



learning | leadership | lasting values

Austin College

SHERMAN, TEXAS

CATALOG 2007 - 2008

BULLETIN

Austin College

Sherman, Texas

A coeducational liberal arts college founded in 1849.

Colors: Crimson and Gold

Accreditation and Memberships

Austin College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404.679.4500. 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 Association of Hispanics in Higher Education, 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 of Texas Colleges and Universities, the Center for Academic Integrity, the American Council on Education, the Council of Independent Colleges, the Council on Higher Education for Accreditation, the Council on Undergraduate Research, Forum on Education Abroad, the Independent Colleges and Universities of Texas, the Institute of European Studies, the Institute of International Education, the National Association of Independent Colleges and Universities, and the Texas Independent College Fund. The college shelters the Iota of Texas chapter of Phi Beta Kappa.

As an equal opportunity, affirmative action employer and educator, Austin College does not discriminate on the basis of 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.

Correspondence Directory

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Sherman, TX 75090-4400
903.813.2000 (Main number)
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*For prompt handling, please
address inquiries as follows:*

Academic Affairs

*Vice President for Academic Affairs
Suite 6D, 903.813.3008 (Fax)
903.813.2226*

Admission

*Vice President for Institutional Enrollment
Suite 6N, 903.813.3198 (Fax)
903.813.3000
800.KANGAROO (800.526.4276)
Email: admission@austincollege.edu*

Alumni Interests

*Director of Alumni and Parent Relations
Suite 6C, 903.813.2415 (Fax)
903.813.2383
800.Go.Roo.Go (800.467.6646)
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Business Office

*Director of Finance
Suite 6F, 903.813.2378 (Fax)
903.813.2448*

Scholarships and Student Aid

*Executive Director of Financial Aid
Suite 61562, 903.813.3198 (Fax)
800.526.4276 903.813.2900
Email: finaid@austincollege.edu*

Student Life Information

*Director of Student Life
Suite 6J, 903.813.2339 (Fax)
903.813.2306
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*Vice President for Student Affairs
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Suite 61595, 903.813.2038 (Fax)
903.813.2228*

Transcripts and Academic Reports

*Registrar
Suite 6R, 903.813.2378 (Fax)
903.813.2371
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Visitors desiring interviews
with members of the staff
or a tour of the campus
are requested to make
appointments in advance.

The Austin College Dallas
Office is located at:

9800 Preston Road
Dallas, Texas 75230
214.373.1070
214.373.1071 (Fax)

Persons in the Dallas area may
contact this office for information
about Austin College.

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

POSTMASTER: Send address changes to AUSTIN COLLEGE BULLETIN, 900 North Grand Avenue, Suite 6N, Sherman, Texas 75090-4400.

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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. With more than 150 years of service, Austin College has a distinguished reputation for its commitment to learning, leadership, and lasting values.

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. Austin College became coeducational in 1918. Then in 1930, the college 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 70-acre campus is characterized by excellent facilities that include both historical structures and modern architecture. The most recently added 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. Scheduled to open in spring 2008, the newly constructed Forster Art Studio Complex that will house programs in art and art history.

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.

In December 2004, Austin College successfully completed the \$120 million "Campaign for the New Era," the most ambitious fund-raising campaign in the history of the college. Through the campaign, the college strengthened endowment for scholarships; added new faculty positions through endowed chairs and professorships; created the Robert Johnson Center for Liberal Arts Teaching and Scholarship; strengthened interdisciplinary programs by enhancing the Center for Environmental Studies, the Center for Southwestern and Mexican Studies, and the Posey Leadership Institute; and gained in prominence among national liberal arts colleges in the United States. In spring 2007, Austin College presented its Leadership Award to medical humanitarian, Dr. Paul Farmer, as its second recipient.

General Information

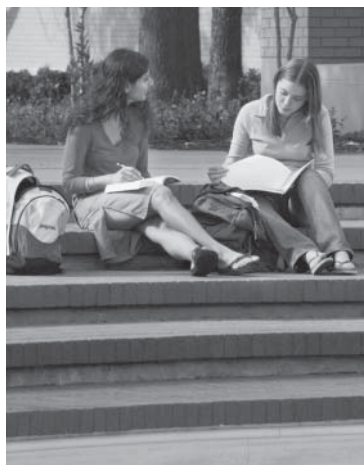
Governance

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

A community of students, faculty, staff, and administrators reflects the values of caring, respect, responsibility, gratitude, and service. Together they identify and meet 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, 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 1988-89, 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. Policies that pertain to students also are described in *Environment* (the student handbook) and *Outback Guide*. 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. These policies also are accessible on the Austin College Intranet.

Statement on Harassment and Discrimination: Austin College is committed to the development of a community based on respect for individual rights, personal and community integrity, and individual responsibility. Given these commitments, students, faculty, and staff acknowledge that discrimination and/or harassment based on age, color, disability, national origin, race, religion, or status as a veteran is unacceptable. While not a protected category under federal law, discrimination and/or harassment based on sexual preference is similarly unacceptable. Discrimination or harassment may take many forms, including, but not limited to, verbal insults, defacement or destruction of property, and physical intimidation. To fulfill its mission as a church-related, liberal arts institution, Austin College encourages a climate that values the uniqueness of the individual, celebrates human differences, and discourages bigotry in all forms.

Students who believe they have experienced harassment or discrimination for any reason may seek recourse by conferring with the director of Student Life (Wright Campus Center 201, ext. 2306). Complainants will be informed and advised regarding their options to seek an informal resolution or to file formal charges. An informal resolution may be sought with the assistance of the vice president for Student Affairs and Athletics. If the student wishes to file formal charges or an attempt to reach an informal resolution is not successful, charges will be processed through the appropriate disciplinary procedures for students, faculty, support staff, or administrative staff.

Faculty and staff who believe they have experienced harassment or discrimination shall follow the procedures outlined in the respective judicial policies in the *Operational Guide* or work through the director of Student Life if a student is involved.

Students, faculty, and staff who believe they have experienced sexual harassment may contact any vice president, the director of Student Life, or the director of Human Resources. If a complaint is made to anyone else, the complainant risks the possibility that it will not come to the attention of the appropriate authorities and may, therefore, not be acted upon. The Sexual Harassment Committee provides educational programs for the Austin College community.

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. Significant growth and development are found in the association and interaction of individuals in the residence hall community. Residential living and other campus-wide experiences offer intentional, active learning opportunities and events to support and encourage students' development.

All full-time, unmarried freshman, sophomore, and junior students under the age of 21 must live in college housing. Renting or continuing occupancy of supplemental housing is not permitted. Exceptions to the residency requirement may be made for married students, those residing with parents or grandparents within 30 miles of campus, students with children, or those with unusual circumstances. Seniors (25 credits or more) may choose to live in college housing or off-campus. For further information, see Financial Aid section. All entering freshman students residing in residence halls are required to take at least a 19-Gold Membership meal plan. Meal plan options exist for upper-class students as well (see College Costs and Dining Services sections). Any request for exceptions to housing and/or food service requirements must be made in writing to the Student Life Office and approved by the director of Student Life.

There are five residence halls on campus. Caruth and Clyce Halls are designated women's residences, while Baker houses male students. Dean Hall and Jordan Family Language House are coeducational residences. The college operates Bryan Apartments and Johnson 'Roo Suites, which are available to juniors, seniors, and graduate students.

A limited number of rental units are available for juniors, seniors, and graduate students in college-owned properties near the campus. For information concerning these properties and applications for rental of these units, contact the Physical Plant, 903.813.2208.

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. Notification of roommate assignment generally occurs in July.

Description of Rooms: Most rooms in the residence halls are double occupancy, with the cost higher for a single room, if available. Freshmen and sophomores 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. Students must provide all linens and any other accessories.

Electronic card-operated 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 and the Johnson 'Roo Suites/Bryan Apartments complex. The staff, as well as the hall council, 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*, 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) a non-scholarship athletic conference comprised of national liberal arts Division III colleges in Alabama, Arkansas, Colorado, Georgia, Indiana, Kentucky, Mississippi, Tennessee, and Texas.

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

The intercollegiate athletic program is totally non-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 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 Church Relations program includes the ACTivators, a group of students who provide leadership for regional and national Presbyterian Church (USA) youth ministry events, as well as the regular publication of the *AColyte*, the "Journal of Faith, Doubt, and Other Things at Austin College."

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.

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 types of programs that help fulfill various needs of the college community include Homecoming events and the Community Series, cultural programming sponsored by the college and 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 communication arts 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 are in need. For further information, contact the Service Station on the first floor of the Wright Campus Center.

Campus Publications: The college publishes a magazine, a campus newspaper, a literary magazine, a student research journal, and a yearbook. These publications offer opportunities for creative expression and contribute to the awareness of the college community.

