_ CHEM 101 Women and Science
- \_\_\_\_\_ BIOL 246 Eukaryotic Pathogens
- \_\_\_\_\_ ECO 234 Economic Development
- \_\_\_\_\_ ECO 270 Economic History
- \_\_\_\_\_ ECO 485 History of Economic Thought
- \_\_\_\_\_ ENG 252 Literature and Science
- \_\_\_\_\_ ENVS 135 Introduction to Environmental Studies
- \_\_\_\_\_ ENVS 230/330 Globalization
- \_\_\_\_\_ ENVS 479 Environmental Policy
- \_\_\_\_\_ PHIL 205 Ethics
- \_\_\_\_\_ PHIL 207 Environment Philosophy
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 306 Knowledge and Reality
- \_\_\_\_\_ PHIL 307 Environmental Philosophy
- \_\_\_\_\_ PHIL 310 Mind and Language
- \_\_\_\_\_ PHY 101 The Day After Tomorrow (Global Climate and Extreme Weather)
- \_\_\_\_\_ PSCI 240 Introduction to Asian Politics
- \_\_\_\_\_ PSCI 430 International Relations Theory
- \_\_\_\_\_ PSY 214 Psychopharmacology
- \_\_\_\_\_ PSY 340 Cultural Psychology
- \_\_\_\_\_ REL 220 Illness, Medicine, and Healing in Asian Religions
- \_\_\_\_\_ SCI 201 All sections
- \_\_\_\_\_ SCI 202 Axioms and Atoms
  
- \_\_\_\_\_ GSTS-related International Experience and Reflections Presentation

### **Other Considerations When Planning for this Minor:**

- Other courses may be appropriate and relevant to students' specific interests and may be included with director's approval.

**Total Credits Requirement = 5 course credits**

### **COURSES**

#### **GSTS 250 Intermediate Topics in Global Science, Technology, and Society**

Interdisciplinary subjects dealing with the interrelationship of global culture and the changing nature of science and technology. May be repeated when topics vary. No prerequisites. (Each spring)

#### **GSTS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

#### **GSTS 350,450 Advanced Topics in Global Science, Technology, and Society**

Interdisciplinary subjects dealing with the interrelationship of global culture and the changing nature of science and technology. May be repeated when topics vary. PREQ: Global Science, Technology, and Society 250 or equivalent. (Each fall)

### **GSTS 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **GSTS 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **GSTS 491 Honors Thesis in Global Science, Technology, and Society**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **GSTS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **HISTORY**

*Chair: Hunt Tooley (Fall 2017) and Light Cummins (Spring 2018)*

*Faculty: Light Cummins, Victoria Cummins, Max Grober*

*Visiting Faculty: Felix Harcourt, Elizabeth Terry*

*Emeritus: Oscar Page*

The mission of the History Department is to provide students with an analytical basis, encompassing multiple areas and time frames, for judgment and perspective on the past.

### **Degree Plans Offered**

Major in History

Minor in History

**A major in history** consists of:

#### **History Foundation (5 courses)**

\_\_\_\_\_ HIST elective (any history course)

\_\_\_\_\_ HIST elective (any history course)

\_\_\_\_\_ HIST elective (any history course)

\_\_\_\_\_ HIST elective (any history course)

\_\_\_\_\_ HIST 200 level or higher

#### **Advanced History (3 courses)**

\_\_\_\_\_ HIST 300 level or higher

\_\_\_\_\_ HIST 300 level or higher

\_\_\_\_\_ HIST 300 level or higher

**Geographic Requirements – Courses above must represent at least one course from each geographic region below.**

\_\_\_\_\_ United States history (HIST 162, 163, 261, 282, 284, 329, 361, 363, 364, 365, 366, as well as 250, 350 or 450 depending on topic)

\_\_\_\_\_ European history (HIST 133, 143, 230, 331, 332, 333, 334, 335, 341, 343, as well as 250, 350 or 450 depending on topic)

\_\_\_\_\_ History of Latin America, Africa, Asia, or the Middle East (HIST 103, 113, 123, 221, 225, 320, 322, 327 as well as 250, 350 or 450 depending on topic)

**Other Considerations When Planning for the Major:**

- The 100 level courses are broad introductions, have no prerequisites and are recommended for freshmen. The 200 level courses are more specialized topics, usually without prerequisites but recommended for sophomores, juniors or seniors.
- Most 300 level courses have specific prerequisites at the 100 level and are not recommended for freshman students. The 400 level courses often have more prerequisites, cover more specialized topics, and are usually recommended for juniors and seniors only.

**Total Credits Requirement = 8 course credits**

**A minor in history** consists of:

**History Foundation (3 courses)**

\_\_\_\_\_ HIST elective (any history course)

\_\_\_\_\_ HIST elective (any history course)

\_\_\_\_\_ HIST 200 level or higher

**Advanced History (2 courses)**

\_\_\_\_\_ HIST 300 level or higher

\_\_\_\_\_ HIST 300 level or higher

**Geographic Requirements – Courses above must represent at least two different geographic regions below.**

\_\_\_\_\_ United States history (HIST 162, 163, 261, 282, 284, 329, 361, 363, 364, 365, 366, as well as 250, 350 or 450 depending on topic)

\_\_\_\_\_ European history (HIST 133, 143, 230, 331, 332, 333, 334, 335, 341, 343, as well as 250, 350 or 450 depending on topic)

\_\_\_\_\_ History of Latin America, Africa, Asia, or the Middle East (HIST 103, 113, 123, 221, 225, 320, 322, 327 as well as 250, 350 or 450 depending on topic)

**Other Considerations When Planning for the Major:**

- The 100 level courses are broad introductions, have no prerequisites and are recommended for freshmen. The 200 level courses are more specialized topics, usually without prerequisites but recommended for sophomores, juniors or seniors.
- Most 300 level courses have specific prerequisites at the 100 level and are not recommended for freshman students. The 400 level courses often have more prerequisites, cover more specialized topics, and are usually recommended for juniors and seniors only.

**Total Credits Requirement = 5 course credits**

## **COURSES**

### **HIST 103 The Middle East Since Muhammad**

A survey of Middle Eastern history since the rise of Islam. Examines patterns of Middle Eastern life, Islam and its contributions to Middle Eastern political and social systems, the various political forms that have held sway in the Middle East, expansion of the Ottoman Empire, European incursions into the Middle East more recently, and finally the history of the Middle East since the world wars, a time of independence and change.

Requirements met: Humanities Breadth. (Every other year)

### **HIST 113 East Asian Civilization**

A survey of the histories of China, and Japan, beginning with a description of the nature of traditional societies in those countries, followed by an examination of the social, political, and economic issues in East Asian history since 1800. Requirements met: Humanities Breadth. (Every other year)

### **HIST 123 Survey of Latin American History**

A chronological and topical examination of colonial, national period, and 20th-century Latin American history with emphasis on concepts and events common to the political, social, and economic development of the region.

Requirements met: Humanities Breadth. (Most terms)

### **HIST 133 Europe and the World to 1500**

An introduction to the history of Europe from earliest times to the fifteenth century. Emphasis on the civilizations of ancient Greece and Rome, Islam, and Medieval and Renaissance Europe. Requirements met: Humanities Breadth. (Each fall)

### **HIST 143 Europe and the Modern World**

A chronological and topical examination of Europe's rise to dominance in the modern world beginning with the political, social, and economic changes of the 15th century and ending with recent decades. Requirements met: Humanities Breadth. (Each fall and spring)

### **HIST 162 History of the United States to 1876**

A chronological survey of significant political, social, and economic issues in the history of the United States from the age of European discovery to reconstruction of the nation after the Civil War. Requirements met: Humanities Breadth. (Each fall and spring)

### **HIST 163 History of the United States from 1876 to the Present**

A chronological survey of the significant political, social, and economic issues in the history of the United States from the era of reconstruction to the present. Requirements met: Humanities Breadth. (Each fall and spring)

### **HIST 221 Red, White, and Black: Race and Culture in Colonial Latin America**

A topical approach to social and cultural history, emphasizing the impact of race and culture on colonial life and institutions. Requirements met: Humanities Breadth. (Every other year)

### **HIST 225 Latin America in the 21st Century**

The developing and underdeveloped countries of Latin America face many common problems and challenges as they enter the 21st century. This course will utilize lecture, film, and discussion to explore a series of these issues. Topics addressed will include debt and development, race and identity, women and feminism, liberation

theology and religion, and security and sovereignty issues. Requirements met: Humanities Breadth. (Every other year)

### **HIST 230 Women in Europe**

A topical introduction to the history of women in Europe from the later Middle Ages to the beginnings of the Industrial Revolution. Emphasis on the individual and social experience of women and their representation in artistic, literary, political, and scientific discourse. Requirements met: Humanities Breadth. (Every other year)

### **HIST 250 Intermediate Topics in History**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **HIST 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **HIST 261 Women in America**

A chronological and topical introduction to the experiences of women in the United States, from the founding of British colonies in North America to recent decades. Stress is on economic and social change as it affects the roles of women in America. Requirements met: Humanities Breadth. (Every other year)

### **HIST 280 Research Practicum in State and Local History**

Contracted individual research project on a topic dealing with Texas and/or Grayson County history. Involves research in primary documents under the supervision of the instructor. The student will write a paper for presentation to a state or local historical society. PREQ: Instructor permission. 0.50 course credit unit.

### **HIST 282 The Quest for Civil Rights, 1945 to Present**

A detailed study of the history of the Civil Rights Movement for African-Americans and other ethnic minorities in America with focus on school desegregation, student and community protest, white backlash, court decisions, government action and inaction, divisions between moderates and radicals, and the causes of disintegration of the various movements, with some attention to busing and affirmative action. Requirements met: Humanities Breadth. (Every other year)

### **HIST 284 The History of Texas**

A critical examination of the history of Texas from the era of European discovery to the present. Includes analysis of the state's ethnohistory, economic growth, political development, and society, with emphasis on relating Texas to the history of the United States. Also examines the impact of Texas on the international arena. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **HIST 320 Mexico and Central America**

A critical appraisal of Mesoamerican history, beginning with pre-conquest civilization and emphasizing political and social developments in the 19th and 20th centuries. PREQ: History 123 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 322 Andean Nations**

A critical appraisal of Andean history, beginning with pre-conquest civilization and emphasizing political and social developments in the 19th and 20th centuries. PREQ: History 123 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 327 Latin American Social Revolutions**

A critical analysis of the major social upheavals of modern Latin America, investigating causes and results with

special attention to the relative importance of socio-economic conditions, ideologies, and personalities on revolutionary uprisings. PREQ: History 123 or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **HIST 329 The Spanish Borderlands**

A critical analysis of the Spanish experience in those geographical areas of colonial New Spain that are now part of the United States. Examines the Hispanic colonial history of Florida, the Gulf Coast, Texas, New Mexico, Arizona, California, and northern Mexico from the beginnings of European colonization to the 19th century. Special emphasis on the Hispanic heritage of these areas of the United States. PREQ: History 123 or History 162 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 331 Medieval Europe**

A critical appraisal of the revival of medieval western society, from ca. 1000 A.D., in the context of a tripartite world of Latin Christendom, Islam, and Byzantium, to the mid-15th century. The tensions of involving church and state, evidences of early humanism, and technological development will be emphasized. PREQ: One history course or Sophomore standing or instructor permission. Requirements met: Humanities Breadth (Every other year)

### **HIST 332 Renaissance and Reformation**

A critical analysis of Europe from the late 13th century through the mid-17th century, with special emphasis on the creation of a middle class laity, the rise of capitalism, the emergent modern state, the visual renaissance in art forms, and the reformation in religious spirit. PREQ: One history course or Sophomore standing or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **HIST 333 Enlightenment and Revolutions**

A critical examination of the political, social, and economic life in Europe from the 17th century to the middle of the 19th century. The French Revolution stands at the center of this examination. Other topics will include absolutism, the Enlightenment, Liberalism, the Industrial Revolution, and the spread of participatory politics in Europe. PREQ: One history course or Sophomore standing or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 334 Europe: Industry, Identity, Empire**

A critical examination of Europe from 1860 to 1939. Covers European political, cultural, and social history from the mid-19th century to the outbreak of World War II, Nationalism, imperialism, industrialization, and the two world wars will be central topics. PREQ: History 143 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 335 Europe Since 1939**

An in-depth study of political, social, cultural, and military developments in the contemporary phase of European history. The course deals with World War II, the Cold War, Decolonization, European Union, and post-Communist developments, including the reemergence of nationalism. PREQ: History 143 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 341 Germany Since Bismarck**

A critical examination of German history, which has been an important part of modern European history culturally, economically, and politically. Examines Germany from the period of its founding in the mid-19th century to the present. Topics include the internal patterns of German life as well as the role of Germany in Europe and the world. PREQ: History 143 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 343 Russia and the Soviet Union**

A survey and critical analysis of the history of Russia and the Russian Empire from its founding, through the

Soviet era to the present post-Communist state. Almost half the course will deal with the period after 1917. PREQ: History 143 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 350 Advanced Topics in History**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **HIST 361 American Colonial History and Revolutionary War Era**

A critical examination of the colonial and revolutionary eras of the history of the United States, with special emphasis on the European discovery of America, the colonial foundations of England, the development of the British North American Colonies, and the American Revolution. PREQ: History 162 or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **HIST 363 United States: Civil War and Reconstruction**

An in-depth analysis of the causes and consequences of the Civil War and Reconstruction. A detailed examination of the military, political, social, cultural, and constitutional aspects of the struggle, including a full survey of the reconstruction of the South. PREQ: History 162 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 364 United States: Gilded Age and Progressive Era**

A critical analysis of the Gilded Age and the Progressive Era and examination of the rise of industrial America and the expansion of the federal government's role in daily life. Consideration of such topics as immigration and urbanization, the Populist and Progressive reform movements, the experiences of women and minorities, and the impact of World War I. PREQ: History 163 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 365 United States: New Era, New Deal**

A critical examination of the 1920s and 1930s focusing on such topics as the origins of the Great Depression and the rise of the welfare state, the transformation of the political party system, and the impact of cultural movements including the Harlem Renaissance and the arrival of the Lost Generation. Includes an examination of the origins of World War II. PREQ: History 163 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 366 United States: 1945 to Present**

A critical examination of the modern era in America, beginning with an overview of the impact of World War II. Includes the rise and decline of the liberal consensus, the impact of the Cold War, the rise of protest movements in the 1960s and 1970s, the Vietnam War, the resurgence of political conservatism in the 1980s, and the end of the Cold War. PREQ: History 163 or instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **HIST 450 Advanced Topics in History**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **HIST 451 Seminar in History**

Advanced seminar dealing with a special topic in the history of the United States, Europe, Asia, or Latin America. PREQ: Instructor permission. May be repeated when topic varies. Requirements met: Humanities Breadth.

### **HIST 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more

information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **HIST 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular history course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **HIST 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **HIST 491 Honors Thesis in History**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **HIST 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **HIST 495 Historiography and Historical Methods**

A study of the discipline of history and a survey of research methodology as employed by historians. Examines the philosophy of history, provides a survey of research techniques, and affords an introduction to the standard works of historical literature. Geographical and chronological focus may vary according to the interests of the instructor. Normally limited to junior or senior level history majors. PREQ: Instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Each fall)

## **HUMANITIES**

This program involves fields of study not regularly offered at the college in the Humanities Division. These courses focus on the study of some aspect of human culture, such as art, music, film, theatre, communication, history, philosophy, religion, literature, or language.

### **HUM 250: Intermediate Topics in Humanities**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit. Requirements met: Humanities Breadth.

### **HUM 260: Intermediate Directed Study in Humanities**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **HUM 350: Advanced Topics in Humanities**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.



**HUM 460: Advanced Directed Study in Humanities**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

**HUM 490: Independent Study in Humanities**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**LATIN AMERICAN AND IBERIAN STUDIES**

*Director: Terry Hoops*

The mission of the Latin American and Iberian studies (LAIS) program is to provide students a liberally informed, comprehensive, and interdisciplinary approach to examining the cultural region made up of the societies of Latin America, the Caribbean, and the Iberian Peninsula.

**Degree Plans Offered in LAIS**

Major in Latin American and Iberian studies

Minor in Latin America and Iberian studies

A major in Latin American and Iberian studies consists of:

**Course Requirements\* (8 courses)**

- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_ - 300 level or higher
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_ - 300 level or higher

\*See suggested course list in Other Considerations...

- \_\_\_\_\_ Three (but not more than five) courses above must be from the same discipline (i.e., same prefix)
- \_\_\_\_\_ Must utilize at least three different disciplines in above courses (i.e., three different prefixes used)

**Advanced, Summative Project (1 course)**

\_\_\_\_\_ LAIS 460: Directed Study

**Other Considerations When Planning for the Major:**

- A student who majors in LAIS must demonstrate a proficiency at the 236 level in Spanish or Portuguese.
- Students majoring in LAIS are strongly urged to plan to spend an intensive January term, summer term, semester, or year abroad in Latin America, the Caribbean, Spain, or Portugal.
- LAIS courses are regularly or occasionally offered in the following disciplines: Spanish, history, anthropology, political science, philosophy, and economics. Courses offered regularly or occasionally include the following:
  - SPAN 250 Intermediate Topics in Hispanic Civilization and Culture
  - SPAN 255 World Literatures: Hispanic Literature in Translation

- SPAN 255 Peninsular Literature
- SPAN 350 Advanced Topics in Hispanic Literature
- SPAN 356 Spanish-American Literature
- SPAN 481 Seminar in Hispanic Literature
- SPAN 450 Advanced Topics in Hispanic Literature
- HIST 123 Survey of Latin American History
- HIST 221 Red, White, and Black: Race and Culture in Colonial Latin America
- HIST 225 Latin America in the 21st Century
- HIST 320 Mexico and Central America
- HIST 322 Andean Nations
- HIST 327 Latin American Social Revolutions
- HIST 329 The Spanish Borderlands
- ANTH 263 Environment, Society, and Development in the Amazon River Basin
- ANTH 265 Latin American Societies and Culture
- ANTH 362 Immigration Policy and the Immigrant Experience
- LAIS 250 Topics in Latin American and Iberian Studies (occasional basis)
- LAIS 260 Intermediate Directed Study (occasional basis)
- LAIS 450 Advanced Topics in Latin American and Iberian Studies (occasional basis)
- 250, 350 and 450 Topics courses in various disciplines offered on an occasional basis may fulfill LAIS requirements (see program faculty for approval)

**Total Credits Requirement = 9 course credits**

A **minor in Latin American and Iberian studies** consists of:

**Course Requirements\* (5 courses)**

- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_ - 300 level or higher
- \_\_\_\_\_ Course Prefix and number: \_\_\_\_\_ - 300 level or higher

\*See suggested course list in Other Considerations When Planning for the Major.

\_\_\_\_\_ Must utilize at least two different disciplines in above courses (i.e., two different prefixes used)

**Other Considerations When Planning for the Major:**

- A student who majors in LAIS must demonstrate a proficiency at the 202 level in Spanish or Portuguese.
- Students majoring in LAIS are strongly urged to plan to spend an intensive January term, summer term, semester, or year abroad in Latin America, the Caribbean, Spain, or Portugal.
- LAIS courses are regularly or occasionally offered in the following disciplines: Spanish, history, anthropology, political science, philosophy, and economics. Courses offered regularly or occasionally are listed in the major section of Other Considerations When Planning for the Major.

**Total Credits Requirement = 5 course credits**

Latin American and Iberian Studies courses are offered in History (123, 221, 225, 320, 322, 327 and 329), Anthropology (123, 263, and 265), and Spanish (255, 355, 356, and 481). Approved topics courses in these disciplines (250, 350 and 450) focusing on a Latin American or Iberian topic or issue may also count as part of the major. Additional courses that may count as part of the major, provided the student pursues a specific research focus related to Latin America or the Iberian Peninsula, include Economics 234, and Political Science 140, 432, and 440.

Students majoring in Latin American and Iberian studies are strongly urged to plan to spend an intensive January term, summer term, semester, or year abroad in Latin America, the Caribbean, Spain, or Portugal. Students have many options for studying abroad in the region, including participating in regularly offered programs in one of the countries of the region (listed on the LAIS or Study Abroad Web pages), or they may choose to do an Independent Study Off-Campus (NSOC) with a focus on Latin America, Spain, or Portugal.

Disciplinary courses approved for Latin American and Iberian Studies are listed collectively in the course schedule in WebHopper tagged with the “LAIS” search filter each term.

## **COURSES**

### **LAIS 250 Topics in Latin American and Iberian Studies**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **LAIS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **LAIS 450 Advanced Topics in Latin American and Iberian Studies**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **LAIS 460 Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **LAIS 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **LAIS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **LEADERSHIP STUDIES**

*Director: Martinella Dryburgh*

*Adjunct Faculty: Tom Thompson*

The leadership studies program focuses on the study of contemporary and classical models of leadership effectiveness. These seminars are designed to introduce and enhance students' knowledge and personal awareness of the subject and field of leadership and develop the student's ability to act in a principled manner as a person of influence. These courses are open to all students. In addition, interested students are encouraged

to enhance their knowledge and understanding of leadership through other Austin College courses that complement the leadership studies curriculum.

A **minor in leadership studies** consists of:

\_\_\_\_\_ LEAD 120 (1 credit)

\_\_\_\_\_ LEAD 240 (1 credit)

\_\_\_\_\_ LEAD 495 (1 credit)

\_\_\_\_\_ Elective (1 credit)

\_\_\_\_\_ Elective (1 credit)

**Total Credits Requirements = 5 course credits**

## **COURSES**

### **THE CORE LEADERSHIP CURRICULUM**

#### **LEAD 120 Introduction to Leadership**

This course is designed to provide an overview and understanding of the concepts of leadership as well as multiple opportunities for the assessment of leadership styles, leadership effectiveness, strengths and areas needing development. Specific subjects include interpersonal awareness, feedback and communication, decision-making, performance development, conflict management and problem-solving and the values and ethics of leadership. (Each fall and spring).

#### **LEAD 240 Studies in Leadership**

This course will focus more particularly on leadership effectiveness, self-leadership and organizational leadership. Students will study more models and theories of leadership through the lens of national and international affairs as well as how culture influences leadership and decision-making. Students will articulate their own 'theory of leadership' through oral and written presentations. PREQ: Leadership 120. (Each fall)

#### **LEAD 495 Senior Conference: Advanced Studies in Leadership**

This course explores a range of more advanced leadership issues and concerns. Advanced students participate in a synthesis and personal investigation of their leadership effectiveness create a Capstone project that demonstrates their knowledge and understanding of leadership concepts. The projects and their reflections on the Capstone experience are presented to other students and faculty. Students will articulate a plan of action and describe their propensity for engagement as a leader in future endeavors. PREQ: Leadership 120 and 240. 1 course credit as of Fall 2016. (Each fall and spring)

### **JANUARY TERM COURSE**

#### **LEAD 100: Leadership in Action**

This experiential learning course builds upon Leadership 120. Students will develop specific skills in personal effectiveness, oral communication and situational awareness. Through participation in experiential learning, students acquire the skill to conduct and facilitate group action learning activities. PREQ: Leadership 120.

### **ADDITIONAL LEADERSHIP COURSE SELECTIONS**

#### **LEAD 250 Special Topics in Leadership**

The course will examine topics of special interest to students interested in the theoretical and empirical implications of political, military, business or educational leadership. PREQ: Leadership 120 and 240 (Each fall and spring)

### **LEAD 260 Directed Study**

A number of contemporary topics will be addressed in the program of study that will directly engage the student interested in specific leadership studies as a development of personal insight and perspectives of leadership. The program of study will enhance the understanding and practice in through individual investigation and interaction with the instructor. PREQ: Leadership 120, 240 (Each spring)

### **LEAD 350, 450 Advanced Topics in Leadership**

The topics to be addressed in this program of study will be the role of leadership in the practice of management in modern international organizations and the role of the professional in guiding and supporting principled and ethical practice as leaders. PREQ: Leadership 120 and 240 (Each fall and spring)

### **LEAD 464 Teaching and Learning Leadership**

The topics to be addressed in this program of study will directly engage the student interested in teaching leadership studies as a middle/high school teacher or a member of student affairs staff. PREQ: Leadership 120, 240 (Each fall and spring)

### **LEAD 480 Internship**

In this course select students may engage in special leadership internships, constituting 20 hours a week or more, which enables the student to observe, analyze, and practice leadership in action under the guidance of a mentor and supervisor. To earn credit for this experience, the student must present a formal written and oral report at the end of their internship experience. Offered in variable course credit from 0.25-1.00. May be repeated for up to 2 course credit units. PREQ: Leadership 120, 240 (Each fall and spring)

### **LEAD 490 Independent Study**

The topics to be addressed in this program of study will directly engage the student interested in specific leadership studies as a development of personal insight and perspectives of leadership on an advanced level. The program of study will enhance the understanding and practice in leadership through individual investigation and periodic interaction with the instructor. PREQ: Leadership 120, 240, 260. Offered in variable course credit from 0.25-1.00. (Each fall and spring)

## **MATHEMATICS AND COMPUTER SCIENCE**

*Chair: J'Lee Bumpus*

*Faculty: Aaron Block, Michael Higgs, Jack Mealy, Andrea Overbay, Catherine Patterson*

*Visiting Faculty: Huy Nguyen*

*Emeriti and Adjunct Faculty: Kerry Brock, Don Williams*

*Emeriti: Thomas F. Kimes, Wilbur Powell*

### **Degree Plans Offered in Mathematics and Computer Science**

Major in Mathematics

Minor in Mathematics

Major in Computer Science

Minor in Computer Science

## MATHEMATICS

The mission of the mathematics program is to provide diverse opportunities for the expansion of mathematical knowledge for majors and minors, for students in the physical and social sciences, for general students, and also for recent graduates as they pursue advanced study and jobs in industry.

**A major in mathematics** consists of:

### **Core Requirements (2 courses)**

- \_\_\_\_\_ MATH 251 Linear Algebra
- \_\_\_\_\_ MATH 252 Calculus III

### **Upper Level Requirements (5 courses)**

- \_\_\_\_\_ MATH 301 Ordinary Differential Equations
- \_\_\_\_\_ MATH 319 Euclidean Geometry, ancient through modern
- \_\_\_\_\_ MATH 321 Numerical Analysis
- \_\_\_\_\_ MATH 381 Applied Analysis
- \_\_\_\_\_ MATH 385 Probability Theory
- \_\_\_\_\_ MATH 409 Survey of Geometry
- \_\_\_\_\_ MATH 419 Differential Geometry
- \_\_\_\_\_ MATH 450 Advanced Topics in Mathematics
- \_\_\_\_\_ MATH 472 Modern Algebra
- \_\_\_\_\_ MATH 473 Topology
- \_\_\_\_\_ MATH 474 Number Theory
- \_\_\_\_\_ MATH 475 Mathematics of Finance
- \_\_\_\_\_ MATH 482 Real Analysis
- \_\_\_\_\_ MATH 483 Complex Analysis

### **Electives (1 course)**

- \_\_\_\_\_ MATH course – any level

### **Support Requirements for the Major**

- \_\_\_\_\_ CS course excluding CS 201

### **Other Considerations When Planning for the Major:**

- Those who choose to major in mathematics must take all courses required for the major under the “standard letter grade” option.
- Students planning to major in mathematics are expected to enter directly into the calculus sequence beginning with Mathematics 151 or 152.
- Students planning graduate study should be aware that some programs require proficiency in German or French.

**Total Credits Requirement = 8 course credits**

**A minor in mathematics** consists of:

### **Core Requirements (2 courses)**

- \_\_\_\_\_ MATH 251 Linear Algebra
- \_\_\_\_\_ MATH 252 Calculus III

### **Upper Level Requirements (2 courses)**

- \_\_\_\_\_ MATH 301 Ordinary Differential Equations
- \_\_\_\_\_ MATH 319 Euclidean Geometry, ancient through modern
- \_\_\_\_\_ MATH 321 Numerical Analysis
- \_\_\_\_\_ MATH 381 Applied Analysis
- \_\_\_\_\_ MATH 385 Probability Theory
- \_\_\_\_\_ MATH 409 Survey of Geometry
- \_\_\_\_\_ MATH 419 Differential Geometry
- \_\_\_\_\_ MATH 450 Advanced Topics in Mathematics
- \_\_\_\_\_ MATH 472 Modern Algebra
- \_\_\_\_\_ MATH 473 Topology
- \_\_\_\_\_ MATH 474 Number Theory
- \_\_\_\_\_ MATH 475 Mathematics of Finance
- \_\_\_\_\_ MATH 482 Real Analysis
- \_\_\_\_\_ MATH 483 Complex Analysis

**Electives (1 course)**

- \_\_\_\_\_ MATH course – any level

**Other Considerations When Planning for the Major:**

- Those who choose to minor in mathematics must take all courses required for the major under the “standard letter grade” option.
- Students planning to major in mathematics are expected to enter directly into the calculus sequence beginning with Mathematics 151 or 152.

**Total Credits Requirement = 5 course credits**

**COMPUTER SCIENCE**

The computer science curriculum introduces students to theoretical and practical aspects of computing. The mission of the computer science program is to provide an environment in which students can prepare themselves for careers and further study in computer science, and to introduce students to concepts and skills in computer science relevant to a liberal arts education. Since computer science and computer technology are undergoing rapid change, the program must prepare students for immediate success and for continued success in the future. The curriculum addresses applications in a variety of programming languages on current platforms.

A **major in computer science** consists of:

**Computer Science Major Core Requirements\* (3 courses)**

- \_\_\_\_\_ CS 201 Discrete Mathematics
- \_\_\_\_\_ CS 211 Core Fundamentals I
- \_\_\_\_\_ CS 221 Core Fundamentals II

\* Majors must earn C or better in each of these courses.

**Computer Science Major Upper Level Requirements (2 courses)**

- \_\_\_\_\_ CS 321 Computer Networks
- \_\_\_\_\_ CS 330 Database Systems
- \_\_\_\_\_ CS 380 Software Engineering
- \_\_\_\_\_ CS 410 Programming Languages
- \_\_\_\_\_ CS 412 Data Structures and Algorithms
- \_\_\_\_\_ CS 420 Operating Systems
- \_\_\_\_\_ CS 440 Artificial Intelligence
- \_\_\_\_\_ CS 350, 450 Advanced Topics in Computer Science

- \_\_\_\_\_ CS 451 Computer Graphics
- \_\_\_\_\_ CS 460 Advanced Directed Study
- \_\_\_\_\_ CS 470 Theoretical Foundations of Computer Science

**Computer Science Major Advanced Requirements (1 course)**

- \_\_\_\_\_ CS 410 Programming Languages
- \_\_\_\_\_ CS 412 Data Structures and Algorithms
- \_\_\_\_\_ CS 420 Operating Systems
- \_\_\_\_\_ CS 440 Artificial Intelligence
- \_\_\_\_\_ CS 450 Advanced Topics in Computer Science
- \_\_\_\_\_ CS 451 Computer Graphics
- \_\_\_\_\_ CS 460 Advanced Directed Study
- \_\_\_\_\_ CS 470 Theoretical Foundations of Computer Science

**Computer Science Major Electives (2 courses)**

- \_\_\_\_\_ CS course - any level
- \_\_\_\_\_ CS course - any level

**Computer Science Major Support Requirements: All majors must also complete all of the following courses.**

- \_\_\_\_\_ MATH 120 Elementary Statistics
- \_\_\_\_\_ MATH 151 Calculus I

**Other Considerations When Planning for the Major:**

- Courses used to meet the computer science major requirements must be completed using the standard letter grade system.

**Total Credits Requirement = 8 course credits**

**A minor in computer science** consists of:

**Computer Science Major Core Requirements\* (3 courses)**

- \_\_\_\_\_ CS 201 Discrete Mathematics
- \_\_\_\_\_ CS 211 Core Fundamentals I
- \_\_\_\_\_ CS 221 Core Fundamentals II

\* Majors must earn C or better in each of these courses.

**Computer Science Major Upper Level Requirements (1 course)**

- \_\_\_\_\_ CS 321 Computer Networks
- \_\_\_\_\_ CS 330 Database Systems
- \_\_\_\_\_ CS 380 Software Engineering
- \_\_\_\_\_ CS 410 Programming Languages
- \_\_\_\_\_ CS 412 Data Structures and Algorithms
- \_\_\_\_\_ CS 420 Operating Systems
- \_\_\_\_\_ CS 440 Artificial Intelligence
- \_\_\_\_\_ CS 350, 450 Advanced Topics in Computer Science
- \_\_\_\_\_ CS 451 Computer Graphics
- \_\_\_\_\_ CS 460 Advanced Directed Study
- \_\_\_\_\_ CS 470 Theoretical Foundations of Computer Science

**Computer Science Major Electives (1 course)**

- \_\_\_\_\_ CS course - any level



### **Other Considerations When Planning for the Major:**

- Courses used to meet the computer science major requirements must be completed using the standard letter grade system.

**Total Credits Requirement = 5 course credits**

## **COURSES IN COMPUTER SCIENCE**

### **CS 110 Introduction to Computer Science**

A study of algorithm design, implementation, analysis, and application. Introduction to object-oriented programming including design, testing, and documentation. Introduction to computer architecture, data representation, and software engineering. Introduction to the Java programming language. Requirements met: Quantitative Competency. (Each fall)

### **CS 111 Computer Science for Scientists**

A study of how computers can be programmed to solve scientific and medical problems. An introduction to scientific computation, data visualization, data mining, algorithm design, and object-oriented programming applied to computation and data manipulation common to a variety of scientific domains. Introduction to the Python programming language. Recommended for any student wanting to learn how to manipulate and visualize data in their area of depth. Requirements met: Quantitative Competency. (Each spring)

### **CS 120 Intermediate Computer Programming**

A continuation of principles of program design and testing presented in CS 110; study of simple data structures (stacks, queues, lists, and trees) and their object-oriented implementations; object-oriented design patterns; graphical user interfaces; software engineering principles; unit testing and mock objects. PREQ: Computer Science 110 or Computer Science 111 with a grade of C or better or instructor permission. Requirements met: Quantitative Competency. (Each spring)

### **CS 121 Intermediate Scientific Computing**

A continued study of how computers can be programmed to solve scientific and medical problems. A study of scientific programming using the object-oriented languages Python and Java. A review of basic language constructs including file processing, collections, graphical user interfaces, recursion, and scientific and numerical recipes. Also includes testing technologies, techniques and disciplines. After this course, the successful student should feel very comfortable creating complete and industrial strength applications in both Python and Java. PREQ: Computer Science 110 or Computer Science 111 with a grade of C or better or instructor permission. Requirements met: Quantitative Competency. (Each fall)

### **CS 201 Discrete Mathematics**

An introduction to sets, relations, functions, graph theory, Boolean algebras, combinatorics, probability, conditional probability, random variables, logic and logic circuits. This course is designed for the general student. It is required for advanced study in computer science. Requirements met: Quantitative Competency. (Each fall).

### **CS 211 Core Fundamentals I**

A survey of the fundamental topics relating to the design and development of contemporary software systems. Topics include essential algorithms, computational modeling and complexity, knowledge representation and data structures, search strategies, automated reasoning, and theoretical computational models. This course is required for advanced study in computer science. PREQ: Computer Science 120 or Computer Science 121 with a grade of C or better or instructor permission. (Each spring)

### **CS 220 Architecture and Assembly Language**

A study of Von Neumann computer organization and assembly language programming; memory segmentation, paging; I/O and interrupt principles; alternative architectures; introduction to logic circuits, CPU, and memory design. PREQ: Computer Science 120 or Computer Science 121 with a grade of C or better or instructor permission.