Student publications at Austin College are governed by policies set by the Student Publications Committee of the college. Both the *Chromascope*, yearbook, and the *Austin College Observer*, the campus newspaper, are directly responsible to this committee. The literary magazine comes under these same policies, but is under the direction of the English Department with a member of that department serving as adviser.

While these publications are funded primarily by student activity fees and the sale of advertising, each is still considered a publication of the college and the parameters of editorial policy are decided by the Student Publications Committee, with responsibility delegated to the editor and adviser 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 advisers retain such rights as described above.

Student Services

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 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) provides a free academic support service for students through individual tutoring and group workshops designed to strengthen reading, writing, and study skills. Peer tutors offer content-area tutoring in a wide range of courses, including biology, chemistry, calculus, economics, and foreign languages. Tutors also assist student writers as they prepare essays for classes. Tutors are available to help at any stage of the writing process, from generating ideas to reviewing a complete rough draft. The ASC staff conducts free workshops on various topics such as note-taking, time and stress management, test-taking, and writing. ASC tutors also host and facilitate group study sessions for specific classes throughout the academic year. As students prepare to apply to graduate schools, they can check out test preparation materials, take computer-based mock exams, or receive feedback on their application letters for colleges, scholarships, and fellowships.

The Academic Skills Center's programs help students develop the learning skills and study habits they need to be successful academically at Austin College. All students, regardless of their year in school or their level of accomplishment, can benefit from the services provided by the Academic Skills Center.

Career Services

The mission of Austin College Career Services is to educate students about a career/life process that is on-going and ever-changing. Career Services embraces the philosophy that career development is a lifelong process, entwined with an individual's personal development and evolving goals. Therefore, Career Services staff members actively encourage and support each student's self-management of a job search and/or transition to graduate or professional school.

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.

Career resources include career development literature, an informative website, and specific job and internship listings. The Career Services staff also administers the Strong Interest Inventory and Skills Confidence Inventory, which gives a broad assessment of a student's career interests and perceived confidence in skills. 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 the LEADS (Letting Effective Alumni Direct Students) program. Students can contact alumni in different career fields to receive mentoring and/or internship 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. Through Career Services, students may receive assistance in developing these off-campus experiences through the Career Study Off-Campus program and the Lilly Internship program. More information about these unique experiential programs may be found under Off-Campus Opportunities.

Health Services

Health Services in Adams Center is staffed by a registered nurse that will assist Austin College students in meeting their health needs. There is no charge for office visits with the nurse and over-the-counter medications are dispensed as necessary. Unless otherwise posted, local physicians conduct medical clinics in Adams Center from noon to 1 p.m. on Monday, Tuesday, and Friday, and 5 to 6 p.m. on Wednesday. Gynecology and Dermatology clinics are held on Thursdays. The schedule is available on the web at www.austincollege.edu/Info.asp?4265.

Students are charged a fee of \$30 for each visit to the doctor if prescription medications are dispensed and \$22 if no prescription medications are dispensed. Billing for these services will be through the Business Office. Students are responsible for the cost of any 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 Adams Center, Suite 61629, prior to matriculation for new or returning students. This packet includes the following:

- Comprehensive Student Health and Disability Form (including sections for personal medical history, mental health history, disability accommodation form)
- Documentation of a physical exam completed during the previous year
- Documentation of the required immunizations as stated on the form, including a negative TB test within one year of entry (if positive TB test, confirmation of negative chest x-ray or treatment is required). Hepatitis A has been added to the required list as of 2007-08 for all new entering students. It is also required for all students who will be traveling outside of the country. Though not required, the Hepatitis B series is highly recommended, as is the meningitis immunization.
- Authorization
- Insurance Waiver
- Insurance Brochure

Exceptions or waivers to these requirements, due to religious or other circumstances, may be made on an individual basis through the Office of Health Services.

Each student is required to submit proof of health insurance. Usually a family policy provides this coverage, in which case a waiver must be signed and submitted with

a copy of the insurance card, both front and back. When family health coverage is not available, Austin College offers a supplemental policy with limited coverage for medical care. A brochure describing this policy is included with the waiver form in the health forms packet. Contact Health Services to subscribe to the Austin College supplemental policy; billing will be through the Business Office.

Library Services

Opened in 1986, the Abell Library Center plays an essential role in a student's experience at Austin College. Five librarians, an archivist, and six support staff provide guidance in the use of library resources.

Reference services are available during most day and evening hours. An active instruction program offers guidance in the efficient and effective use of available resources and services for all students, including a special focus for both first-year students and those students engaged in writing an honors thesis.

The Abell Library Center provides spacious reading and study areas, group study rooms, individual carrels, audiovisual listening and viewing areas, a microcomputer lab, a computer classroom, a group instruction classroom, an Archives and Special Collections Suite, and an Extended Study Room, with computers, that is open 24 hours a day.

Abell Library resources include a book and bound periodical collection of more than 200,000 volumes, a media collection of more than 4,000 items, and subscriptions to several thousand print and electronic periodicals. Resources are carefully selected by classroom faculty members and librarians to support the academic programs and intellectual interests of the college community.

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 our services with borrowing privileges at other institutions, including interlibrary loan, and access to many scholarly databases that our students and faculty find important.

The library's catalog is accessible through the library's homepage and is complemented by links to selected free Internet resources and to subscription databases that provide admission to indexes, abstracts, and full-text sources from books and periodicals.

Information Technology

Information Technology is an integral part of the academic environment at Austin College. The college provides generous computing resources to support the educational activities of students, faculty, and staff. The college's goals are for every student to attain mastery of basic computing and networking concepts, to use computers as tools to accomplish educational goals, and to develop an understanding of the impact of information technology on society.



The college is committed to having a superior academic computing program. Substantial resources are devoted to building the college's program in instructional technology, developing new applications in the various academic disciplines, and integrating new collaborative tools for teaching and learning. Many faculty members use computing extensively in teaching and research activities. A variety of 'technology classrooms' have been equipped with the latest technology and media devices to enhance the learning experience. Students are systematically 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. These 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 for social sciences, and instructional tools for the Education Department, to name just a few.

The campus fiber optic network connects all buildings, providing connectivity and services to every student residence hall room, faculty and staff office, classroom, and laboratory. As part of the Residential Networking Program, students can connect directly from their rooms to the campus network using a high-speed network port and access a wide range of electronic resources, including email, student transcript and academic advising information, the Abell Library catalog and databases, academic software, and the Internet. Wireless access is available in every residence hall, public spaces, outdoor areas, and many academic buildings.

Information Technology maintains state-of-the-art computing facilities for academic use. The W.M. Keck High-Performance Computing Facility contains workstations for advanced scientific computing and 3-D graphics. The Abell Library Center computing laboratories are equipped with a variety of general-purpose computers for student use. Academic departments have computer labs equipped with software or hardware specific to their area of instruction and institutional goals. Instructional computer classrooms support computer-based education through the 'hands on' use of computers and software applications.

Student computing workstations and specialized laboratories and classrooms are located in the academic buildings and residence halls and provide secure access 24 hours a day, seven days a week. The Jackson Technology Center is equipped with specialty hardware, software, and instructional devices for individual or small group learning in a collaborative environment.

The Residential Computer Consultants and Computer Assistants are available to assist other students with technology issues. Anti-virus software is provided to each student for free, along with other tools to help provide a safe and responsible computing environment.

Media Services

The primary function of Media Services is to support teaching and to enhance learning. This department is the primary support for the multimedia and technology classrooms. Media Services maintains a variety of audio-visual equipment for use by faculty, staff, and students; performs engineering, installation, and servicing of audio-visual equipment; and provides audio-visual support for all campus activities.

Telecommunications Services

Residence hall rooms are equipped with telephone access and calls to the local calling area are free. Students are encouraged to bring phones with answering machines (voice mail boxes on the campus network are available upon request.) Long distance service is not available through the campus network. For safety reasons, students are required to have a telephone on the campus network in their room. The college telephone system has stored the location of each room and phone extension. In case of an emergency, the room telephone will automatically provide that room's location to Campus Police or 911 services. Cordless phones should be at least 5.8 GHz to avoid interfering with other electronic devices.

Dining Services

The Austin College Dining Service provides a wide variety of food choices to meet the needs of today's active college students. Meal plans are contracted through the Student Life Office. Any change to the selected meal contract must be made within the first week of each term. Four membership options are available to students living on campus and two additional membership options are available to students living off-campus or in Bryan Apartments.

Platinum Membership: 24 meal opportunities per week. Meals may be used at the discretion of the student during food service operating hours. Students may bring a friend or eat multiple times during a meal period. With this membership, students may eat at either the Dining Hall or Pouch Club throughout the day. Hopper Dollars are provided to each participant. January Term refunds/credits are available.

Gold Membership: 19 meal opportunities per week, to be used in the following meals: breakfast, lunch, dinner, or late night in the Pouch Club. This option allows for 3 of the 4 meal periods to be used daily up to the 19 meals per week. With this membership, students may eat at either the Dining Hall or Pouch Club throughout the day. Hopper Dollars are provided to each participant. January Term refunds/credits are available. Freshmen living on campus are required to have at least a Gold Membership.

Silver Membership: 15 meal opportunities per week, to be used in the following meals: breakfast, lunch, dinner, or late night in the Pouch Club. This option allows for 3 of the 4 meal periods to be used daily up to the 15 meals per week. With this membership, students may eat at either the Dining Hall or Pouch Club throughout the day. Hopper Dollars are provided to each participant. January Term refunds/credits are available.

Super Silver Membership: 200 meal opportunities per semester. Meals may be used at the discretion of the student during food service operating hours. With this membership, students may eat at either the Dining Hall or Pouch Club throughout the day. They may bring a friend or eat multiple times during a meal period. Hopper Dollars are provided to each participant. January Term credits are not available with this membership.

Students living off-campus can choose from the four options listed above as well as the two following options.

Bronze Membership: 10 meal opportunities per week, to be used during breakfast, lunch, dinner, or late night in the Pouch Club. Hopper Dollars are provided to each participant. January Term refunds/credits are available.

Super Bronze Membership: 125 meal opportunities per semester. Meals may be used at the discretion of the student during food service operating hours. With this membership, students may eat at either the Dining Hall or Pouch Club throughout the day. They may bring a friend or eat multiple times during a meal period. Hopper Dollars are provided to each participant. January Term refunds/credits are not available with this membership.

Hopper Dollars: Students participating in the meal program will have Hopper Dollar accounts that may be used for purchases in the campus coffee house and convenience store, Pouch Club (campus snack bar), and Dining Hall. Hopper Dollars may not be used to purchase beer and wine in the Pouch Club. Hopper Dollars are credited to the student's meal plan on the first class day of the semester. Hopper Dollar accounts vary according to the membership option and may be used only during the nine-month academic year. 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 another.

Additional Hopper Dollars may be purchased at any time in the Food Service Office in Wright Campus Center, Suite 117.

Mail Services

All Austin College students are assigned a mailbox and issued a combination for their mailboxes at the time of registration. Students are strongly encouraged to check their boxes daily since the college uses this means for handling all official correspondence with students, including course registration materials.

The Campus Post Office, a component of Mailing and Printing Services, maintains a varied assortment of domestic and international stamps, weighs and mails packages, and certifies letters. Although the Campus Post Office is not an official sub-station, it

does have regular pickup and delivery of U.S. mail. The Mailing and Printing Services office is located next door to the Campus Post Office and provides copying and printing reproduction, fax, Express Mail, Federal Express, and UPS shipping services to the college community. The Campus Post Office is not permitted to insure shipments, therefore, if the shipment requires insurance, it must be taken directly to the U.S. Post Office or Federal Express or UPS office.

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

General Policies: Careful and individual consideration is given to each applicant for admission to Austin College. Admission is based upon a thorough review of scholastic performance plus individual qualities and experiences that influence the candidate's likelihood for success at Austin College. Austin College exclusively accepts the Common Application, used by 320 selective colleges and universities and the Common Application Supplement for Austin College. Forms are online at www.commonapp.org or can be requested from Austin College.

Admission of Freshman Applicants

Candidates for admission should begin their applications for admission by the fall of their senior year in high school. Austin College's recommended deadline is January 15 and is required for students wishing to be considered for scholarships.

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 Scholastic Assessment Test (SAT) or American College Testing (ACT) Assessment Test. Austin College accepts scores from either the SAT or the ACT with the writing test. Test results are evaluated in conjunction with the applicant's high school record.
- **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; required recommendations from counselors and teachers; and the essay portion of the application.

Admission of Transfer Students

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. Transfer applicants requiring on-campus housing should apply no later than June 1 for fall admission. In addition to completing the Common Application and Austin College Supplement, 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 hours of academic credit (eight Austin College course credit units) must submit official SAT or ACT score reports. Applicants must also submit two letters of recommendation from college professors or advisers (a letter of recommendation from a high school teacher or counselor can be submitted in lieu of one college recommendation).

Transfer Credit: A minimum of 17 Austin College course credit units (including 8 of the last 11 course credit units) must be earned for the degree. A maximum of 68 credit hours may be transferred from accredited two-year or four-year institutions. 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 Office of the Registrar.

Admission of Other Special Students

Cooperative Degree Plan in Engineering: No special application is necessary for admission to this program. Freshmen 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 Office of the Registrar.

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 Office of the Registrar. 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 Charges section of this catalog.

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 Office of the Registrar.

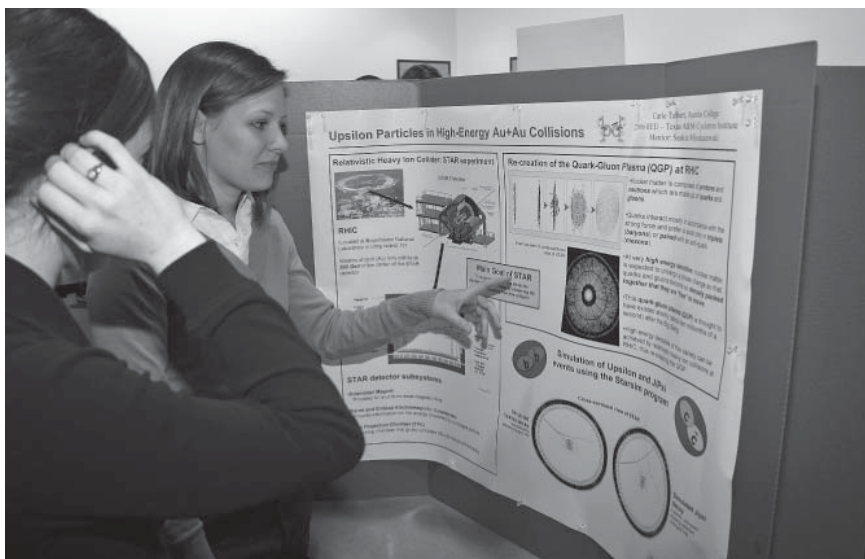
Application for Admission

Application for admission forms and other relevant information can be obtained from the Office of Admission and are available on the college website at www.austincollege.edu.

All admission credentials for fall freshman applicants must be received in the Office of Admission by one of the following deadlines: 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. Applications of those students applying for scholarships must be completed by January 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/Rolling Admission: 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. 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 during their junior year.

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 neither initially offered nor denied admission. Instead, they may be offered a place on a waiting list for admission. If space is still 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. Waiting list status is typically extended to less than 50 applicants.

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.

Additional Information Required Prior to Enrollment

- Completed health and immunization forms. The college provides the standard health and immunization forms. Current immunizations for the DPT series, measles, mumps, and rubella, and evidence of freedom from infectious tuberculosis are required. Students will not be permitted to register for classes without proof of immunizations.
- Completed residence hall application

- A final transcript of high school or college work in progress at the time of application. High school transcripts must include the date of graduation and the student's final class rank. Home school students also should provide a final transcript, including a date of graduation.

Recognition of Prior Achievement

Advanced Placement: Austin College will grant one course credit unit for a score of four or above on any of the advanced placement examinations given by the College Entrance Examination Board (CEEB). Check with the Office of the Registrar for further information.

CLEP Tests: Credit also may be granted by scoring satisfactorily on the College Level Examination Program (CLEP) subject level tests and paying the required fees. For additional information, contact the Office of the Registrar.

Foreign Language Placement: 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.

International Baccalaureate: One course credit unit will be given for each score of five or above on a 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.

College Costs

Austin College is a private institution and receives no direct support from taxes or other public funds. The net tuition revenue represents approximately 40 percent of the operating budget of the college. The difference between such costs and the amount paid by the student is met by 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.

Application Fee

A fee of \$35 is paid with the application for admission. It is not refundable, nor is it applied against tuition charges.

Deposits

Undergraduates: 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 deposit will be refunded, less charges for amounts due, following graduation.