### **CS 221 Core Fundamentals II**

A survey of fundamental topics regarding the design and organization of computer systems, how they are managed or controlled, and how they communicate in networks. Topics include introductions to computer organization, assembly language, operating systems, and computer networking. This course is required for advanced study in computer science. PREQ: Computer Science 120 or Computer Science 121 with a grade of C or better or instructor permission. Requirements met: Quantitative Competency. (Each fall)

### **CS 250 Topics in Computer Science**

A study of selected topics for beginning students offered on an occasional basis. May be repeated when topic varies. Recent offerings include: Mobile Computing in Objective-C for iPhone, Agile Software Development for Android Devices

### **CS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **CS 290 Practicum (Variable course credit)**

A series of projects intended to provide students practice with a programming language such as C++, C, Objective-C, Smalltalk, Lisp, Python and others. May be repeated when language/topic varies. PREQ: Computer Science 120 or Computer Science 121 with a grade of C or better or instructor permission.

### **CS 321 Computer Networks**

An in-depth study of computer networking including the following topics: architecture principles (protocols, topologies, layered organizations, interfaces), networking technologies (Ethernet, Wi-Fi, FDDI, ATM), internetworking issues (addressing, routing, and sub-netting), end-to-end issues (data representation, compression, encryption), inter-process communication, network performance analysis and high-speed networking alternatives. Emphasis will be given to internetworking with TCP/IP. PREQ: Computer Science 221 with a grade of C or better. (Every other year – fall 2016)

### **CS 330 Database Systems**

A system level study of bulk storage devices and data storage schemes; database management systems survey; EER/OO modeling; SQL, logical and physical database analysis, design, and implementation; relational and object-oriented database models; client/server architectures; small projects. PREQ: Computer Science 211 with a grade of C or better. (Every other year – spring 2017)

### **CS 380 Software Engineering**

A study of the software development life cycle including the analysis, specification, design, implementation and testing of software systems; management of software development projects. Includes classical and agile approaches. PREQ: Computer Science 120 or Computer Science 121 with a grade of C or better. (Every other year – spring 2018)

### **CS 410 Programming Languages**

An in-depth study of the design and implementation of high-level programming languages. Languages from a variety of programming paradigms are presented including imperative, functional, and object-oriented languages. Formal approaches to defining syntax and semantics are used to describe the underlying concepts.

Essential features of modern programming languages are discussed including control structures, scope rules, data types and validation, abstraction, exception handling, event handling, interpretation, and compilation. Hands-on experience with several programming languages will serve to solidify the concepts presented in lecture. PREQ: Computer Science 211 with a grade of C or better. (Every other year – fall 2016)

### **CS 412 Data Structures and Algorithms**

A study of intermediate to advanced data structures (linear structures, nonlinear structures, balanced trees and variants, graphs, heaps, and others) and their associated algorithms, analysis, and selection criteria; introduction to algorithm techniques (divide-and-conquer, dynamic programming, greedy algorithms, and others). PREQ: Computer Science 211 and Computer Science 201 with a grade of C or better. (Every other year – fall 2017)

### **CS 420 Operating Systems**

Modular and layered design of operating systems including control of concurrent processes, synchronization and communication mechanisms, interrupt handling, resource management, scheduling, protection and reliability; memory systems, organization and management (including virtual memory); I/O systems, secondary storage, and file systems; the study of operating system utilities such as assemblers, linkers, loaders, language and command processors. PREQ: Computer Science 221 with a grade of C or better. (Every other year – spring 2017)

### **CS 440 Artificial Intelligence**

Topics may include knowledge representation schemes, propositional and first-order predicate logic, search strategies, planning, neural nets and topics in machine learning, natural language processing, and other applications. PREQ: Computer Science 211 with a grade of C or better. (Every other year – spring 2017)

### **CS 350, 450 Advanced Topics in Computer Science**

Specialized topics for advanced study. Recent topics have included MVC Web Application Design, Object-Oriented Design Patterns, Object-oriented analysis, and design with UML. PREQ: Instructor permission. May be repeated when topic varies.

### **CS 451 Computer Graphics**

A study of 2D and 3D graphics and geometric modeling; transformations; clipping and windowing; scan-conversion techniques; representations of curves, surfaces and solids; wire frames, octrees, meshes; introduction to animation, color, shading, and ray tracing methods. PREQ: Computer Science 211 with a grade of C or better and one semester of C++ programming (CS 290). MATH 251 is recommended. (Every other year – spring 2018)

### **CS 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **CS 464 Teacher/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular computer science course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **CS 470 Theoretical Foundations of Computer Science**

Topics include finite state automata, push-down automata, Turing machines, formal grammars, the Chomsky hierarchy, complexity, computability, programming language translation. PREQ: Computer Science 211 with a grade of C or better. (Every other year – fall 2017)

### **CS 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **CS 491 Honors Thesis in Computer Science**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **CS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN MATHEMATICS**

### **MATH 111 Pre-Calculus**

An introduction to the concepts of college algebra, trigonometry, elementary function, and limits. This course is designed as a preparation for Math 151. Designed for students who plan to take Calculus I but have not had pre-calculus or higher in high school. This course does not meet the Quantitative Competency Requirement. (Each Fall)

### **MATH 120 Elementary Statistics**

An introduction to the principles of probability, descriptive statistics, and inferential statistics: Topics in probability include axioms and theorems of probability, events, the distribution, mean, and variance of a random variable, and Binomial random variables. Topics in descriptive statistics include sampling, variables, frequency distributions and histograms, stem and leaf displays, means, medians, and modes. Topics in inferential statistics include hypothesis tests and confidence intervals for population means and proportions, Chi Square methods, ANOVA, and regression analysis. Requirements met: Quantitative Competency (Each fall and spring)

### **MATH 151 Calculus I**

The first course in the Calculus sequence. Included is an introduction to the differential and integral calculus of the elementary (algebraic, trigonometric, exponential and logarithmic) functions of a single real variable, the Fundamental Theorem of Calculus, and various applications. The central role of the limit concept is stressed throughout. PREQ: A high school or college course in pre-calculus. A grade of C or better is required to continue into higher numbered mathematics courses, in particular Mathematics 152 and Mathematics 251. Requirements met: Quantitative Competency. (Each fall and spring)

### **MATH 152 Calculus II**

The second course in the Calculus sequence. Expounding on the first semester, the course includes the study of curves defined parametrically and defined via alternate coordinate systems, additional integration techniques, and further applications. The notion of infinite series is studied in detail and culminates in the theory of functions defined by power series. PREQ: Mathematics 151 with a grade of C or better. Requirements met: Quantitative Competency. (Each fall and spring)

### **MATH 250 Topics in Mathematics**

A course exploring advanced or specialized topics in mathematics. May be repeated with permission of instructor when topic varies. PREQ: Mathematics 151. (Offered on an occasional basis)

### **MATH 251 Introduction to Linear Algebra**

A course with twin goals. The first is to introduce the student to linear systems of equations and their solutions, vector spaces and subspaces, linear transformations, matrices, and eigenvalue/eigenvector theory. The second is to indoctrinate the student in basic proof techniques, as well as to expose the student to abstract thinking, thus providing a transition to upper-level work. PREQ: Mathematics 151 with a grade of C or better. (Each spring)

### **MATH 252 Calculus III (Multivariate)**

The third course in the Calculus sequence. This extension of the Newton/Leibniz theory to higher dimensions involves the study of functions of more than one real variable. Both differentiation and integration are defined in this context, and the course culminates with a study of the classical theorems of Vector Calculus, generalizing the Fundamental Theorem of Calculus. PREQ: Mathematics 152 with a grade of C or better. Requirements met: Quantitative Competency. (Each fall)

### **MATH 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MATH 290 Putnam Workshop**

A seminar course meeting once per week. In addition to providing preparation for the annual Putnam Exam, the course also aims to provide mathematical learning opportunities in a more horizontally integrated manner. Active participation and presentation are required. 0.25 credit course. PREQ: Instructor permission.

### **MATH 295 Research Practicum**

An individualized or small group research project conducted in communication with a member of the department. May be repeated when topic varies. Variable course credit. (Offered on an occasional basis)

### **MATH 301 Ordinary Differential Equations**

A study of equations involving functions of one real variable and their derivatives. Topics typically include general first order theory, linear equations of higher order, series solutions, the Laplace transform, and numerical methods. PREQ: Mathematics 252. (Each spring)

### **MATH 319 Euclidean Geometry, ancient through modern**

A course primarily intended for prospective teachers of mathematics. Its goal is to provide a broad study of Euclidean geometry from the early beginnings (before Euclid), continuing through many historically important eras, and continuing into modern times. Throughout, proofs and proof techniques will play a prominent role. Also, considerable attention will be given to constructions with the classical tools, constructions with other tools sets, and more generally to the important history of the famous construction problems of antiquity. Various drawing schemes (3-d visualization) will be included, along with the associated impact on the discovery of non-euclidean systems. Attention to Hilbert's axioms for Euclidean Geometry and subsequent work on the subject is a likely component, as is attention to higher dimensional Euclidean spaces. Recommended for prospective teachers of secondary school mathematics. PREQ: Mathematics 252 and instructor permission. (Every other year: fall 2015)

### **MATH 321 Numerical Analysis**

A study typically including a review of appropriate topics in calculus, the Mean Value Theorem, Taylor series, order of convergence of sequences, solution of nonlinear equations, interpolation and polynomial approximation, numerical differentiation and integration, numerical solution of ordinary differential equations, and error analyses. PREQ: Mathematics 252. (Every other year: fall 2014)

### **MATH 381 Applied Analysis**

A study typically building on Math 301: Review of first and second order ordinary differential equations; series

solutions to ordinary differential equations (including the Frobenius solutions); solution of systems of linear differential equations using eigenvalues and eigenvectors; qualitative methods for systems of non-linear differential equations including predator-prey problems; special functions (Legendre polynomials, Bessel functions); Fourier Series, Sturm-Liouville boundary value problems and expansions in orthogonal functions; the wave equation, the heat equation, and the Laplace equation with constant coefficients. PREQ: Mathematics 252; Mathematics 301 recommended. (Every other year: fall 2015)

### **MATH 385 Probability Theory**

A study of applied probability theory and its use in the formulation of statistical models. Course includes probability measures, random variables, expectation, and fundamental limit theorems. PREQ: Mathematics 252. (Every other year: spring 2015)

### **MATH 409 Survey of Geometry**

A course intended to provide a broad survey of many different geometries as well as of the varied methods of investigation of these systems. In particular, the more general notions of non-euclidean geometry are stressed. Topics typically include Finite geometries, advanced topics in Euclidean geometry, Spherical geometry, Hyperbolic geometry, Projective geometry; some attention to higher dimensional versions of these systems will also be included. Further, consideration will be given to various non-homogeneous systems. Also, an introduction to the topology of compact surfaces may be included. PREQ: Mathematics 252. (Every other year: spring 2016)

### **MATH 419 Differential Geometry**

A course intended primarily as an introduction to the local and global geometric theory of curves and surfaces. In addition to the development of appropriate mathematical machinery needed for the study of these objects, further likely topics include: curvature and torsion of space curves, the Frenet frame for curves; fundamental existence and congruence theorem for curves; curvature of curves on surfaces; curvature issues for surfaces; first and second fundamental forms; Gaussian curvature; geodesics; the Gauss map; Gauss-Bonnet theorem; Isoperimetric Inequality. Finally, some attention will be given to higher dimensional manifolds. PREQ: Mathematics 252. (Every other year: fall 2014)

### **MATH 450 Advanced Topics in Mathematics**

A course exploring special topics in mathematics. May be repeated with permission of instructor when topic varies. Recent courses have included Algebraic Topology, Game Theory, Graph Theory, Number Theory, and Mathematics of Finance. PREQ: Mathematics 252. (Offered on an occasional basis)

### **MATH 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **MATH 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular math course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **MATH 472 Modern Algebra**

A study of the basic abstract algebraic objects (groups, rings, and fields, et cetera) and the structure-preserving maps between them. PREQ: Mathematics 252 or instructor permission. (Every other year: fall 2015)

### **MATH 473 Topology**

An introductory study typically covering the topological properties of Euclidean spaces, general topological

spaces, generalized continuity, homeomorphisms, connectedness, compactness, separation properties, and metrization. An introduction to the topology of compact surfaces also may be included. PREQ: Mathematics 252. (Every other year: spring 2015)

### **MATH 474 Number Theory**

A study typically including mathematical induction, divisibility and primes, modular arithmetic, Diophantine Equations, arithmetical functions, and quadratic reciprocity. An introduction to cryptography and various other number theoretic applications may also be included. PREQ: Mathematics 252. (Every other year: fall 2014)

### **MATH 475 Mathematics of Finance**

A study of expectation dynamics, portfolio management, interest rate analysis, arbitrage pricing theory, hedging, forwards and futures contracts, and options pricing theory. PREQ: Mathematics 252 (Every other year: spring 2015)

### **MATH 482 Real Analysis**

A rigorous study of the calculus of functions of one and several real variables. Emphasis is placed on the topology of euclidean spaces, the concepts of limit and convergence, and a detailed analysis of the corresponding fundamental theorems. PREQ: Mathematics 252. (Every other year: spring 2016)

### **MATH 483 Complex Analysis**

An introduction to the study of the calculus of functions of a complex variable. Topics typically include basic Cauchy theory, analysis of basic holomorphic functions, zeroes and singularities, Taylor and Laurent series, and residue theory. PREQ: Mathematics 252. (Every other year: fall 2014)

### **MATH 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MATH 491 Honors Thesis in Mathematics**

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### **MATH 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MATH 495 Senior Conference**

See program faculty for more information.

# MUSIC

*Chair: Daniel Dominick*

*Faculty: Wayne Crannell, Rick Duhaime, John McGinn*

*Adjunct Faculty: Robert Archer, Ekaterina Chernaya-Oh, Daniel Nix, Paul Onspaugh, Cathy Richardson, Sylvia Rivers, Mike Walker*

*Emeritus: Cecil Isaac*

The music program provides experiences with serious music for students majoring or minoring in music as well as for the general student. The major in music is intended to prepare students for graduate study or, with specific coursework and in conjunction with the Master of Arts in Teaching (see *Music Education Track* below), for a career in the public schools. The major in music also serves as preparation for various immediate occupations and interests in music and can be successfully combined with other majors and study abroad experiences.

## **Degree Plans Offered in Music**

Major in Music

Minor in Music

A **major in music** consists of:

### **Required Core Courses (6 courses)**

- \_\_\_\_\_ MUS 120 Theory and MUS 120L Ear Training I
- \_\_\_\_\_ MUS 220 Theory and MUS 220L Ear Training II
- \_\_\_\_\_ MUS 222 Theory and MUS 222L Ear Training III
- \_\_\_\_\_ MUS 240 Music History I
- \_\_\_\_\_ MUS 241 Music History II
- \_\_\_\_\_ MUS 342 Aspects of Twentieth Century Music

### **Applied Music (1.25 credits of appropriate instrument)\***

- \_\_\_\_\_ MUS 371 Composition
- \_\_\_\_\_ MUS 373 Percussion
- \_\_\_\_\_ MUS 374 Brass
- \_\_\_\_\_ MUS 375 Organ
- \_\_\_\_\_ MUS 376 Piano
- \_\_\_\_\_ MUS 377 Strings
- \_\_\_\_\_ MUS 378 Voice
- \_\_\_\_\_ MUS 379 Woodwinds
- \_\_\_\_\_ MUS 471 Composition
- \_\_\_\_\_ MUS 473 Percussion
- \_\_\_\_\_ MUS 474 Brass
- \_\_\_\_\_ MUS 475 Organ
- \_\_\_\_\_ MUS 476 Piano
- \_\_\_\_\_ MUS 477 Strings
- \_\_\_\_\_ MUS 478 Voice
- \_\_\_\_\_ MUS 479 Woodwinds

\*300 level only available after passing MUS 091 Junior Exam and official major declaration; 400 level is for the semester of the senior recital



**Other Requirements (3 courses; zero credit courses)**

- \_\_\_\_\_ MUS 090 Piano Proficiency: normally attempted by the end of the third year
- \_\_\_\_\_ MUS 091 Junior Level Exam: normally attempted at the end of the second year
- \_\_\_\_\_ MUS 495 Senior Recital

**Upper Level Classroom Courses (3 credits):** Students choose **one of three tracks** described below and should consult with the music faculty for specific recommendations regarding coursework and degree plan.

1. **General Track** — All requirements listed above and at least three MUS 300 level or higher credits chosen in consultation with the music faculty and according to the student's interests, plans for graduate study, and vocational direction. Students in this track often will emphasize areas such as performance, musicology, music business, arts management, or conducting.

- \_\_\_\_\_ MUS 300 level or higher course
- \_\_\_\_\_ MUS 300 level or higher course
- \_\_\_\_\_ MUS 300 level or higher course

2. **Music Education Track** — For students intending to pursue the Master of Arts in Teaching degree through the Austin Teacher Program with an undergraduate major in music. All requirements listed above and:

Required:

- \_\_\_\_\_ MUS 310 Instrumental Methods (take all four .25 credit courses)
- \_\_\_\_\_ MUS 361 Music in the Elementary Schools

Take at least one additional MUS 300 level credit with the approval of music faculty advisors:

- \_\_\_\_\_ MUS 300 level or higher credit

3. **Theory/Composition Track** — MUS 091 Junior Level Exam must be successfully completed on a major instrument and theory/composition faculty must recommend student. At that point student will register for applied music in composition in preparation for a composition senior recital. MUS 090 Piano Proficiency must be attempted by the end of the second year and passed by the end of the third year. All requirements listed above and:

- \_\_\_\_\_ MUS 357 Studies in Music Theory
- \_\_\_\_\_ MUS 357 Studies in Music Theory
- \_\_\_\_\_ MUS 300 level or higher classroom credit

**Other Considerations When Planning for the Major:**

- Only applied music at the 300 level or higher can be counted toward the major.

**Total Credits Requirement = 10.25 course credits**

**Acceptance into the Music Major** — Formal application for entry into the music major is contingent upon 1) the successful completion of Music 220 Music Theory and Ear Training II as well as either Music 240 Music History I or Music 241 Music History II, 2) full completion of Music 091 Junior-Level Exam, normally attempted by the end of the second year, and 3) the recommendation of the music faculty.

**Transfer students** are admitted to the major only after departmental evaluation of student transcripts and audition for the music faculty and full completion of Music 091 Junior Level Exam. Evaluation and audition normally take place in the first semester of study at Austin College.

**A minor in music** consists of:

**Required Core Courses (4 courses)**

- \_\_\_\_\_ MUS 120 Theory and MUS 120L Ear Training I
- \_\_\_\_\_ MUS 220 Theory and MUS 220L Ear Training II
- \_\_\_\_\_ MUS 240 Music History I
- \_\_\_\_\_ MUS 241 Music History II

**Applied Music (1 course credit for appropriate instrument, at least .5 of which is at the 200 level):**

- \_\_\_\_\_ MUS 273 Percussion
- \_\_\_\_\_ MUS 274 Brass
- \_\_\_\_\_ MUS 275 Organ
- \_\_\_\_\_ MUS 276 Piano
- \_\_\_\_\_ MUS 277 Strings
- \_\_\_\_\_ MUS 278 Voice
- \_\_\_\_\_ MUS 279 Woodwinds

**Advanced Classroom Course (1 credit)**

- \_\_\_\_\_ MUS 300 level or higher credit

**Other Considerations When Planning for the Minor:**

- A minor declaration is required to register for a 200 level applied course.
- It is not possible to minor in composition.
- Additional applied study and classroom coursework is recommended.

**Total Credits Requirement = 6 course credits**

**APPLIED MUSIC**

Individual instruction in piano, organ, voice, strings, winds, brass, and composition is provided for all music majors and minors and may be available to other qualified students when faculty are available. Instruction for beginners is not available. The various musical organizations provide additional opportunities for participation in music.

One-fourth course credit unit in applied music is earned for each 14-week period of weekly 45-minute lessons or one-half course credit unit for two weekly lessons (300 and 400 level only). The student is required to practice a *minimum* of seven hours per week; additional requirements determined by the instructor.

Applied music students are required to attend a *minimum* of seven approved concerts each semester of study.

A fee is charged for applied music. (See section on *College Costs* for details.)

**Performances and Juries** — All students taking applied music must present regular solo performances:

Declared Majors: Two public, solo performances including at least one on campus and a jury examination each semester.

Declared Minors: One public, on-campus solo performance and a jury examination each semester.

Non-Majors: One public solo performance or a jury examination each semester. (Waived in the first semester of study.)

*The instructor may require more frequent performances and determine additional requirements for applied study.*

**Ensemble Requirement** – Students taking applied music are required to participate in an assigned ensemble. The normal audition requirements for ensembles apply. With guidance by the applied piano instructor, pianists fulfill this requirement by enrollment in Music 010 Accompanying for Pianists or participation in a vocal or instrumental ensemble for which they are qualified. Music majors and minors must participate in ensemble music each semester.

**Registration for Applied Music** — To register for applied music, the student must first demonstrate an ability to perform at the collegiate level through an audition for the music faculty. Registration for applied music is as follows:

MUS 17x: Non-majors and undeclared majors and minors

MUS 27x: Declared minors

MUS 37x: Declared majors

MUS 47x: Declared majors in the semester of their senior recital

Applied music at the 300 or 400 level may be taken for variable credit, and courses in applied music may be repeated for additional credit.

## ENSEMBLES

Auditions for the various ensembles are generally held during the first week of the fall term in Craig Hall and are open to all qualified students, regardless of major. Any student who meets the qualifications of the specific organization may audition. All registration is for S/U only, zero credit, and is submitted by the ensemble director upon successful completion of each semester.

*The Sherman Symphony Orchestra*, sponsored jointly by the college and Sherman Symphony Orchestra Association, Inc., is a volunteer and professional organization of approximately 65 members, which performs works from the standard orchestral repertoire in five subscription concerts annually and performs an annual Children's Educational Concert. It also joins with local and college choral groups for performances of larger choral works and invites guest soloists for concertos.

*The Austin College A Cappella Choir*, a select, auditioned group of approximately 50 singers, makes frequent concert appearances and tours annually. All types of music are included in its repertoire, but special emphasis is placed on sacred music, unaccompanied singing, and the ability to embrace the widest variety of styles.

*Austin College Wind Symphony* is a large ensemble for all woodwind, brass, and percussion players. This organization prepares the standard concert repertoire and performs on campus and off campus. Open by audition to all players with previous band experience.

*Austin College Jazz Ensembles* consist of a full 20-piece Big Band as well as small combos that perform both standard and contemporary literature. Regularly scheduled appearances throughout the year include those on campus and at various area colleges and high schools, providing valuable solo and ensemble performance experience to anyone interested in this medium.

*The Austin College Chorale* is an ensemble of women's voices, which performs several times each semester and takes occasional tours. Founded to provide a substantive choral experience for all students, regardless of past vocal experience, the chorale also provides preparatory ensemble experience while maintaining the highest standards of literature and performance.

*The Austin College Consort* is a highly select vocal ensemble of 12-14 voices that prepares and performs advanced a cappella vocal jazz literature. Membership is by invitation and competitive blending audition. Concurrent participation in the A Cappella Choir is required.

*The Quartette* is a small men's ensemble that performs SATB and TTBB arrangements of classical, college a cappella, doo-wop, and jazz. Membership is by invitation only when openings occur, and members also must be established members of the Austin College A Cappella Choir.

*Woodwind Ensembles*, Brass Ensembles, and Chamber Orchestra consist of performing groups varying in size that specialize in chamber music from the Renaissance through contemporary periods. The standard as well as lesser-known works for each medium are covered, stressing ensemble techniques and performance practices appropriate for the period under consideration. Several on-campus and off-campus recitals are given each year, including guest appearances at other colleges and universities.

*Accompanying for Pianists* provides instruction and opportunities for music majors and minors who are studying piano to accompany vocal and instrumental students in performance.

*Enrollment is for zero credit and will appear on the transcript after successful participation in the ensemble.*

MUS 001a — Austin College A Cappella Choir

MUS 001b — Austin College Chorale

MUS 002 — Sherman Symphony Orchestra

MUS 003 — Austin College Wind Symphony

MUS 004a — AC Consort

MUS 004b — Quartette

MUS 005 — Austin College Jazz Ensembles

MUS 006 — Opera Workshop

MUS 007 — Woodwind Ensemble

MUS 008 — Brass Ensemble

MUS 009 — Chamber Orchestra

MUS 010 — Accompanying for Pianists

## **COURSES**

### **MUS 090 Piano Proficiency Examination**

Graduation requirement for music majors. Majors must register for Music 090 at the beginning of the term in which they will attempt the proficiency exam. The exam must be attempted by the end of the third year (second year for Theory/Composition students). Zero course credit.

### **MUS 091 Junior-Level Examination**

Required for entry into the music major, the Junior-Level Examination is an extended jury and oral examination on the major instrument attempted at the end of the second year. Music 091 will be added to the transcript upon successful completion. Zero course credit.

### **MUS 114 Rock 'n' Roll: History, Culture and Aesthetics**

A course designed for non-majors that explores the development of Rock 'n' Roll and similar popular genres from their origins in the 1940s to about 1975. The course examines the cultural phenomenon of Rock n Roll as well as the discussion of its aesthetics. Requirements met: Humanities Breadth.

### **MUS 115 Art of Listening**

A course designed for the non-music major and assuming no previous background in music. The course will not

deal with topics of music theory, history, or performance techniques, but will concentrate on developing the aural perception and appreciation of music. Requirements met: Humanities Breadth.

### **MUS 116 Masterpieces of Music**

An historic overview of great music for the non-major. Requirements met: Humanities Breadth.

### **MUS 118 American Music Since 1900**

A course for non-majors exploring the extensive repertoire of music written by selected American composers since 1900 and examining significant musical traditions, both classical and popular, within the United States in this period. Requirements met: Humanities Breadth.

### **MUS 119 Music Fundamentals**

A course designed for, but not limited to, potential majors and minors with limited background in music theory and related subjects as well as for students interested in pursuing studies in music beyond the appreciation level. Students who take this course will be prepared to continue in Music Theory I. 0.50 course credit. (Each fall)

### **MUS 120 Music Theory and Ear Training I**

This course is a study of Western music with particular focus on harmony and voice leading. Exercises include written assignments in two-part species counterpoint, four-part writing, short compositions, as well as keyboard harmony. Instructor permission required. Experience playing classical music and relative fluency with bass and treble clef assumed. Concurrent enrollment in Music 120L Ear Training Lab for an 80 minute per week lab designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. PREQ: Music 119 or instructor permission. (Each spring)

### **MUS 169 Composition Seminar**

An introduction to compositional techniques in a classroom/laboratory setting. PREQ: Instructor permission. 0.25 course credit unit. (Each fall)

### **MUS 220 Music Theory and Ear Training II**

A continuation of Music Theory I, broadening the diatonic harmonic language and introducing the concepts of tonicization and modulation. Topics include the cadential six-four chord, predominant sevenths, and secondary dominants and seventh chords, with a greater emphasis on the analysis of short compositions. Concurrent enrollment in Music 220L Ear Training Lab II for an 80 minute per week lab designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. (Each fall)

### **MUS 222 Music Theory and Ear Training III**

The final course in the music theory sequence emphasizes the chromatic harmony and voice-leading techniques used from the late 18th century through the beginning of the 20th century. Topics include mixture, Neapolitan, and augmented sixth chords, and more complex modulatory techniques, with an emphasis on the analysis of longer compositions. Concurrent enrollment in Music 222L Ear Training Lab for an 80 minute per week lab designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. PREQ: Music 220. (Each spring)

### **MUS 240 Music History through 1700**

Normally, the first course in the music history sequence, it is a chronological examination of the major musical developments in Europe from classical antiquity through 1700. Major emphasis will be placed upon stylistic characteristics, with other matters being treated as they relate to musical style. A major portion of the student's effort will involve listening and score study. PREQ: Instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Each fall)

### **MUS 241 Music History from 1700 through 1900**

Normally the second course in the music history sequence, this course is a chronological examination of major musical developments beginning with Bach and Handel and continuing through Mahler and Richard Strauss. This course examines music from the era that provides most of the serious music heard in concert today. Emphasis will be placed upon developing and changing musical styles as reflected in the work of representative composers. PREQ: Instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Each spring)

### **MUS 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MUS 310 Instrumental Methods**

Designed primarily for students interested in music education, this series of courses provides pedagogical and practical information related to the teaching and performance of each instrument. 0.25 course credit each. The courses are open to all students, with instructor permission, and may be repeated with a change of instrument up to 1 credit.

- Single Reed Methods
- Double Reed Methods
- String Methods
- Brass Methods

### **MUS 342 Aspects of 20th-Century Music**

The completion of the music theory and music history sequences, this course is an examination of the major historical and theoretical topics of the 20th century and is ideal preparation for students planning graduate study. PREQ: Music 222 and 241. (Every other year)

### **MUS 351 Choral Literature**

This course will investigate the many styles of choral music through research on composers and analysis of numerous specific works from the early Renaissance to the present. Emphasized will be the primary choral forms - mass, motet, cantata, oratorio, passion, chanson, and madrigal - as well as selected major works. The course will focus on stylistic constructs and practical evaluation of choral music as a starting point for the development of methods for choosing appropriate literature for high school, college, church, and community choirs. PREQ: Music 240 or 241 or instructor permission. 0.50 course credit. (Offered fall, odd years in 7-week session)

### **MUS 352 Choral Techniques**

Students will evaluate and develop methods for establishing and maintaining an effective choral program at multiple levels from high school to adults, including aspects of choosing literature, auditions, maintaining the choral library, tours, types of choirs, and logistics. Special emphasis will be placed on developing rehearsal techniques appropriate to various types of choirs. PREQ: Music 365 and Music 240 or 241 or instructor permission. 0.50 course credit. Offered even years in 7-week session)

### **MUS 355 Studies in Vocal Music / 455 Advanced Studies in Vocal Music**

A variety of courses, including those listed, in vocal music with special emphasis on the needs of the voice student. PREQ: Instructor permission. May be repeated with instructor permission when topic varies.

#### **Vocal Pedagogy**

This course explores and evaluates pedagogical techniques for teachers of voice with the goal of helping students begin to develop their own teaching methodology.

### **Diction for Singers**

This course explores the study of speech sounds and the symbols that represent them with the goal of helping singers become more proficient singers of foreign languages.

### **Operatic Literature**

A systematic study of operatic styles and an overview of operatic literature from 1600 to the 20th century. Includes score study and viewing of opera in live performance and on video.

### **MUS 356 Studies in Music Literature / 456 Advanced Studies in Music Literature**

A variety of courses, including those listed, focused on specific genres of music literature. PREQ: Instructor permission. May be repeated with instructor permission when topic varies.

### **Symphonic Literature**

A chronological study of the development of the symphony and the standard repertoire of the orchestra. Includes score study and listening to live performances and recordings.

### **Vocal Literature**

An historical study of the development of the solo song from about 1580 to the present. Although not a primary focus of the course, some attention will be directed to choosing literature for specific voice types and the pedagogical issues encountered in the standard art song literature.

### **MUS 357 Studies in Music Theory / 457 Advanced Studies in Music Theory**

A variety of courses, including those listed, focusing on advanced topics in music theory offered to complement and build upon Music Theory I, II, and III. PREQ: Instructor permission. May be repeated with instructor permission when topic varies.

### **Form and Analysis**

An exploration of the broader organizational structures employed by composers from the 17th through the 20th century, focusing on preeminent formal plans of classical music.

### **Counterpoint**

Provides analytic and creative instruction in traditional Western modal (Palestrina/Fux) and tonal (Bach) counterpoint. Some post-tonal styles may also be studied.

### **Orchestration and Instrumentation**

A detailed theoretical and practical approach to the techniques of preparing written orchestrations and arrangements for a wide variety of ensembles. Stylistic considerations of historical periods will be addressed, including extensive score examination.

(Additional topics such as **Music Technology and Post-Tonal Theory** will be offered as needed.)

### **MUS 361 Music in the Elementary Schools**

This is an undergraduate course in music intended for music majors preparing for a Master of Arts in Teaching and is recommended for students intending to teach at the elementary school level. It also is relevant as an elective for education students with majors other than music. The course will include attention to techniques for the specialized music classroom at the elementary school level as well as applications for the general classroom teacher. Emphasis will be placed on a survey of basic print and multimedia resources with the goal of assembling a usable portfolio of resource materials for future classroom use. PREQ: Instructor permission.

### **MUS 365 Conducting**

This course will deal with topics related to student's first experiences in conducting, including physical

gestures, baton techniques, rehearsal strategies, score study, and ensemble constituencies and arrangements. PREQ: Music 222 or instructor permission.

### **MUS 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **MUS 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular music course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **MUS 490 Independent Study in Music**

Students may use this course to pursue advanced academic interests that are of particular importance to their own musical development. Suggested topics would include those needed for preparation for graduate study or preliminary research for an honors thesis.

### **MUS 491 Honors Thesis in Music**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered in variable course credit from 0.25-2.00.

### **MUS 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **MUS 495 Senior Recital**

Performance in the final year of study designed to be a capstone experience that incorporates the knowledge gained from the student's music theory, music history, and applied study. Theory/Composition students prepare a Senior Recital consisting largely of their own compositions and must perform on the recital as well. Graduation requirement for music majors. PREQ: Applied music at the 300 level and applied instructor permission. Zero course credit.

## **NEUROSCIENCE**

*Co-Directors: Renee Countryman and Kelly Reed*

The neuroscience minor includes courses from biology, psychology, and philosophy to build a foundation for understanding the study of the brain and nervous system from molecules to behavior and thought.

A **minor in neuroscience** consists of:

#### **Required Core Courses (3 courses)**

\_\_\_\_\_ PSY 101 General Psychology\*

\_\_\_\_\_ PSY 215 Behavioral Neuroscience

\_\_\_\_\_ BIOL 116 Cell Biology\*\*



\*NOTE: **PSY majors** must substitute one PSY course from approved Neuroscience electives for PSY 101 if they are using PSY 101 toward their PSY major.

\*\*NOTE: **BIOL majors** must substitute one BIOL course from approved Neuroscience electives for BIOL 116 if they are using BIOL 116 toward their BIOL major.