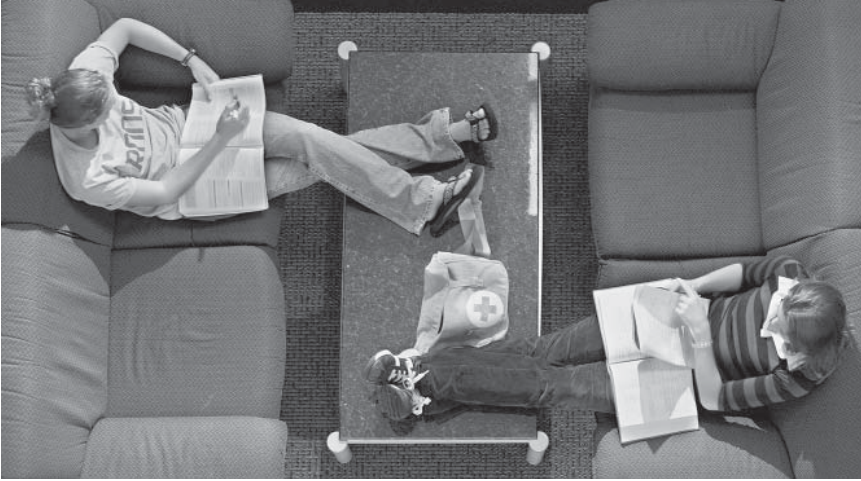
Graduates: Applicants pay a \$100 matriculation deposit upon acceptance of an offer of admission. The deposit reserves an enrollment space. Once the applicant enrolls, \$50 of the deposit is used as a registration fee; the remaining \$50 of the matriculation deposit is held as a general deposit and is 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 2007-2008:

Tuition		Academic Year: September through May		
Full-time Undergraduate (3-5 course credits per term) – entering prior to Fall term 2006.....				\$22,715.00
Full-time Undergraduate (3-5 course credits per term) – entering Fall term 2006 or later				24,760.00
Part-time Undergraduate (per course credit unit)				3,590.00
Graduate (per course credit unit).....				3,590.00
Audit (per course)				(half course fee)
Overload fee (per course credit in excess of 5)				1,960.00
Residence Hall Rooms				
Double occupancy				3,838.00
Single room (natural, by building design).....	add			435.00
Single room (converted, double used as a single)	add			710.00
Triple room (natural, by building design).....	subtract			145.00
Triple room (converted, triple used as a double).....	add			620.00
Quadruple room (converted quadruples)	subtract			280.00
Bryan Apartments.....				(see below)
The Robert and Joyce M. Johnson 'Roo Suites				4,585.00
Dining Services (see Campus Life section for description)				
Platinum – 24 meals				4,644.00
<i>(Includes \$100 Hopper Dollars per semester and \$344.00 in tax)</i>				
Gold – 19 meals				4,395.60
<i>(Includes \$75 Hopper Dollars per semester and \$325.60 in tax)</i>				
Silver – 15 meals				4,028.40
<i>(Includes \$50 Hopper Dollars per semester and \$298.40 in tax)</i>				
Bronze – 10 meals				3,099.60
<i>(Includes \$50 Hopper Dollars per semester and \$229.60 in tax)</i>				
Super Silver – 200 meals per semester				4,168.80
<i>(Includes \$50 Hopper Dollars per semester and \$308.80 in tax)</i>				
Super Bronze – 125 meals per semester				3,218.40
<i>(Includes \$50 Hopper Dollars per semester and \$238.40 in tax)</i>				
Fees				
Activity fee (all full-time students)				160.00
Transcript fee (assessed in first semester)				25.00
Health insurance fee (all uninsured students)				365.00
Campus access fee (non-residential students).....				100.00
Study abroad administrative fee (per semester)				100.00
Art fees				(variable depending on course taken)
Applied music lessons.....				225.00
Bryan Apartment Rates				
Apartments are available to Juniors and Seniors only from September – May. Prices include utilities but not cable TV.				
		<u>Occupancy rate per person</u>		
<i>Two bedroom furnished</i>		2	3	4
Academic year		5,535	4,570	3,838
Summer rates (per month)			470	405



Undergraduates: The tuition charge provides for instruction (5 course credits or less for the fall and spring terms), counseling (testing fees not included), laboratory supplies, 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 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.

Term 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
Second week of classes	75%
Third week of classes	50%
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, and room and board without regard to actual costs of the program abroad. The student is responsible for any study abroad program costs exceeding Austin College tuition, fees, and room and board.

Graduates: 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 \$200 if the position is 26 - 65 miles from Sherman; and \$300 if from 66 - 95 miles from Sherman. The fees for positions which are beyond 95 miles from Sherman will be greater than \$300 and are determined on a case by case basis.

Summer Terms

The following are charges for summer 2008:

Tuition & Fees	
Undergraduate (per course credit)	\$1,960.00
Graduate (per course credit)	2,250.00
Career Study Off-Campus – CSOC	500.00
Activity fee (all students)	10.00
Room — See Bryan Apartment Rates.	
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, tour assistance, maintenance, and use of off-campus facilities. Students will be given prorated credit for unused board for each full week that they are required to be away from campus because of enrollment in a January term program. Qualifying meal plans include the Platinum, Gold, Silver, and Bronze memberships.

Financial Obligations

Tuition and fees statements are prepared by the Business Office and are mailed to students on or about July 15 for the fall term and December 15 for the spring term. Payment is due prior to the first day of class each term.

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.

Student 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 with past due balances may be charged one percent interest per month. 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 the Abell Library, Student Life Office, loan 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.

Deferred Payment Plans

Students may contract to pay the charges due for each term in four installments: August 1, September 1, October 1, and November 1 for the fall term, and January 1, February 1, March 1, and April 1 for the spring term. An interest charge of one percent per month is added to the unpaid balance beginning in September for the fall term and February for the spring term for which students are billed monthly. Students contracting for the Deferred Payment Plan must pay one-half of the total charges by September 1 for the fall term and February 1 for the spring term. Student may contact the Business Office with questions regarding charges and payment options.

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 semester. Students who are placed on disciplinary suspension during the term will not receive a credit except for unused 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. Recent federal law requires that any Title IV aid refund be paid back first to Federal Family Education Loan Program loans, 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 December 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

Tuition credits for students who withdraw during the summer term will be handled in a similar manner. Each two and one-half days of classes in the seven-week summer term will count as one week in applying the credit percentage, and each two days of classes in any four-week course will count as one week in applying the credit percentage.

Residence Halls, Bryan Apartments, and Johnson 'Roo Suites: 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 move 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.

Withdrawal with Intent to Return: Students who have withdrawn with intent to return must return or forfeit \$100 of the \$200 general deposit.

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 catalog 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).
- Suspend collection efforts for borrowers of the Austin College Grant/Loan, although interest will accrue.

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 forfeits the matriculation deposit and leaves with unpaid bills will not be considered in good financial standing. The forfeited deposit will not be applied to unpaid bills.

Financial Aid

The Austin College Office of Financial Aid is located in Lyndall Finlay Wortham Center. Office hours are from 8:30 a.m. to 5 p.m., Monday through Friday. Access is provided for students with physical disabilities.

Applying for Financial Aid

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

New freshman and transfer students seeking financial aid from Austin College must first be accepted for admission to the college. Each applicant for need-based aid must submit an Austin College Application for Financial Aid. In addition, the Free Application for Federal Student Aid (FAFSA) must be completed and filed with the federal processor. Students may access FAFSA information on the web at www.fafsa.ed.gov. List Austin College (school code 003543) as one of the six school choices on the form. To sign your FAFSA electronically, the student and parent (if student is dependent) will each need to obtain a PIN from www.pin.ed.gov. This needs to be done prior to completing the FAFSA online.

Once the FAFSA has been processed, the student and the college will receive an electronic copy of the student's FAFSA data. To receive priority consideration for financial assistance, the Austin College Office of Financial Aid must receive the electronic data **by April 1**. Toward meeting this deadline, it is recommended the FAFSA

be submitted electronically no later than March 15. FAFSA data received after the April 1 deadline will be considered on a rolling basis subject to available funds.

Austin College fully complies with federal and state regulations for the awarding of federal and state grant, loan, and work programs. It is the policy of the Office of Financial Aid to verify the information reported on the FAFSA for all students who are selected by the Federal Processor for verification. Should a student be selected for verification (notice will be given on the Student Aid Report), signed federal income tax returns and all W-2s from both the student and parents will be required, along with a completed Verification Worksheet and the ABC worksheet (available from the Office of Financial Aid). These additional documents should be submitted to the Office of Financial Aid, as soon as possible, but no later than May 1. This will necessitate early completion of federal income tax returns or the use of estimated income information for FAFSA purposes. If estimated income and tax information is used, it will be necessary to correct the FAFSA when income tax returns are completed and it may be necessary for the Office of Financial Aid to adjust the student's financial aid package as required by the subsequent re-calculation of the student's need analysis data.

The electronic data will contain the student's Expected Family Contribution (EFC), the number 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 portion or all of the family contribution may be borrowed.

Returning students must reapply for financial aid each year, submitting the FAFSA or Renewal FAFSA early enough for the Office of Financial Aid to receive the electronic data **no later than May 1, which is the priority aid deadline**. All financial aid is granted for a maximum of one year. Renewal of financial aid is based on a student's academic standing, availability of funds in relation to receipt of the student's electronic data, and demonstration of federal need. Aid may be terminated at the end of any term if academic and other federal, state, or institutional requirements are not met. All aid awards must be divided equally (half each semester) as required by federal regulations.

Financial Aid for Study Abroad. The Office of Financial Aid will adjust students' budgets to allow for the cost of studying abroad and in many cases their federal need will increase, allowing students to qualify for additional federal and/or state aid. However, additional institutional aid (scholarships, grants, grant/loans) to assist with any increased cost for study abroad programs will not exceed the cost of tuition and room and board at Austin College.

Off-campus living affects financial aid. Students choosing to live off-campus may experience lower eligibility for need-based aid due to lower student budgets, which are based on federal guidelines. Austin College merit-based scholarships are not affected.

Details regarding Austin College 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, award letters, and other financial aid processes are available from the Office of Financial Aid.

Academic Requirements for Receiving Financial Aid and Satisfactory Academic Progress (Effective Fall 2006)

The Higher Education Act of 1965, as amended, requires that each student maintains satisfactory 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). At Austin College, these standards also are applied to state and institutional aid programs.

- 1. PROCEDURES:** Satisfactory academic progress will be reviewed annually by the Office of Financial Aid. A student's academic record will be reviewed at the end of the spring term, **including those who enter in January or spring term.**
- 2. SATISFACTORY ACADEMIC PROGRESS:** All financial aid recipients must complete the number of cumulative credit units by the end of each long term (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 campus-based 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 eight long terms for a four-year program.

A student must earn a 2.00 cumulative college GPA by the end of their second year (fourth term) at Austin College.

UNDERGRADUATES:

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

GRADUATES:

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

- 3. MAXIMUM TIME FRAME:** A student is expected to complete the bachelor's degree within five years following admission to the undergraduate program and a master's degree within two years following enrollment as a full-time graduate student in the graduate program.
- 4. WITHDRAWALS, INCOMPLETES, FAILED COURSES, AND REPEATED COURSES:** A student who withdraws (whether a complete withdrawal or with intent to return to Austin College) after the term has begun, has failed to meet satisfactory academic progress standards. **The student will be placed on financial aid probation for the next term in which he/she enrolls.**

If a student withdraws (whether a complete withdrawal or with intent to return to Austin College) during financial aid probation, the student will no longer be eligible to be considered for any financial aid until the required cumulative GPA has been earned and the required number of credit units have been completed.

Courses with grades of F, U, WF, or WU are counted as courses attempted for purposes of computing grade point average. Courses with grades of S, W, WP, or I are not included in the computation of grade point averages, but are counted as courses attempted. For more details about grading regulations, please see page 66.

A course that is repeated will be considered toward the required number of credit units that term only if no credit units were earned previously and a passing grade is earned. Only the last attempt is used to determine credit earned and grade point average. If the grade for the last attempt is a W, WP, WF, or WU, the previous attempt is used to determine credit and grade point average.

- 5. TRANSFER CREDIT:** Transfer hours accepted by the Registrar's Office will be included in the total number of credit units completed; however, only the cumulative GPA earned at Austin College will be considered when evaluating the cumulative GPA requirement for Satisfactory Academic Progress.

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.

- 6. FINANCIAL AID PROBATION:** Any student who does not meet the satisfactory academic progress requirements as listed above will be placed on "financial aid probation" for the following term. The student will be eligible to receive aid during the probationary term. The student will be encouraged to enroll in summer school at Austin College in order to make up the deficiency. The student must meet all of the satisfactory academic progress requirements at the end of the probationary term to continue to be eligible for financial aid.
- 7. FINANCIAL AID SUSPENSION:** If the student does not meet all the satisfactory academic progress requirements at the end of the probationary term, the student will be placed on "financial aid suspension."

In addition, if any student reaches the end of the second year (fourth long term) and does not have a 2.00 cumulative GPA, 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.

- 8. ACADEMIC SUSPENSION:** Any student who is readmitted following an academic suspension is eligible to receive federal and state financial aid, but no institutional aid if the academic suspension occurred within the student's first four terms at Austin College. This student must continue to work toward a cumulative GPA of 2.00 (3.00 for graduate students), which is required by the end of the second year (fourth term) at Austin College.

Any student who is readmitted following academic suspension after the student has been at Austin College for four long terms is ineligible to receive any federal, state, or institutional financial aid until their cumulative GPA is 2.00 (3.00 for graduate students) at Austin College.

- 9. REINSTATEMENT OF AID:** A student can regain eligibility for financial aid by enrolling at Austin College at his/her own expense and achieving at least a 2.00 cumulative GPA and completing the required number of completed credit units. Reinstatement of aid is contingent upon availability of funds.

- 10. APPEALS:** If a student feels they have experienced significant extenuating circumstances which affected their ability to meet the satisfactory academic progress requirements, the student must prove the mitigating circumstances, provide documentation and submit a written appeal to the Executive Director of Financial Aid by **July 1** prior to start of the fall term or by **January 15** prior to the start of the spring term. Appeals received after these dates will not be considered. The Financial Aid Appeals Committee will review the appeal and determine whether the student's financial aid eligibility should be reinstated. If the appeal is granted, the student will be notified in writing of the action taken by the committee. Any action taken by the committee is final.

The following guidelines apply to all veterans:

Students receiving educational assistance administered by the Department of Veteran Affairs are required to maintain an undergraduate Austin College cumulative grade point average of 2.00 or better (3.00 or better if in the graduate program) to be eligible for such assistance. A student whose cumulative grade point average drops below these standards will for only one succeeding long term be certified for the Department of Veteran Affairs as maintaining satisfactory progress toward the degree until his or her cumulative grade point average is raised to the graduation standard.

Each student receiving educational assistance administered by the Department of Veterans Affairs is responsible for meeting all requirements for such assistance, including the Department of Veteran Affairs requirements for classification as a full-time student.

Types of Financial Aid

Grants

Institutional grants are provided on the basis of financial need to students pursuing a regular course of study. The size of any single grant is not fixed, but is determined for each qualified applicant by the Office of Financial Aid.

Federal Supplemental Educational Opportunity Grants (SEOG)* and Federal Pell Grants* are available to students with exceptional need. *All students who desire financial aid must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.*

Tuition Equalization Grants (TEG) and other grants from the State of Texas may be available to Texas residents who qualify. The availability of these funds may be affected by the number of eligible students, the level of institutional allocation, and the timeliness of a student's application for financial aid.

Grant/Loan

The Austin College Grant/Loan, a combination grant/loan program, is an effort by Austin College to provide essential need-based assistance to full-time students pursuing a bachelor's degree. Fifty percent of the grant/loan will be forgiven for students maintaining continuous full-time enrollment and graduating within five years of admission. Students withdrawing before graduation will be obligated to repay the full amount. Repayment and interest charges (set at 3 percent over the 91-day Treasury bill rate on January 2 of each year) will begin six months after graduation or withdrawal. The maximum period for repayment is 10 years. This program may be used to assist students from middle-income families who do not qualify for aid according to the federal-based calculation but that the Office of Financial Aid determines are good candidates for some measure of financial assistance. A grant/loan also may be used to meet a student's level of demonstrated need. It is the college's policy to withdraw the offer of a grant/loan if a student rejects any need-based student loans.

Loans

Loans are available from a variety of sources listed below. Loans carry interest and a legal obligation for repayment. Evidence of the importance students attach to their college education is shown by their willingness to invest in themselves through a proper loan program.

Federal Perkins Loan*: The maximum loan available through the Federal Perkins Loan program is \$20,000 for an undergraduate education normally four years in length. The Office of Financial Aid determines the exact amount to be made available in individual cases for each academic year.

Repayment of this federal loan begins nine months after the borrower ceases to be at least a half-time student and must be completed within 10 years. Interest accrues at the rate of 5 percent per year, effective nine months after the borrower ceases to be a full-time or half-time student. In the event the borrower becomes a full-time teacher in an economically deprived school as determined by the federal government, up to 100 percent of the loan is canceled after teaching five years. Cancellation privileges also are 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 Stafford Loan*: Stafford Loans provide up to \$3,500 for freshmen*, \$4,500 for sophomores, and \$5,500 per year for juniors and seniors, not to exceed \$23,000

* Subject to federal regulations

for the entire undergraduate program. Independent freshmen and sophomores may qualify for up to \$4,000 per year in additional unsubsidized Stafford Loans; juniors and seniors, up to \$5,000 per year. The aggregate undergraduate limit for independent students is \$46,000. For all new loans as of 7/1/06, the Federal Stafford Loan carries a fixed interest rate of 6.8 percent. Students demonstrating need, according to the federal formula, may borrow up to their remaining need or the annual maximum on a subsidized Stafford 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 Stafford Loan. The student will be responsible for the interest during in-school and deferment periods. An origination fee of 3 percent may be deducted from each disbursement. A federal default fee of up to 1 percent may also be deducted from each disbursement. After graduating, leaving school, or dropping below half-time, the student has a six-month grace period before repayment begins.