### **Philosophy Course (1 course)**

- \_\_\_\_\_ PHIL 205 Ethics
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 306 Knowledge and Reality
- \_\_\_\_\_ PHIL 310 Mind and Language
- \_\_\_\_\_ PHIL Approved elective

### **Electives (select 2 courses)**

- \_\_\_\_\_ BIOL 228\*
- \_\_\_\_\_ BIOL 234\*
- \_\_\_\_\_ BIOL 248\*
- \_\_\_\_\_ BIOL 326\*
- \_\_\_\_\_ BIOL 344\*
- \_\_\_\_\_ BIOL 352\*
- \_\_\_\_\_ PSY 214
- \_\_\_\_\_ PSY 315
- \_\_\_\_\_ PSY 350 –Approved Elective
- \_\_\_\_\_ PSY 414
- \_\_\_\_\_ PSY 450 – Approved Elective
- \_\_\_\_\_ PSY 451
- \_\_\_\_\_ Verify one of the electives must be a 300 level or higher course
- \_\_\_\_\_ Verify one course must include a lab (\* indicates a lab course)

### **Other Supporting Courses**

- \_\_\_\_\_ PSY 120, SSCI 120, or MATH 120 (statistics)
- \_\_\_\_\_ BIOL 115
- \_\_\_\_\_ CHEM 111

### **Other Considerations When Planning for the Minor:**

- Two approved electives from the list below are required, one of which must be 300 level or higher, and one of which must include a lab (indicated with a \* in the list of electives):
  - \*BIOL 228 Genetics
  - \*BIOL 234 Anatomy and Physiology
  - \*BIOL 248 Cellular Physiology
  - \*BIOL 326 Animal Behavior
  - \*BIOL 344 Molecular Biology of Gene Expression
  - \*BIOL 352 Systemic Physiology
  - \*PSY 214 Psychopharmacology
  - \*PSY 315 Advanced Behavioral Neuroscience
  - PSY 350 Approved Neuroscience Topics Course
  - PSY 414 Understanding and Treating Addiction
  - PSY 451 Clinical Neuroscience
  - PSY 450 Approved Neuroscience Topics Course
  - Approved Electives
- **Special Requirements for Biology and/or Psychology Majors.** Anyone can minor in neuroscience; however, to ensure breadth of the learning experience, students who choose to major in biology or psychology and minor in neuroscience may not take neuroscience electives toward the neuroscience

minor within their major field. In addition, since Biology 116 and Psychology 101 cannot double count toward a major and minor; biology and psychology majors will need to take an additional neuroscience elective from either biology or psychology, respectively to fulfill the six-course minor requirement.

**Total Credits Requirement = 6 course credits**

## **NONPROFIT ORGANIZATIONS AND PUBLIC SERVICE**

*Director: Nathan Bigelow*

The program in nonprofit organizations and public service is designed to help students build knowledge about the important role of nonprofit organizations, philanthropy, and volunteerism in generating policy responses to significant social problems, and to combine classroom and experiential learning to better prepare students to make effective contributions to their communities.

**A minor in nonprofit organizations and public service** consists of:

### **Issues\* (3 courses from at least 2 different disciplines, e.g., ANTH, ECO)**

- \_\_\_\_\_ ANTH 250 Immigration Policy and the Immigrant Experience
- \_\_\_\_\_ ANTH 263 Whose Amazon?
- \_\_\_\_\_ ANTH 365 Race and Ethnic Relations
- \_\_\_\_\_ ECO 214 Development Economics
- \_\_\_\_\_ ECO 242 Natural Resource and Environmental Economics
- \_\_\_\_\_ ECO 280 Health Economics
- \_\_\_\_\_ EDUC 115 American Education: A Changing Landscape
- \_\_\_\_\_ ENVS 135 Fundamentals of Environmental Studies
- \_\_\_\_\_ HIST 261 Women in America
- \_\_\_\_\_ HIST 282 The Quest for Civil Rights, 1945 to Present
- \_\_\_\_\_ HIST 327 Latin American Social Revolutions
- \_\_\_\_\_ PHIL 205 Ethics

**BUT FOR STUDENTS WHO HAVE TAKEN THIS IT SHOULD WORK**

- \_\_\_\_\_ PSCI 317 Public Policy

**BUT FOR STUDENTS WHO HAVE TAKEN THIS IT SHOULD WORK**

- \_\_\_\_\_ PSY 222 Environmental Psychology
- \_\_\_\_\_ PSY 255 Health Psychology
- \_\_\_\_\_ PSY 265 Psychology of Human Sexuality
- \_\_\_\_\_ PSY 330 Educational Psychology
- \_\_\_\_\_ PSY 340 Cultural Psychology
- \_\_\_\_\_ PSY 410 Stigma and Prejudice
- \_\_\_\_\_ SOC 385 Social Movements

\* Other courses may be appropriate and relevant to students' specific interest and may be included with director's approval.

### **Skills (3 courses from at least 2 disciplines, e.g., BA, LEAD)**

- \_\_\_\_\_ ACCT 261 Financial Accounting
- \_\_\_\_\_ ACCT 371 Non-Profit Accounting
- \_\_\_\_\_ BA 250 Social Enterprise
- \_\_\_\_\_ BA 250 Corporate Social Responsibility
- \_\_\_\_\_ BA 355 Marketing
- \_\_\_\_\_ ECO 371 Econometrics
- \_\_\_\_\_ LEAD 120 Introduction to Leadership

\_\_\_\_ LEAD 240 Studies in Leadership  
\_\_\_\_ LEAD 250/350 Special Topics in Leadership  
\_\_\_\_ MATH 120 Elementary Statistics  
\_\_\_\_ PHIL 110 Modern Logic  
\_\_\_\_ PSCI 270 Research Methods  
\_\_\_\_ PSCI 271 Quantitative Methods  
\_\_\_\_ PSY 341 Interpersonal relationships  
BUT OK FOR STUDENTS WHO MAY HAVE TAKEN  
\_\_\_\_ SOC 270 Research Methods  
\_\_\_\_ COMM 112 Public Speaking  
\_\_\_\_ COMM 222 Interpersonal Communication  
\_\_\_\_ COMM 352 Organizational Communication  
\_\_\_\_ SSCI 120 Social Science Statistics

\* Other courses may be appropriate and relevant to students' specific interest and may be included with director's approval.

\_\_\_\_ **Internship Requirement – seek pre-approval from director**

#### **Other Considerations When Planning for the Minor:**

- The minor degree plan is designed with careful attention to the individual student's particular academic and career interests.
- Disciplinary courses approved for the Nonprofit Organizations and Public Service minor are listed collectively in the course schedule each term in WebHopper using the search category NPOP.

**Total Credits Requirement = 6 course credits**

## **COURSES**

### **NPOPS 260 Intermediate Directed Study in Nonprofit Organizations and Public Service**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **NPOPS 460 Advanced Directed Study in Nonprofit Organizations and Public Service**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **NPOPS 490 Independent Study in Nonprofit Organizations and Public Service**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

# PHILOSOPHY

*Chair: Mark Hébert*

*Faculty: Karánn Durland, Roderick Stewart*

*Emeritus: James H. Ware*

The mission of the program is to help students develop interpretive, analytical and reflective skills in philosophy. The curriculum provides students with a wide range of topics in ethics, metaphysics, logic, and epistemology.

## **Degree Plans Offered**

Major in Philosophy

Combined Major in Religious Studies and Philosophy

Minor in Philosophy

Minor in Ethics

A **major in philosophy** consists of:

## **Required Core Courses (5 courses)**

- \_\_\_\_\_ PHIL 110 Modern Logic
- \_\_\_\_\_ PHIL 220 Ancient and Medieval Philosophy
- \_\_\_\_\_ PHIL 225 Early Modern Philosophy
- \_\_\_\_\_ PHIL 230 Contemporary Philosophy
- \_\_\_\_\_ PHIL 495 Senior Seminar

## **Electives\* (4 courses; at least 2 at the 300 level or higher)**

- \_\_\_\_\_ PHIL 105 Introduction to Philosophy\*
- \_\_\_\_\_ PHIL 203 Philosophy and Art
- \_\_\_\_\_ PHIL 205 Ethics
- \_\_\_\_\_ PHIL 207 Ethics and the Environment
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 211 Feminist Thought and Its Critics
- \_\_\_\_\_ PHIL 213 Law and Morality
- \_\_\_\_\_ PHIL 250 Topics in Philosophy
- \_\_\_\_\_ PHIL 302 Ethical Theory
- \_\_\_\_\_ PHIL 306 Knowledge and Reality
- \_\_\_\_\_ PHIL 307 Environmental Philosophy
- \_\_\_\_\_ PHIL 308 Metaphysics
- \_\_\_\_\_ PHIL 310 Mind and Language
- \_\_\_\_\_ PHIL 312 Philosophy of Religion
- \_\_\_\_\_ PHIL 314 Social and Political Philosophy
- \_\_\_\_\_ PHIL 350 Topics in Philosophy

\*Philosophy 105 (Introduction to Philosophy) may count as one of these additional 4 courses, provided that it is the first philosophy course taken at Austin College.

## **Other Considerations When Planning for the Major:**

- Students wishing to pursue graduate work in philosophy should consider completing 11 credits in philosophy in consultation with philosophy faculty.

- Approved topics courses also may count, but students should consult the instructor to determine whether a course is appropriate before enrolling in it.

**Total Credits Requirement = 9 course credits**

A **combined major in religious studies and philosophy** is available for students whose personal or professional interests include both disciplines.

**Religious Studies Content (5 courses)**

- \_\_\_\_\_ REL course
- \_\_\_\_\_ REL course
- \_\_\_\_\_ REL course
- \_\_\_\_\_ REL course at the 300 level or higher
- \_\_\_\_\_ REL course at the 300 level or higher

**Philosophical Studies Content (5 courses)**

- \_\_\_\_\_ PHIL course
- \_\_\_\_\_ PHIL course
- \_\_\_\_\_ PHIL course
- \_\_\_\_\_ PHIL course at the 300 level or higher
- \_\_\_\_\_ PHIL course at the 300 level or higher

**Total Credits Requirement = 10 course credits**

The **minor in philosophy** consists of:

**Course Options (5 courses; at least 3 at the 200 level or higher)**

- \_\_\_\_\_ PHIL 105 Introduction to Philosophy\*
- \_\_\_\_\_ PHIL 110 Modern Logic
- \_\_\_\_\_ PHIL 203 Philosophy and Art
- \_\_\_\_\_ PHIL 205 Ethics
- \_\_\_\_\_ PHIL 207 Ethics and the Environment
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 211 Feminist Thought and Its Critics
- \_\_\_\_\_ PHIL 213 Law and Morality
- \_\_\_\_\_ PHIL 220 Ancient and Medieval Philosophy
- \_\_\_\_\_ PHIL 225 Early Modern Philosophy
- \_\_\_\_\_ PHIL 230 Contemporary Philosophy
- \_\_\_\_\_ PHIL 250 Topics in Philosophy
- \_\_\_\_\_ PHIL 302 Ethical Theory
- \_\_\_\_\_ PHIL 306 Knowledge and Reality
- \_\_\_\_\_ PHIL 307 Environmental Philosophy
- \_\_\_\_\_ PHIL 308 Metaphysics
- \_\_\_\_\_ PHIL 310 Mind and Language
- \_\_\_\_\_ PHIL 312 Philosophy of Religion
- \_\_\_\_\_ PHIL 314 Social and Political Philosophy
- \_\_\_\_\_ PHIL 350 Topics in Philosophy

\*Philosophy 105 (Introduction to Philosophy) may count toward the minor, provided that it is the first philosophy course taken at Austin College.

**Other Considerations When Planning for the Minor:**

- While the history of philosophy sequence (PHIL 220, 225, and 230) is not required for the minor, it is strongly recommended.

**Total Credits Requirement = 5 course credits**

The **minor in ethics** consists of:

**Course Options (5 courses)**

- \_\_\_\_\_ PHIL 205 Ethics
- \_\_\_\_\_ PHIL 207 Ethics and the Environment
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 211 Feminist Thought and Its Critics
- \_\_\_\_\_ PHIL 213 Law and Morality
- \_\_\_\_\_ PHIL 302 Ethical Theory
- \_\_\_\_\_ PHIL 314 Social and Political Philosophy

**Total Credits Requirement = 5 course credits**

**COURSES**

**PHIL 105 Introduction to Philosophy**

An introduction to such basic problems in philosophy as the relationship between mind and body, freedom of the will, skepticism and the nature of knowledge, personal identity, God and the problem of evil, and the demands of morality. Includes an introduction to techniques of critical thinking and arguing. Requirements met: Humanities Breadth. (Each fall and spring)

**PHIL 110 Modern Logic**

A study of the formal structure of argumentation from Aristotle to the present with primary emphasis on modern symbolic logic. Requirements met: Quantitative Competency. (Each year)

**PHIL 203 Philosophy and Art**

An examination of various accounts of art from Plato and Aristotle to the present. Topics covered include: art and truth; the peculiar kind of being of works of art; objectivity in meaning and interpretation of art; feminist, postmodern and multicultural criticisms of traditional aesthetic theory. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

**PHIL 205 Ethics**

A critical analysis of ethical theory, including (but not limited to) consequentialism, egoism, relativism, religious ethics, feminist ethics, virtue ethics, and deontological ethics. Requirements met: Humanities Breadth and Half Writing Competency. (Usually every fall)

**PHIL 207 Ethics and the Environment**

An examination of ethical issues involving the environment that emphasizes using traditional moral theories, animal welfare and/or rights approaches, and biocentric proposals to address them. Requirements met: Humanities Breadth. (Every other year)

**PHIL 209 Ethics and Medicine**

An exploration of ethical issues that arise in the practice of medicine and the health sciences, including such issues as confidentiality, truth-telling, euthanasia, abortion, and reproductive technologies. Requirements met: Humanities Breadth. (Every other year)

### **PHIL 211 Feminist Thought and Its Critics**

A survey of different types of feminist theory (conservative and liberal feminists, Marxist feminists, radical feminists, psychoanalytic feminists, postmodern feminists, multicultural feminists, ecofeminists, etc.) and an exploration of both internal and external critiques of these theories. Requirements met: Humanities Breadth. (Every other year)

### **PHIL 213 Law and Morality**

An examination of the complex relationship between law and morality. Questions addressed may include what makes something a law? Is the threat of punishment the only reason to follow a law? Is an immoral law still a law? Can a lawyer lie? Can a lawyer make it appear the witness is lying, even if he knows this is not the case? How can a lawyer defend a client she knows is guilty? Requirements met: Humanities Breadth. (Every other year)

### **PHIL 220 Ancient and Medieval Philosophy**

An examination of Ancient Greek, Hellenistic, and Medieval philosophy, with special emphasis on Plato, Aristotle, Augustine, and Aquinas. Requirements met: Humanities Breadth and Half Writing Competency. (Each fall)

### **PHIL 225 Early Modern Philosophy**

An examination of philosophical issues in the early modern period, with an emphasis on the works of Descartes, Leibniz, Locke, Spinoza, Berkeley, Hume, and/or Kant. Requirements met: Humanities Breadth and Half Writing Competency. (Each spring)

### **PHIL 230 Contemporary Philosophy**

An examination of 19th and 20th-century philosophy to the present, with special attention to analytic, existentialist, pragmatist, and post-modernist positions. Requirements met: Humanities Breadth and Half Writing Competency. (Each fall)

### **PHIL 250 Topics in Philosophy**

A study of a topic in philosophy that is of broad interest to undergraduates. May be repeated when topic varies.

### **PHIL 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PHIL 302 Ethical Theory**

An extended, in-depth look at one or more specific topics/texts in ethical theory, e.g. the relationship between what is good and what is right; the role of reason and emotion in ethical judgment; the possibility of moral knowledge; the nature of moral judgment, etc. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirements met: Half Writing Competency. (Every other year)

### **PHIL 306 Knowledge and Reality**

A study of issues involving knowledge, including scientific knowledge, of reality. Topics may include skepticism and the justification of belief; observation and explanation; the basis, development, and validation of theories; the demarcation problem; the nature of scientific laws; and scientific realism. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirements met: Humanities Breadth, Half Writing Competency, and Non-Lab Science Breadth. (Every other year)

### **PHIL 307 Environmental Philosophy**

An investigation of the assumptions and demands of Aldo Leopold's maxim that we should "think like a mountain." Topics include competing interpretations of Leopold's principle and of the embedded concepts of

nature, wilderness, species, and ecosystems. PREQ: Junior standing with at least one previous philosophy course and Environmental Studies 235. Requirements met: Humanities Breadth. (Every other year)

### **PHIL 308 Metaphysics**

An examination of traditional issues concerning reality's ultimate nature. Topics may include persons and personal identity, freedom and determinism, causation, time, existence, sensible qualities and space-occupying properties, and realism. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **PHIL 310 Mind and Language**

An examination of the relation between linguistic notions such as meaning, reference and communication and such psychological notions as intentionality, consciousness, personhood and the explanation of behavior. Topics may include: mind-body dualism, functionalism and artificial intelligence; semantic indeterminacy and knowing Other minds; speech acts and conversational implicature; biological evolution of thought and language; dysfunctional minds and language-users; religious language. PREQ: Junior standing with at least one philosophy courses or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **PHIL 312 Philosophy of Religion**

An examination of classical problems in philosophy of religion. Topics may include the problem of evil, the existence and nature of God, the status of religious language, the relationship between faith and reason, etc. PREQ: Junior standing with at least two philosophy courses instructor permission. Requirements met: Humanities Breadth. (Every other year)

### **PHIL 314 Social and Political Philosophy**

An examination of various theories of justice, equality, liberty, and rights from Plato and Aristotle to modern liberalism and their feminist, postmodern and multicultural critics. Special topics may include debates over church-state separation, affirmative action, reparations, disability rights, homosexual rights, language and other rights of ethnic minorities. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Every other year)

### **PHIL 350, 450 Advanced Topics in Philosophy**

A critical examination of a major philosopher, philosophical movement, or philosophical issue. May be repeated when topic varies. PREQ: Junior standing with at least two philosophy courses or instructor permission.

### **PHIL 360 Directed Study**

A study of a topic in philosophy that is of interest to students with a background in philosophy. May be repeated when topic varies. PREQ: Junior standing with at least two philosophy courses or instructor permission.

### **PHIL 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **PHIL 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular philosophy course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.



### **PHIL 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PHIL 491 Honors Thesis in Philosophy**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **PHIL 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PHIL 495 Senior Seminar**

A capstone course for all majors. This seminar provides an opportunity to employ the skills and knowledge gained from previous philosophy courses to engage a particular problem, philosopher, or text in a sustained way. Topics vary. PREQ: Senior major or instructor permission. Requirements met: Humanities Breadth and Half Writing Competency. (Usually each spring)

## **PHYSICS**

*Chair: David Baker*

*Faculty: Andra Petrean, David Whelan*

*Emeriti: Larry Robinson, Donald Salisbury*

The mission of the Physics Department at Austin College is to provide a positive, active learning environment for undergraduate students to explore physics. The department teaches a diverse group of students, including non-science majors, physics majors, physics minors, other science majors, and pre-professional students. Through course offerings, laboratory activities, and undergraduate research, the physics curriculum presents multiple opportunities for students to develop as scientists.

### **Degrees Offered in Physics**

Major in Physics

Minor in Physics

A **major in physics** consists of:

#### **Required Core Courses (7 course credits)**

- \_\_\_\_\_ PHY 111 Physics for Scientists and Engineers I
- \_\_\_\_\_ PHY 112 Physics for Scientists and Engineers II
- \_\_\_\_\_ PHY 211 Vibration, Waves, and Optics
- \_\_\_\_\_ PHY 212 Introduction to Modern Physics
- \_\_\_\_\_ PHY 261 Research Experience (0.5 credit course)
- \_\_\_\_\_ PHY 311 Classical Mechanics
- \_\_\_\_\_ PHY 312 Electromagnetism
- \_\_\_\_\_ PHY 361 Advanced Research Experience (0.5 credit course)

**Elective courses 200 level or above (2 course credits)**

- \_\_\_\_\_ PHY 230 Electronics
- \_\_\_\_\_ PHY 240 Atmospheric and Environmental Physics
- \_\_\_\_\_ PHY 250 Intermediate Topics in Physics
- \_\_\_\_\_ PHY 260 Intermediate Directed Study
- \_\_\_\_\_ PHY 281 Statics and Engineering Design
- \_\_\_\_\_ PHY 350 Advanced Topics in Physics
- \_\_\_\_\_ PHY 351 Advanced Laboratory
- \_\_\_\_\_ PHY 431 Quantum Mechanics
- \_\_\_\_\_ PHY 451 Observational Astronomy
- \_\_\_\_\_ PHY 460 Advanced Directed Study
- \_\_\_\_\_ PHY 464 Teaching/Learning Participation
- \_\_\_\_\_ PHY 490 Independent Study in Physics
- \_\_\_\_\_ PHY 492 Independent Study Off-Campus

**Elective courses 300 level or higher (1 course credit)**

- \_\_\_\_\_ PHY 350 Advanced Topics in Physics
- \_\_\_\_\_ PHY 351 Advanced Laboratory
- \_\_\_\_\_ PHY 431 Quantum Mechanics
- \_\_\_\_\_ PHY 451 Observational Astronomy
- \_\_\_\_\_ PHY 460 Advanced Directed Study
- \_\_\_\_\_ PHY 464 Teaching/Learning Participation
- \_\_\_\_\_ PHY 490 Independent Study in Physics
- \_\_\_\_\_ PHY 492 Independent Study Off-Campus

**Other Considerations When Planning for the Major:**

- Courses used as prerequisites for physics courses must be passed with grades of at least C.
- Students planning to pursue the pre-engineering program should enroll in Physics 111 and Mathematics 151 in the fall term of their first year.
- Credit may not be received for both Physics 105 and 111, or both Physics 106 and 112.

**Total Credits Requirement = 10 course credits**

A **minor in physics** consists of:

**Required Core Courses (5.5 course credits)**

- \_\_\_\_\_ PHY 111 Physics for Scientists and Engineers I
- \_\_\_\_\_ PHY 112 Physics for Scientists and Engineers II
- \_\_\_\_\_ PHY 211 Vibration, Waves, and Optics
- \_\_\_\_\_ PHY 212 Introduction to Modern Physics
- \_\_\_\_\_ PHY 261 Research Experience (0.5 course credit)
- \_\_\_\_\_ PHY 311 Classical Mechanics

**Total Credits Requirement = 5.5 course credits****COURSES****PHY 101 Explorations in Physics**

Introductory courses intended for the general audience; these courses do not count as prerequisite for other courses in physics or satisfy requirements for the major in physics. These courses introduce students to the

process and product of scientific inquiry, and to ways that knowledge of physics affects our lives. Title and emphasis announced in term schedule of courses. Past topics have included astronomy, weather, cosmology, and physics for teachers. These courses include a laboratory component. May be repeated when topic varies. Requirements met: Sciences Breadth. (Usually each fall and spring)

### **PHY 105 Physics for Health Sciences I (Algebra-Based)**

First semester of an algebra-based two-semester introductory sequence in physics. Topics treated include mechanics, vibratory motion, and sound with emphasis on both conceptual foundations and problem-solving techniques. Includes one three-hour lab per week. PREQ: High school algebra or equivalent. Requirements met: Sciences Breadth and Quantitative Competency. (Each fall)

### **PHY 106 Physics for Health Sciences II (Algebra-Based)**

Continues the study of physics begun in Physics 105. This algebra-based course explores conceptual foundations in electricity and magnetism, optics, and modern physics. Students will learn problem-solving techniques in these areas. Physics 106 is the appropriate second course for students who plan no further study in physics. Includes one three-hour lab per week. PREQ: Physics 105. Requirements met: Sciences Breadth and Quantitative Competency. (Each spring)

### **PHY 111 Physics for Scientists and Engineers I**

First semester of a calculus-based two-semester introductory sequence in physics using the Workshop Physics method. This approach combines inquiry-based cooperative learning with comprehensive use of computer tools. Topics include kinematics, Newton's Laws of motion, energy, and rotational motion. The laboratory component is integrated into the normal class period. COREQ: Mathematics 151. Requirements met: Sciences Breadth and Quantitative Competency. Previous course title Physics I (Calculus-Based). (Each fall)

### **PHY 112 Physics for Scientists and Engineers II**

Continues the study of physics begun in Physics 111 using the Workshop Physics method. This approach combines inquiry-based cooperative learning with comprehensive use of computer tools. Topics include electricity, electronics, magnetism, and thermodynamics. The laboratory component is integrated into the normal class period. Physics 112 is required for further study in physics. PREQ: Physics 111. COREQ: Mathematics 152. Requirements met: Sciences Breadth and Quantitative Competency. Previous course title Physics II (Calculus-Based). (Each spring)

### **PHY 131 Discovering the Cosmos**

Astronomy is one of the oldest and most influential of the observational sciences. From its modern inception over four hundred years ago, we are continually discovering anew how varied, complex, and mysterious is the Universe. This course will introduce a modern understanding of stars and galaxies, will address how observational evidence influences the ways in which humans view the night sky, and will incorporate new discoveries as they are published. Specific topics may include the nature of the stars, what lies between the stars, star birth and death, exoplanets, the Milky Way Galaxy and other galaxies, and modern cosmology. This course may not count toward a major or minor in physics. Requirements met: Non-Lab Science Breadth. (Every year either fall or spring)

### **PHY 136 Explorations in Physics for Teachers**

This introductory course is designed for students in the Austin Teacher Program. It explores the process and product of scientific inquiry, and how that knowledge affects our lives. Specific topics may include mechanics, light, sound, electricity, magnetism, and modern physics. Inquiry-based learning approaches are emphasized, and a laboratory component is required. This course does not count as a prerequisite for other courses in physics or satisfy requirements for the major or minor in physics. Requirements met: Science Breadth. (Each spring)

### **PHY 211 Vibrations, Waves, and Optics**

The course begins with a study of simple harmonic motion, and proceeds through damped, driven oscillations

and resonance. The course introduces mechanical waves and wave phenomena such as standing waves, interference, and diffraction of waves. Electromagnetic waves and their properties, including reflection, refraction, and polarization, are studied, as are interference and diffraction of light waves. Includes one three-hour lab per week. PREQ: Physics 112 and Mathematics 152. COREQ: Mathematics 252. (Each fall)

### **PHY 212 Introduction to Modern Physics**

An introduction to modern physics topics, including special relativity, introductory quantum mechanics, atomic physics, solid state physics, nuclear physics, and elementary particles. Includes one three-hour lab per week. PREQ: Physics 211 and Mathematics 252. COREQ: Mathematics 301. (Each spring)

### **PHY 230 Electronics**

This course examines the physics of electronic devices, introduces circuit analysis techniques, and provides practice in the design and use of basic circuits. This course emphasizes analog electronics, but elementary digital techniques also are explored. Includes one three-hour lab per week. PREQ: Physics 112 and Mathematics 152. (Spring of even numbered years)

### **PHY 240 Atmospheric and Environmental Physics**

This course offers a project-oriented approach to the study of atmospheric structure, atmospheric dynamics, thermodynamics, radiation, atmospheric instrumentation and observations, energy, climate, and severe weather. It serves as an approved science course for the environmental studies major. Includes one three-hour lab per week. PREQ: Physics 112 and Mathematics 152. (Spring of odd numbered years)

### **PHY 250 Intermediate Topics in Physics**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.

### **PHY 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PHY 261 Research Experience**

This course offers students the opportunity to work in small research groups on independent research projects. Students work closely with a faculty member in the Physics Department on topic selection, theoretical and experimental design, data analysis, and presentation of results. Topics vary on student background and faculty expertise. PREQ: Physics 112 and Mathematics 152. Requirements met: Half Writing Competency. 0.50 course credit unit. (Usually each fall and spring)

### **PHY 281 Statics and Engineering Design**

This course investigates the branch of mechanics concerned with bodies at rest and forces in equilibrium, with emphasis on engineering applications. Team projects introduce tools and techniques of engineering design, creative problem-solving, and collaborative learning. Topics include force systems, rigid bodies in equilibrium, structural analysis of trusses and frames, distributed forces, and friction. Integrated lecture and lab. PREQ: Physics 112 and Mathematics 152. (Fall of even numbered years)

### **PHY 311 Classical Mechanics**

This course examines an advanced study of Newtonian mechanics, oscillations, gravitation, nonlinear dynamics and chaos, and Lagrangian and Hamiltonian mechanics. PREQ: Physics 212 and Mathematics 301. (Each fall)

### **PHY 312 Electromagnetism**

This course examines static electric and magnetic fields, electric and magnetic properties of matter, boundary

value problems in electrostatics. Maxwell's equations, electromagnetic waves. PREQ: Physics 212 and Mathematics 301. (Each spring)

### **PHY 341 Computational Physics**

This course introduces mathematical and computational techniques commonly used in physics. Modern computational techniques are employed to investigate physics ideas that cannot be solved analytically. Fortran programming in a Unix environment and visualization of scientific data are important components of this course. PREQ: Physics 212 and Mathematics 301.

### **PHY 350, 450 Advanced Topics in Physics**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

### **PHY 351 Advanced Laboratory**

This course focuses on advanced methods and techniques used in several areas of physics. Experiments may include optics, lasers, superconductivity, solid-state physics, and computer acquisition and analysis of experimental data. Includes one three-hour lab per week. (Fall of odd numbered years)

### **PHY 361 Advanced Research Experience**

This advanced course offers students the opportunity to work in small research groups on independent research projects. Students work closely with a faculty member in the Physics Department on topic selection, theoretical and experimental design, data analysis, and presentation of results. Topics vary on student background and faculty expertise. PREQ: Physics 261, Physics 212, and Mathematics 301. Requirements met: Half Writing Competency. 0.50 course credit unit. (Usually each fall and spring)

### **PHY 431 Quantum Mechanics**

A comprehensive course that includes Schrodinger's equation in three dimensions (free particle, harmonic oscillator, central force), correspondence limit, wave packets, spin, interaction of electromagnetic waves with atoms. PREQ: Physics 311 and Mathematics 301. (Usually each spring)

### **PHY 451 Observational Astronomy**

This course introduces observational techniques in an astrophysical context. Students will engage in geometry, optics, materials, quantum physics, and astronomical software in order to gain a scientific understanding of the night sky, telescope use, and data reduction. Additionally, students will apply physics in the study of astronomical phenomena. Integrated lab and lecture course. PREQ: Physics 212 and Mathematic 301. (Fall of even numbered years)

### **PHY 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **PHY 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular physics course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **PHY 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PHY 491 Honors Thesis in Physics**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **PHY 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **POLITICAL SCIENCE**

*Chair: Nathan Bigelow*

*Faculty: Audrey Flemming, Frank Rohmer*

*Visiting Faculty: Marat Akopian*

*Emeriti: Kenneth W. Street, Shelton Williams*

A major in political science or international relations provides students with an understanding of the great issues of politics in a rapidly changing international environment. Employing historical, comparative, philosophical, legal, and experiential approaches to the study of politics, the department places heavy emphasis on student mastery of theoretical and methodological foundations, critical thinking skills, and effective writing and speaking skills.

### **Degrees Offered in Political Science**

Major in Political Science

Major in International Relations

Minor in Political Science

A **major in political science** consists of:

#### **PSCI Base (3 courses)**

\_\_\_\_\_ PSCI 110 American Government and Politics

\_\_\_\_\_ PSCI 120 American Political Thought

\_\_\_\_\_ PSCI 130 Introduction to International Relations *or* PSCI 140 Introduction to Comparative Politics

#### **PSCI Methods (1 course)**

\_\_\_\_\_ PSCI 270: Research Methods *or* PSCI 271 Quantitative Methods

#### **PSCI Depth (5 courses)**

\_\_\_\_\_ any level PSCI course

\_\_\_\_\_ 300 level or higher PSCI course

\_\_\_\_\_ 300 level or higher PSCI course

\_\_\_\_\_ 400 level or higher PSCI course

\_\_\_\_\_ 400 level or higher PSCI course

## **Total Credits Requirement = 9 course credits**

A **major in international relations** consists of:

### **IR Base (3 courses)**

\_\_\_\_\_ PSCI 130 Introduction to International Relations

\_\_\_\_\_ PSCI 140 Introduction to Comparative Politics

\_\_\_\_\_ PSCI 110 American Government and Politics *or* PSCI 120 American Political Thought

### **PSCI Methods (1 course)**

\_\_\_\_\_ PSCI 270 Research Methods *or* PSCI 271 Quantitative Methods

### **IR Depth (5 courses)**

\_\_\_\_\_ any level PSCI course in the sub-field of international relations or comparative politics

\_\_\_\_\_ 300 level or higher PSCI course in the sub-field of international relations or comparative politics

\_\_\_\_\_ 300 level or higher PSCI course in the sub-field of international relations or comparative politics

\_\_\_\_\_ 400 level or higher PSCI course in the sub-field of international relations or comparative politics

\_\_\_\_\_ PSCI 430 International Relations Theory *or* PSCI 440 Advanced Comparative Politics

### **Other Considerations When Planning for the Major:**

- Students must also complete a modern language through the 236 level.

## **Total Credits Requirement = 9 course credits**

A **minor in political science** consists of:

### **Core Courses (2 courses)**

\_\_\_\_\_ PSCI 110 American Government and Politics

\_\_\_\_\_ PSCI 120 American Political Thought

\_\_\_\_\_ PSCI 130 Introduction to International Relations

\_\_\_\_\_ PSCI 140 Introduction to Comparative Politics.

### **Electives (3 courses)**

\_\_\_\_\_ Any level PSCI course

\_\_\_\_\_ 200 level or higher PSCI course

\_\_\_\_\_ 300 level or higher PSCI course

## **Total Credits Requirement = 5 course credits**

## **COURSES**

### **PSCI 110 American Government and Politics**

An introduction to the theoretical foundations, governing institutions, and political processes of American government; including an overview of the cultural and ideological background of the American system of government, an analysis of constitutional foundations, and an examination of the many actors involved in governing. Requirements met: Social Sciences Breadth. (Every Semester)

### **PSCI 120 American Political Thought**

An introduction to the political theory of the American republic and the Texas Constitution through a study of primary texts, including the Declaration of Independence, Articles of Confederation, the Constitution, the Federalist Papers, and Anti-Federalist writings, as well as the writings and speeches of Jefferson, Marshall,

Calhoun, Lincoln, Frederick Douglass, and Martin Luther King, Jr. Special attention is given to the connection between politics and government, the origin and purpose of civil government, the forms of government, the spirit of democratic regimes, federalism, the geographical, governmental, and sociological configuration of the American democratic republic, and the American dilemma of racial inequality. Requirements met: Social Sciences Breadth and Half Writing Competency. (Every fall)

### **PSCI 130 Introduction to International Relations**

An introduction to the post-Cold War international political system with emphasis on the institutions, issues, and geopolitical forces that affect the interactions of the state and non-state actors in the contemporary global community. Requirements met: Social Sciences Breadth. (Every fall)

### **PSCI 140 Introduction to Comparative Politics**

An introduction to the theories, methods, and approaches of the field of comparative politics providing a foundation for understanding and analyzing contemporary political systems. Why do we compare, what do we compare, and how do we compare when analyzing political systems? Why do some societies have democratic political systems and others authoritarian ones? What contributes to political stability and instability? Requirements met: Social Sciences Breadth. (Every spring)

### **PSCI 220 The Constitution and Civil Liberties**

Through careful examination and discussion of leading U. S. Supreme Court cases, this course will examine freedom of speech, freedom of the press, freedom of assembly, freedom of religion, the rights of privacy, racial and gender equality, voting rights, and due process of law. From the Court's contending majority and minority opinions, the course will seek to extract the fundamental philosophic differences about the rule of law, the extent of human freedom, the dignity of the human person, and the need for a virtuous citizenry in a modern republic devoted to liberty and equality. Requirements met: Social Sciences Breadth. (Every other spring)

### **PSCI 235 Model United Nations**

This course involves an examination of the United Nations and includes participation in a regional or national Model United Nations conference. Through both classroom and experiential learning, students will be introduced to international organization theory and will conduct a detailed investigation of the structure and role of the United Nations, the country they will represent, and the issues relevant to the committee on which they will serve in the conference. The course also will include an examination of international diplomacy and negotiation, decision-making, and conflict resolution theory as they relate to participation in the conference. May not be repeated for course credit. (Every spring)

### **PSCI 236 Model United Nations**

This course involves an examination of the United Nations and includes participation in a regional, national, or international Model United Nations conference. This course is intended for students that have already taken Political Science 235 and seek to participate in Model UN for a second semester. PREQ: Political Science 235. (Every spring)

### **PSCI 250 Intermediate Topics in Political Science**

A study of selected topics drawn from any of the subfields of political science and designed primarily for students beginning the study of political science. May be repeated when topic varies.

### **PSCI 260 Intermediate Directed Study**

Supervised research study in political science using one or more research techniques on an issue from any of the subfields of political science. May be repeated for a total of one course credit unit.

### **PSCI 270 Research Methods**

Study of the basic research techniques used in the scientific study of politics. The course will focus on the



development of sensible, ethical, and systematic scientific research designs. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every fall)

### **PSCI 271 Quantitative Methods**

An examination of basic social science statistics used in political science to summarize data, describe relationships between variables, make inferences from samples to estimate population parameters, and application of control. While the course focuses on quantitative approaches, it does so within a framework of research design; including theory development, hypothesis specification, sampling technique, and research ethics. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth and Quantitative Competency. (Every spring)

### **PSCI 310 Congress**

An examination of the legislative branch of American government. Topics include the evolving institutional structure of Congress, the theory and practice of representation, congressional elections, and a detailed examination of the federal policy-making process. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every other spring)

### **PSCI 311 The Presidency**

An examination of the role of executive leadership within the American political system. Topics include the foundations and evolution of presidential power, the dynamics of presidential elections and public opinion, and the interaction of the executive with the legislative and judicial branches. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every fall)

### **PSCI 313 State and Local Government**

A comparative examination of the 50 states and nearly 90,000 local governments that make up the sub-national governing structure of United States. Topics include theories of federalism; deviation in political culture; institutional variation in state government; as well as the establishment, evolution and modern practice of local government. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every fall)

### **PSCI 315 Campaigns and Elections**

An examination of the electoral process within the American political system. Topics include suffrage; voting behavior; the role of candidates, political parties, interest groups and the media; and the history of campaign finance and various reform efforts. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Offered on an occasional basis)

### **PSCI 318 Public Administration**

An historical study of public administration within the context of American constitutionalism and the dynamics of popular government in America. Special attention is given to the problem of reconciling the growth of the administrative state under pressures from modern industrial society and the concurrent democratic demand for government by the people. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every other fall)

### **PSCI 342 European Politics**

This course focuses on the institutions, issues, and actors central to European politics. By the end of the semester, students should have a firm understanding of the political workings of several European states, as well as the European Union. European countries will be used to analyze and critique political systems more broadly. Topics covered include the political development of Europe, institutions and elections, political identity, economic integration, and the European Welfare state, amongst others. PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every other year)

### **PSCI 410 U.S. Constitutional Law**

This course will principally address the place of the national judiciary, especially the Supreme Court, in the U. S. constitutional system through a careful analysis of the great cases that have shaped the development of constitutional law. The course gives special consideration to the literal text of the constitution, to the political and legal theories behind the constitution, and to the historical context in which the great cases have arisen. PREQ: Any 100 level political science course or History 162 or instructor permission. Requirements met: Social Sciences Breadth. (Every fall)

### **PSCI 415 The Common Law**

This course explores the history of the Common Law in England and in America from approaches historical, philosophical, and linguistic. Careful attention is given to the foundations of the Common Law in Franco-Norman feudalism and to the development of a system of law that contributed greatly to the sense of English national identity and to English greatness even though the origins of this law and the language in which it was written were not English at all. A critical part of this historical and philosophical investigation is the reading of the greatest writers on the Common Law: Sir John Fortescue, Sir Edward Coke, Sir Matthew Hale, William Blackstone, James Chancellor Kent, and Oliver Wendell Holmes, Jr. The reading of these great English and American writers brings into focus the political theory at the core of the Common Law that became a critical foundation for political and personal liberty in England and the United States and for the development of a dynamic commercial economy supported by private property rights and the obligation of contract. PREQ: Political Science 120 or History 133 or History 134 or History 162 or History 331 or History 332 or any philosophy course or instructor permission. (Every other spring)

### **PSCI 417 Public Policy**

This course involves a broad examination of public policy in the United States. Topics include an analysis of theoretical understandings of power in the policy-making process; an exploration of the prerequisites and processes of policy change, within the context of the policy process; and an examination of a specific policy area (past topics include welfare, affirmative action, and health policy). PREQ: Any 100 level political science course or instructor permission. Requirements met: Social Sciences Breadth. (Every other spring)

### **PSCI 420 Political Theory**

A detailed analysis of Plato's Republic, Thomas Aquinas' Treatise on Law, Machiavelli's Prince, and a selected work of Nietzsche, with emphasis on the place of statesmanship, law, religion, education, economics, and the family in political life. Special attention is given to the tension between philosophy and political life. PREQ: Any 100 level political science course or any Philosophy course or any religious studies course or instructor permission. (Every other fall)

### **PSCI 425 Political Philosophy and Religion**

A study of the relationship between religion and politics and religion and political philosophy as seen by great Islamic, Jewish, and Christian writer from late antiquity through the Middle Ages, including St. Augustine, Al-Farabi, Averroes, Maimonides, Thomas Aquinas, Dante and Marsilius of Padua. PREQ: Any 100 level political science course or any philosophy course or any religious studies course or instructor permission. Requirements met: Social Sciences Breadth. (Offered on an occasional basis)

### **PSCI 428 The Origins of Modern Liberalism**

Through the study of Thomas Hobbes' Leviathan, Benedict Spinoza's Theologico-Political Treatise, John Locke's Second Treatise, and Rousseau's Second Discourse and Social Contract, this course will examine the philosophic sources of modern views of human nature, natural rights, social contract, and secular rule inspiring the American and French revolutions and underpinning the modern western liberal democracies, in particular the United States. As part of this concentration on the origins of modern liberalism, the course will give careful attention to the conscious project of these early modern writers to replace classical and religious views of human nature and political life with notions the modern writers considered more conducive to human life,

liberty, and the pursuit of happiness. PREQ: Any 100 level political science course or any philosophy course or any religious studies course. (Offered on an occasional basis)

### **PSCI 430 International Relations Theory**

In this course we will survey the principle theories and literature in the field of international relations. The field of international relations has transformed dramatically over the past several decades. With greater international communication, transportation, and economic integration, the traditional theories of international relations, focused on the role of the state as a unitary actor and fixed assumptions about human nature, seemed ill suited to help us make sense of our complex world. New approaches attempt to expand the analysis to include multiple new actors and issues. We will discuss these varied approaches and analyze global problems through different theoretical lenses. By the end of this course you will be well acquainted with different approaches to explaining conflict and war, international economic interaction and inequality, and the roles of the governments, non-governmental organizations, and individuals in the world today. PREQ: Any 100 level political science course and Junior or Senior standing or instructor permission. Requirements met: Social Sciences Breadth. (Every fall)

### **PSCI 440 Advanced Comparative Politics**

This course provides an advanced investigation into the main theories of comparative politics. We will address key scholarly writings on topics such as political institutions, political culture, identity, development, and democratization. PREQ: Any 100 level political science course and Junior or Senior standing, or instructor permission. Requirements met: Social Sciences Breadth. (Every other year)

### **PSCI 350, 450 Advanced Topics in Political Science**

A study of selected topics in political science drawn from any of the subfields of political science and offered on an occasional basis. Prerequisites vary. May be repeated when subject varies.

### **PSCI 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **PSCI 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular political science course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **PSCI 480 Internship**

See program faculty for more details.

### **PSCI 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PSCI 491 Honors Thesis in Political Science**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

## **PSCI 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

# **PSYCHOLOGY**

*Chair: Renee Countryman*

*Faculty: Lisa M. Brown, Matt Findley, Hank Gorman, Peter Marks*

*Visiting Assistant Professor: Kendra Hamilton*

*Adjunct Faculty: Michele Helfrich*

*Emeriti: Gerald Middents, Karen Nelson, Howard Starr, Paul Thomas*

The psychology department offers students exposure to the subject matter, methodologies, and professional practice of psychology. As a subject matter, psychology is the study of the brain, behavior, and human experience. Students explore the methodologies of psychology in the required courses for the minor and the major, with specialized courses, internships, and practica encouraging students to use experimental, correlational, and observational approaches in research and practice.

Both research and practice raise ethical questions embedded in most of the courses offered and in individualized study through internships, honors thesis, and directed studies. Psychology graduates pursue studies in psychology, medicine, related health sciences, law, administration, education, divinity, business, and social work. The multidisciplinary inquiry necessary for investigating many topics in psychology attracts students with interests the sciences, humanities, and other social sciences.

## **Degree Plans Offered in Psychology**

Major in Psychology

Minor in Psychology

Minor in Educational Psychology

**A major in psychology** consists of:

### **Required Psychology Core Course (3 courses)**

\_\_\_\_\_ PSY 101 General Psychology

\_\_\_\_\_ PSY 120 Statistics for Psychologists

\_\_\_\_\_ PSY 201 Research Methods in Psychology

### **Group A: Psychology as a Natural Science (1 course)**

\_\_\_\_\_ PSY 214 Psychopharmacology

\_\_\_\_\_ PSY 215 Behavioral Neuroscience

\_\_\_\_\_ PSY 220 Introduction to Cognitive Psychology

\_\_\_\_\_ PSY 265 Psychology of Human Sexuality

### **Group B: Psychology as a Social Science (1 course)**

\_\_\_\_\_ PSY 235 Psychology of Gender

\_\_\_\_\_ PSY 240 Social Psychology

\_\_\_\_\_ PSY 296 Life Span Psychology

**Group C: Psychology as an Applied Science (1 course)**

- \_\_\_\_\_ PSY 222 Environmental Psychology
- \_\_\_\_\_ PSY 255 Health Psychology
- \_\_\_\_\_ PSY 270 Introduction to Forensic Psychology
- \_\_\_\_\_ PSY 281 Psychopathology
- \_\_\_\_\_ PSY 282 Psychotherapy and Assessment

**Psychology Lab Courses (1 course and lab)**

- \_\_\_\_\_ PSY 315 & lab Advanced Behavioral Neuroscience
- \_\_\_\_\_ PSY 330 & lab Educational Psychology
- \_\_\_\_\_ PSY 355 & lab Learning, Memory and Cognition
- \_\_\_\_\_ Approved course

**Advanced Course (1 course)**

- \_\_\_\_\_ PSY 300 level or higher

**Advanced Seminar (1 course)**

- \_\_\_\_\_ PSY 400 level or higher

**Other Considerations When Planning for the Major:**

- Psychology 101 is a prerequisite for all other courses in psychology unless the course description states otherwise.
- Mathematics 120 or Social Sciences 120 may be substituted for Psychology 120 if already taken
- The choice of electives for the major and minor should take into account both the qualifications and objectives of the individual student and the depth and breadth of psychological knowledge generally considered desirable for an undergraduate with an in-depth study of psychology.
- Courses for the major or minor may not be taken S/D/U.
- Students are required to complete Psychology 201 before being accepted into the major or minor.
- Students who are taking Psychology 201 during the spring semester of their second year will be provisionally accepted into the major or minor.
- Recommended that students take statistics and methods in consecutive semesters.
- Generally, graduate programs expect completion of Psychology 215, 240, and 281. Psychology 491 or 495 is strongly recommended as preparation for graduate study in psychology.
- Students must earn a C or above in Psychology 101, Psychology 120 (Social Sciences 120, Mathematics 120), and Psychology 201 in order to graduate with a major or minor in psychology.

**Total Credits Requirement = 9 to 11 course credits**

**A minor in psychology** consists of:

**Required (2 courses)**

- \_\_\_\_\_ PSY 101 General Psychology
- \_\_\_\_\_ PSY 201 Research Methods in Psychology

**Electives (3 courses)**

- \_\_\_\_\_ PSY 200 level or higher
- \_\_\_\_\_ PSY 200 level or higher
- \_\_\_\_\_ PSY 300 level or higher

## **Supporting Course**

\_\_\_\_\_ PSY 120 Statistics for Psychologists (or MATH 120 or SSCI 120)

**Total Credits Requirement = 5 course credits**

## **EDUCATIONAL PSYCHOLOGY**

Educational psychology links the disciplines of psychology and education with attention to the complex contextual forces that shape individual lives and the institutions within which individuals are shaped by their cultures.

**A minor in educational psychology** consists of:

### **Psychology Courses (3 courses)**

\_\_\_\_\_ PSY 101 General Psychology

\_\_\_\_\_ PSY 201 Research Methods

\_\_\_\_\_ PSY 296 Life Span Psychology

### **Education Courses (2 courses)**

\_\_\_\_\_ EDUC 351 Teacher/Learner Interaction

\_\_\_\_\_ EDUC 475 The Learner, the Teacher, and the Curriculum

### **Approved Elective (1 course)**

\_\_\_\_\_ Course Prefix and Number \_\_\_\_\_ - See program faculty for approval

### **Other Considerations When Planning for the Minor:**

- The director must pre-approve the sixth course that is intended to be a special bridging course that assists the student in linking knowledge gained from the required courses with a specific interest.
- Given that a course in Life Span Psychology is required for teacher certification, it is required for the Educational Psychology minor
- Psychology 330: Educational Psychology may be taken for the approved sixth course.
- Courses for the educational psychology minor may not be taken S/D/U.
- Students may not major in psychology and minor in educational psychology.
- Recommend that students take statistics and methods in consecutive semesters.

**Total Credits Requirement = 6 course credits**

## **COURSES**

### **PSY 101 General Psychology**

A general study of the field of psychology, suitable for both the student who wishes only one course in psychology and the student desiring a basic course as foundation for further study in psychology. Requirements met: Social Sciences Breadth. (Each fall and spring)

### **PSY 120 Statistics for Psychologists**

An introduction to the standard statistical tools used in psychology to summarize data, describe relationships among variables, and make inferences from samples to populations with discussion of theory of probability and probability distributions, hypothesis testing, and exploration of computer packages. Examples and problems are derived from psychology research. May not be taken by students who have completed Social Sciences 120, Mathematics 120, or equivalent. Requirements Met: Quantitative Competency. (Each fall and spring)

### **PSY 125 Research Practicum**

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit unit. May be repeated for a total of one course credit unit.

### **PSY 201 Research Methods in Psychology**

Study of the basic research techniques used in the scientific study of psychological processes. Extensive laboratory work includes application of inferential statistics to psychological data. Comparison of the strengths and weakness of various experimental, quasi-experimental, and qualitative research designs, with attention to ethical and theoretical issues as well as methodological ones. Involves completing a review of the literature in a defined area of psychology culminating with a detailed research proposal. Ensures that all students can adhere to standards outlined in The Publication Manual of the American Psychological Association. PREQ: Psychology 101 and Psychology 120 or Social Science 120 or Mathematics 120 or equivalent. Requirements met: Social Sciences Breadth, Quantitative Competency, and Full Writing Competency. (Each fall and spring)

### **PSY 214 Psychopharmacology**

A study of how drugs are administered, how they are distributed through the body, how they affect neurons and behavior, and how they are inactivated. The course examines the how the chemical structure of drugs affects their actions on the nervous system. Included in the course is the classification of psychoactive drugs and some of the major members of the classes of drugs – stimulants, depressants, opiates, anti-psychotics, anti-depressants, tranquilizers, NSAID, and hallucinogens. The course considers how drugs are clinically used, why people use recreational drugs, and treatment of drug abuse. PREQ: Psychology 101. Requirements met: Social Sciences Breadth or Non-Lab Science Breadth. (Each fall or spring)

### **PSY 215 Behavioral Neuroscience**

An introduction to the study of the physiological, evolutionary, and developmental mechanisms of behavior and experience with an emphasis on the relationship between the brain and behavior. Topics covered include the structure and function of the neuron, basic neuroanatomy, wakefulness and sleep, learning and memory, psychological disorders, emotional behavior, and reproductive behavior in humans and animals. PREQ: Psychology 101. Requirements met: Social Sciences Breadth or Non-Lab Science Breadth. (Each fall or spring).

### **PSY 220 Introduction to Cognitive Psychology**

An examination of some of the problems studied by psychologists in the fields of information-processing, perception, and cognition together with representative theories and methods proposed for their solution. Includes lab work with Logo programming or robotics. This course is cross-listed as Cognitive Science 120. PREQ: Psychology 101. Requirements met: Social Sciences Breadth. (Each fall or spring)

### **PSY 222 Environmental Psychology**

An examination of the relationship between humans and built, natural and virtual environments. The course explores topics such as environmental health and justice, planning and design, personal space, noise, crowding, and pro-environmental behavior. Students will have an opportunity to apply environmental psychology in community settings through needs assessment, research, and intervention. PREQ: Psychology 101 recommended. Requirements met: Social Sciences Breadth. (Typically each spring)

### **PSY 225 Research Practicum**

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit unit. May be repeated for a total of one course credit unit.

### **PSY 235 Psychology of Gender**

Surveys the field of gender psychology, considering the views of experts in the field. Course explores gender differences and possible etiology of these differences; gender identity development and sexual orientation;

communication styles; gender and violence; and gender issues in physical and mental health. PREQ: Psychology 101. Requirements met: Social Sciences Breadth. (Every other year)

### **PSY 240 Social Psychology**

An examination of scientific theory and research concerning how the thoughts, feelings, and behaviors of individuals are affected by other individuals or by the group. The course investigates such topics as attraction, persuasion, and attitudes. PREQ: Psychology 101. Requirements met: Social Sciences Breadth. (Typically each spring)

### **PSY 250 Topics in Psychology**

A study of selected topics offered on an occasional basis. PREQ: Psychology 101. May be repeated when topic varies.

### **PSY 255 Health Psychology**

An exploration of the relationship between psychological factors and physical health. Specific topics include stress and coping, seeking medical treatment, patient-practitioner interaction, adherence to medical advice, and health disparities. Students will have an opportunity to apply health psychology in community settings through needs assessment, research, and intervention. PREQ: Psychology 101. Requirements met: Social Sciences Breadth. (Typically each fall)

### **PSY 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PSY 265 Psychology of Human Sexuality**

An examination of methodologies used in the study of human sexuality, with attention to attitudes regarding sexual orientation, identity, and gender. The course investigates the anatomy and physiology of sexual behavior as well as accompanying psychological phenomena, and considers biological, psychological, and cultural schools that serve as a basis for understanding heterosexual, lesbian, gay, and bisexual orientations. PREQ: Psychology 101. Requirements met: Social Sciences Breadth. (Every other year)

### **PSY 281 Psychopathology**

This class focuses on learning diagnostic criteria for use in psychology and related helping fields, although anyone with an interest in abnormal psychology is encouraged to enroll. The course will consider the possible definitions of forensic assessment, ahistorical ways of thinking about mental illness, up to and including our present standards as defined in the DSM-5. The course will cover diagnostic criteria, prevalence, cultural and special population considerations, and how disorders are portrayed in the media. PREQ: Psychology 101. Formerly PSY 320. Requirements met: Social Sciences Breadth. (Typically each spring)

### **PSY 282 Psychotherapy & Assessment**

This course guides students through the clinical responsibilities of mental health practitioners. Students interested in counseling/clinical psychology, social work, marriage and family therapy, school counseling, or educational psychology will especially benefit from this class. The major focus of this course is the varied models and modalities of psychotherapy. The secondary focus is the clinical assessment methods clinicians use to diagnose, treat, and track outcomes in their clients. Requirements met: Social Sciences Breadth. (Typically each fall)

### **PSY 296 Life Span Psychology**

This course will examine human development from the prenatal period through old age. Topics covered will include development of thought, perception, language, parent-child relationships, peer relationships, aggression, morality, identity, and the developmental contexts of family, school, and culture. The course will be primarily



conducted as lecture and discussion, with some videos and activities. PREQ: Psychology 101. Formerly PSY 345. Requirements met: Social Sciences Breadth. (Each fall or spring)

### **PSY 315 Advanced Behavioral Neuroscience**

An in-depth study of selected fields within behavioral neuroscience including experience dependent synaptic plasticity, learning and memory, addiction, emotions, and aging. Neuroanatomy and the neural mechanism of behavior in animals are investigated through laboratory demonstrations and student-conducted experiments  
PREQ: Psychology 101, Psychology 201, and Psychology 215 or instructor permission. (Typically each fall)

### **PSY 325 Research Practicum**

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit unit. May be repeated for a total of one course credit unit.

### **PSY 330 Educational Psychology**

The purpose of this course is to examine how psychological theories can be applied to education. Topics covered will include traditional fields of psychology such as cognition and behavior modification as well as current issues like bullying and standardized testing. A co-requisite lab is required for students to learn how to conduct structured observations of behavior while evaluating how educational and psychological theories look in real-world situations. Many of the lab activities occur off campus at local schools. In order to take this class, students must pass the school district's background check. Most lab times will be arranged individually with your cooperating teacher. PREQ: Psychology 101 and Psychology 201 or Education 225. Requirements met: Social Sciences Breadth. (Typically each fall)

### **PSY 340 Cultural Psychology**

An exploration of the ways in which different cultures lead people to vary in basic psychological processes. The course will particularly focus on collectivism and individualism. Topics include language development, moral reasoning, mental health, self-concept, and parenting styles. PREQ: Psychology 101 and Psychology 201. Requirements met: Social Sciences Breadth. (Typically each spring)

### **PSY 341 Interpersonal Relationships**

This course will consist of an overview of relevant research pertaining to interpersonal relationships with a particular emphasis on intimate relationships. Topics include initial attraction, love, interdependence, commitment, communication, and relationship deterioration/maintenance. The course is structured to familiarize students with the major concepts, theoretical perspectives, and empirical findings within the study of interpersonal relationships. In addition, the course gives students the opportunity to think critically about relationships in their own lives. PREQ: Psychology 101 and Psychology 201. (Spring, alternate years)

### **PSY 355 Learning, Memory, and Cognition**

Investigation of fundamental principles of learning and conditioning including animal cognition, the application of conditioning to clinical and classroom settings, and the human cognitive processes of knowledge acquisition, categorization, memory, problem solving, and reasoning. Extensive laboratory exercises involve hands-on exploration of classic experiments in cognitive psychology, the application of cognition, and the observation of cognition and learning. PREQ: Psychology 101 and either Psychology 201 or Education 225, and at least Junior standing. Formerly called Conditioning and Cognitive Processes. Requirements met: Social Sciences Breadth. (Each fall or spring)

### **PSY 375 Psychology and Law**

The course examines how psychology can inform the application of justice. The trial process is thoroughly explored, comparing the law's informal theories of human behavior to what psychologists know based on theory and research. The application of psychological research and theory to various controversial courtroom

issues is discussed. These issues include eyewitness identification and testimony, witness interrogations and confessions, use of the polygraph as a lie-detector test, child witnesses in sexual abuse cases, the death penalty, and the role of psychologists in jury selection and the trial process. PREQ: Psychology 101 and Psychology 201 or instructor permission. Formerly Psychology 275. (Every other year alternating with 270 Introduction to Forensic Psychology)

### **PSY 382 Foundations of Clinical Practice**

This course is designed to give students a deeper understanding of how clinical practice in mental health is delivered. The course will focus on therapeutic microskills (e.g., understanding non-verbal behavior, how to ask effective questions) and targeted interventions (e.g., anxiety management, assertiveness) via readings, demonstrations, role plays, and reflective processing. The class will also emphasize ethical practice and self-care in this challenging field. The course will help students determine if mental health services is a career path for them, and what is learned will be of service in a number of human service professions (e.g., medicine, teaching, care management). Those student who want to take the clinical psychology practicum capstone course need to take this course as a prerequisite. PREQ: Psychology 201 and 282. (Each Spring)

### **PSY 410 Stigma and Prejudice**

A critical examination of a social psychological perspective of stigma (stigma being ways in which people experience others' prejudice toward themselves). We investigate stigma based upon ethnicity, gender, religion, age, color, sexual orientation, socioeconomic status, and other characteristics. We also investigate historical changes in the conceptualizations of stigma and prejudice. PREQ: Psychology 101, Psychology 201, and Psychology 240 (or instructor permission to bypass Psychology 240). Requirements met: Social Sciences Breadth. (Typically each fall)

### **PSY 414 Understanding and Treating Addiction**

The course examines the physiological, neurological and psychological underpinnings of drug addiction (including alcohol) and compulsive gambling. PREQ: Psychology 201 and Psychology 214 or Psychology 215 or instructor permission. (Fall terms only).

### **PSY 425 Research Practicum**

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit units. May be repeated for a total of one course credit unit.

### **PSY 350, 450 Advanced Topics in Psychology**

A proseminar on contemporary issues relevant to psychology offered on an occasional basis. Open to juniors and seniors by instructor permission. PREQ: Psychology 101 and Psychology 201 and Junior or Senior Standing. May be repeated when topic varies.

### **PSY 451 Clinical Neuroscience**

This capstone experience is designed for students with a strong interest in Cognitive Neuroscience, Neuropsychology, or Neurology. The main goal of the course will be to correlate neuroanatomic structures with clinically relevant information. Case presentations provide the framework for all communications about patient care. Instead of making the mastery of anatomical details the main goal and then searching for applications of this knowledge, actual clinical cases will be used as both a teaching instrument and motivating force to encourage each student to delve into further study of normal neuroanatomy and function. We will begin with a rapid review of Human Neuroanatomy followed by learning to read and write clinical case presentations and what components are a part of the standard neurological examination. The remaining portion of the semester will be devoted to working with the individual case studies in neurology and psychology. The cases allow for the formation of hypotheses concerning the location and nature of each patients' problems. Special attention will be devoted to new treatments thanks to recent advances in neuroscience in a wide variety of clinical populations. Behavioral and brain alterations due to stroke, traumatic brain injury, spinal cord injury

or degenerative diseases will be at the core of many of the clinical cases that we will examine during the semester. This course will require substantial time outside of class to review appropriate materials concerning each case covered. PREQ: Psychology 201 and 215, or instructor permission. (Typically each fall)

### **PSY 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **PSY 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular psychology course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **PSY 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PSY 491 Honors Thesis in Psychology**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **PSY 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PSY 495 Senior Seminar**

See program faculty for more information.

### **PSY 496 Parents, Peers, and Media Socialization**

This course will consist of a broad overview of topics in social development, with a particular emphasis on how children and adolescents are socialized within our society and across cultures. The course is structured with four units: (1) Parent-child relationships, with a focus on how parents influence children as well as how children affect behaviors and practices of their parents. (2) Peer relationships, friendships, and interpersonal behavior. (3) Media, including the effects of watching television on aggression, academic achievement, and body image. (4) Romantic relationships, including such topics as maintaining romantic relationships and sexual behavior in young adulthood. PREQ: Grade of C or higher in Psychology 201.

# PUBLIC HEALTH

*Co-Directors: George Diggs and Saritha Bangara*

*Faculty: Mathias Akuoko, Kerry Brock, Lisa Brown, Karánn Durland, Michael Fairley, Steve Goldsmith, Hank Gorman, David Griffith, Roger Platizky, Stephen Ramsey, Kelly Reed, Peter Schulze, Ashley Tharayil, Ivette Vargas-O'Bryan*

The public health program promotes a multidisciplinary approach to studying the varied and interconnected ways of preventing disease, promoting health, and prolonging life through organized efforts, both public and private. The curriculum includes courses from the social sciences, natural sciences, mathematics, and humanities, and is designed to give students insight into the breadth of the field. The program emphasizes involvement at the local level in conjunction with a global perspective.

A student who elects to major or minor in public health will obtain an understanding of the nature of the scientific approach, the importance of statistical analysis, and the effects of social, economic, behavioral, political, and cultural factors on health.

A background in public health can prepare a student to enter a diverse range of careers, varying widely both in focus (local, regional, national, global) and in sector. For example, careers are available in local, state, and federal government, hospitals and health departments, nonprofit organizations, corporations, and universities. A number of these careers require graduate study (for example, a Master of Public Health degree). A broad based liberal arts education that includes training in public health is also a strong background for many other graduate and professional programs ranging from medicine and other health careers to hospital administration, public policy, health economics, human rights, and diverse programs in the natural sciences and social sciences.

Students are encouraged to consider in which aspect of public health their primary interests lie (e.g., policy/management, economics, environmental, scientific/biological, communications, etc.) and to choose additional coursework that will position them strongly for graduate work or the job market.

Students who are interested in the public health major or minor are strongly encouraged to consult with Saritha Bangara or George Diggs at their earliest convenience.

## **Degree Plans Offered in Public Health**

Major in Public Health

Minor in Public Health

A **major in public health** consists of:

### **Core requirements (3 courses)**

\_\_\_\_\_ PUBH 235 Fundamentals of Public Health

\_\_\_\_\_ PUBH 332 Epidemiology

\_\_\_\_\_ PUBH 345 Global Health

### **Required supporting course**

\_\_\_\_\_ PUBH 120 Introduction to Biostatistics (or other approved statistics courses including MATH 120, PSY 120 or PSCI 271)

### **Policy Component (select 1 course)**

\_\_\_\_\_ PSCI 317 Public Policy

\_\_\_\_\_ ENVS 479 Environmental Policy

\_\_\_\_\_ PUBH 379 Health Management and Policy

**Science of Health and/or Disease (select 1 course)**

- \_\_\_\_\_ BIOL 100 Evolution and Human Health
- \_\_\_\_\_ BIOL 115 Evolution, Behavior, and Ecology
- \_\_\_\_\_ BIOL 228 Genetics
- \_\_\_\_\_ BIOL 230 Microbiology
- \_\_\_\_\_ BIOL 340 Immunology
- \_\_\_\_\_ BIOL 347 Cancer Biology
- \_\_\_\_\_ BIOL 354 Human Infectious Diseases
- \_\_\_\_\_ PUBH 432 Advanced Epidemiology
- \_\_\_\_\_ SCI 100 Human Nutrition (or equivalent course)
- \_\_\_\_\_ SCI 201 Earth, Body, and Mind
- \_\_\_\_\_ SCI 201 Emerging Viral Diseases (or equivalent course)
- \_\_\_\_\_ SCI 202 Microbes and Human Health

**Behavioral, Social and Cultural Aspects of Health Component (select 1 course)**

- \_\_\_\_\_ ANTH 123 Cultural Anthropology
- \_\_\_\_\_ CHIN 250 Chinese Medicine
- \_\_\_\_\_ COMM 222 Interpersonal Communication
- \_\_\_\_\_ COMM 350 Health Communication
- \_\_\_\_\_ COMM 455 Intercultural Communication
- \_\_\_\_\_ ECO 280 Health Economics
- \_\_\_\_\_ ECO 371 Econometrics
- \_\_\_\_\_ ENG 252 Literature, Medicine, and Culture
- \_\_\_\_\_ ENVS 235 Fundamentals of Environmental Studies
- \_\_\_\_\_ ENVS 245 Food Systems
- \_\_\_\_\_ ENVS 250 Science, Politics, and Culture of Food
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 250 Public Health Ethics
- \_\_\_\_\_ PSY 222 Environmental Psychology
- \_\_\_\_\_ PSY 255 Health Psychology
- \_\_\_\_\_ PSY 265 Psychology of Human Sexuality
- \_\_\_\_\_ PSY 281 Psychopathology
- \_\_\_\_\_ PUBH 336 Health Care Law and Regulation
- \_\_\_\_\_ PUBH 346 Health Care Administration
- \_\_\_\_\_ PUBH 350 Behavioral and Community Health
- \_\_\_\_\_ PUBH 350 Essentials of Health Behavior and Promotion
- \_\_\_\_\_ REL 220 Illness, Medicine, and Healing in Asian Religion

**Other Considerations When Planning for the Major:**

- Five courses must come from the three components above.
- At least six courses must be at the 200 level.
- At least three courses must be at the 300 level.
- An internship or other similar experience or individual research project is highly encouraged.

**Total Credits Requirement = 8 course credits**

A **minor in public health** consists of:

**Core requirements (2 courses)**

- \_\_\_\_\_ PUBH 235 Fundamentals of Public Health
- \_\_\_\_\_ PUBH 332 Epidemiology

**Required supporting course**

- \_\_\_\_\_ PUBH 120 Introduction to Biostatistics (or other approved statistics course including MATH 120, PSY 120 or PSCI 271)

**Policy Component**

- \_\_\_\_\_ PSCI 317 Public Policy
- \_\_\_\_\_ ENVS 479 Environmental Policy
- \_\_\_\_\_ PUBH 379 Health Management and Policy

**Science of Health and/or Disease**

- \_\_\_\_\_ BIOL 100 Evolution and Human Health
- \_\_\_\_\_ BIOL 115 Evolution, Behavior, and Ecology
- \_\_\_\_\_ BIOL 228 Genetics
- \_\_\_\_\_ BIOL 230 Microbiology
- \_\_\_\_\_ BIOL 340 Immunology
- \_\_\_\_\_ BIOL 347 Cancer Biology
- \_\_\_\_\_ BIOL 354 Human Infectious Diseases
- \_\_\_\_\_ PUBH 432 Advanced Epidemiology
- \_\_\_\_\_ SCI 100 Human Nutrition (or equivalent course)
- \_\_\_\_\_ SCI 201 Earth, Body, and Mind
- \_\_\_\_\_ SCI 201 Emerging Viral Diseases (or equivalent course)
- \_\_\_\_\_ SCI 202 Microbes and Human Health

**Behavioral, Social and Cultural Aspects of Health Component**

- \_\_\_\_\_ ANTH 123 Cultural Anthropology
- \_\_\_\_\_ CHIN 250 Chinese Medicine
- \_\_\_\_\_ COMM 222 Interpersonal Communication
- \_\_\_\_\_ COMM 350 Health Communication
- \_\_\_\_\_ COMM 455 Intercultural Communication
- \_\_\_\_\_ ECO 280 Health Economics
- \_\_\_\_\_ ECO 371 Econometrics
- \_\_\_\_\_ ENG 252 Literature, Medicine, and Culture
- \_\_\_\_\_ ENVS 235 Fundamentals of Environmental Studies
- \_\_\_\_\_ ENVS 245 Food Systems
- \_\_\_\_\_ ENVS 250 Science, Politics, and Culture of Food
- \_\_\_\_\_ PHIL 209 Ethics and Medicine
- \_\_\_\_\_ PHIL 250 Public Health Ethics
- \_\_\_\_\_ PSY 222 Environmental Psychology
- \_\_\_\_\_ PSY 255 Health Psychology
- \_\_\_\_\_ PSY 265 Psychology of Human Sexuality
- \_\_\_\_\_ PSY 281 Psychopathology
- \_\_\_\_\_ PUBH 336 Health Care Law and Regulation
- \_\_\_\_\_ PUBH 346 Health Care Administration
- \_\_\_\_\_ PUBH 350 Behavioral and Community Health
- \_\_\_\_\_ PUBH 350 Essentials of Health Behavior and Promotion
- \_\_\_\_\_ REL 220 Illness, Medicine, and Healing in Asian Religion

### **Other Considerations When Planning for the Minor:**

- Additional courses are selected from the components above (at least one course from at least two of the components).
- At least four courses must be at the 200 level or above.
- At least one course must be at the 300 level or above (i.e. Public Health 332).

### **Total Credits Requirement = 5 course credits**

All elective courses for the major and minor should be selected in consultation with the program director based on student interests and career objectives.

## **COURSES**

### **PUBH 120 Introduction to Biostatistics**

An introduction to selected topics in biostatistical analysis and reasoning with a focus on analyzing health related data. Topics will include descriptive statistics and graphical displays, sampling methods and types of studies, tools for describing central tendency and variability of data, the basics of probability theory, random variables, discrete distributions, the normal distribution, the chi-squared distribution, hypothesis testing for means and comparison of means (including t tests), confidence intervals, correlation, and regression analysis. A section will be included on how statistics can be misused or can lead to wrong conclusions. Health related examples will be used throughout. Students can receive credit for only one statistics class: PUBH 120, PSY 120, MATH 120, SSCI 120, etc. Requirements met: Quantitative Competency. (Each year starting 2016-17).