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

Family Contribution Loans: Other loans available are the College Access Loan (CAL), Premier Signature Loans, and the Parent PLUS Loan. For more information and criteria for qualification, contact the Office of Financial Aid.

Employment Opportunities

Students interested in employment on campus should follow the regular financial aid procedures since priority is given to students with established financial need. The college participates in the Federal Work-Study Program, which is available to students with financial need. Federal Work-Study jobs are assigned through the regular financial aid process.

Employment on campus generally has the earning potential of approximately \$800 per term, but actual hours worked usually determine whether this potential is realized. A student's decision to terminate assigned employment may affect other forms of financial aid received from the college. The Office of Financial Aid will make determination in such cases. The employment supervisor may terminate a student's employment if job performance is unsatisfactory.

Scholarships

Austin College awards scholarships in three categories: 1) general academic scholarships, 2) competitive scholarships, and 3) fine arts scholarships.

Austin College offers a number of competitive scholarships *not* dependent upon the establishment of financial need. These awards are made chiefly 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 performance arts and other extracurricular activities. 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 necessary for a Bachelor of Arts degree.



Students who wish to be considered for any scholarship awards must indicate such on the Common Application Supplement for Austin College. Students completing all required admission and, if necessary, scholarship materials by January 15 receive priority consideration for available scholarships. Only scholarships so designated require a separate scholarship nomination or application form.

In accordance with NCAA guidelines, Austin College, as a member school of the NCAA Division III, does not award athletic scholarships.

Additional information on scholarship opportunities and application procedures can be obtained by contacting the Office of Admission.

Scholarship Policies: In addition to consideration for a general academic scholarship, a new student may apply for competitive and fine arts scholarships (all requiring separate applications). **However, a student may receive only one competitive or fine arts award in addition to the general academic scholarship award.**

Only students selected as Presidential Scholars will be eligible for scholarship awards equal to full tuition.

National Merit Finalists who name Austin College as their first-choice school will receive a \$2,000 National Merit Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

National Achievement Finalists will receive a \$2,000 National Achievement Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

National Hispanic Scholars will receive a \$2,000 National Hispanic Scholars Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

National Hispanic Institute graduates will receive a \$2,000 Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

Posey Leadership Institute Scholarships will not be combined with any Austin College award except a fine arts scholarship. Students receiving a Leadership Institute Scholarship will not be considered for additional general academic scholarships from Austin College.

The full-tuition Presidential Scholarships will not be combined with general academic scholarships, competitive awards, or fine arts scholarships, with the exception of the Austin College Sponsored Merit Finalist Award.

Many students receive scholarship or grant assistance from *outside* sources. Such funds may be added to Austin College merit-based awards up to the full cost of attendance as defined by the Austin College Office of Financial Aid (tuition and fees, room and board, books, and allocated personal allowance). If students, however, are receiving need-based forms of financial aid, according to federal policy the comprehensive aid package must be modified to accommodate the receipt of outside scholarship support. In recognizing the value in pursuing and obtaining outside scholarship assistance, Austin College has adopted the following policy for all students receiving outside scholarship aid: For any given year, all outside scholarship funds must fit within a student's federal need aid package. Every effort will be made to reduce the student's need-based loans first, however it may be necessary to reduce need-based grant funds as well, depending on the student's federal need and any other aid the student is receiving. If a student does not receive any need-based aid, outside scholarship funds usually can be added to an aid package and may reduce non-need-based loan eligibility. The above rules also will apply to current Austin College students who are awarded departmental or other special institutional scholarships. The goal of this policy is to reduce student indebtedness.

Austin College scholarships are renewable provided students meet the specified scholarship renewal requirements of their particular scholarship.

Scholarship Listing: The following are the primary categories of scholarships offered at Austin College.

COMPETITIVE SCHOLARSHIPS

- **Presidential Scholarships** are awarded to incoming freshmen and provide full tuition for four undergraduate years. Up to 10 awards are made each year and are based on superior academic achievement, scholarly motivation, and extra-curricular involvement. Finalists for these awards will be invited to campus for interviews with the Scholarship Committee. The scholarships are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student earns the required cumulative grade point average. All admission materials and the application for the Presidential Scholarship must be postmarked by January 15.
- **Posey Leadership Institute Scholarships** are awards for up to 15 incoming freshmen admitted into the Posey Leadership Institute. Competitive candidates will have clearly demonstrated leadership ability and have distinguished themselves in the classroom as well. Finalists for these awards will be invited to campus for interviews with the Posey Leadership Institute Steering Committee. These awards are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student has maintained the required cumulative grade point average by the end of each academic year and meets all participatory and other requirements of the Posey Leadership Institute. Up to five rising sophomore Austin College students also are selected each year to join the program and receive this scholarship. All admission materials and the application for the Posey Leadership Institute Scholarship must be postmarked by January 15.
- **John D. Moseley Alumni Fellowships and Scholarships** are awarded each year to outstanding freshman applicants. They are renewable for each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student maintains the required cumulative grade point average. To be eligible, a student must be nominated or recommended by a member of the Austin College Alumni Association. The alumni recommendation/nomination, all admission materials, and the Moseley Alumni Fellowship and Scholarship Application must be postmarked by January 15.
- **The Robert and Sara Hallam Citizen Scholar Program** awards scholarships with a value of \$5,000 per year to select students who have demonstrated a commitment to community service in addition to outstanding academic performance. Recipients are selected in late March by a committee led by the director of Church Relations at Austin College. These awards are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student is involved in continued community service, progressively works toward a leadership role in at least one community service program, and maintains the required cumulative grade point average by the end of each academic year. All admission materials and the application for the Robert and Sara Hallam Citizen Scholar Program must be postmarked by January 15.
- **Sara Bernice Moseley Fellowships and Scholarships for Outstanding Presbyterian Students** are awarded to students with records of academic achievement who are members of the Presbyterian Church (USA). Strong candidates will have demonstrated a commitment to the church and to service to others. This scholarship is renewable for each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student is involved in meaningful ways in the life of the church, in service to others and remains in good academic standing. All admission materials and the application for the Sara Bernice Moseley Fellowship and Scholarship must be postmarked by January 15.

- **Southwestern and Mexican Studies Scholarships** are awarded to students who evidence sincere interest in learning about the Southwest and Mexico and have an outstanding academic record, and potential for continued success at Austin College. All admission materials and the application for the Southwestern and Mexican Studies Scholarship must be postmarked by January 15.

FINE ARTS SCHOLARSHIPS

- **Fine Arts Scholarships** are awarded to students with talents in music, studio art, or theatre. A limited number of awards are available each year. Departmental faculty members, in consultation with the vice president for Institutional Enrollment, make these awards. These awards are renewable each year with the endorsement of the appropriate department stipulating a student has met satisfactory performance expectations. All required admission materials and the appropriate special scholarship application (theatre, art, or music) must be postmarked by January 15. Applicants also must submit an art portfolio or schedule a music or theatre audition.

GENERAL ACADEMIC SCHOLARSHIPS

- **Austin College Scholar Awards** are awarded to National Merit Finalists, National Achievement Finalists, and National Hispanic Scholars. National Merit Finalists must name Austin College as their first-choice institution with the National Merit Corporation, while National Achievement Finalists and National Hispanic Scholars must provide to the Office of Admission official documentation verifying their status to qualify for the award.

National Merit Finalists who name Austin College as their first choice school will receive a \$2,000 National Merit Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

National Achievement Finalists will receive a \$2,000 National Achievement Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

National Hispanic Scholars will receive a \$2,000 National Hispanic Scholars Austin College Scholarship in addition to **one** Austin College award (general academic, competitive, or fine arts). These represent the two Austin College awards for which the student is eligible.

- **Dean's Scholarships** are awarded to admitted students who have distinguished themselves in the classroom, or who are among the top alternates for a Presidential Scholarship. These awards are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student maintains the required cumulative grade point average by the end of each academic year.
- **Founders Scholarships** are awarded to students who would enhance the cultural and socio-economic diversity of Austin College and who have exceptional academic records, community involvement, and leadership skills. These awards are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student has earned the required cumulative grade point average.