### **PUBH 235 Fundamentals of Public Health**

An overview of the fundamentals of public health. Topics covered will include the definition of public health, the history and accomplishments of the field, an examination of relevant cultural, social, and behavioral issues, and an examination of core public health sub-disciplines. These include an introduction to epidemiology of infectious and chronic diseases, environmental health, global health, health promotion, and health policy and management. Requirements met: Non-Lab Science Breadth. (Each semester)

### **PUBH 250 Topics in Public Health**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when the topic varies. 1 course credit.

### **PUBH 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. Special permission required. Offered in variable course credit from 0.25-1.00.

### **PUBH 332 Epidemiology**

An introduction to and examination of the field of epidemiology. The course will cover the principles and methods of epidemiology including an analysis of the distribution, causes, and prevention of illness and premature death in populations. It will include quantitative analysis of the biological, social, economic, and environmental conditions that affect health, as well as an examination of the potential sources of bias in health studies. A laboratory component is included. PREQ: Public Health 235 and Mathematics 120, Psychology 120, or Social Sciences 120. (Each year starting 2015-16)

### **PUBH 336 Health Care Law & Regulation**

This course will examine how law can both promote and impede the public's health. It will introduce students to the legal concepts that underlie the public health system and that inform public health policymaking in the

United States. Topics to be covered include the role of law in public health care and policy (e.g., governmental powers vs. civil liberties, regulation of public health, tobacco regulation), managed care and public health, the role of public health officials in shaping law and policy, and public health law reform. Meet the Policy Component of the Public Health major. PREQ: Public Health 235 or instructor permission. (Each year starting 2016-17)

### **PUBH 345 Global Health**

An introduction to Global Health, including major global health challenges, programs, and policies. It will examine the global distribution and social and cultural costs of disease and mortality, the determinants of global health disparities, the making of global health policies, and the results of global health interventions. PREQ: Public Health 235. (Each spring starting 2015-16)

### **PUBH 346 Health Care Administration**

The course explores how health care organizations are managed in a rapidly changing environment. Using literature from management, social science, policy analysis, and health services, students will examine the environments in which health care managers work. Students will also be introduced to the essential analytical tools and managerial skills for managing health care organizations. Topics include health care leadership, organization design, teamwork, communication, power and conflict, change and innovation, quality improvement, strategic thinking, competitive advantage, strategic alliances, health policy, information systems, consumerism, ethics, and globalization. Crosslists with Business Administration 350: Health Care Administration when offered. PREQ: Public Health 235 or instructor permission (Spring 2018)

### **PUBH 350 Advanced Topics in Public Health**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. Offered in variable course credit from 0.25-1.00. 1 course credit.

### **PUBH 379 Health Management and Policy**

This course builds upon Fundamentals of Public Health and incorporates key ideas from a number of other disciplines in a study of policy options for responding to health challenges. The course examines both theoretical and practical approaches to solving, mitigating, or preventing a variety of health problems. PREQ: Public Health 235. (Each year starting 2015-16)

### **PUBH 432 Advanced Epidemiology**

This course is designed to introduce undergraduate public health students to graduate level concepts in epidemiology. We will build on fundamental applied theories and methodologies with which students became acquainted in the introductory course PUBH 332. Students will learn how to interpret data, critique research, and develop appropriate study designs. This course will also provide insight into how epidemiology can be used to resolve a wide variety of issues affecting us at a community as well as at a global level. PREQ: Public Health 332. (Each Fall starting Fall 2017)

### **PUBH 450 Advanced Topics in Public Health**

This course builds upon Fundamentals of Public Health and incorporates key ideas from a number of other disciplines in a study of policy options for responding to health challenges. The course examines both theoretical and practical approaches to solving, mitigating, or preventing a variety of health problems. PREQ: Public Health 235.



# RELIGIOUS STUDIES

*Chair: Ivette Vargas-O'Bryan*

*Faculty: Jeremy Posadas*

*Emeritus and Adjunct: Henry Bucher*

*Emeriti: Thomas Nuckols, James Ware*

The religious studies program offers an array of courses that provide broad exposure to diverse religious texts, traditions, practices, and themes throughout various world cultures/regions from the ancient to the modern periods. The program focuses on the intersection of religious meanings and specific cultural contexts that shape those meanings. The approach to the study of religion is therefore largely interdisciplinary, with any single course providing exposure to several different methods of analysis and interpretation. Using these diverse approaches, the religious studies program investigates the complex, often ambiguous processes, products and performances of religious communities and individuals over time. The faculty also seeks to understand and assess religious phenomena on their own terms, appreciating their contributions to human vitality in the past and present, and examining their significance for the future. The department welcomes students from all religious and theological/philosophical/ideological persuasions, and aim to foster an environment in which students feel free to deepen their understanding of their own traditions while engaging alternative perspectives that provide challenges and new insights.

Alongside various other course offerings, the Religious Studies Program has three fields of concentration:

1. Asian religions and cultures
2. Bible and culture
3. Christian theology and history.

These fields correspond with the current strengths and interests of the department.

## **Degree Plans Offered in Religious Studies**

Major in Religious Studies

Minor in Religious Studies

A **major in religious studies** consists of:

### **Introductory Courses (2 courses, must be in different traditions, as grouped below):**

Group 1:

\_\_\_\_\_ REL 110 Intro of Buddhist Traditions

\_\_\_\_\_ REL 115 Intro to Hinduism

\_\_\_\_\_ REL 140 Intro to Islam

\_\_\_\_\_ REL 155 or 165 or 175

### **Methods Course (at least 1 course, department recommends majors take both):**

\_\_\_\_\_ REL 291 Why Do Christians Do That?

\_\_\_\_\_ REL 390 Theories and Methods for Religion Research

### **Electives (5 courses attending to the different Course Categories below)**

\_\_\_\_\_ REL any level

- \_\_\_\_\_ REL any level
- \_\_\_\_\_ REL 300 level or higher
- \_\_\_\_\_ REL 300 level or higher
- \_\_\_\_\_ REL 300 level or higher

**Course Categories – the electives above must include at least one course from 3 of the 4 following categories (note: as course can only be used for one category):**

- \_\_\_\_\_ **RBS: Religion, Bodies, and Perspectives on Science** (REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category)
- \_\_\_\_\_ **RSG: Religion and Society in Global Perspective** (REL 201, 222, 253, 315, 352; REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category; SOC 345)
- \_\_\_\_\_ **RLA: Religion, Literature, and the Arts** (REL 225, 366; REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category)
- \_\_\_\_\_ **RTI: Religious Texts and Ideas** (REL 265, 317, 365, 366, REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category; PHIL 312)

**Other considerations when planning for the major:**

- Most 300 and 400 level courses have specific prerequisites and are not recommended for freshman students.
- Majors are strongly encouraged to take both methods courses, ideally Religious Studies 291 in the freshman or sophomore year and Religious Studies 390 in the junior year.
- Students considering the major should consult with department faculty about projected offerings in the categories above in order to plan adequately.

**Total Credits Requirement = 8 course credits**

A **minor in religious** studies consists of:

**Introductory Courses (2 courses, one from each group/traditions):**

Group 1:

- \_\_\_\_\_ REL 110 Intro of Buddhist Traditions
- \_\_\_\_\_ REL 115 Intro to Hinduism
- \_\_\_\_\_ REL 140 Intro to Islam

Group 2:

- \_\_\_\_\_ REL 165 What is Christianity?
- \_\_\_\_\_ REL 175 Intro to Biblical Studies
- \_\_\_\_\_ REL 155 Religion Outside of Religions

**Electives (3 courses, attending to the different Course Categories below):**

- \_\_\_\_\_ REL any level
- \_\_\_\_\_ REL 200 level or higher
- \_\_\_\_\_ REL 300 level or higher

**Course Categories – the electives above must include at least one course from 3 of the 5 following categories (note: as course can only be used for one category):**

\_\_\_\_\_ **Methods** (REL 291 or 390)

\_\_\_\_\_ **RBS: Religion, Bodies, and Perspectives on Science** (REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category)

\_\_\_\_\_ **RSG: Religion and Society in Global Perspective** (REL 201, 222, 253, 315, 352; REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category; SOC 345)

\_\_\_\_\_ **RLA: Religion, Literature, and the Arts** (REL 225, 366; REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category)

\_\_\_\_\_ **RTI: Religious Texts and Ideas** (REL 265, 317, 365, 366, REL 220, 253, 411; REL 250, 350, and 450 when indicated for this category; PHIL 312)

**Other considerations when planning for the minor:**

- Most 300 and 400 level courses have specific prerequisites and are not recommended for freshman students.
- Majors are strongly encouraged to take both methods courses, ideally Religious Studies 291 in the freshman or sophomore year and Religious Studies 390 in the junior year.
- Students considering the major should consult with department faculty about projected offerings in the categories above in order to plan adequately.

**Total Credits Requirement = 5 course credits**

## **COURSES**

### **REL 110 Introduction to Buddhist Traditions**

An introduction to diverse Buddhist traditions from their South Asian origins to their transformations in East Asia and the West. The course examines Buddhism as both a pan-Asian and cultural tradition in religious literature, ritual and the arts. Explores themes such as enlightenment, suffering, rebirth, and karma.

Requirements met: Humanities Breadth. Former title: The Life and Teachings of the Buddha. (Every other year; alternates with Religious Studies 115)

### **REL 115 Introduction to Hinduism**

An introduction to the many distinct yet interrelated religions of South Asia labeled "Hinduism." From the ritual cosmos of the ancient Vedas to the political views of Gandhi, this course examines the development and colonial interpretations of the Hindu tradition. Exploration of key concepts including dharma, God, karma, devotion, liberation, and yoga with special attention to sacred space and pilgrimage. Former title: Hinduism.

Requirements met: Humanities Breadth. (Every other year; alternates with Religious Studies 110)

### **REL 140 Introduction to Islam**

This course introduced practices, ideas, sources, institutions, and contexts that are central to the religious lives of Muslim communities and societies. Core topics include the life of Muhammad, major concepts and principles in the Qur'an and Hadith, the Five Pillars, key points in Islamic history, and the Islamic world today. Other topics (e.g., Islamic art and literature, Islamic movements) and geographical focus may vary. Requirements met: Humanities Breadth. (Alternate years)

### **REL 155 Religion Outside of Religions**

This course introduces the study of religion by using concepts commonly applied to religion in order to analyze activities and institution that are usually considered separate from organized religion. Case-studies are drawn primarily U.S. culture and society and may include such topics as professional sports, dieting, the free market, medical expertise, self-help culture, education or similar phenomena. Requirements met: Humanities Breadth. (Alternate years)

### **REL 165 What is Christianity?**

A survey of practices, power-structures, and perspectives that make Christianity what it is. We assume that there is not just one "true" or "correct" form of Christianity; instead we seek to understand how it is true in different ways for different people. The emphasis is on how Christianity functions in the lives of the participants as well as in broader society. Requirements met: Humanities Breadth.

### **REL 175 Introduction to Biblical Studies**

An introduction to scholarly approaches to studying the Bible, emphasizing its literary qualities in their social and political contexts. The course does not address whether or how the Bible is "true," but instead how it was constructed through human activities and how it, in turn, constructs meanings. Possible topics include sources and genres of biblical texts, competing worldviews within the Bible, diverse ways of interpreting the Bible, or various ways the Bible has been used. Requirements met: Humanities Breadth. (Alternate years)

### **REL 201 Religious Diversity in the U.S.**

An introduction to religious traditions in the United States, emphasizing religious practices and institutions but also including texts and ideas. The focus may be present-day communities, historical communities, or tradition that originated in other geographical regions (e.g., Asia). Topics may include adaptation and conflicts between religious groups, separation of "church" and state, and intersection of religious and other identities. Requirements met: Humanities Breadth. (Alternate years)

### **REL 220 Medicine and Public Health in Asian Traditions**

Explores the theories and practices of Asian medicine medical systems particularly their scientific and cultural (religious, philosophical) foundations, and the impact of Asian medicine in the promotion of public health. Depending on the semester, the course examines "traditional" Chinese medicine, Indian Ayurveda, Tibetan medicine, and Islamic medical systems alongside ritual dimensions of healing and the intersection of Western and Asian medicine in cultural contexts. Critical examinations of the impact of infectious disease on public health, the development of institutions of health, and the role of cultural and religious views of disease, prevention and healing are central the course. PREQ: One course in Asian religions or Asian studies, or instructor permission. Requirements met: Humanities Breadth. Previous course title, "Illness, medicine and Healing in Asian Religions." (Every other year)

### **REL 222 Religions of East Asia**

Focuses on the historical and modern development for the religious traditions of China and Japan. The course may include an examination of Confucianism, Daoism, Buddhism, and Shinto in relation to beliefs about the natural order, the individual, and society. Explores topics such as divination, filial piety, ancestor veneration, cosmology, and immortality. Attention will be given to the signification of images in rituals, tea ceremonies, and landscape construction like rock gardens. Requirements met: Humanities Breadth. (Alternate years)

### **REL 225 Sacred Image, Sacred Space, in South Asia and Tibet**

Focuses on the religious dimensions of visual culture and space in South Asia and Tibet. What defines a sacred image? How is it that some physical locations have deeper meanings - becoming symbolically powerful in individuals' experiences? How do images and space come together for sacred meaning and even share the vision of geographic locations? This course examines such topics as role of images, religious transformation of landscapes, pilgrimage sites, and temple architecture. Requirements met: Humanities Breadth. (Alternate years)

### **REL 250 Topics in Religious Studies**

Study of particular issues in religious thought and practice. These topics are more specific than the broad introductory courses, but generally require no prerequisites. They are taught at different times, depending on student and faculty interests. May be repeated when topic varies. (Typically at least one each year) The following courses are examples:

- Violence and Nonviolence in Asian Religious Traditions
- Rituals in the Hindu Tradition
- The Erotic and the Ascetic in Indian Traditions
- Tibetan Buddhism and Politics
- Buddhist Philosophy
- Religion and Art of India and Tibet
- Religion, Sex, and Sexuality

### **REL 253 Sex, Self and Society**

A critical exploration of the relationships between sexual practices, having a good life, and creating a good society. Possible topics include hooking up, marriage (and alternative relationship forms), porn, sexual safety, and similar matters. Drawing examples from diverse sexual cultures in the U.S, we consider both Christian and "secular" perspectives (which, we will see also rely on moral convictions and function in a religious manner). Requirements met: Humanities Breadth. (Every year)

### **REL 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **REL 265 Christian Ethics**

A survey of ethical stances and strategies within Christianity, analyzing what Christians think is at stake in ethical decisions, what they base those decisions on, and what ethical matters are the most challenging for them. Topics may include economic justice, the environment, political activism, violence/pacifism, racism, medical ethics, relations with other religions, criminal justice, or similar matters. Requirements met: Humanities Breadth. (Occasional)

### **REL 291 Why Do Christians Do That?**

An exploration of different strategies for understanding what motivates various Christians to act, speak, or think the way they do. One can, for instance, observe Christians in everyday activities or analyze texts they consider sacred. By comparing several methods alongside each other, we will learn more about how scholars use different kinds of evidence to construct new understandings of religion. PREQ: One 100 level religious studies course. Requirements met: Humanities Breadth and Half Writing Competency. (Alternate years)

### **REL 292 Intermediate Independent Study Off-Campus**

See program director for more information about this course. Offered for variable course credit.

### **REL 315 Religion and Violence**

Examines the role of religion in justifying, shaping, and resolving violence in scriptural text and modern movements alongside critical theories about religion and violence. Does religion appear to promote or discourage violent acts? The course will examine and compare case studies in Asian contexts. PREQ: Two religious studies courses including at least one in Asian religion or instructor permission. Requirements met: Humanities Breadth. (Alternate years)

### **REL 317 Love, The Divine, and Devotional Movements**

Explores the varieties of devotional experiences and organized movements in Hindu and Buddhist traditions

with a particular focus on popular bhakti movements and non-tantric and tantric devotionalism in Asia. This course explores the diversity of views on the nature of and ritual experiences with the divine (or an enlightened being) in devotional movements, and their social, cultural, and political impact. PREQ: Two religious studies courses, including at least one in Asian religion or instructor permission. Requirements met: Humanities Breadth. (Alternate years)

### **REL 350, 450 Advanced Topics in Religious Studies**

A variety of courses focusing on theories and practices of textual interpretation. They are taught at different times, depending on student and faculty interests. Prerequisites vary. May be repeated when topic varies. (Typically at least one each year) The following courses are examples:

- Readings in Hindu and Buddhist Texts
- Ritual Studies in Asian Traditions
- Body and Power in Asian Religions
- Feminist and Liberation Theology
- Hermeneutics
- The Bible and the Formation of the Secular Modern

### **REL 352 Christianity and Capitalism**

An investigation of Christianity's contradictory responses to capitalism, revealing the interplay of religion, economics, and politics in both ideas and actions. We consider Christians who have pursued capitalist enterprise as an extension of their faith as well as Christians who have felt morally compelled to limit or disrupt capitalism's power. At the same time, we analyze how capitalism itself functions as a religion in contemporary society. PREQ: Religious Studies 165 or 291 and one additional religious studies course or instructor permission. Requirements met: Humanities Breadth. (Alternate years)

### **REL 360 Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **REL 365 Christianites: Historical Survey**

A survey of the major eras in the history of Christian communities, starting from the assumption that there is no universal or single "correct" form of Christianity: there is only Christianites. We examine not just what Christians have believed or thought, but how they have lived - their everyday practices, power-structures and conflicts, and relationships with other societal institutions and religious communities. PREQ: Religious Studies 165 or instructor permission. Requirements met: Humanities Breadth. (Alternate years)

### **REL 366 Jesus, Christ, and Culture**

An examination of differences between the Jesus of history, the Jesus of the Bible, the Christ of faith, and the Christ of popular culture. We study three kinds of sources: ancient/medieval theological explanations of Jesus/Christ as well as contemporary re-interpretations of Jesus/Christ in theology and popular culture. PREQ: Religious Studies 165 or Religious Studies 291 and one other religious studies course or instructor permission. Requirements met: Humanities Breadth. (Alternate years)

### **REL 390 Theories and Methods for Religion Research**

Focuses on fundamental theoretical and methodological issues and pluralism pertaining to the academic study of religion. Exposes student to some of the more important theories of the origin, character, and function of religion, and key approaches to the academic study of religion. This course also provides the opportunity to apply theories and methods to specific texts, concrete issues, or cultural formations. This is an ideal course for

building research and writing skills. PREQ: Junior or Senior standing and two religious studies courses or instructor permission. Requirements met: Humanities Breadth and Full Writing Competency. (Alternate years)

### **REL 411 Gender, Body, and Power in Asian Religious Traditions**

Explores the power dynamics of gender and the body in Asian religious texts and art. This course considers how images of the feminine, conceptions of the body and its regulation, and constructions of gender in Asian religious traditions have either reinforced and/or challenged religious doctrines, religious status, and societal views about women. PREQ: Two religious studies courses, including at least one in Asian religion or instructor permission. Requirements met: Humanities Breadth and Full Writing Competency.

### **REL 460 Advanced Directed Study (Variable course credit)**

An opportunity for students to investigate subjects in religion that are not covered by regularly offered courses, or to cover aspects of lower-level courses in greater depth. PREQ: At least two previous courses in religious studies (as specified by the instructor) or instructor permission.

### **REL 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular course in religious studies under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **REL 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **REL 491 Honors Thesis in Religious Studies**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **REL 492 Individual Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **SCIENCE**

This program involves interdisciplinary study that includes material that crosses departmental and divisional lines. Occasionally, the program involves fields not regularly offered at the college.

### **SCI 201 Integrated Science**

These courses integrate knowledge from multiple scientific disciplines with knowledge from the humanities and social sciences. The courses typically provide a global or historical perspective, they address the methods, goals, and purview of science, they explore how science is used to understand natural phenomena, and they discuss the interrelationships between science and society. Specific topics differ between particular courses, but in general the courses use scientific topics as a springboard to address more general societal and cultural issues. Courses that are currently offered include *Cases and Concepts in Science and Culture*, *Earth, Body, and Mind*, *Women and Science*, and *Evolution and Human Behavior*. Requirements met: Non-Lab Science Breadth.

### **SCI 202 Atoms and Axioms**

The course is about many things at many levels. It is certainly concerned with the nature of scientific thought; as a consequence, some details of scientific knowledge will be covered. But on a larger scale and very broadly, the course is about two great ideas in science: atoms and axioms; the former an example of an enduring hypothesis, the latter a manner of organizing and generating knowledge. Those ideas will be compared and contrasted; some of their interactions will be studied. The course begins with a historical viewpoint, examining the origins of our two major ideas in ancient Greece and developments during the scientific revolution. Then follows a lengthy philosophical interlude on the nature of scientific thought in general. The course then takes up again the historical development of our two main ideas into the 20th century. It ends with reflections on uncertainty and the nature of scientific thought. The course will include a laboratory component. Requirements met: Science Breadth. Offered on an occasional basis.

### **SCI 250 Intermediate Topics in Science**

Introductory courses on materials that cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies.

### **SCI 260 Intermediate Directed Study in Science**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman JanTerm or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **SCI 350 Advanced Topics in Science**

Advanced courses on materials which cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies.

### **SCI 455 Scientific Leadership Senior Seminar**

This course will build on curricular components of the STEM Teaching and Research (STAR) Leadership program by reinforcing and expanding leadership behaviors and theories in the context of science. Over the course of the semester, students will create a Leadership Development Plan (LDP). The LDP will serve as both a reflective piece and a vision piece for students to build leadership behaviors over the next 3 to 5 years. PREQ: Must be a biology, biochemistry or chemistry major in senior year. Offered for 0.25 course credits.

### **SCI 460 Advanced Directed Study in Science**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **SCI 490 Independent Study in Science**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **SOCIAL SCIENCE**

This program may involve interdisciplinary study that includes material that crosses departmental lines. Occasionally, the program involves fields not regularly offered at the college.

### **SSCI 120 Social Science Statistics**

Basic social science statistics used to summarize data, describe relationships between variables, and make



inferences from samples to estimate population parameters. Discussion of theory of probability and probability distributions, hypothesis testing, and exploration of computer packages. Preliminary to methods courses and some upper-level courses in business administration, economics, psychology, and sociology. May not be taken by students who have completed Mathematics 120 or equivalent. Requirements met: Quantitative Competency. (Each fall and spring)

### **SSCI 250 Intermediate Topics in Social Science**

Introductory courses on materials that cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies. Requirements met: Social Sciences Breadth.

### **SSCI 260 Intermediate Directed Study in Social Science**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **SSCI 350 Advanced Topics in Social Science**

Advanced courses on materials which cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies.

### **SSCI 460 Advanced Directed Study in Social Science**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **SSCI 490 Independent Study in Social Science**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **SOCIOLOGY AND ANTHROPOLOGY**

*Chair: Bart Dredge*

*Faculty: Terry Hoops, Brian Watkins*

*Emeritus: Dan Schores*

The mission of the Department of Sociology and Anthropology is to convey the varieties of socio-cultural perspectives and to introduce research methods employed in understanding human societies. Students can major or minor in sociology as well as anthropology.

### **Degrees Offered in Sociology and Anthropology**

Major in Anthropology

Minor in Anthropology

Major in Sociology

Minor in Sociology

## ANTHROPOLOGY

Anthropology, the study of human cultural diversity, incorporates four distinct sub-fields: sociocultural anthropology, archaeology, physical/biological anthropology, and linguistic anthropology. All four sub-fields explore how culture gives shape to the human experience, the forces and processes that have shaped both human biology and society over time, and the ways in which human societies are similar to and different from each other. Socio-cultural anthropology investigates human experience within different cultural settings by actually entering into those cultures and studying those groups from their own perspectives; it is the subdiscipline that we emphasize at Austin College, but we also offer courses in archaeology and linguistic anthropology.

The courses offered in anthropology explore a wide range of societies and communities, from gatherers and hunters to tribal groups, native peoples in different geo-political and environmental settings, slum dwellers in the third world, ethnic groups, and migrants, refugees and other stateless peoples in the United States and around the world. Courses deal comparatively with contemporary topics such as the culturally based notions of sex and gender, race and ethnicity, the debates about the biological and cultural origins of war, human rights, globalization, colonialism and the shaping of the world system, politics and the exercise of power, the relationships of society to the environment, and others. As an integrative science, anthropology has links to other disciplines and programs including sociology, history, biology, religion, environmental studies, gender studies, area studies programs, and the other social sciences. Students who have majored and minored in anthropology at Austin College have gone on to study and teach anthropology at the college level, have studied law, medicine and dentistry, public health, counseling and social psychology, theology and religious studies, public administration and policy advocacy, Native American and Latin American studies, international relations, social work, environmental science and policy, and other related fields. Our former majors and minors today work in public administration, the Peace Corp, education, law, public health, medical services, ministry, immigration services, and in other related fields.

A **major in anthropology** consists of:

### **Core Requirements (3 courses)**

- \_\_\_\_\_ ANTH 123 Intro to Socio-Cultural Anthropology
- \_\_\_\_\_ SOC/ANTH 270 Research Methods
- \_\_\_\_\_ ANTH 385 History of Anthropological Thought

### **Electives (select 5 courses total)**

#### **Lower-Level Electives**

- \_\_\_\_\_ ANTH course any level
- \_\_\_\_\_ ANTH course any level
- \_\_\_\_\_ CLAS 250 Topics in Greek and Roman Archaeology

#### **Advanced Electives (must select 2 courses)**

- \_\_\_\_\_ ANTH 300-level or higher
- \_\_\_\_\_ CLAS 350 Advanced Studies in Greek and Roman Archaeology

**Total Credits Requirement = 8 course credits**

A **minor in anthropology** consists of:

### **Required Courses (2 courses)**

- \_\_\_\_\_ ANTH 123 Intro to Socio-Cultural Anthropology
- \_\_\_\_\_ SOC/ANTH 270 Research Methods or ANTH 385 History of Anthropological Thought

**Electives (3 courses)**

- \_\_\_\_\_ ANTH course any level
- \_\_\_\_\_ ANTH course any level
- \_\_\_\_\_ ANTH course 300 level or higher

**Total Credits Requirement = 5 course credits**

**SOCIOLOGY**

Thinking sociologically requires more than just the acquisition of knowledge — it demands that individuals break free from the immediacy of personal circumstances and experiences. The sociology major and minor offers students the opportunity to stand outside their experiences — and those of others — and consider them anew. To achieve this, students learn to see and appreciate the complexities of social life, and learn to understand society and individuals in a variety of settings. Sociology majors find themselves prepared for graduate study in sociology, law, social work, gerontology, communication, criminal justice, urban planning, the ministry, and a variety of other fields. Additionally, they are equipped to navigate in business and corporate settings, work in social agencies, formulate public policy, contribute to and evaluate community-based programs, and prepare for teaching (especially at the secondary level).

A **major in sociology** consists of:

**Required Courses (3 courses)**

- \_\_\_\_\_ SOC 101 Introduction to Sociology
- \_\_\_\_\_ SOC 240 Social Theory
- \_\_\_\_\_ SOC 270 Research Methods

**Advanced Courses (3 courses)**

- \_\_\_\_\_ SOC 345 Sociology of Religion
- \_\_\_\_\_ SOC 350 Advanced Topics in Sociology
- \_\_\_\_\_ SOC 365 Race and Ethnic Relations
- \_\_\_\_\_ SOC 385 Social Movements
- \_\_\_\_\_ SOC 405 Writing Workshop
- \_\_\_\_\_ SOC 445 Issues in Higher Education
- \_\_\_\_\_ SOC 450 Advanced Topics in Sociology
- \_\_\_\_\_ SOC 460 Advanced Directed Study
- \_\_\_\_\_ SOC 490 Independent Study
- \_\_\_\_\_ SOC 491 Sociology Honors Thesis
- \_\_\_\_\_ SOC 492 Independent Study Off-Campus/NSOC

**Alternative Electives (2 courses)**

- \_\_\_\_\_ SOC 121 Marriage and Family
- \_\_\_\_\_ SOC 236 Sociology of the City
- \_\_\_\_\_ SOC 245 Law and Society
- \_\_\_\_\_ SOC 248 Human Rights and Social Justice
- \_\_\_\_\_ SOC 250 Topics in Sociology
- \_\_\_\_\_ SOC 260 Intermediate Directed Study

**Total Credits Requirement = 8 course credits**

A **minor in sociology** consists of:

**Required Courses (3 courses)**

- \_\_\_\_\_ SOC 101 Introduction to Sociology
- \_\_\_\_\_ SOC 240 Social Theory
- \_\_\_\_\_ SOC 270 Research Methods

**Advanced Courses (1 course)**

- \_\_\_\_\_ SOC 345 Sociology of Religion
- \_\_\_\_\_ SOC 350 Advanced Topics in Sociology
- \_\_\_\_\_ SOC 365 Race and Ethnic Relations
- \_\_\_\_\_ SOC 385 Social Movements
- \_\_\_\_\_ SOC 405 Writing Workshop
- \_\_\_\_\_ SOC 445 Issues in Higher Education
- \_\_\_\_\_ SOC 450 Advanced Topics in Sociology
- \_\_\_\_\_ SOC 460 Advanced Directed Study
- \_\_\_\_\_ SOC 490 Independent Study
- \_\_\_\_\_ SOC 491 Sociology Honors Thesis
- \_\_\_\_\_ SOC 492 Independent Study Off-Campus/NSOC

**Alternative Electives (1 courses)**

- \_\_\_\_\_ SOC 121 Marriage and Family
- \_\_\_\_\_ SOC 236 Sociology of the City
- \_\_\_\_\_ SOC 245 Law and Society
- \_\_\_\_\_ SOC 248 Human Rights and Social Justice
- \_\_\_\_\_ SOC 250 Topics in Sociology
- \_\_\_\_\_ SOC 260 Intermediate Directed Study

**Total Credits Requirement = 5 course credits**

## **COURSES IN ANTHROPOLOGY**

### **ANTH 123 Introduction to Socio-Cultural Anthropology**

Introduces and explores a unifying theme of cultural anthropology: by exploring the variety of ways people live in the world, we may know much about what it means to be human. Explores concepts, theories, methods of research, and the historical development of the discipline. A comparative exploration of various societies around the world offers insights on family and kinship, inequality and power, religious beliefs and values, economics, environment and technology, gender relations, and contemporary issues facing societies and communities today. Examines cultural change and the impact of industrialized societies and global forces on traditional societies. Requirements met: Social Sciences Breadth. (Each fall and spring)

### **ANTH 210 Native North America**

This course surveys the great diversity of Native North American peoples as the primary sources for the development of the Americanist tradition of anthropology. Students will gain insight into the ways of life and systems of meaning of specific Native American cultural groups such as the Pawnee, Hopi, and Tlingit, while making broader connections to elements of sociocultural difference such as gender, group identity, and religion. Topics include prehistory, the complexities of contact with Europeans, folklore, warfare, Native American-United States (and Canadians) treaties, as well as aspects of contemporary experiences: casino politics, toxic waste dumping on reservations, the American Indian Movement, peyote ceremonialism, and the rise of urban Native populations. Requirements met: Social Sciences Breadth. (Alternate years beginning Spring 2016)

### **ANTH 236 Anthropology of the City**

Focuses on the emergence of cities in human society, the cross-cultural study of contemporary urbanization and urban life, social and cultural problems common to cities in Third World societies and the United States, the role of the city as a cultural symbol, and the city's role in shaping contemporary national societies. PREQ: Anthropology 123 or Sociology 101. See Sociology 236; students can earn credit for either Sociology 236 or Anthropology 236, but not both. Requirements met: Social Sciences Breadth. (Fall 2016, alternate years)

### **ANTH 248 Human Rights and Social Justice**

Human rights and social justice scholars and activists respond to systemic, often institutionalized violence and inequality within and among nation-states. This course situates these frames within critical analyses of law, society, and culture. Students will trace the roots of human rights and social justice before observing the contexts and debates that continue to shape the practice of each, such as universalism vs relativism, the relationship between religion and states, the politics of citizenship, individuality vs society, and state sovereignty vs cosmopolitanism. This course situates these issues in specific places, exploring ways that nation-states may become more just through topics like displacement, genocide, health disparity, famine, water rights, torture, and human trafficking. Students can earn credit for Anthropology 248 or Sociology 248 but not both. Requirements met: Social Sciences Breadth. (Alternate years)

### **ANTH 250 Topics in Anthropology**

An introductory course on special subjects. Recent courses include Human Rights and Social Justice, Screening Difference: Film and Ethnography, Asians in America, Language and Culture, and Native North America. May be repeated when topic varies.

### **ANTH 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ANTH 263 Whose Amazon?: Environment, Culture, and Modernization in the Amazon River Basin**

An examination of the issues facing the peoples and environment of the Amazon River Basin from a political ecology perspective. The course examines environmental conditions and issues in the region, the impact of national and multinational development efforts (mining, oil exploration, road and dam building, deforestation) and development theory on the environment and peoples of the area, and conflicts of interest among different groups in the area (settler, native peoples, states, multinational corporations, miners, ranchers). A critical examination of the theories of development and modernization, sustainable development, nation-building, ethnicity, environmentalism (global warming, etc.) and biodiversity will inform the course. Requirements met: Social Sciences Breadth. (Spring 2017, alternate years)

### **ANTH 265 Latin America through an Anthropological Lens**

An exploration of the forces that have shaped Latin American culture, of indigenous cultures before and after the conquest, the cultural and economic effects of colonialism on contemporary culture, the struggle for cultural and political emancipation by indigenous peoples, peasants and workers, the forging of national and ethnic identities, and the impact of modernization on communities and nations. We examine the human experience in Latin America from an anthropological perspective, probing such issues as how ethnicity and class have intersected in forging national cultures, the changing relationships between gender and power, the dynamics of grass-roots social and resistance movements, the impacts of liberation theology and Protestantism on religious and political practices, the debates over economic development and neo-liberal policies, the responses to a heritage of violence, and the struggle of Latin Americans to define their place in a global setting. No prerequisites. Requirements met: Social Sciences Breadth. (Fall 2017, alternate years)

### **ANTH 270 Research Methods**

An introduction to the production of scientifically and ethically credible knowledge concerning human behavior. Research design and research project proposals included. See Sociology 270. Requirements met: Social Sciences Breadth and Quantitative Competency. (Fall 2017 – every third semester)

### **ANTH 315 Anthropological Inquiries into War and Peacemaking**

Explores the study of warfare and peacemaking from an anthropological perspective. Some of the questions this course will address include: Are humans biologically inclined to aggression and warfare? Why (and how) is tribal warfare so different from modern warfare? What drives nations and individuals to go to war? Why do justice (and revolutionary) movements often resort to violence? How do ethnic groups and indigenous societies resist more powerful and violent states? How do weapons of mass destruction change the rules of warfare? How does non-violent resistance respond to the forces that create warfare? PREQ: Anthropology 123 or 235, or Sociology 101, or instructor permission. Requirements met: Social Sciences Breadth. (Fall 2017, alternate years)

### **ANTH 340 Language and Culture**

This course explores the relationship between language and culture across humanity. Specifically it is designed to give students a firm grasp on central questions in linguistic anthropology as well as a more general critical approach to language across human cultures and social contexts. At the end of this course, students will have earned a sophisticated approach to questions of interpersonal and cross-cultural communication, discourse, narrative, language ideologies, intertextuality, and a host of other topics related to the sociocultural study of language. In turn, they will have learned to apply a cross-cultural socio-linguistic analysis to myriad everyday setting in which speech and text are primary modes of social interaction. PREQ: Anthropology 123. Requirements met: Social Sciences Breadth. (Alternate years beginning Spring 2016)

### **ANTH 362 Immigration Policy and the Immigrant Experience**

Focuses on the debates about immigration policy and the immigrant experience in the US from an anthropological perspective. The course examines the debates about US immigration policy during the last forty years, the contradictory role of the ICE and the Department of Homeland Security as gatekeeper of the country's borders, the shifting definitions of border, citizen, refugee and immigrant. The course also focuses on the immigrant experiences of Asians (particularly SE Asians) and Latin Americans (particularly Mexicans, Central Americans and Haitians), examining the conditions that led to their exodus, the "crossing over" processes into the US, and the experiences of constituting diaspora immigrant communities in the US. PREQ: Anthropology 123 or Sociology 101 or instructor permission. Requirements met: Social Sciences Breadth. (Spring 2017, alternate years)

### **ANTH 365 Race and Ethnicity**

A comprehensive examination of race and ethnicity as central categories of social experience. Topics include people's identities and the inequalities they experience, especially as these are perpetuated within the family, education, religion, and other social institutions in society. See Sociology 365; students can earn credit for either Anthropology 365 or Sociology 365, but not both. Requirements met: Social Sciences Breadth. (Fall 2017 and odd numbered years)

### **ANTH 385 History of Anthropological Thought**

For centuries, people have returned from cross-cultural encounters with insights into other societies as well as humanity as a whole. This course explores the history of such thought, contextualizing the beginning of the discipline in the 19th century battle over who exactly is human and ending with contemporary post-structuralist and post-colonial critiques. Along the way, this course will challenge students to understand competing theoretical views that outline the debates and controversies that have shaped the field, establishing a strong foundation in the reasoning, focus, and conclusions of anthropological writers. PREQ: Anthropology 123. Requirements met: Social Sciences Breadth. (Alternate years)

### **ANTH 350, 450 Advanced Topics in Anthropology**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. PREQ: Anthropology 123. 1 course credit.

### **ANTH 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **ANTH 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular anthropology course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

### **ANTH 490 Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **ANTH 491 Honors Thesis in Anthropology**

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **ANTH 492 Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **COURSES IN SOCIOLOGY**

### **SOC 101 Introduction to Sociology**

An introduction to the study of human groups, communities, societies, cultures, and social factors in the explanation of human behavior. Limited research experiences may be employed. Requirements met: Social Sciences Breadth and Half Writing Competency. (Each fall and spring)

### **SOC 121 Marriage and Family**

A study of social patterns and issues involved in family systems and preparation for marriage, emphasizing recent historical western society with some comparisons to other cultures. Requirements met: Social Sciences Breadth. (Offered on occasional basis)

### **SOC 236 Sociology of the City (see Anthropology 236)**

Students can earn credit for either Sociology 236 or Anthropology 236, but not both.

### **SOC 240 Social Theory**

A critical examination of classical social thought. The course uses the Hobbesian "problem of order" as a starting point for the investigation of many of the important social theorists who lived and wrote prior to the 1920s. Primary source reading will enhance class discussions. Requirements met: Social Sciences Breadth. (Spring 2018)

### **SOC 245 Law and Society**

An exploration of the evolution and function of law in modern society. Topics include the history of American legal thought; the “criminal law revolution;” challenges to the current system of tort law in the United States; and the contemporary application of various protections of the Bill of Rights. Of interest to all students interested in a liberal arts approach to the law. Requirements met: Social Sciences Breadth.

### **SOC 248 Human Rights and Social Justice**

Human rights and social justice scholars and activists respond to systemic, often institutionalized violence and inequality within and among nation-states. This course situates these frames within critical analyses of law, society, and culture. Students will trace the roots of human rights and social justice before observing the contexts and debates that continue to shape the practice of each, such as universalism vs relativism, the relationship between religion and states, the politics of citizenship, individuality vs society, and state sovereignty vs cosmopolitanism. This course situates these issues in specific places, exploring ways that nation-states may become more just through topics like displacement, genocide, health disparity, famine, water rights, torture, and human trafficking. Students can earn credit for Anthropology 248 or Sociology 248 but not both. Requirements met: Social Sciences Breadth. (Alternate years)

### **SOC 250 Topics in Sociology**

An introductory course on special subjects. Recent topics have included social psychology, childhood and adolescence and medical sociology. May be repeated when topic varies.

### **SOC 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **SOC 270 Research Methods**

An introduction to the production of scientifically and ethically creditable knowledge concerning human behavior. Research design and research project proposals included. See Anthropology 270; students can earn credit for Sociology 270 or Anthropology 270, but not both. Requirements met: Social Sciences Breadth and Quantitative Competency. (Spring 2018 – every third semester)

### **SOC 345 Sociology of Religion**

Students investigate classical and contemporary approaches to the study of religion and society. Stressed in the course are the importance of modern secularization; the multi-dimensionality of religious behavior; the process of religious socialization; the various individual and social functions of religion; and the importance of prophetic religion in contemporary life. Requirements met: Social Sciences Breadth and Half Writing Competency. (Offered on occasional basis)

### **SOC 350 Advanced Topics in Sociology**

A study of selected topics offered on an occasional basis. Recent topics include Child Labor in the United States; the Social Gospel Movement; and the Social History of American Education. May be repeated for credit when topic varies.

### **SOC 365 Race and Ethnic Relations**

A comprehensive examination of race and ethnicity as central categories of social experience. Topics include people’s identities and the inequalities they experience, especially as these are perpetuated within the family, education, religion, and other social institutions in society. See Anthropology 365; students can earn credit for Sociology 365 or Anthropology 365, but not both. Requirements met: Social Sciences Breadth. (Fall 2017)

### **SOC 385 Social Movements**

A historical and comparative examination of the theoretical and practical potential for social and political



change. The course considers traditional theories of collective behavior as well as recent contributions to the understanding of social and political movements. The focus of the course ranges from the civil rights movement, the environmental movement, the “Tea Party” movement, and the American labor movement— itself the paradigmatic example of movement dynamics. PREQ: Sociology 101 or Instructor permission. Requirements met: Social Sciences Breadth and Half Writing Competency. (Offered on occasional basis)

### **SOC 405 Writing Workshop**

An intensive writing workshop intended for all students committed to developing a professional level of writing competence. Students focus fifteen (15) essays on a variety of topics including scholarly articles, chapters, and books. Student essays are mounted for overhead projection and discussion with the class; and students meet with the instructor on a rotational basis for a close discussion of their essays. Class size limited to fifteen. PREQ: Instructor permission. Requirements met: Full Writing Competency. (Offered on an occasional basis)

### **SOC 445 Issues in Higher Education**

A course that puts the Austin College experience into a larger historical, pedagogical, and legal context. For example, students the history of higher education in the United States; academic freedom and tenure; the moral responsibility of the college; the problem of “hate speech;” and the creation of the intellectual canon. Intended for students considering law, medical, divinity and graduate school—and all others interested in higher education. PREQ: Instructor permission. Requirements met: Social Sciences Breadth. (Offered on occasional basis)

### **SOC 450 Advanced Topics in Sociology**

A study of various sub-fields or major theorists. Sample subjects include contemporary social theory, and occupations and professions. PREQ: Sociology 101 or instructor permission. May be repeated when topic varies.

### **SOC 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

### **SOC 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular sociology course under the supervision of the faculty member. Open only to highly qualified juniors and seniors by invitation. Variable course credit units. See On-Campus Learning Opportunities for more information.

### **SOC 490: Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **SOC 491: Honors Thesis in Sociology**

Extensive independent study in the major in a topic of special interest culminating in a bachelor’s thesis with oral examination by thesis committee resulting in a bachelor’s degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

### **SOC 492: Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

# **SOUTHWESTERN AND MEXICAN STUDIES**

*Director: Julie Hempel*

*College Archivist and Assistant Director: Justin Banks*

Southwestern and Mexican Studies (CSMS) promotes collaborative learning between students and faculty members, with special emphasis on the intersection of Latino and Anglo cultures in Texas and Mexico.

**A minor in Southwestern and Mexican studies** consists of:

## **Regional Focus (2 courses)**

\_\_\_\_\_ Course with focus on southwestern United States: \_\_\_\_\_

\_\_\_\_\_ Course with focus on Mexico: \_\_\_\_\_

## **Advanced Elective (1 course)**

\_\_\_\_\_ Course with southwestern US and Mexico focus at 300 level or higher: \_\_\_\_\_

## **Electives (2 courses)**

\_\_\_\_\_ Course with southwestern US and Mexico focus: \_\_\_\_\_

\_\_\_\_\_ Course with southwestern US and Mexico focus: \_\_\_\_\_

## **Language Requirement**

\_\_\_\_\_ Language competency in Spanish through the 202 level is also required.

## **Other Considerations When Planning for this Minor:**

- Disciplinary courses approved for the minor in Southwestern and Mexican studies are listed in the course schedule each term and coded "SW."
- Courses are regularly offered in the following programs: Anthropology, History, English, Philosophy, and Spanish.
- Consult with program faculty for course approval.

**Total Credits Requirement = 5 course credits**

# **TEACHER EDUCATION**

*Chair: Julia Shahid*

*Faculty: Sandy Philipose*

*Emeriti: Barbara Sylvester, Jane White, John White*

The Austin Teacher Program (ATP) prepares teachers through a rigorous four and a half to five-year experiential program combining an undergraduate liberal arts degree with a Master of Arts in Teaching degree culminating in initial certification. It is the mission of the program to prepare empowered professional decision makers through course work and field experiences that require collaboration, critique, inquiry, and reflection. Texas Teacher Certification is available only upon completion of BA, MAT, and Texas Education Agency requirements.

# THE AUSTIN TEACHER PROGRAM (ATP)

Austin College offers prospective teachers a five-year teacher education program, which terminates with the Master of Arts in Teaching (MAT) degree. The primary goal of teacher education at Austin College is to prepare teachers who will have the breadth and depth of intellectual development that is afforded by a vigorous undergraduate liberal arts education. The program strives to educate individuals who will be active learners in their personal and professional lives, who will become dedicated and creative teachers, and who will be educational leaders in their schools. Austin College is an initial certifying agency and cannot grant a MAT degree to anyone already holding any type of teaching certificate.

A **minor in education** consists of:

- \_\_\_\_\_ EDUC 115
- \_\_\_\_\_ EDUC 225
- \_\_\_\_\_ EDUC 351
- \_\_\_\_\_ EDUC 475
- \_\_\_\_\_ Approved Elective

## Other Considerations When Planning for the Minor:

- Courses in the minor must be taken for a grade.
- A minor in Education is not required to pursue the MAT.

**Total Credits Requirement = 5 course credits**

## CERTIFICATION OPPORTUNITIES

The Austin Teacher Program (ATP) is fully accredited through the Texas State Board for Educator Certification, a division of the Texas Education Agency. Upon completion of all certification requirements, a Texas teaching certificate is obtainable in one of five categories:

1. Early childhood through grade 6 generalist (EC-6);
2. Grades 4 through 8 (social studies, English language arts and reading, mathematics, science, or English language arts and reading/social studies);
3. Grades 6 through 12 (physical science)
4. Grades 7 through 12 (English language arts and reading, history, life science, and mathematics)
5. An all-level certificate in physical education, art, music, theatre, languages other than English (French, Latin, or Spanish).

A listing of requirements for teaching fields is available in the ATP office and on the [ATP website](#). The Texas Education Agency has the power to change minimum requirements at any time. TITLE II Information: As mandated by the Title II Act and made available on the [Title II website](#), the following table provides information about the pass rates on the TExES exams required for certification:

### Title II Report Data for Cohort Years 2013 & 2014: Pass Rates 2014- 2015

Category	Percentage Pass in 2015 Cohort	Percentage Pass in 2016 Cohort
Pedagogy & Professional Responsibility	100%	100%
Academic Content	95%	100%
Summary	100%	100%
Number in Cohorts	20	16

# ADMISSION TO THE GRADUATE PHASE OF THE AUSTIN TEACHER PROGRAM

Admission to the graduate phase of the Austin Teacher Program acknowledges the student's potential for graduate professional study and initial certification. Students submit application materials when they are enrolled in Education 475. Admission is determined by the ATP Advisory and Admissions Committee comprised of faculty members from various departments of the college as well as ATP faculty.

## **Requirements for Admission to the Graduate Program:**

1. Satisfactory completion of Education 475 with a grade of B- or better;
2. Successful instructor teaching evaluation in Education 475;
3. Acceptable to exemplary rating on ATP Competencies;
4. Completion of all undergraduate certification requirements including general education and teaching field(s);
5. A bachelor's degree from Austin College or another institution and official transcripts of all undergraduate credits earned at any institution of higher education;
6. A minimum cumulative grade point average of 2.75 in all courses at the undergraduate level and 2.75 in the major area or teaching field(s);
7. Three recommendations, generally including at least one Austin College faculty member in the student's major or certification field and a recommendation from an ATP faculty member with whom they have worked;
8. Proof of oral proficiency; Interview scored by rubric with cut score;
9. Completion of the Austin College writing, quantitative, and foreign language competencies;
10. If the GPA is lower than 2.75, candidates can provide documentation of expertise through providing two letters of support from faculty in their certification field or a field that closely supports their teaching field. These appeal documents should be submitted along with the application;
11. Approval by the Austin Teacher Program Advisory and Admission Committee.

Note: Appeals will not be considered for a GPA below 2.5. All decisions of the ATP Faculty Advisory and Admission Committee are final.

Note: Students may petition to take up to a maximum of three graduate courses prior to formal admission to the graduate program. Education 475 is a prerequisite to all graduate courses or instructor permission must be sought. Students must be in good academic and social standing, and their requests must be approved by their ATP advisor as well as the program chair.

## **Contingency Admission to ATP:**

Students apply for admission to the ATP as part of Education 475, and may receive a contingency admission for the semester before graduation if they meet the following requirements:

1. Satisfactory completion of Education 475 with a grade of B- or better;
2. Successful instructor teaching evaluation in Education 475;
3. Acceptable to exemplary rating on ATP Competencies;
4. Overall GPA of at least 2.75 and teaching field GPA of 2.75;
5. SAT, ACT-acceptable score as defined by ATP;
6. Successful teaching evaluations and coursework in undergraduate education sequence (Education 225, 351 & 475);

7. Three recommendations generally including at least one Austin College faculty member in the student's major or certification field and a recommendation from an ATP faculty member with whom they have worked;
8. Proof of oral proficiency; Interview scored by rubric with cut score;
9. Completion of the Austin College writing, quantitative, and foreign language competencies;
10. If the GPA is lower than 2.75, candidates can provide documentation of expertise through providing two letters of support from faculty in their certification field or a field that closely supports their teaching field. These appeal documents should be submitted along with the application.
11. Applications will generally not be considered for cumulative or content GPAs below 2.5
12. Once the BA is conferred, requirements will be checked again, and if all are successfully met, full admission is granted.

Note: All decisions of the ATP Faculty Advisory and Admission Committee are final.  
Guidelines for program may be modified due to changes from TEA.

## **Undergraduate Phase of the Austin Teacher Program**

In the undergraduate phase of the ATP, students complete a major and a minor in their chosen areas of study, a sequence of undergraduate education courses, and liberal arts courses required for certification. Students will be assigned an ATP faculty member as an advisor and should work carefully with their ATP advisor, as well as their Austin College mentor, in planning their program of study.

### **Certification Field Content Requirements**

Teaching field requirements are not necessarily the same as requirements for a major or minor. Students seeking EC-6 Generalist certification may select a major in one of the following academic fields: art, biology, English, French, history, mathematics, music, exercise and sport science, psychology, Spanish, or communication studies. Students seeking 4 through 8, 6 through 12, 7 through 12 or all-level certificates usually major in their teaching field.

A listing of requirements for each certification area is available in the ATP office and on the [ATP website](#).

### **Undergraduate Education Courses**

The undergraduate education courses required for admission to the graduate phase includes:

- Education 115 American Education: A Changing Landscape
- Education 225 Schools and Society
- Education 351 The Learner-Teacher Interaction
- Education 475 The Learner, The Teacher, and The Curriculum

Education 115, 225, 351, and 475 all include classroom placements. A background check will be run for each teaching experience. School districts have the authority to deny access to their schools based on the results.

**Students may choose to minor in Education. See description of the minor above.**

### **Liberal Arts Courses Required for Certification**

The courses listed below are required of **all** students seeking teaching certification:

- History 162 or 163 (U.S. History);
- One Psychology course: Choice of Educational Psychology or Life Span Psychology or approved course (Psychology 101 is generally a prerequisite);
- Foreign language competency as required by Austin College (three-semester equivalent);

- Writing competency as required by Austin College, and C/I or an English course;
- Quantitative competency as required by Austin College.

Other certificate specific requirements are listed on the Austin Teacher Program website.

## **Graduate Phase of the Austin Teacher Program**

In the graduate program, students engage in academic and professional studies focused on teaching. The graduate program requires nine course credits including six courses specific to each certification field, and a semester long graduate teaching experience with accompanying seminar.

### **Course Requirements for the MAT Degree**

#### **Early Childhood through Grade 6 Generalist**

The EC-6 Generalist program includes following nine credits:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 530 Foundations of Literacy (1 course credit unit)
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 532 Mathematics in the Elementary School (1 course credit unit)
- Education 533 Science and Social Studies in the Elementary School (1 course credit unit)
- Education 570 Graduate Internship, Elementary (1 course credit unit. Fall and Spring required)
- Education 571 Graduate Clinical Teaching Experience, Elementary (2 course credit units)
- Education 572 Instructional Strategies and Literacy in the Content Areas, Elementary School (concurrent with Education 570 or 571, 1 course credit unit)

#### **Grades 4 through 8 (Social Studies, English Language Arts and Reading, Mathematics, Science, or English Language Arts and Reading/Social Studies)**

The middle grade programs include following nine credits:

##### Grades 4 through 8 English Language Arts and Reading:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 530 Foundations of Literacy (1 course credit unit)
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 541 Secondary Instruction: English (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

##### Grades 4 through 8 Social Studies:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)

- Education 533 Science and Social Studies in the Elementary School (1 course credit unit)
- Education 542 Secondary Instruction: Social Science (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

Grades 4 through 8 English Language Arts and Reading/Social Studies:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 541 Secondary Instruction: English (1 course credit unit)
- Education 542 Secondary Instruction: Social Science (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

Grades 4 through 8 Mathematics:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 532 Mathematics in the Elementary School (1 course credit unit)
- Education 543 Secondary Instruction: Mathematics (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

Grades 4 through 8 Science:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 533 Science and Social Studies in the Elementary School (1 course credit unit)
- Education 544 Secondary Instruction: Science (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas,

Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

## **Grades 6 through 12 and grades 7 through 12**

These programs include the following nine credits:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 (1 course credit unit)

NOTE: Education 532 (also required for mathematics teaching field, 1 course credit unit)

- Education 541-546 Secondary Instruction (selected by academic area, 1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 580 – Graduate Internship, Secondary (1 course unit. Fall and Spring required)
- Education 581 Graduate Clinical Teaching Experience, Secondary (2 course credit units)
- Education 582 Instructional Strategies and Literacy in the Content Areas, Secondary School (concurrent with Education 580 or 581, 1 course credit unit)
- One elective graduate courses in the teaching field(s) (1 course credit units)

## **All-Level Program in Art, Languages Other Than English, Music, Physical Education, or Theatre**

The all-level programs include the following nine credits:

### All-Level Art:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 (1 course credit unit)
- Elementary content courses (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Education 546 Teaching Art in the School (1 course credit unit)
- One elective graduate course in education or art (1 course credit unit)

### All-Level Languages Other Than English:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 530 (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Modern Languages 503 Teaching Modern Languages (1 course credit unit)
- One elective graduate course in change Spanish, French, Latin, or German (1 course credit unit)



### All-Level Music:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Education 546 Teaching Music in the School (1 course credit unit)
- One elective graduate course in education or music (1 course credit unit)

### All-Level Physical Education:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Exercise and Sport Science 562 Current Trends in Elementary and Secondary Exercise and Sport Science (1 course credit unit)
- One elective graduate course in education or physical education (1 course credit unit)

### All-Level Theatre:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Education 546 Teaching Theatre in the School (1 course credit unit)
- One elective graduate course in education or theatre (1 course credit unit)

## **Other Graduate Information**

**Minimum Grade Point Average:** The required minimum grade point average in the graduate program is 3.00.

**Undergraduate Enrollment in Graduate Courses:** Students must petition to take graduate courses prior to formal admission to the graduate program. A maximum of three courses during the senior year is possible. These courses may count as dual undergraduate and graduate credit if necessary to meet the 34 credits required for the BA degree. Education 475 is a prerequisite to all graduate courses or instructor permission must be sought. Students must be in good academic and social standing, and their requests must be approved by their ATP advisor as well as the program chair. Enrollment in and satisfactory completion of graduate courses do not guarantee admission to the graduate program.

**Course Load:** The maximum course load for a graduate student is three course credit units during the fall, spring, and summer terms. To be considered a full-time graduate student, one must enroll for a minimum of two course credit units during the fall and spring terms and one course credit unit during the summer term.

**Transfer of Graduate Credits:** A maximum of two graduate course credit units (eight semester hours) from an accredited institution may be applied toward the student's graduate degree program with the approval of the director of the graduate program and the registrar. All transfer graduate courses must have a grade of B or higher to be accepted for graduate requirements.

**Time Limit for Completion of Graduate Program:** All work that may be counted as credit toward the MAT degree must be completed within a period of two years from the time the student has completed the first graduate course. This time limit may be extended under some circumstances.

**Graduate Grading System:** The minimum passing grade in the graduate program is C. The grade of D is not used. Students receive letter grades in all graduate courses except Education 570, 571, 580, 581, 590 or 591 which are evaluated as Satisfactory (S) or Unsatisfactory (U). The grade of S in these courses signifies achievement equivalent to an A or B.

**Academic Probation and Termination for Graduate Students:** Any graduate student whose graduate cumulative grade point average is below 3.00 will be placed on academic probation through the following term. If the grade point average is not raised to at least 3.00 by the end of the one-semester probationary period, the student will be dropped from the program unless an extension of probation is granted by the Academic Standing Committee. Students on academic probation may not register for the Graduate Clinical Teaching Experience (Education 571, 581, or 591).

**Graduate Teaching:** ATP graduate students must pass the TExES content certification examination in order to qualify for graduate teaching. The Pedagogy and Professional Responsibility TExES test is generally taken during the graduate clinical teaching semester or in the first semester of an internship.

**Graduate Teaching Fee:** For students accepting graduate clinical teaching or internship positions more than 25 miles from Sherman, additional supervision fees are assessed. Consult the College Costs section of this Bulletin.

**Eligibility for Certification:** Students completing the MAT degree are eligible for certification in Texas upon passing the appropriate TExES exams and completing the application for certification. Certification candidates also must submit to a criminal history check conducted by the State Board for Educator Certification. At such time the college certification officer, with approval of the Austin Teacher Program Admission Committee, recommends the student to the State Board for Educator Certification for certification.

## **COURSES**

### **Undergraduate Courses**

#### **EDUC 115 American Education: A Changing Landscape**

Political, social, and economic issues both reflect and shape American schools. In this course, students will explore the often conflicting purposes and values that are revealed in issues such as bullying, social media, gender identity, and school athletics. Course activities may include guest speakers, personal research, collaborative projects, and technology-based presentations. Course includes a lab consisting of a school placement of 10 hours. Preference for Freshman students. Requirements met: Social Sciences Breadth. (Offered each fall and spring)

**EDUC 225 Schools and Society**

A critical study of schooling, teaching, and learning. Among topics to be analyzed: effective teaching, effective schools, equity issues, learning theory, and diversity. Other activities include school placement responsibilities research projects and presentations. Course includes a lab consisting of a school placement of a minimum of 10 hours. All placements within a school require a background and criminal history check. Requirements met: Social Sciences Breadth. (Each fall and spring)

**EDUC 250 Topics in Education**

A study of selected topics offered on an occasional basis. May be repeated when the topic varies.

**EDUC 251 Children's Literature**

This course studies literature through a wide-ranging study of genre, author's craft, culture, themes, characterization. Students learn to use this literature as models for writing, comprehension strategies. Teaching strategies are created with each book that is read to clarify for students the learning potential for readers from beginning reading strategies like rhyming to sophisticated understandings about literacy and the world they live in. (once a year, January term or spring)

**EDUC 260 Intermediate Directed Study**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**EDUC 351 The Learner-Teacher Interaction**

A study of and experience with effective teaching practices. This course serves to inform students of the theoretical bases of effective teaching and to provide practice in developing specific teaching behaviors and communication skills that are associated with effective teaching. This field-based and campus-based course focuses on three major areas – effective teacher-pupil interaction, pedagogical knowledge (including digital pedagogy) and learner diversity. Course includes a lab consisting of a school placement of a minimum of 35 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Sophomore standing or higher, Education 225 with a grade of B- or better, or instructor permission. (Each fall and spring)

**EDUC 460 Advanced Directed Study**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

**EDUC 464 Teaching/Learning Participation**

An individualized study that includes sharing in the instructional process for a particular political science course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information.

**EDUC 475 The Learner, the Teacher, and The Curriculum**

A study of and practice with planning and implementing instruction (with at least a B- or higher in Education 351). Education 475 students will be able to demonstrate knowledge of instructional planning, classroom management, and effective teaching practices. Other topics include curriculum, classroom communication, strategies for differentiation, and the educational implications of brain research. Course includes a lab consisting of a school placement of a minimum of 45 hours. Students should allow a two hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Junior standing and completion of Education 351 checkpoint requirements including successful teaching experience from Education 351 with a grade of B- or higher. (Each fall and spring)

### **EDUC 490: Independent Study**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

### **EDUC 492: Independent Study Off-Campus/NSOC**

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

## **Graduate Courses**

### **EDUC 520 Educational Foundations**

Introduction to the historical, philosophical, and social foundations of education. It focuses on the following areas: (1) development of K-12 education in the United States and the schools of thought that have influenced American education, (2) the relationship between schools and society, with special emphasis on the impact on school laws and policies, and (3) meeting the needs of an increasingly diverse student population including special education students and English Language Learners. PREQ: Education 475. (Each summer)

### **EDUC 530 Foundations of Literacy**

Introduction to beginning literacy strategies. Students closely investigate the factors which promote successful literacy learning. Knowledge of the theoretical and developmental foundations of beginning literacy provides the perspective for classroom practices. Observing and documenting emergent reading behaviors, determining prerequisites for literacy acquisition, and structuring a developmentally appropriate, print-rich learning environment for beginning readers are skills to be developed. Exploration of modifications in instruction that are crucial for early literacy learners as some struggle with dyslexia, vision or hearing issues or simply a lack of pre-requisite literacy experiences before school are included in planning. Course includes a lab consisting of a school placement of a minimum of 30 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. (Generally fall only)

### **EDUC 531 Development of Literacy Processes and Competencies**

This course focuses on personal definitions of reading and writing as a starting point. The graduate students' definitions coupled with their students' needs, including dyslexia modifications, and their expanding knowledge of more sophisticated literacy instruction is the goal of this class. College and Career Readiness Standards (secondary standards) and STAAR objectives (elementary standards) are important in this planning as well, leading all teachers (regardless of certification level) to teach students how to comprehend challenging texts and how to write in an analytical way in all content areas. Course includes a lab consisting of a school placement of a minimum of 30 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. (Summer and as needed in fall)

### **EDUC 532 Mathematics in the Elementary School**

Preparation of prospective elementary and middle school teachers of mathematics. Students learn to create positive learning experiences for their students as they acquire both mathematical concepts and computational skills and then apply them in problem-solving situations. Emphasis is placed on understanding the developing child and the impact that development has on instruction. Recommendations made by the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics are stressed, including use of problem solving as an integral part of the curriculum, the importance continual assessment plays in instruction, and the integration of technology throughout the program. Course includes a lab consisting of a school

placement of a minimum of 35 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. The course includes a seven-week field experience. (Each fall or spring)

### **EDUC 533 Science and Social Studies in the Elementary School**

Combination of the curriculum of science and social studies as taught in elementary/middle school based on how children learn best. Learning experiences are discussed, demonstrated, and practiced by students in this course as they prepare to become elementary/middle school teachers. Earth science, physical science, and life science topics are all included in the science strand. Both concepts and processes specific to science education are included. The social studies strand is built on a foundation of history, geography, economics, government, citizenship, culture, science, technology and society, and social studies skills. The course includes a field experience with graduate students teaching a summer camp for the local school district. Course includes a lab consisting of a school placement of a minimum of 40 hours. All placements within a school require a background and criminal history check. PREQ: Education 475. (Each summer)

### **EDUC 540 Topics in Education**

A study of selected topics. Variable course credit. May be repeated when topic varies. (Offered on an occasional basis)

### **EDUC 541-547 Secondary Instruction**

In these courses students will focus on the content and pedagogy of their teaching field for middle and high school levels. Course includes a lab consisting of a school placement of a minimum of 45 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. (Generally once a year)

EDUC 541 Secondary Instruction: English

EDUC 542 Secondary Instruction: Social Science

EDUC 543 Secondary Instruction: Mathematics

EDUC 544 Secondary Instruction: Science

EDUC 546 Secondary Instruction: Fine Arts

### **EDUC 549 Secondary Education**

Study of current practices and policies in American secondary schools. Students explore issues and challenges facing today's middle and high schools. Other topics studied include secondary school reform efforts, ways of assessing school effectiveness, alternative models for organizing secondary schools, adolescent development, and instructional models with an emphasis on differentiation and teaching for understanding. PREQ: Education 475. (Each summer and as needed)

### **EDUC 550 Alternative Graduate Study**

Alternative graduate offering. Occasionally a student may request an alternative graduate course for a graduate requirement for the MAT. Topics may vary depending on the needs of the student.

### **EDUC 560 Graduate Independent Study**

See program faculty for more information.

### **EDUC 570 Graduate Internship, Elementary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. (Both fall and spring required) COREQ: Education 572. May be repeated for a total of two course credit units.

### **EDUC 571 Graduate Clinical Teaching Experience, Elementary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Variable course credit not to exceed two course credit units. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least five graduate courses including all methods courses. COREQ: Education 572. (Each fall and spring)

### **EDUC 572 Instructional Strategies and Literacy in the Content Areas, Elementary School**

A seminar course taken concurrently with Education 570 or 571. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon the state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 570 or 571. (Each fall and spring)

### **EDUC 580 – Graduate Internship, Secondary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. (Both fall and spring required) COREQ: Education 582. Variable course credit not to exceed two course credit units.

### **EDUC 581 Graduate Clinical Teaching Experience, Secondary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. COREQ: Education 582. (Each fall and spring)

### **EDUC 582 Instructional Strategies and Literacy in the Content Areas, Secondary School**

A seminar course taken concurrently with Education 580 or 581. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 580 or 581. (Each fall and spring)

### **EDUC 590 Graduate Internship– All Level**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. COREQ: Education 592. Variable course credit not to exceed two course credit units. (Both fall and spring required)

### **EDUC 591 Graduate Clinical Teaching Experience, All-Level**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. COREQ: Education 592. (Each fall and spring)

### **EDUC 592 Instructional Strategies and Literacy in the Content Areas, All-Level**

A seminar course taken concurrently with Education 590 or 591. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 590 or 591. (Each fall and spring)

### **EDUC 598 Research and Assessment for Teachers**

Classroom assessment issues and topics related to educational research. Methods of classroom evaluation, test construction, and test interpretation as well as purposes of testing and social, legal, and ethical issues connected with testing will be examined. The educational research segment of the course has two strands: the acquisition of necessary information to foster the research process, and an opportunity to develop a hands-on knowledge of both qualitative and quantitative research methodology. (Each fall and spring)

## **Exercise and Sport Science**

### **ESS 562 Current Trends in Elementary and Secondary Exercise and Sport Science**

Students will investigate a variety of concerns in physical education which will include trends in methodology, curriculum design, student evaluations, teacher evaluation, extra-curricular opportunities, and identification of concerns that could affect physical education and athletics in the future. (As needed)

## **WESTERN INTELLECTUAL TRADITION**

*Director: Karánn Durland*

The Great Books and great works of art are the foundation of a traditional liberal arts education. The Western intellectual tradition minor explores these materials through coordinated study in such fields as history, philosophy, literature, art history, music history, religious studies, and political theory. Major works by authors and artists from ancient times through the eighteenth century are emphasized.

**A minor in Western intellectual tradition** consists of:

#### **Foundation Courses (2 courses)**

- \_\_\_\_\_ HIST 133 Europe and the World to 1500 (or an approved substitute)
- \_\_\_\_\_ PHIL 220 Ancient and Medieval Philosophy or PHIL 225 Early Modern Philosophy

#### **Electives\* (3 courses; at least one of which is neither in history nor philosophy)**

- \_\_\_\_\_ ARTH 231 Western Art: Ancient to Medieval
- \_\_\_\_\_ ARTH 232 Western Art: Renaissance to Modern
- \_\_\_\_\_ ARTH 345 Italian Renaissance Painting and Sculpture

\_\_\_\_\_ ARTH 347 Baroque Painting and Sculpture  
 \_\_\_\_\_ CLAS 106 Classical Mythology  
 \_\_\_\_\_ CLAS 110 Greek Literature in Translation  
 \_\_\_\_\_ CLAS 306 Advanced Study in Classical Mythology  
 \_\_\_\_\_ ENG 331 Studies in Medieval British Literature  
 \_\_\_\_\_ ENG 332 Studies in 16<sup>th</sup> Century British Literature  
 \_\_\_\_\_ ENG 341 Studies in 17<sup>th</sup> Century British Literature  
 \_\_\_\_\_ ENG 342 Studies in 18<sup>th</sup> Century British Literature  
 \_\_\_\_\_ FR 353 French Literature to the French Revolution  
 \_\_\_\_\_ GER 354 Studies in Literature and Society through the 18<sup>th</sup> Century  
 \_\_\_\_\_ HIST 333 Enlightenment and Revolutions  
 \_\_\_\_\_ LAT 406 Latin Prose Authors  
 \_\_\_\_\_ LAT 410 Roman Drama  
 \_\_\_\_\_ LAT 412 Roman Epic  
 \_\_\_\_\_ LAT 414 Studies in Medieval Latin  
 \_\_\_\_\_ LAT 416 Roman Philosophers  
 \_\_\_\_\_ LAT 404 Latin Lyric and Elegiac Poetry  
 \_\_\_\_\_ MUS 240 Music History Through 1700  
 \_\_\_\_\_ PHIL 220 Ancient and Medieval Philosophy (if not already taken)  
 \_\_\_\_\_ PHIL 225 Early Modern Philosophy (if not already taken)  
 \_\_\_\_\_ PSCI 420 Political Theory  
 \_\_\_\_\_ PSCI 425 Political Philosophy and Religion  
 \_\_\_\_\_ PSCI 428 The Origins of Modern Liberalism  
 \_\_\_\_\_ REL 135 The Biblical Heritage  
 \_\_\_\_\_ REL 235 Images of Jesus and Early Christian Identity  
 \_\_\_\_\_ REL 270 Development of Catholic and Protestant Thought  
 \_\_\_\_\_ REL 435 Early Christian Texts  
 \_\_\_\_\_ THEA 142 Development of Dramatic Art I  
 \_\_\_\_\_ WIT 250 Intermediate Topics in the Western Intellectual Tradition  
 \_\_\_\_\_ WIT 260 Intermediate Directed Study in the Western Intellectual Tradition  
 \_\_\_\_\_ WIT 360 Advanced Topics in the Western Intellectual Tradition  
 \_\_\_\_\_ WIT 460 Advanced Directed Study in the Western Intellectual Tradition  
 \_\_\_\_\_ WIT 490 Independent Study in the Western Intellectual Tradition

\*This list of courses is not exhaustive, so search for relevant courses on WebHopper by selecting “WIT” as a search criterion.