- **National Hispanic Institute Scholarships** are available to incoming freshmen who are graduates of the National Hispanic Institute and who excel both in the classroom and in the community. Criteria include attendance at one or more NHI programs during high school (signed proof of participation from at least one NHI staff member required), and leadership skills. The scholarships are renewable for each undergraduate year as long as the recipient remains in good academic standing. Applicants should detail their involvement in NHI on the application for admission. All application materials should be postmarked by January 15.
- **Academic Excellence Scholarships** are awarded to students with exceptional academic and extracurricular records. These awards are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student has earned the required cumulative grade point average.
- **Academic Honors Scholarships** are awarded to strong applicants for admission. These awards are renewable each undergraduate year for a maximum of four years (eight long terms, excluding summer terms) provided a student has earned the required cumulative grade point average.
- **Special Awards and Fellowships** to upper class students recognize outstanding achievement in particular academic programs. Endowment earnings determine the values of these awards.

Note: Austin College reserves the right to change on an annual basis the types, number, or values of scholarships. Interested parties should contact the Office of Admission with questions pertaining to scholarships.

Endowments and Memorials

Austin College, as a privately supported higher education institution, affords many opportunities for lasting investments and memorials. Throughout the years, Austin College has received gifts for general endowment, endowment of instructional programs, endowed fellowships, endowed scholarships, annual scholarships, student loans, awards, prizes, and medals. Austin College's Institutional Advancement professionals will work with individuals in establishing 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 and the instructor becomes the student's academic adviser and faculty mentor. The 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, 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 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 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 Special Program Options) 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 adviser 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' major, students usually choose to stay with their original mentor because of the unique relationship developed during the first semester of college. Students, however, have the option of changing mentors anytime after the first semester.

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. 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 credit

- Demonstrate quantitative competency by satisfactorily completing an approved course that provides instruction in quantitative techniques
- 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. Before registering for the first term as a junior, each student must file in the Office of the Registrar a declaration of major and minor approved by the appropriate department chairs or program directors. Students may not declare a major or minor after they have graduated.

Ordinarily students will follow the curricular requirements of the catalog 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.

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 2001 on a first-time-in-college and full-time basis was 78 percent.

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 also emphasizes the enhancement of skills of intellectual inquiry and critical thinking, and abilities in oral and written communication. The C/I instructor serves as the student's faculty mentor and academic adviser.

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

Breadth Dimension

An eight-course distribution over the three academic divisions of the college establishes the minimal requirement for the Breadth Dimension. Courses applied to this requirement must be taken from Austin College. Courses, which satisfy this requirement, have been approved by the respective academic divisions and are on a list available in the Office of the Registrar. Breadth Dimension courses must be taken for a letter grade. Courses taken for the Breadth Dimension may also count towards either the major or minor. Specific courses approved for the Breadth Dimension are indicated each term on the course registration schedule.

Humanities: The humanities disciplines of art, art history, classical and modern languages, communication studies, 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.



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 programs to expose them to the diverse subjects and methodologies within this division. **Requirement:** Four courses from four different programs; two of the four courses may be in the same department, provided they are in different disciplines.

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. We believe that in order to fully understand science, students must be actively engaged in doing science. Thus, the faculty views scientific inquiry through laboratory experience as an essential component of science education.

The breadth component 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. Both courses may be from the same department.

Social Sciences: Social sciences' realm of inquiry centers on educating students about human nature in the context of past and present cultures. By studying differing societies, the social sciences seek to understand what is both common and different about humanity with its evolving and intersecting social groups. An understanding of the social sciences supports exploration of how learning and development of both individuals and groups affect modern life. Further, the social sciences explain how societies allocate scarce social and material resources to meet competing ends, all in the framework of social, governmental, and commercial institutions. Broad in scope and a central component of the liberal arts, the social sciences are unique in their contribution to an understanding of the historical development of humanity and the current socio-economic-political attributes of today's global cultures.

The breadth component of Austin College's curriculum requires two approved courses from different programs in the social sciences. Approved courses will foster students' understanding of competing and complementing world views and methodologies, enabling them to investigate their own identities within social categories and relationships. Social sciences courses also will emphasize and encourage effective written, oral, and quantitative skills. The social science fields are anthropology, business administration, economics, education, exercise and sport science, political science, psychology, and sociology. **Requirement:** Two courses from two different programs.

Students transferring to Austin College may use transfer courses to meet Breadth Dimension requirements depending upon the total number of courses accepted. The distribution of Breadth Dimension courses required for transfer students should respond to deficiencies in breadth and will be determined by evaluation of the student transcript.

- a. Transferring more than 14 college credits: Must take 4 of 8 Breadth Dimension courses at Austin College.
- b. Transferring 11 to 14 college credits: Must take 5 of 8 Breadth Dimension courses at Austin College.
- c. Transferring 7 but less than 11 college credits: Must take 6 of 8 Breadth Dimension courses at Austin College.
- d. Transferring 4 but less than 7 college credits: Must take 7 of 8 Breadth Dimension courses at Austin College.

Depth Dimension

Programs below indicated with (M) offer a major and those indicated with (m) offer a minor.

American Studies (M)	French (M,m)
Anthropology (m)	Gender Studies (m)
Art (M,m)	German (M,m)
Art History (m)	History (M,m)
Asian Studies (M,m)	International Economics and Finance (M)
Biochemistry (M)	International Relations (M,)
Biology (M,m)	Japanese (m)
Business Administration (M)	Latin (M)
Chemistry (M,m)	Latin American Studies (M,m)
Classical Civilization (M)	Mathematics (M,m)
Classics (M,m)	Music (M,m)
Cognitive Science (m)	Philosophy (M,m)
Communication Studies (M,m)	Physics (M,m)
Computer Science (M,m)	Political Science (M,m)
Economics (M)	Psychology (M,m)
Education (M*)	Religious Studies (M,m)
Educational Psychology (m)	Sociology (M,m)
English (M,m)	Southwestern and Mexican Studies (m)
Environmental Studies (M,m)	Spanish (M,m)
Ethics (m)	Western Intellectual Tradition (m)
Exercise and Sports Science (M**,m)	

* The Education Department offers a Masters of Arts in Teaching (MAT) degree.

** The department offers an interdisciplinary major combining exercise and sports science with another discipline. See Special Program Option.

A major consists 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 more than 18 of the 34 course credit units required for graduation may be applied toward the depth requirement, and no course may be counted toward meeting the requirements stated above for more than one major or one minor.

January Term

January Term offers the student a unique educational experience in which a single course is taken over a three-and-a-half-week term. Three course credit units (or a January term course for each fall term enrolled at Austin College) are required for graduation. January term courses may be used for other graduation requirements only by special approval.

Quantitative Competency Requirement

Quantitative competency 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 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. A list of approved courses is available in the Office of the Registrar.



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 Office of the Registrar.

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 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 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 the Breadth Dimension and a major and minor, but no set list of courses or number of course credit units must be included in either. The proposed special program 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.

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 December, 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 GPA 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.

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

Phi Sigma Iota: A national honor society for students in foreign languages, including classics, linguistics, philosophy, and comparative literature. Junior and senior majors in these fields are honored for their outstanding achievement.

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.

A Special Calendar for the Academic Year

Austin College follows a 4-1-4 academic calendar. 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.

January Term

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. All undergraduates must complete one January term course for each fall term they are enrolled, with three being the maximum required. In some courses, the instructor specifies S/D/U grading in order to encourage students to explore fields outside their usual areas of interest. In other courses, a letter grade or S/D/U grading is at the option of the student.

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. Off-campus programs are open to freshmen only by formal agreement of the instructor and the faculty mentor.

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 catalog of January term programs describes the offerings each year.

Some On-Campus Courses in January Term

Printmaking
Native Prairie Restoration
Capitalism in the Movies
Contract Bridge for Scholars
Scientific Visualization and Simulation
James Joyce's Ulysses
Alternative Energy and Building Practices
The Art of Historical Detection
The Language of Spies: Elementary Cryptanalysis
Sleep and Dreams

Some Off-Campus Courses in January Term

Natural History of the Hawaiian Islands
London Theatre
Rome: The Eternal City
Texas and Global Outsourcing in Austin, Texas
Modern Ireland: Land, People, and Culture
Experiencing Japanese Culture
Costa Rica: Spanish Immersion in the Tropics

Summer Study

An undergraduate seven-week summer term on campus enables a student to complete as many as two course credit units. Additional course opportunities are available off-campus throughout the summer. Students also may pursue field study projects by securing approval in advance for individual projects off campus. A maximum of three course credit units per year may be completed during the summer study. The summer term is coordinated with the other terms so that by careful planning a student can graduate at the end of three calendar years.

Graduate courses are offered in a seven-week summer term and occasionally in a subsequent four-week session.

Other 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.

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 Office of the Registrar 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 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. 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.