### **Other Considerations When Planning for the Minor:**

- Competence in a European language other than English is highly recommended, but not required.
- A January term, semester, or year abroad in Europe also is highly recommended, but not required.
- January term courses may not be used to satisfy the requirements for the minor.
- Other courses may be appropriate and relevant to students’ specific interest and may be included with director’s approval.

**Total Credits Requirement = 5 course credits**

## **COURSES**

### **WIT 250 Intermediate Topics in Western Intellectual Tradition**

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit.



**WIT 260 Intermediate Directed Study in Western Intellectual Tradition**

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman Jan Term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

**WIT 350 Advanced Topics in Western Intellectual Tradition**

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. 1 course credit.

**WIT 460 Advanced Directed Study in Western Intellectual Tradition**

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

**WIT 490 Independent Study in the Western Intellectual Tradition**

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

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Texoma Medical Center  
Denison, Texas

\*Rebecca Simmons (2012)  
Former Justice, Fourth Court of Appeals  
Visiting Judge, Bexar County District Courts  
San Antonio, Texas

\*Thomas C. Welfelt (2012)  
Welfelt Properties, LLC  
Dallas, Texas

\*Ruth Whiteside (2012)  
Former Director  
Foreign Service Institute  
Washington, D.C.

## **Class of 2021**

Brent Christopher (2013)  
President  
Children's Medical Center Foundation  
Dallas, Texas

\*Bill Crook (2013)  
Vice President and Associate General Counsel  
Weingarten Realty Investors  
Houston, Texas

\*Craig Florence (2013)  
Partner  
Gardere Wynne Sewell LLP  
Dallas, Texas

\*James J. Hartnett Jr. (2009)  
Attorney and Partner  
The Hartnett Law Firm  
Dallas, Texas

Gail Utter (2017)  
Managing Director – Investments  
Utter Wealth Management Group of Wells Fargo  
Advisors  
Sherman, Texas

## Senior Trustees

- \*John Q. Adams Jr.  
Richard J. Agnich
  - \*Michael D. Allen  
Margaret "Peggy" Allison
  - \*John Andersen
  - \*Ira T. Anderson
  - \*Lee Dean Ardell  
Harry E. Bartel
  - \*James D. Baskin III  
Robert M. Bass
  - \*M. David Bryant Jr.  
William J. Carl III
  - \*Robert Lee Carsner  
Peggy Pearce Caskey
  - \*Jacqueline R. Cooper
  - \*H. Markley Crosswell
  - \*Susan DeLee Cuellar  
Barry B. Donnell  
Linda Morris Elsey  
Joe Fallon
  - \*F.R. "Buck" Files  
David A. Fornoff  
Thomas C. Frost
  - \*Rebecca Moseley Gafford  
Jerdy Gary
  - \*Dennis E. Gonier  
Karen H. Gordon  
T. Hartley Hall  
Robert G. Hallam  
Carolyn Harte
  - \*Charles C. Hendricks  
David A. Hentschel
  - \*Ross W. Hester
  - \*Phillip E. "Ted" Hudson
  - \*Mary Gwen Chapin Hulsey  
Betty Lloyd Hurst
  - \*Robert M. Johnson  
M. Steve Jones  
John Q. Taylor King Sr.  
Sharon S. King
  - \*Jeffrey Landsberg
  - \*Cervando Martinez Jr.
  - \*Daniel M. Martinez  
David G. McKechnie  
Janice McNair
  - \*Charles Bolanz "Bo" Miller
  - \*Robert Minszew
  - \*Samuel Moore
  - \*Jane D. Moorman  
Ellis L. Olmstead
  - \*Marcus Payne
  - \*Davis B. Price  
Fazlur Rahman  
Alann Bedford Sampson
  - \*Ann Coit Sporer Smith  
K. E. Smith  
Patti Amanda Birge Spivey
  - \*Caroline Elbert Taylor
  - \*Jesse R. "Ray" Thomas  
H. Wally Totten Jr.
  - \*Linda Plummer Ward
  - \*William E. "Bill" Warren
  - \*Todd A. Williams
  - \*John Ed Withers  
Stanley M. "Stan" Woodward
  - \*Linus D. Wright  
Michael G. Wright  
Robert J. Wright  
Louis H. Zbinden
- \* *Alumnus/a of Austin College*

# Administration

## **President of the College**

*Search in progress*

Director of Public Affairs

Lynn Womble

## **Executive Vice President for Academic Affairs and Special Initiatives and Dean of the Faculty**

Sheila Amin Gutiérrez de Piñeres

Dean of Humanities

Max Grober

Dean of Sciences

Steven Goldsmith

Dean of Social Sciences

David Griffith

Director of Accreditation and Assessment

Karla McCain

Director of Communication/Inquiry Program

Mark Hébert

Director of Health Sciences Advising

Kelly Reed

Associate Director of Health Sciences Advising

Chris Goldsmith

Director of International/Off-Campus JanTerm

Wayne Crannell

Coordinator of Study Abroad

*Search in progress*

College Librarian

Barbara Cornelius

Executive Director of Institutional Research &

Registrar

Dawn Remmers

Director of Institutional Research and Assessment

David Snyder



Director of The Robert and Joyce Johnson Center for  
Faculty Development and Excellence in Teaching  
Randi Tanglen

Executive Director of Information Technology  
Charles Curtis

**Vice President for Student Affairs and Athletics**  
Timothy P. Millerick

Director of Athletics  
David Norman

Chief of Campus Police  
James Perry

Director of Academic Skills Center  
Laura Ramsey

Director of Career Services  
Margie Norman

College Chaplain and Director of Church Relations  
John Williams

Director of Dining Services  
Mitchell Shenker

Director of Recreational Sports  
Mark Hudson

Dean of Students  
Michael Deen

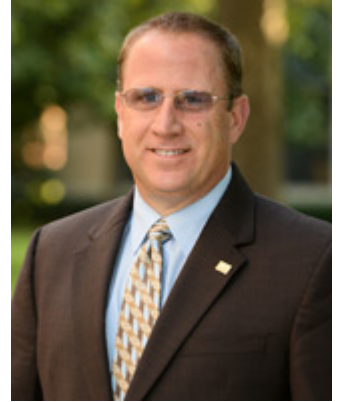
**Vice President for Business Affairs**  
Heidi B. Ellis

Associate Vice President for Business Affairs  
Rana Askins

Director of Human Resources  
Keith Larey

Executive Director of Facilities  
David Turk

Director of Mailing/Printing  
Carla Neitzler



## **Vice President for Institutional Advancement**

Allison McBee Dawson

Associate Vice President for Institutional  
Advancement, Director of the Center for Community  
& Regional Development

Cary Wacker

Associate Vice President for Institutional  
Advancement, Executive Director of Leadership Gifts

Gillian Locke

Associate Vice President for Institutional  
Advancement, Executive Director of Development & Estate Planning

Suzanne Crouch

Executive Director of Major Gifts

Paula Jonse

Director of Development

Ryan Britt

Director of Development

Edwin Clark

Director of Foundation, Corporate and Government Relations

Brittany Derebery

Director of Design Services

Melanie Fountaine

Director of Development Services

Julie Higgins

Director of Stewardship

Victoria Hughes

Executive Director of Communications

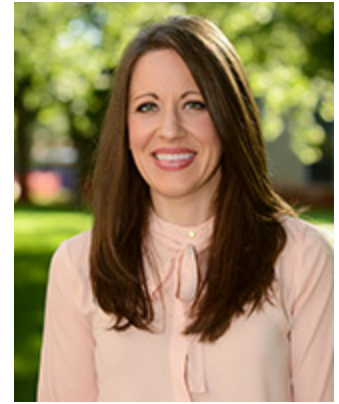
Vickie Kirby

Director of Institutional Events

Kate Shelley

Director of Alumni Programming

*Search in progress*



## **Vice President for Institutional Enrollment**

Nan Davis

Assistant Vice President for Institutional Enrollment  
and Executive Director of Financial Aid

Laurie Coulter

Executive Director of Institutional Enrollment

Baylee L. Kowert

Director of Admission

Alan D. Ramirez



## **Faculty Directories**

In the following listing, the first date, in parenthesis, indicates initial appointment to the college; the second date indicates appointment to the latest rank. Dates of appointment to chairs and professorships are also shown.

### **Emeriti/Emeritae**

Charles Richard Barr (1962)

Professor Emeritus of Chemistry, 1994. B.A., North Central College. M.S., Ph.D., Michigan State University.

Robert Barrie Jr. (1970)

Professor Emeritus of English, 2007. B.A., Southwestern at Memphis. M.A., Ph.D., University of North Carolina.

Kerry Gail Brock (1990)

Professor Emerita of Mathematics, 2017. The Ray C. Fish Professorship in Mathematics, 2015. B.S., University of Texas at Dallas. M.Sc., University of London. Ph.D., University of Texas at Dallas.

Henry Hale Bucher Jr. (1985)

Chaplain Emeritus and Associate Professor Emeritus of Humanities, 2004. B.A., American University of Beirut (Lebanon). M.Div., Princeton Theological Seminary. Sorbonne (Paris). M.A., Ph.D., University of Wisconsin, Madison.

Kathleen Campbell (1994)

Professor Emerita of Theatre, 2013. B.S., Northwestern University. M.A., Trinity University. M.A., Ph.D., University of Dallas.

Carol Ann Daeley (1973)

Professor Emerita of English, 2015. B.A., Rutgers University. M.A., Ph.D., University of California, Riverside.

George Minor Diggs Jr. (1981)

Professor Emeritus of Biology, 2016. The Donald MacGregor Chair in Natural Science, 2012. B.S., M.A., College of William and Mary. Ph.D., University of Wisconsin-Madison.



Hugh Barnard Garnett (1981)

Professor Emeritus of Economics, 2003. B.A., Yale University. M.Sc., London School of Economics. Ph.D., University of California, Berkeley.

Harry Harold Gibson Jr. (1967)

Professor Emeritus of Chemistry, 2007. B.A., Emory University. Ph.D., Florida State University.

James David Gray (1978)

Professor Emeritus of English, 2008. B.A., Ph.D., Indiana University.

Clyde Lewis Hall (1950)

Professor Emeritus of Economics and Business Administration, 1988. B.A., Austin College. M.B.A., Texas Christian University. Ph.D., Ohio State University.

Michael Andrew Imhoff (1970)

Vice President Emeritus for Academic Affairs and Dean Emeritus of the Faculty, Professor Emeritus of Chemistry, 2013. B.A., University of California, Riverside. Ph.D., University of Colorado.

Cecil Isaac (1962)

Professor Emeritus of Music, 1996. B.A., Oberlin College. B.M.Ed., Oberlin Conservatory of Music. M.A., M.Phil., Columbia University.

Jack Julian Jernigan (1967)

Professor Emeritus of English, 1989. B.A., Mississippi College. M.A., University of Mississippi. Ph.D., Vanderbilt University.

James Franklin Johnson (1977)

Professor Emeritus of Classics, 2013. B.A., Ph.D., University of Texas at Austin.

Jerry B. Johnson (1983)

Professor Emeritus of Business Administration and Economics, 2016. B.A., M.B.A., University of Texas at Arlington. Ph.D., Stanford University.

Thomas Fredric Kimes (1962)

Professor Emeritus of Mathematics, 1992. B.S., Ursinus College. M.A., University of Texas. Ph.D., Carnegie Institute of Technology.

Jerry Bryan Lincecum (1967)

Professor Emeritus of English, 2006. B.A., Texas A&M University. M.A., Ph.D., Duke University.

Peter Gene Lucchesi (1968)

Professor Emeritus of English, 1995. B.A., College of the Holy Cross. M.S., Boston College. Ph.D., University of Wisconsin.

Bernice Stenman Melvin (1980)

Professor Emerita of French, 2015. B.A., Western Washington State College. Université de Grenoble (France). M.A., Ph.D., University of Illinois.

Gerald John Middents (1967)

Professor Emeritus of Psychology and Education, 2000. B.S.C., University of Iowa. M.Div., University of Dubuque. M.A., Ph.D., University of Minnesota.

William Hamilton Moore III (1967)

Professor Emeritus of Humanities, 2002. B.A., Southwestern University. M.A., Ph.D., Harvard University.

William Dewey Narramore Jr. (1975)

Professor Emeritus of Communication Arts, 2005. B.A., Austin College. M.F.A., University of Texas at Austin. Ph.D., Florida State University.

Karen Hancock Nelson (1977)

Professor Emerita of Psychology, 2012. B.A., Clark University. M.A., Ed.D., Harvard University.

Thomas Wheeler Nuckols (1965)

Professor Emeritus of Religion, 1998. B.A., Tulane University. B.D., Southern Baptist Seminary. Ph.D., Duke University.

Oscar C. Page (1994)

President Emeritus and Professor Emeritus of History, 2009. B.A., Western Kentucky University. M.A., Ph.D., University of Kentucky.

Wilbur Lamar Powell (1976)

Associate Professor Emeritus of Mathematics and Computer Science, 2010. B.A., Austin College. M.S., Southern Methodist University. Further graduate study at the University of Texas at Dallas.

Peggy Ann Redshaw (1979)

Professor Emerita of Biology, 2014. B.S., Quincy College. Ph.D., Illinois State University.

E. Larry Robinson (1969)

Professor Emeritus of Physics, 2011. B.S., M.S., Ph.D., Virginia Polytechnic Institute.

Donald C. Salisbury (1987)

Professor Emeritus of Physics, 2016. B.A., Oberlin College. Ph.D., Syracuse University.

Daniel Mortimer Schores (1969)

Associate Professor Emeritus of Sociology, 1994. B.D., Duke University. M.S., Ph.D., University of Missouri at Columbia.

Howard Allen Starr (1964)

Professor Emeritus of Psychology and Education, 2013. B.A., University of Dallas. M.A., Southern Methodist University. Ph.D., East Texas State University.

Kenneth Willow Street (1959)

Professor Emeritus of Political Science, 1998. B.S., M.A., Texas Tech University. Ph.D., University of Texas at Austin.

Barbara Nelson Sylvester (1989)

Associate Professor Emeritus of Education, 2016. B.S., University of Nebraska. M.Ed., North Texas State University. Ph.D., University of North Texas.

Anthony Charles Tanner (1984)

Associate Professor Emeritus of Chemistry, 2014. B.A., Washington University. M.A., Ph.D., Brandeis University.

Paul Leslie Thomas (1963)

Professor Emeritus of Psychology, 1996. B.S., Wayland Baptist College. M.A., West Texas State College. Ph.D., Texas Tech University.

Timothy Charles Tracz (1986)

Professor Emeritus of Art, 2016. B.S., Pennsylvania State University. M.F.A., Tyler School of Art.

James Hamilton Ware Jr. (1970)

Professor Emeritus of Philosophy and Religion, 1996. B.A., M.A., Baylor University. B.D., Southern Baptist Theological Seminary. Ph.D., Duke University.

John Richard West (1984)

Librarian Emeritus, 2016. B.A., LaGrange College. M.L.S., University of Pittsburgh.

Jane H. White (1994)

Associate Professor Emerita of Education, 2015. B.S., M.S., Ph.D., Southern Illinois University.

John Elmer White (1980)

Associate Professor Emeritus of Education, 2014. B.A., M.S. Ed., Ph.D., Southern Illinois University.

Everett Don Williams (1970)

Professor Emeritus of Mathematics, 2013. B.S., Southwestern University. Ph.D., Texas Tech University.

Shelton Lee Williams (1970)

Professor Emeritus of Political Science, 2008. B.A., University of Texas at Austin. M.A., Ph.D., Johns Hopkins School of Advanced International Studies.

### **Tenure Track/Tenured**

David Patrick Aiello (2010)

Associate Professor of Biology, 2015-. B.A., Western Oregon University. Ph.D., University of Alabama at Birmingham.

Sheila Amin Gutiérrez de Piñeres (2013)

Executive Vice President for Academic Affairs and Special Initiatives and Dean of Faculty, Professor of Economics, 2017-. B.A., Texas A&M University. M.A., University of Chicago. Ph.D., Duke University.

Peter Anderson (2006)

Associate Professor of English, 2012-. B.A., University of Witwatersrand. M.A., Ph.D., Boston University.

Ronald David Baker II (2000)

Professor of Physics, 2012-. B.S., University of Texas at Austin. M.S., Ph.D., University of California, Los Angeles.

Saritha Bangara (2016)

Assistant Professor of Public Health, 2016-. B.Sc., Sri Ramachandra Medical College and Research Institute. P.H.Cert.CC., University of Minnesota. M.P.H., Ph.D., University of North Texas Health Science Center.

Elizabeth Banks (2010)

Associate Professor of Theatre, 2016-. B.A., McMurry University. M.A., Bowling Green State University. M.F.A., University of Kansas.

Lance Frederick Barton (2003)

Professor of Biology, 2017-. B.S., Dickinson College. Ph.D., University of Cincinnati, College of Medicine.

Nathan Simons Bigelow (2006)

Associate Professor of Political Science, 2012-. The Shelton L. Williams Endowed Professorship of Comparative and International Politics, 2015-. B.A., M.A., University of Akron. M.A., Ph.D., University of Maryland.

Thomas Blake (2015)

Assistant Professor of English, 2015-. B.A., M.A., University of Tennessee-Knoxville. Ph.D. University of Iowa.

Aaron David Block (2010)

Associate Professor of Computer Science, 2016-. B.S., Haverford College. M.S., Ph.D., University of North Carolina at Chapel Hill.

Brett Kirkpatrick Boessen (2004)

Associate Professor of Media Studies, 2010-. B.A., University of Notre Dame. M.A., Ph. D., Indiana University.

Lisa M. Brown (2004)

Professor of Psychology, 2014-. A.B., Harvard and Radcliffe Colleges. M.A., Ph.D., University of Michigan.

Maria Lourdes Bueno (2000)

Professor of Spanish, 2013-. Title of Licenciado, University of Extremadura. M.A., Michigan State University. Ph.D., Vanderbilt University.

J'Lee Bumpus (2006)

Associate Professor of Mathematics, 2012-. B.A., Austin College. M.S., Ph.D., Texas Tech University.

Robert Wayne Cape Jr. (1994)

Professor of Classics, 2006-. The Chase Professorship in Classical Languages, 2015-. B.A., M.A., University of Arizona. M.A., Ph.D., University of California, Los Angeles.

Ruth Cape (2010)

Associate Professor of German, 2014-. M.A., C. Phil., Ph.D., University of California, Los Angeles.

Andrew J. Carr (2000)

Professor of Chemistry, 2017-. The Michael A. Imhoff Endowed Professorship in Chemistry, 2015-. B.A., Illinois Wesleyan University. Ph.D., University of Pittsburgh.

George Truett Cates Jr. (1979)

Professor of German, 2002-. A.B., Princeton University. Ph.D., University of Texas at Austin.

Shannon Cornelison-Brown (2017)

Assistant Professor of Business Administration, 2017-. B.A., Austin College. M.B.A., University of North Texas.

Renee A. Countryman (2008)

Associate Professor of Psychology, 2013-. B.S., M.S., Western Illinois University. Ph.D., Tulane University.

Wayne Tolly Crannell (1995)

Associate Professor of Music, 2000-. B.F.A., M.M., University of Wisconsin-Milwaukee. D.M.A., University of Missouri-Kansas City Conservatory of Music.

Light Townsend Cummins (1978)

Professor of History, 1988-. Guy M. Bryan, Jr., Chair of American History, 1986-. B.S.Ed., M.A., Southwest Texas State University. Ph.D., Tulane University.

Victoria Hennessey Cummins (1978)

Professor of History, 1990-. The A.M. Pate Jr. Endowed Chair of History, 2015-. B.A., University of Maryland. M.A., Ph.D., Tulane University.

Daniel L. Dominick (1992)

Associate Professor of Music, 1998-. B.M., Florida Southern College. M.M., Historical Musicology, M.M., Orchestral Conducting, Florida State University. Further graduate study, Florida State University.

Bart Allen Dredge (1994)

Professor of Sociology, 2008-. B.A., Furman University. M.A., Ph.D., University of North Carolina at Chapel Hill.

John Patrick Duffey (1994)

Professor of Spanish, 2007-. The Margaret Root Brown Chair in Foreign Languages and Literatures, 2015-. A.B., Washington University. B.A., University of Texas at Arlington. M.A., Ph.D., University of Texas at Austin.

Ricky Edward Duhaime (1978)

Professor of Music, 1994-. The Mildred S. Mosher Professorship of Music, 1993-. B.S., B.A., University of New Hampshire. M.M., University of Illinois. D.M.A., North Texas State University.

Karánn Beth Durland (1996)

Professor of Philosophy, 2009-. B.A., Texas Tech University. M.A., Ph.D., University of North Carolina at Chapel Hill.

Kirk Andrew Everist (2005)

Associate Professor of Theatre, 2010-. B.A., Grinnell College. M.A., Indiana University. Ph.D., University of California, Santa Barbara.

Mari Elise Ewing (2013)

Assistant Professor of Environmental Studies, 2015-. B.A., Austin College. M.S., Ph.D., University of Colorado, Boulder.

Michael Shawn Fairley (2000)

Associate Professor of Communication, 2005-. The Cecil H. Green Professorship in Communication Arts, 2011-. B.A., M.A., University of Arkansas. Ph.D., University of Oklahoma.

Ryan J. Felix (2015)

Assistant Professor of Chemistry, 2015-. B.A., Oberlin College. Ph.D., University of North Carolina at Chapel Hill.

Matthew B. Findley (2014)

Assistant Professor of Psychology, 2014-. B.A., Utah State University. M.S., Western Illinois University. Ph.D., The University of Oklahoma.

Audrey Sue Flemming (2016)

Assistant Professor of Political Science, 2016-. B.A., Coe College. M.A., Ph.D., University of Florida, Gainesville.

Jeffrey M. Fontana (2002)

Associate Professor of Art History, 2007-. The Harry E. Smith Distinguished Teaching Professorship, 2008-. B.A., Oberlin College. M.A., Ph.D., Boston University.

Colin Foss (2016)

Assistant Professor of French, 2016-. B.A., Middlebury College. M.A., M.Phil., Ph.D., Yale University.

Loriann Garcia (2016)

Assistant Professor of Biology, 2016-. B.S., Lynchburg College. Ph.D., Texas A&M University.

Alessandro C. Garganigo (2003)

Associate Professor of English, 2008-. B.A., Yale University. M.A., Ph.D., Washington University.

Steven Kurt Goldsmith (1993)

Professor of Biology, 2007-. Dean of Sciences, 2007-. The Monroe D. "Bud" Bryant and Howard McCarley Endowed Professorship in Biology, 2015-. B.S., M.S., University of Oklahoma. Ph.D., Arizona State University.

Henry Gorman Jr. (1973)

Professor of Psychology, 1982-. Herman Brown Chair of Psychology, 1982-. B.A., M.A., Duke University. Ph.D., University of Colorado.

Stephanie L. Gould (2008)

Associate Professor of Chemistry, 2013-. B.S., Rose-Hulman Institute of Technology. M.S., Ph.D., Arizona State University

David Edwin Griffith (2006)

Professor of Business Administration, 2012-. Dean of Social Sciences, 2013-. Jack B. Morris Chair in Entrepreneurial Studies, 2010-. B.S., Southeastern Oklahoma State University. M.B.A., University of Oklahoma. Ph.D., University of Texas at Austin.

Max Grober (1997)

Professor of History, 2013-. Dean of Humanities, 2014-. A.B., M.A., Ph.D., University of California, Berkeley.

Jessica E. Healy (2012)

Assistant Professor of Biology, 2012-. B.A., Central College. Ph.D., Colorado State University.

James Hebda (2014)

Assistant Professor of Chemistry, 2014-. B.S., Bridgewater State College. Ph.D., Yale University.

Mark Ronald Hébert (1990)

Associate Professor of Philosophy, 1996-. B.A., Santa Clara University. M.A., Ph.D., University of North Carolina at Chapel Hill.

Julie Lynn Hempel (2002)

Associate Professor of Spanish, 2008-. B.A., Eastern Michigan University. M.A., University of Arizona. Ph.D., University of Michigan.

Michael A. Higgs (1987)

Professor of Mathematics and Computer Science, 2013-. The J.N. Chadwick Endowed Chair in Mathematics, 2015-. B.S.E.E., M.S.E.E., Stanford University.

Terry Hoops (1997)

Associate Professor of Anthropology, 2002-. B.A., Wheaton College. M.A., Ph.D., Michigan State University.

Jennifer Thackston Johnson-Cooper (2010)

Associate Professor of Chinese, 2016-. A.B., Smith College. M.A., Ph.D., University of California, Los Angeles.

Syed Mainuddin Kamal (2016)

Assistant Professor of Business Administration, 2016-. B.Com., M.Com., University of Dhaka, Bangladesh. M.A., University at Buffalo, The State University of New York. Ph.D., The University of Tennessee Knoxville.

Gregory S. Kinzer (2006)

Associate Professor of English, 2012-. B.A., Oberlin College. M.F.A., University of Utah. Ph.D., University of Buffalo.

Keith William Kisselle (2003)

Associate Professor of Biology and Environmental Science, 2009-. B.A., DePauw University. M.S., Ohio State University. Ph.D., University of Georgia.

Melinda S. Landeck (2016)

Assistant Professor of East Asian Studies, 2016-. B.A., Colorado State University. M.A., Yale University. Ph.D., University of Kansas.

Scott Charles Langton (2002)

Associate Professor of Japanese, 2007-. B.A., University of California, Los Angeles. M.A., Ph.D., Ohio State University.

Wolfgang Lueckel (2012)

Associate Professor of German, 2017-. B.A. (equivalent) Universität Mainz. M.A., Ph.D., University of Cincinnati.

Peter E. L. Marks (2011)

Associate Professor of Psychology, 2017-. B.A., Pomona College. M.A., Ph.D., University of Minnesota, Minneapolis.

Karla S. McCain (2003)

Professor of Chemistry, 2016-. The Rupert B. Lowe Endowed Chair in Chemistry, 2015-. B.A., Ohio Wesleyan University. Ph.D., University of Utah.

John Richard McGinn (2008)

Associate Professor of Music, 2013-. B.A., Harvard University. M.A., D.M.A., Stanford University.

Jack G. Mealy (1989)

Associate Professor of Mathematics, 1995-. B.A., Austin College. M.S., Texas Christian University. Ph.D., Rice University.

Wayne Edward Meyer (1993)

Associate Professor of Biology, 1999-. B.S., M.S., Ph.D., University of California, Davis.

Mikidadu Mohammed (2017)

Assistant Professor of Economics, 2017-. B.A., Kwame Nkrumah University of Science and Technology. M.A., New Mexico State University. ABD, The University of Utah.

Mark Monroe (1991)

Associate Professor of Art, 1997-. B.A., Austin College. M.F.A., University of Texas at Austin.

Daniel Lee Nuckols (1987)

Associate Professor of Economics and Business Administration, 1993-. The John T. Jones Chair of Economics, 1995-. B.S., East Texas State University. M.A., Ph.D., University of Texas at Dallas.

Elena M. Olivé (2001)

Associate Professor of Spanish, 2008-. B.A., Texas A&M University. M.A., New York University. Ph.D., University of Kansas.

Andrea N. Overbay (2013)

Assistant Professor of Mathematics, 2013-. B.S., Emory and Henry College. Ph.D., University of North Carolina.

Catherine Patterson (2016)

Assistant Professor of Mathematics, 2016-. B.S., Furman University. M.O., Universitat de Valencia. M.S., Ph.D., The University of Iowa.



Andra Petrean (2004)

Professor of Physics, 2017-. B.S., University of Bucharest. M.A., Ph.D., Western Michigan University.

Sandy M. Philipose (2010)

Associate Professor of Education, 2016-. B.A., M.A.T., Austin College. Ph.D., Stanford University.

Roger S. Platizky (1988)

Professor of English, 2003-. The Henry L. and Laura H. Shoap Professorship in English Literature, 2015-. B.A., Rutgers College of Arts and Sciences. M.A., Ph.D., Rutgers University.

Jeremy D. Posadas (2011)

Associate Professor of Religious Studies, 2017-. A.B., The University of Chicago. M.Div., Union Theological Seminary. Ph.D., Emory University.

Stephen L. Ramsey (2007)

Associate Professor of Business Administration, 2011-. The Clyde Hall Endowed Professorship in Business and Economics, 2015-. B.S., B.B.A., Southeastern Oklahoma State University. M.B.A., Texas A&M University-Commerce.

Kelynn Elizabeth Reed (1995)

Professor of Biology, 2015-. B.S., Case Western Reserve University. Ph.D., University of Illinois at Urbana-Champaign.

John M. Richardson III (2008)

Associate Professor of Biochemistry, 2013-. B.S., Texas Tech University. Ph.D., Penn State College of Medicine.

Frank J. Rohmer (1988)

Associate Professor of Political Science, 1993-. The John D. Moseley Chair in Government and Public Policy, 2011-. B.S., Spring Hill College. M.A., Ph.D., University of Chicago.

Peter Compton Schulze (1994)

Professor of Biology and Environmental Science, 2007-. B.A., Lawrence University. M.S., University of Wisconsin-Milwaukee. Ph.D., Dartmouth College.

Julia Shahid (1999)

Associate Professor of Education, 2005-. B.S. Ed. University of North Texas. M.S.Ed., Ed.D., Texas A&M University-Commerce.

Kevin M. Simmons (2003)

Professor of Economics, 2009-. The Clara R. and Leo F. Corrigan Sr. Chair in Business Administration and Economics, 2006-. B.B.A., University of Texas at Arlington. M.B.A., Dallas Baptist University. Ph.D., Texas Tech University.

Erin Copple Smith (2012)

Assistant Professor of Media Studies, 2012-. B.A., Denison University. M.A., Ph.D., University of Wisconsin-Madison.

Mark Stephen Smith (1986)

Professor of Art, 2006-. The Craig Professorship in the Arts, 2016-. B.F.A., Kansas City Art Institute. M.F.A., Queens College of the City University of New York.

Bradley W. Smucker (2004)

Professor of Chemistry, 2017-. B.S., Wheaton College. Ph.D., Texas A&M University.

Roderick M. Stewart (1987)

Professor of Philosophy, 2001-. The George R. and Julia Blucher Jordan Chair in Humanities, 2003-. B.A., Austin College. M.A., Ph.D., Syracuse University.

Randi Lynn Tanglen (2008)

Associate Professor of English, 2014-. B.A., Rocky Mountain College. M.A., University of Montana. Ph.D., University of Arizona.

Ashley Ann Tharayil (2015)

Assistant Professor of Economics, 2015-. B.A., Austin College. M.A., Ph.D. Candidate, University of Nebraska-Lincoln.

T. Hunt Tooley (1991)

Professor of History, 2002-. B.A., M.A., Texas A&M University. Ph.D., University of Virginia.

Ivette Maria Vargas-O'Bryan (2003)

Associate Professor of Religious Studies, 2008-. B.A., Barnard College. M.A., Ph.D., Harvard University.

Brian Andrew Watkins (2015)

Assistant Professor of Anthropology, 2015-. B.A., Austin College. M.A., Ph.D., Michigan State University.

Martin Wells (2015)

Assistant Professor of Classics, 2015-. B.A., University of California, Berkeley. Ph.D., University of Minnesota.

David Graham Whelan (2014)

Assistant Professor of Physics, 2014-. B.A., Ithaca College. M.S., Ph.D., University of Virginia.

Lindsay N. Zack (2016)

Assistant Professor of Chemistry, 2016-. B.S., Northern Arizona University. Ph.D., University of Arizona.

### **Other Faculty and Staff (non-tenure track)**

Marat R. Akopian

Visiting Assistant Professor of Political Science. B.A., M.A., Tbilisi State University. M.A., Central European University. Ph.D., 2006, Rutgers, The State University of New Jersey.

Mathias Kwadwo Akuoko

Assistant Professor of Public Health. B.A., Kwame Nkrumah University of Science and Technology. M.A., Southern Illinois University. M.A., Ph.D., University of North Texas Health Science Center.

Robert J. Archer Jr.  
Adjunct Instructor in Music. B.M.Ed., M.M., East Texas State University.

Justin Cleo Banks  
Head of Special Collections and Records Management, College Archivist with rank of Associate Professor. B.A., Hillsdale Free Will Baptist College. M.S.L.S., University of North Texas.

Stacey E. Battis  
Visiting Assistant Professor of French. B.A., Smith College. M.A., Ph.D., University of California, Berkeley.

Ekaterina Chernaya-Oh  
Adjunct Assistant Professor of Music. B.M., College of Music-Penza, Russia. M.M., Saratov Sobinov State Conservatory. D.M.A., University of North Texas.

Barbara Anne Cornelius  
College Librarian and Director of Abell Library with rank of Associate Professor. B.A., M.L.I.S., M.S., University of South Carolina.

Gary L. Cook  
Instructor in Exercise and Sport Science. B.A., Saginaw Valley State College. M.A., University of Phoenix.

Loren Dawson  
Instructor in Exercise and Sport Science. B.A., M.Ed., Arizona State University.

Ryan G. Dodd  
Instructor in Exercise and Sport Science. B.A., DePauw University. M.Ed., Bowling Green State University.

Martinella Dryburgh  
Director of the Posey Leadership Institute with rank of Assistant Professor, 2015-. The Leslie B. Crane Chair of Leadership Studies, 2017-. B.B.A., The University of Texas at Austin. M.L.A., Southern Methodist University. Ph.D., The University of Texas at Dallas.

Bob Filander  
Instructor in Exercise and Sport Science. B.A., Washington and Jefferson College.

Michelle B. Filander  
Instructor in Exercise and Sport Science. B.A., Ohio Wesleyan University. M.S., West Virginia University.

Debra L. Flowers  
Adjunct Instructor in Communication Studies. B.A., M.A., University of North Texas.

Shannon Elizabeth Fox-Teichmann  
Coordinator of Electronic Services and Collections with rank of Assistant Professor. B.A., University of West Florida. M.L.S., North Carolina Central University.

Karen L. Glenn  
Chemistry Lab Coordinator with rank of Adjunct Instructor. B.S., Southeastern Oklahoma State University. M.S., Oklahoma State University.

Evan L. Gumpert

Instructor in Exercise and Sport Science. B.A., Fort Lewis College. M.S.Ed., University of Miami.

Teresa Hall

Instructor in Exercise and Sport Science. B.S., Texas Woman's University. M.S., University of North Texas. Doctoral candidate, Texas Woman's University.

Matt Hanley

Adjunct Instructor in Economics and Business Management. B.A., Austin College, M.S., Texas A&M Commerce.

Kendra Hamilton

Visiting Instructor in Psychology. B.S., M.B.A., A.B.D., Texas Woman's University.

Felix Harcourt

Visiting Assistant Professor of History. B.A., University of Warwick. M.A., Ph.D., The George Washington University.

Michele Cox Helfrich

Adjunct Assistant Professor of Psychology. B.A., University of Oklahoma. M.S., Ph.D., Purdue University.

LadyJane Hickey

Coordinator of Bibliographic Services with rank of Associate Professor. B.S.Ed., Tulsa University. M.L.I.S., Drexel University. M.B.A., St. Mary's University.

Mark Hudson

Instructor in Exercise and Sport Science. B.A., Centre College. M.S., Virginia Commonwealth University.

Mary Yetta McKelva

Instructor in Spanish. B.A., North Texas State University. M.A., Texas Woman's University.

Ellen E. Melson

Instructor in Chemistry and Science Program Coordinator. B.S., M.S., Texas A&M University – Commerce.

Joe Morgan

Instructor in Exercise and Sport Science. B.S., M.S., McPherson College.

Stephanie Motz

Executive in Residence. B.A., Austin College. M.B.A., Texas Tech.

Huy V. Nguyen

Visiting Assistant Professor of Mathematics. B.S., M.S., Ph.D., Baylor University.

Daniel Nix

Adjunct Instructor in Music. B.Mus., University of Victoria. M.M. Performance, University of North Texas

David Loyd Norman

Assistant Professor of Exercise and Sport Science. B.A., M.A.T., Austin College.

Paul Onspaugh  
Adjunct Instructor in Music. B.M.Ed., Central State University.

Ernesto Pérez  
Visiting Assistant Professor of Biology. B.S., M.S., Texas State University at San Marcos. Ph.D., University of Texas at San Antonio.

Dawn Remmers  
Executive Director of Institutional Research and Registrar with rank of Associate Professor. B.A., Nebraska Wesleyan University. M.S., Ph.D., Kansas State University.

Cathy Lynn Richardson  
Adjunct Instructor in Music. B.M., M.M., doctoral candidate University of North Texas.

Sylvia Rivers  
Adjunct Instructor in Music. B.M. Ed., Abilene Christian University. M.A., Texas Woman's University.

David Sheridan  
Instructor in Exercise and Sports Science. B.A., Chamberlayne School of Design. M.A., Concordia University.

Michael Silva  
Instructor in Exercise and Sport Science. B.A., McPherson College.

Caleb Smith  
Biology Department Support Associate with rank of Adjunct Instructor. B.A., Hardin-Simmons University. M.S., University of North Texas.

Kim Victoria Snipes  
Biology Lab Coordinator with rank of Adjunct Instructor in Biology. B.S., M.S., University of California, Davis.

Grace Sokolow  
Instructor in Exercise and Sport Science.

Brandon Stewart  
Adjunct Instructor in Music. B.M., University of Alabama. M.M., Texas Tech University. Doctoral candidate, University of North Texas.

Lisha Storey  
Writing Center Director with rank of Assistant Professor. B.A., Agnes Scott College. M.A., Ph.D., University of Massachusetts Amherst.

Elizabeth A. Terry  
Visiting Assistant Professor of History. A.B., Dartmouth College. M.A., Ph.D., University of California-Berkeley.

Emmet Collins "Tom" Thompson II  
Adjunct Assistant Professor of Leadership Studies. B.S., LeTourneau University. M.S., University of North Texas. M.A., Austin College. Ph.D., Regent University.

Michael V. Walker

Adjunct Instructor in Music. B.M., University of North Texas. M.M., Kansas State Teacher's College.

Rodney Wecker

Instructor in Exercise and Sport Science. B.A., Metropolitan State College. M.A.T., Whitworth College.

## Honorary Degrees and Awards

### HONORARY DEGREES

MAY 14, 2017

#### Doctor of Divinity

Janice Lynne Edmiston

#### Doctor of Humane Letters

Michael Joseph Sorrell

Patti Amanda Birge Spivey



#### HOMER P. RAINEY AWARD

APRIL 27, 2017

Roger Platizky

Professor of English



## Degrees Conferred

### Master of Arts in Teaching

January 24, 2017

Jessica Joanne Barber

Early Childhood Thru 6th Grade Generalist

Bonham, Texas

Lindsey Michelle Gann

Grades 7 Thru 12 History

Princeton, Texas

Andrea Elizabeth Hernandez

Early Childhood Thru 6th Grade Generalist

Galveston, Texas

Reygan Elizabeth Holloman

Early Childhood Thru 6th Grade Generalist

Grand Prairie, Texas

Ashley Elizabeth Murphy

Grades 7 Thru 12 Mathematics

Dallas, Texas

May 14, 2017

Javier Berrones  
Grades 7 Thru 12 History  
Brownsville, Texas

Payton Clark Betts  
Grades 7 Thru 12 History  
Bowie, Texas

Reed Alan Cook  
Grades 7 Thru 12 English, Language Arts, & Reading  
Blanco, Texas

Brianna Juhl Harvey  
Early Childhood Thru 6th Grade Generalist  
Atascadero, California

Amanda Blair Kelly  
All-Level Art Education  
Porter, Texas

**Bachelor of Arts**  
August 17, 2016

Daniela Jazmin Chavez  
Psychology  
Fort Worth, Texas

Sabrina Meena Ebrahim  
Business Administration  
Dallas, Texas

Edward Keefer Hunn  
Political Science  
Humble, Texas

Sara Beth Krusekopf  
Grades 7 Thru 12 Mathematics  
College Station, Texas

Jessica Cheney Leach  
Grades 7 Thru 12 English, Language Arts, & Reading  
Whitesboro, Texas

Emmalee Katherine Nikolas  
All-Level Art Education  
Dallas, Texas

Brett Hunter Vaughn  
Grades 7 Thru 12 Life Science  
Lewisville, Texas

Erika Iderith Zapata  
Early Childhood Thru 6th Grade Generalist  
Dallas, Texas

Aurora Grace Nugent  
Political Science and Psychology  
Fort Davis, Texas

Aimee Lauren Spearman  
Business Administration  
Summa Cum Laude  
Sherman, Texas

RheAnna Khendal VanVoorhis  
Chemistry  
Haltom City, Texas



January 24, 2017

Alanna Marie Black  
Gender Studies  
El Paso, Texas

Tran Bui  
Computer Science  
Magna Cum Laude  
Ho Chi Minh, Vietnam

Xuanru Ding  
Business Administration and  
Public Health  
Summa Cum Laude  
Beijing, China

Heliang Gao  
Chemistry  
Beijing, China

Megan E. Gilder  
Public Health  
League City, Texas

Sierra Danielle Gilliam  
Business Administration  
Denison, Texas

Narmin S. Hemani  
Business Finance and Public  
Health  
Carrollton, Texas

James Kwame Hemen  
Political Science  
Cum Laude  
Grand Prairie, Texas

Riley Elizabeth Heruska  
Psychology and English  
Cum Laude  
Fairview, Texas

Angela Huang  
Economics and Biology  
Summa Cum Laude  
Allen, Texas

Harroon Arbad Ismail  
Business Administration  
Garland, Texas

Jay Sung Jeon  
Biochemistry  
Magna Cum Laude  
Carrollton, Texas

Nooreen Khalid  
Psychology  
Plano, Texas

Manuela L. Lopez  
International Economics/Finance  
and Spanish  
Houston, Texas

Trung Quoc Ly  
Biology  
Summa Cum Laude  
Anna, Texas

George S. Melchor Jr.  
Biology  
Summa Cum Laude  
Uvalde, Texas

Cody William Meyers  
Business Finance and Economics  
Cum Laude  
Midlothian, Texas

Sarah G. Monroe  
Public Health and Music  
Cum Laude  
San Antonio, Texas

Kathryn Margaret O'Connell  
History  
Dallas, Texas

Jordan Wade Peoples  
Religious Studies  
Mount Pleasant, Texas

Andres Patrick Rivera  
Business Administration and  
Economics  
Albuquerque, New Mexico

Zuleyma Yajaira Ruiz  
Business Administration and  
Public Health  
Dallas, Texas

Marina Jezek Sams  
Communication and Art  
Dallas, Texas

Chelsea Rae Smith  
Psychology  
Sherman, Texas

Tyler Wesley Tarbox  
Business Administration  
Allen, Texas

Matthew Wesley Thompson  
Business Administration  
Whitehouse, Texas

Laura M. Van Zant  
Business Administration  
Summa Cum Laude  
Sherman, Texas

Robert Mahlon Emery Wells  
Business Administration  
Bonham, Texas

Cooper Campbell Woodyard  
Business Administration  
Montgomery, Texas



May 14, 2017

Alexis Rhien Abercrombie  
Business Administration  
Bullard, Texas

Giovani Acosta  
Computer Science  
South Houston, Texas

Deborah Adetokunbo Adedaja  
Public Health  
Philadelphia, Pennsylvania

Daniel Jacob Ahle  
Biology and Spanish  
Magna Cum Laude  
Plano, Texas

Brittney Marie Aldridge  
Psychology  
Magna Cum Laude  
Whitesboro, Texas

Lola Allison Alexander  
Environmental Studies and  
Spanish  
Whitewright, Texas

Madison Lee Aliff  
Biology  
Cum Laude  
Placerville, California

Akhrysta Yanikk Anderson  
English  
Dallas, Texas

Kristen Ranelle Annis  
Psychology  
Fort Worth, Texas

Julia Elise Arthurs  
Computer Science  
Missouri City, Texas

Jacob Towry Arvin  
English/Creative Writing  
Emphasis  
Trenton, Texas

Parsa Mohsen Azam  
Public Health  
Cum Laude  
Plano, Texas

Hiba Toufic Bader  
Biochemistry and Spanish  
Cum Laude  
Allen, Texas

Brian Allen Baehl  
Biology/Exercise Sport Science  
Cum Laude  
The Woodlands, Texas

Matthew Austin Bagley  
Psychology  
Cum Laude  
Fulshear, Texas

Mursal Bahadory  
English/Creative Writing  
Emphasis and French  
Sherman, Texas

Vana Ghazy Bahram  
Biology  
Cum Laude  
McKinney, Texas

Olivia Joanna Bailey  
Sociology  
Magna Cum Laude  
High Springs, Florida

Charles Pearson Baird  
Business Administration  
Arlington, Texas

Katie Cassandra Barber  
Psychology  
Bonham, Texas

Myranda Elise Baumgartner  
Biology  
Athens, Texas

William Drake Beamesderfer  
Political Science  
Sherman, Texas

Arthur James Beavan  
Global Management  
The Villages, Florida

Kolton Wayne Blakley  
Economics  
Durant, Oklahoma

Macey Shanae Blakley  
Economics and Art  
Durant, Oklahoma

Benjamin Joseph Bouchez  
Business Finance  
Cum Laude  
McKinney, Texas

Elizabeth Ann Bowie  
French and English/Creative  
Writing Emphasis  
Austin, Texas

Nathaniel Austin Brandom  
Biochemistry  
Cum Laude  
Denton, Texas

Ethan Andrew Brem  
Biology and Public Health  
Farmersville, Texas

Ryan Lewayne Bridges  
Mathematics and Philosophy  
Sherman, Texas

Mitzi Lizbeth Briseno  
Business Administration  
Dallas, Texas

Shelby Anne Brooks  
English/Creative Writing  
Emphasis  
Cum Laude  
Allen, Texas

Amanda Diane Brown  
Business Administration  
Plano, Texas

Amelia Marion Johnson Calley  
Psychology and Sociology  
Cum Laude  
Indianapolis, Indiana

Luke Stevenson Campbell  
Biology  
Fort Worth, Texas

Victoria Jane Campbell  
Biology  
Cum Laude  
Oakdale, Minnesota

Alexandria Victoria Jewel Carnes  
Religious Studies  
Frankston, Texas

Morgan Leigh Carroll  
Psychology  
Sachse, Texas

Bryan Deshawn Carter  
Biology  
Fort Worth, Texas

Zixian Chai  
Psychology and Computer Science  
Magna Cum Laude  
Honors in Psychology  
Jinan, China

Alison Chao  
Biochemistry  
Cum Laude  
Paris, Texas

Timothy Ivan Chiang  
Biology  
Richardson, Texas

Woojun Chung  
Biology and Economics  
Seoul, South Korea

Olivia L. Cicci  
Athletic Communications  
Magna Cum Laude  
Santa Fe, New Mexico

Hailey Jill Clendennen  
Psychology  
Round Rock, Texas

Desiree Denise Coleman  
Classics  
Summa Cum Laude  
Whitewright, Texas

Elise Madison Collins  
Biology  
Copper Canyon, Texas

Marissa Nicole Collins  
East Asian Languages & Cultures  
and International Relations  
Summa Cum Laude  
Honors in East Asian Languages &  
Cultures  
Anna, Texas

Cyndi JoAnn Coon  
Psychology and Spanish  
Indianapolis, Indiana

Blair Elizabeth Creedle Reynolds  
Public Health  
Magna Cum Laude  
Austin, Texas

Horace Newton Cunningham IV  
Spanish  
Mckinney, Texas

Steven Ramon D'Agostino  
English  
Midland, Texas

Brandon Think Dang  
Biology  
Summa Cum Laude  
Frisco, Texas

Riley Augustus Daniel  
Political Science  
Sherman, Texas

Trevor Wayne DeBord  
Business Administration  
Gainesville, Texas

Cody Trey Derrick  
Economics  
Cleburne, Texas

Joshua M. Dickerman  
Business Administration  
Cum Laude  
Dallas, Texas

Brittany Putri Dimock  
East Asian Languages & Cultures  
Magna Cum Laude  
Houston, Texas

Marenza L. DiNovo  
Computer Science and East Asian  
Languages & Cultures  
Summa Cum Laude  
Hurst, Texas

Cassandra Tullier Donovan  
Communication and Psychology  
Summa Cum Laude  
Houston, Texas

Matthew R. Donovan  
Business Finance and Political  
Science  
Summa Cum Laude  
Mansfield, Texas

Andrew E. Dudasko  
Biology  
Irving, Texas

Tony N. Duong  
Public Health  
Farmers Branch, Texas

Jared Allen Eichler  
Business Administration  
Austin, Texas

Malak Alaaeldin El-Sherif  
Biology  
Magna Cum Laude  
Plano, Texas

Aktan Eminovski  
Business Finance and Mathematics  
Summa Cum Laude  
Pottsboro, Texas

Charles Chukwumeka Eneh  
History  
Krum, Texas

Joseph Bennett Essin  
Computer Science  
Sherman, Texas

Jackson A. Farnsworth  
Computer Science  
Cum Laude  
Dallas, Texas

Donald Henry Fidler III  
Economics  
San Antonio, Texas

Erinn Lynn FitzGerald  
English/Creative Writing  
Emphasis  
Georgetown, Texas

Brady Douglas Flanery  
Political Science and Spanish and  
History  
Summa Cum Laude  
Honors in Political Science  
Whitesboro, Texas

Austin Charles Freet  
Business Finance  
Cum Laude  
Highland Village, Texas

Elliott Paul Freudenburg  
Biochemistry and Public Health  
Cum Laude  
Spicewood, Texas

Kaylee Anne Marie Fuhr  
English/Creative Writing  
Emphasis  
Sherman, Texas

Zerlina Hoi -yan Fung  
East Asian Languages & Cultures  
Lewisville, Texas

Alexandria Nicole Fusco  
Biology  
Ennis, Texas

Greyka Denise Galvan  
Business Administration  
Magna Cum Laude  
Dallas, Texas

Ana Pamela Garcia  
Biophysics  
Summa Cum Laude  
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Crystal Otila Garcia  
Communication  
Houston, Texas

Jorge Andres Garza  
Psychology  
Cum Laude  
San Antonio, Texas

Sarah Ghaffar  
Economics  
Plano, Texas

Sarah Gilbert  
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Houston, Texas

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History and Philosophy  
Magna Cum Laude  
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Amy Louise Glazier  
Physics  
Summa Cum Laude  
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Kimette Anne Glenn  
Business Administration  
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Business Administration and  
Economics  
Houston, Texas

Callie Sarah Graham  
English  
Magna Cum Laude  
Honors in English  
Shreveport, Louisiana

Victoria Rae Grano  
Psychology and Spanish  
Albuquerque, New Mexico

Magan Diane Green  
History  
Farmersville, Texas

Austin Colby Grob  
Environmental Studies  
Greenville, Texas

Dylan Reed Guthrie  
Music  
Summa Cum Laude  
Howe, Texas

Victor Jayant Gutierrez de Pineres  
Political Science and Sociology  
Magna Cum Laude  
Sherman, Texas

Faisal Habib  
Business Administration and  
Political Science  
Garland, Texas

Haleigh Alexandra Hahn  
Public Health and Psychology  
Austin, Texas

Randall Kevin Ham  
Environmental Studies and  
German  
League City, Texas

Xiaotian Han  
Business Administration and  
Economics  
China

Noel Reed Hancock  
Spanish  
Bedford, Texas

Karl Logan Harper  
Business Administration  
Goldthwaite, Texas

Michael Peter Hartley  
History  
Houston, Texas

Chance Allen Hatchel  
Business Administration  
Whitesboro, Texas

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Business Finance and German  
Cum Laude  
Lewisville, Texas

Kendall Nicole Heitmeier  
Chemistry  
Cum Laude  
Parker, Colorado

Ashley Kelly Hernandez  
Biology and Classical Civilization  
Cum Laude  
El Paso, Texas

Jaime Adalberto Hernandez  
American History and Politics  
Fort Worth, Texas

Victoria Herrera  
Sociology  
Houston, Texas

Adam Hugh Hicks  
Spanish  
Buxton, Maine

Katherine Isabelle Higgins  
Art  
Cum Laude  
The Woodlands, Texas

Lacyn Rose Hill  
Business Finance  
Magna Cum Laude  
Frisco, Texas

Caroline Elaine Hodge  
History and Theatre  
Magna Cum Laude  
Carrollton, Texas

Ryan Christopher Hood  
Physics and Mathematics  
Summa Cum Laude  
Honors in Mathematics  
Melissa, Texas

Tad Franklin Howard  
Business Administration and  
Athletics Leadership  
Cum Laude  
Azle, Texas

Tanner Austin Howard  
Business Administration and  
Athletics Leadership  
Cum Laude  
Azle, Texas

Stephenie Kaye Hudek  
Communication  
Cum Laude  
Denison, Texas

Branden William Hunt  
History  
Magna Cum Laude  
Grand Prairie, Texas

Lloyd Raymond Hunter III  
Mental/Physical Fitness Activ.  
Fort Worth, Texas

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Business Administration and  
International Economics/Finance  
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Nikhil Jaisinghani  
Psychology and Spanish  
Plano, Texas

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Chemistry  
Magna Cum Laude  
Plano, Texas

Jack Henry Kennady  
Public Health  
Cum Laude  
Lenorah, Texas

Anamariia Lvivna Kheveli  
International Relations  
Ukraine

Tejasvi V. Koka  
Public Health and Biology  
Sugar Land, Texas

Will Austin Kollet  
Business Administration  
Etoile, Texas

Siena Rose Krueger  
Biology  
Allen, Texas

Jeffrey Randall Kubena  
Environmental Studies  
Seadrift, Texas

Abby Moya Laing  
French and History  
Houston, Texas

Kelvin Isaiah Lane  
Computer Science  
Plano, Texas

Anna Yareli Lara  
Business Administration  
Pottsboro, Texas

Chelsea May Law  
Religious Studies  
San Antonio, Texas

Jiwon Lee  
Biochemistry  
Cum Laude  
Grapevine, Texas

Madison Rae Lee  
Business Administration  
Allen, Texas

Yeesoo Lee  
Political Science and Sociology  
Cum Laude  
The Colony, Texas

Benjamin Ross Lehrman  
Mathematics  
Summa Cum Laude  
Dallas, Texas

Joshua David Lewis  
Business Administration  
Sachse, Texas

Minhua Li  
Biology  
Summa Cum Laude  
Honors in Biology  
Fujian, China

Carlye Louise Lide  
Physics  
Cum Laude  
Wills Point, Texas

Emily Kathleen Low  
Computer Science  
Summa Cum Laude  
League City, Texas

Noelle Kristina Low  
Theatre  
Sunnyvale, Texas

Jesus Daniel Loya  
Chemistry  
Sherman, Texas

Robert Lane Lozano  
Psychology  
Van Alstyne, Texas

Alexandria Gabrielle Lux  
Economics and History  
Magna Cum Laude  
Honors in History  
Houston, Texas

Jenny Omega Maique  
Biochemistry  
Cum Laude  
Irving, Texas

Ganesh Bala Maniam  
Business Administration  
Summa Cum Laude  
Houston, Texas

Daniel Eduardo Marin  
Biology and Psychology  
Sherman, Texas

Angelica Yrene Marosy  
English/Creative Writing  
Emphasis  
Cum Laude  
Flower Mound, Texas

Christian Robert Martinez  
Psychology  
Katy, Texas

Matthew Martinez  
Biology and East Asian Languages  
& Cultures  
El Paso, Texas

Vidur Sushil Marwaha  
Public Health  
Magna Cum Laude  
Frisco, Texas

Megan Alyssa Mayfield  
Computer Science and Media  
Studies  
Magna Cum Laude  
Rockwall, Texas

Kennedy W. Mazara Jr.  
Psychology  
Cum Laude  
Honors in Psychology  
Irving, Texas

Shaunda Elise McCarthy  
Psychology  
Lewisville, Texas

Victoria Marie McCartney  
Psychology and Sociology  
Mont Belvieu, Texas

Joseph Paul McDuffie  
East Asian Languages & Cultures  
Magna Cum Laude  
Bryan, Texas

Kalynn Janeigh McKee  
Biology  
Cum Laude  
Klondike, Texas

Shannon Ashlea McKelvie  
Political Science and Sociology  
Magna Cum Laude  
Littleton, Colorado

Alana Maureen McLeod  
Public Health and Psychology  
Grapevine, Texas

Saher Shamsuddin Merchant  
Policy Making in Economics and  
Political Science  
Colleyville, Texas

Stephanie Marie Montanez  
Environmental Studies  
Chandler, Arizona

Brett Lane Moody  
Business Administration  
Allen, Texas

John Spencer Moore  
Psychology  
DeSoto, Texas

Kathryn Ann Moore  
Political Science  
Sugar Land, Texas

Alejandro Moran  
Economics and Mathematics  
Summa Cum Laude  
Sherman, Texas

Jacob Riley Morgan  
Political Science and Psychology  
Cum Laude  
Highland Village, Texas

William Daniel Mount  
History and Spanish  
Cum Laude  
League City, Texas

Daniel Scott Mulligan Jr.  
Business Administration  
Cum Laude  
Irving, Texas

Montserrat Munoz  
Public Health  
El Paso, Texas

Raphael Dong Woo Nam  
Physics  
Lewisville, Texas

Francisco Edward Neal  
Biology  
Summa Cum Laude  
Honors in Biology  
Gulf Breeze, Florida

Anna Gabrielle Nevels  
Chemistry  
Cum Laude  
Honors in Chemistry  
Allen, Texas

Katrina Ngo  
Biology and History  
Magna Cum Laude  
Honors in Biology  
McKinney, Texas

Tam M. Nguyen  
Chemistry  
Summa Cum Laude  
North Richland Hills, Texas

Holly Anne Nightengale  
Psychology  
Magna Cum Laude  
Heath, Texas

Thomas Lee Oberg  
Business Administration and  
Mathematics  
Garland, Texas

Oluwafunmto Toluwalase  
Ogunbanwo  
Psychology and Communication  
Cum Laude  
Lagos, Nigeria

Felix Osama Omoruyi  
Biochemistry  
Summa Cum Laude  
Corpus Christi, Texas

Diane Crosby Palmer  
Religious Studies and Psychology  
Richardson, Texas

Devon Berg Pankratz  
History  
Austin, Texas

Daniel Choi Park  
Biochemistry  
Detroit, Michigan

Henali R. Patel  
Nonprofit Organizations and  
Public Service  
Houston, Texas

Christopher Joseph Patton Jr.  
International Relations  
Summa Cum Laude  
Honors in Political Science  
Bellaire, Texas

Erik Daniel Perez  
English/Creative Writing  
Emphasis and Spanish  
Miami, Florida

Kylie Brooke Peterson  
Biology and Psychology  
Magna Cum Laude  
Plano, Texas

Madison Pethick  
Biology  
Whitesboro, Texas

Emma Mary Polini  
English/Creative Writing  
Emphasis  
Summa Cum Laude  
Honors in English  
Allen, Texas

Kale Jordan Poor  
Individually Designed Major in  
Anthropology  
Palestine, Texas

Sydney Noelani Powell  
Biology and Spanish  
Cum Laude  
Castle Pines, Colorado

Grace McMillan Powers  
Public Health  
Corpus Christi, Texas

Steven Douglas Prinslow  
Chemistry  
Summa Cum Laude  
Honors in Chemistry  
McKinney, Texas

Giovanna Privitera  
Biology and Environmental  
Studies  
Magna Cum Laude  
Austin, Texas

Rohail Rahman  
Economics  
Cum Laude  
Plano, Texas

Shahera Taskeen Ranjha  
Psychology  
Herrin, Illinois

Christopher Wade Rattan  
Public Health and Psychology  
Dallas, Texas

Cary Mark Register  
Religious Studies  
Edmond, Oklahoma

Ashley Marie Rice  
Business Administration and  
Communication  
Magna Cum Laude  
Colleyville, Texas

Michael David Rinehart  
Political Science and History  
Cum Laude  
Garland, Texas

Diego Elias Robledo  
Biology  
McAllen, Texas

Rebecca K. Rogers  
Latin American & Iberian Studies  
and International Relations  
Summa Cum Laude  
Boerne, Texas

Calvin Jordan Rosinbaum  
Economics  
Celina, Texas

Ian Darby Ruth  
Psychology and Sociology  
Magna Cum Laude  
Honors in Psychology  
Pearland, Texas

Afua Konadu Sarpong  
Business Administration  
Arlington, Texas

Hunter Lestat Sartor  
Chemistry  
Denison, Texas

Poya Seck  
International Relations and  
Sociology  
Hutto, Texas

Noah Riley Selz  
Computer Science  
Dallas, Texas

Dilan Sunil Shah  
Biology  
Cum Laude  
Honors in Biology  
McKinney, Texas

Cameron Harrison Sharpe  
History and Political Science  
Highland Village, Texas

Kimberly Renee Shelton  
Art  
Cum Laude  
Georgetown, Texas

Samantha Lyndsey Shepherd  
Media Studies  
Houston, Texas

Karisma Yogesh Sheth  
Business Administration  
Plano, Texas

Jason Jungmin Shin  
Biochemistry  
Summa Cum Laude  
Southlake, Texas

Shawn Thomas Slowinski  
Business Finance  
Carrollton, Texas

Shannon Katherine Smith  
Business Finance  
Austin, Texas

Jessica Anne Snyder  
Biology  
Cum Laude  
Dallas, Texas

Hayden Brian Soika  
Business Finance  
Flower Mound, Texas

Jesus Manuel Sosa  
Economics  
Sherman, Texas

Madison Elise Spencer  
Art  
Dallas, Texas

Kendall Rashad St Romain  
Business Finance  
Arlington, Texas

Jodie Michelle Stautner  
Classical Civilization  
Plano, Texas

Rachel Sydney Storm  
Media Studies and Classical  
Civilization  
Cum Laude  
Arlington, Texas

Brittany Michelle Subialdea  
Computer Science and East Asian  
Languages & Cultures  
Summa Cum Laude  
Fort Worth, Texas

Chandni Surti  
Psychology  
McKinney, Texas

Jeremy Ryan Swisher  
Biological Neuroscience  
Magna Cum Laude  
Honors in Exercise & Sports  
Medicine  
The Woodlands, Texas

Jordan Alexis Tanner  
Biology and History  
Cibolo, Texas

Aaron Kollakayil Thomas  
Psychology  
Rowlett, Texas

Virginia Helen Trifiro  
Psychology and French  
Magna Cum Laude  
Honors in Psychology  
Austin, Texas

Willa Ann Van Camp  
Economics  
Medford, Oregon

Kathryn Rose Van Dinh  
Mathematics  
Magna Cum Laude  
Austin, Texas

Taylor Anne Van Kirk  
History  
Magna Cum Laude  
Sherman, Texas

Aardhra Meenakshi  
Venkatachalam  
Music  
Flower Mound, Texas

Tyler Jaymes Vilandre  
Computer Science and Media  
Studies  
Watauga, Texas

Sayali Vilekar  
Psychology  
Cum Laude  
Pleasanton, California

Ian Collin Villacres  
English/Creative Writing  
Emphasis  
Farmers Branch, Texas

Jared Christopher Weaver  
Business Administration and  
Economics  
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Cum Laude  
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Economics  
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East Asian Languages & Cultures  
Cum Laude  
Honors in East Asian Languages &  
Cultures  
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Business Administration  
Blue Ridge, Texas

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Lee Harris Williamson  
Biology  
Wichita Falls, Texas

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Houston, Texas

Danielle Renee Wright  
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Los Fresnos, Texas

Evan Kerem Wyatt  
Physics  
Fairview, Texas

Arthur Alexander Ximenes II  
History  
Fort Worth, Texas

Carolyn Hwang Yao  
Media Studies  
Frisco, Texas

Jing Zhang  
Public Health  
Plano, Texas

Yuzhengze Zhao  
Computer Science  
Beijing, China

Ryan Patrick Zimmerman  
Mathematics and Physics and  
German  
Magna Cum Laude  
Denton, Texas





# Academic Calendar 2017-2018

<b>FALL TERM</b>	<b>2017</b>
New student conference	Aug 17-23
New student registration	Aug 21-23
Opening Convocation	Aug 23
<b>Classes begin at 8 a.m.</b>	<b>Aug 24</b>
Last day to add a course	Aug 31
Census (12 <sup>th</sup> Class Day)	Sept 8
Midterm Concern Report I due 4:00 p.m. (Faculty)	Sept 14
Off-Campus January term registration II (Supplementary)	Sept 19-21
Midterm Concern Report II due 4:00 p.m. (Faculty)	Oct 5
<b>Fall break begins at 8:00 a.m.</b>	<b>Oct 6</b>
<b>Classes resume at 8:00 a.m.</b>	<b>Oct 9</b>
Last day to change a grading system	Oct 13
Last day to drop a course with no grade	Oct 13
On-campus January Term Registration	Oct 17-19
Advising Week	Oct 23 – Nov 3
Last day to drop a course with a W	Nov 3
Spring Term Registration	Nov 6-10
<b>Thanksgiving break begins at 8:00 a.m.</b>	<b>Nov 20</b>
<b>Classes resume at 8:00 a.m.</b>	<b>Nov 27</b>
<b>Classes end</b>	<b>Dec 1</b>
Final Examinations begin	Dec 4
Reading Day	Dec 6
Final Examinations and Fall Term ends at 5:00 p.m.	Dec 8
Fall Term Grades and previous term Incompletes Grades due 12:00 p.m. (Faculty)	Dec 14
<b>JANUARY TERM</b>	<b>2018</b>
<b>Classes begin at 8:00 a.m.</b>	<b>Jan 2</b>
Last day to add a course	Jan 4
Last day to change a grading system	Jan 12
Last day to drop a course without a grade	Jan 12
Last day for a student to drop a course with a W	Jan 18
January Term ends at 5:00 p.m.	Jan 24
January Term Grades due 12:00 p.m. (Faculty)	Feb 6
<b>SPRING TERM</b>	<b>2018</b>
<b>Classes begin at 8:00 a.m.</b>	<b>Jan 29</b>
Last day to add a course	Feb 2
Census (12 <sup>th</sup> Class Day)	Feb 13
Midterm Concern Report I due 4:00 p.m. (Faculty)	Feb 15
Midterm Concern Report II due 4:00 p.m. (Faculty)	Mar 8
<b>Spring recess begins at 8:00 a.m.</b>	<b>Mar 12</b>
<b>Classes resume at 8:00 a.m.</b>	<b>Mar 19</b>
Last day to change a grading system	Mar 23
Last day to drop a course without a grade	Mar 23
Advising Week	Apr 2-13

Last day to drop a course with a W	Apr 13
Fall and Summer Term Registration	Apr 16-20
Off-Campus January Term Registration	May 1-3
<b>Classes end</b>	<b>May 4</b>
Final Examinations begin	May 7
Reading Day	May 9
Final Examinations and Spring Term ends at 5:00 p.m.	May 11
Senior Grades due by 12:00 p.m. (Faculty)	May 12
Commencement	May 13
Spring Term Grades and previous term Incompletes Grades due 12:00 p.m. (Faculty).	May 17
<b><i>SUMMER TERM</i></b>	<b>2018</b>
<i>(Graduate and off-campus courses may follow a different schedule)</i>	
<b>Undergraduate on-campus classes begin</b>	<b>June 4</b>
Last day to add a course	June 7
Census	June 11
Last day to change a grading system	June 27
Last day to drop a course without a grade	June 27
<b>Independence Day holiday (classes do not meet)</b>	<b>July 4 (Wed)</b>
Last day to drop a course with a W	July 11
<b>Undergraduate on-campus classes end</b>	<b>July 20</b>
Last day to register for a directed or independent study	July 23
On-Campus Classes Grades due 12:00 p.m.	July 27
Last day to drop independent or directed study	Aug 15
<b>Summer Term ends</b>	<b>Aug 15</b>
Summer Term Grades due 12:00 p.m. (Faculty)	Aug 17

# Campus Map

## Austin College Campus



### MAP KEY

- |                                     |                                       |   |
|-------------------------------------|---------------------------------------|---|
| 1. Abell Library Center             | 19. Forster Art Studio Complex        | 37. President's House   |
| 2. Adams Center                     | 20. Hall Graduation Court             | 38. Russell Tennis Center                                     |
| 3. Apple Stadium                    | 21. Hannah Natatorium                 | 39. Settles House   |
| 4. Baker Athletic Field             | 22. Hersh Memorial Garden             | 40. Sherman Hall (Humanities) and Hoxie Thompson Auditorium   |
| 5. Baker Residence Hall for Men     | 23. Honors Court and Collins Fountain | 41. Sid Richardson Recreation Center                          |
| 6. Ella Barker Memorial Garden      | 24. Hopkins Social Science Center     | 42. Soccer Field  |
| 7. Bryan Apartments                 | 25. Hughey Gymnasium                  | 43. Temple Center for Teaching and Learning at Thompson House |
| 8. Carruth Guest House              | 26. Ida Green Communication Center    | 44. Thompson Hall (Sciences)                                  |
| 9. Caruth Administration Building   | 27. IDEA Center                       | 45. The Village on Grand                                      |
| 10. Caruth Residence Hall for Women | 28. Jackson Technology Center         | 46. Williams Founders Plaza                                   |
| 11. Clyce Residence Hall            | 29. Johnson 'Roo Suites               | 47. Williams Intramural Complex                               |
| 12. College Green                   | 30. Jonsson Fountain                  | 48. Windsor House   |
| 13. Collins Alumni Center           | 31. Jonsson Plaza                     | 49. Wortham Center  |
| 14. Craig Hall for Music            | 32. Jordan Family Language House      | 50. Wright Campus Center                                      |
| 15. Dean Residence Hall             | 33. Kappa Fountain                    | 51. Wynne Chapel  |
| 16. Detweiler House                 | 34. Mason Athletic-Recreation Complex | 52. Zauk Circle Drive and Garden                              |
| 17. Dickey Fitness Pavilion         | 35. Moody Science Center              | P = Parking   |
| 18. The Flats at Brockett Court     | 36. Physical Plant Building           |   |

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