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 Austin College Posey Leadership Institute gives aspiring student leaders extraordinary opportunities to train for lives of leadership and service. Every year 15 entering freshmen and up to five sophomores are invited to participate in the Posey Leadership Institute. Selection to the institute is based on a demonstrated record of servant-leadership and the potential for success in the institute's programs. Members must complete a series of special courses, which include an introductory course on leadership taken in the fall of the freshman year, an internship on leadership in action, a Jan Term course, a second-year course on national and international leadership, and a senior conference on advanced leadership studies.

Students of the Posey Leadership Institute commit to monthly community service, interact with an off-campus mentor from a corporate or community organization, and lead a special project or a cohort group as a capstone experience. Members of the institute are also required to observe leadership in other cultures as part of an international educational experience.

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, Ecology, Evolutionary Biology, Ecosystem Ecology, Plant Biology, and Vertebrate Biology 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 currently 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 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.

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) 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 available, 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 Adams Center.

The Lilly Internship Program: Theological Exploration of Vocation. Created in January 2002 by a \$2 million grant from the Lilly Endowment, the Lilly Project has three goals:

1. To encourage students, faculty, and alumni to reflect about the sources of meaning and purpose in their lives;
2. To provide resources for exploring, analyzing, and challenging those purposes; and
3. To help individuals take their first steps toward building lives that embody and reflect those purposes.

Internships provide one means of allowing students to explore their life goals. Lilly interns design their own summer internship in an area of personal interest, and then apply for a Lilly internship. If accepted, they attend a two-day retreat prior to the start of their internship, intern for eight weeks, and then complete a one-credit reflection class upon their return to campus. Interns receive a stipend during their internship, funded by the Lilly Project.

Eligibility for participation:

- Student must be a rising sophomore, junior, or senior
- Possess a minimum of a 2.5 cumulative grade point average
- Acceptance of a completed Lilly Internship Application/Proposal
- Have a site supervisor who is supportive of the means of vocational exploration designed by the student and agrees to oversee and ensure that the student's goals and objectives are met
- Because Lilly internships are distinctive in requiring a commitment to vocational reflection before, during, and after the internship experience, participation will require a commitment to complete the entire sequence of reflection components.

To make application for a Lilly internship and discuss the eligibility requirements, students should contact Career Services in Adams Center within the first months of the term prior to the term of engagement in the internship.

Study Abroad Programs: 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. The Institute for the International Education of Students (IES) provides study in such places as France, Spain, England, Italy, China, Germany, and Japan. The college sends students on programs offered by Butler University, Arcadia University, and Central College for study in Ireland, Great Britain, Australia, New Zealand, Austria, Chile, Argentina, and Costa Rica. Other destinations include Greece, Mexico, and Israel. Summer programs also are available especially for language immersion. (See College Costs section for information on study abroad program costs.)

Study abroad benefits students in all majors within humanities, social sciences, and sciences. Whether it is French at IES in Paris, chemistry at the University of Sussex, political science in Austria, or biology field studies in Costa Rica or Mexico, students can study their chosen major or minor while gaining insight into language and culture of the host country. Students typically live with host families or in a dormitory with students from the host country. They may attend language classes designed for native speakers of English, language classes with other international students, or choose from a broad range of courses to take with students from the host institution. In English-speaking countries students may benefit from a full integration experience as a student at the host university. In all cases a major goal of an international study experience is to deepen understanding of other cultures to better prepare students for life in a global community.

Students interested in applying for a semester or year abroad in the junior or senior year should begin the information and advising process as early as possible during the sophomore year. Planning as early as the freshman year is recommended. The initial step of application is to contact 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.

The Washington Program: Through the Osgood Center for International Studies, Austin College students may participate in a range of academic programs on international affairs that utilizes policy experts and government officials and the opportunities of its location in the nation's capital. Each year the Osgood Center offers the January Term Decision Game and the Summer Symposium on Foreign Policy. Students also may arrange semester or summer internships tailored by the Center to meet their specific academic needs. These programs are available for academic credit and the Osgood Center waives program and application fees for Austin College students.

Extension or Correspondence Courses

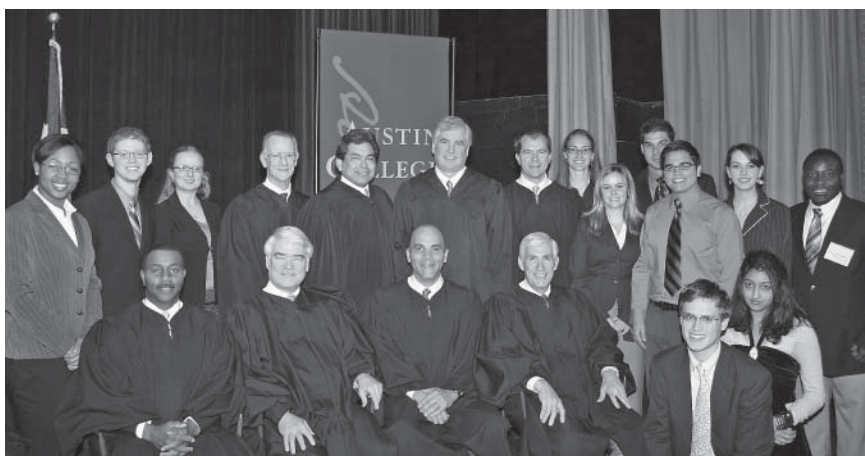
A maximum of eight approved course credit units by extension or correspondence from an accredited college or university may be accepted toward the Bachelor of Arts degree at Austin College. Not more than one-half of this total may be correspondence study. A student enrolled at Austin College may obtain 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.

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 advisers have been designated for each area, and interested students should consult with them as early as possible. In addition to the information given below, materials and information on pre-professional programs may be secured through the Office of Admission or by writing to the head of the department or program in which the student would like to major.

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 favorably to this concept. A pre-law adviser aids students in degree planning, law school selection, and the application process. Austin College has a high acceptance rate of its graduates by top 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. It brings to the campus guest speakers throughout the year, such as lawyers, judges, law professors, law students, and law school admissions personnel.



Health Sciences (Pre-Medicine, Pre-Dentistry, Pre-Allied Health): Austin College has a long history of excellence in preparing students for entry into a variety of health science 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 health care setting. Students may select a major in any discipline; however, they must also complete certain courses that are required for entry into the specific professional school. The director of health sciences 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.

Austin College has established several January term programs that serve to enrich the health sciences area. In one program, four pre-medical students who have good conversational skills in Spanish spend the January term working and observing in a medical clinic in Piste, Yucatan, Mexico. Students also may complete a Career Study Off-Campus program (CSOC) during either the January term or summer term. Special CSOC's in January include community-based health education internships in Cameron Park (through UTMB Galveston), Scottish Rite Hospital for Children in Dallas, and the UT Health Center at Tyler. 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 (TTSOM) have established an early decision/acceptance program. Outstanding Texas residents who choose to attend Austin College and TTSOM may be interested in this special program. Students who enter Austin College with an SAT of 1300 (verbal + math) or ACT of 29 and who then maintain a cumulative grade point average of 3.7 and a science grade point average of 3.6 during the first one and one-half years at the college are eligible to be considered for the program. The student will then receive an interview at the medical school in the fall of the sophomore year. If accepted into TTSOM, the student will not need to take the MCAT, but must maintain a cumulative grade point average of 3.7 and science grade point average of 3.6 through the junior 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 TTSOM in the fall following graduation from Austin College.

Although most Austin College students matriculate into medical or dental school following completion of the bachelor of arts degree (normal program or Texas Tech program), it is possible to be accepted into medical or dental school after three years of college work. If an Austin College student is accepted into a professional program after three years, the Bachelor of Arts degree from Austin College may be awarded after successful completion of the first year of professional school, provided that a minimum of 25 courses has been completed and all college requirements for graduation are met excluding the major. Details concerning this opportunity can be obtained from the director of health sciences or the registrar.

Pre-Theology: Throughout its history, Austin College has played a vital role in the education of students preparing for professions in theology. The Department of

Religious Studies is not affiliated with the Presbyterian Church, but offers a wide variety of courses, perspectives, and experiences in the liberal arts tradition to enhance one's preparations for ministry in its diverse forms. Students who contemplate the graduate study of theology or professional training for a church vocation should register with the college chaplain and director of church relations. Individual counseling is available by appointment with members of the religious studies faculty and the College Chaplain and Director of Church Relations. During each term, representatives from different theological seminaries visit the campus. Conferences are arranged with pre-theology students so they may learn more about graduate theological education.

Pre-Engineering: The Dual Degree Program in Engineering provides Austin College students the opportunity to earn two undergraduate degrees by obtaining a liberal arts background before specializing in an engineering field. In this program, a student spends the first three or four years at Austin College and then transfers to an engineering school at which a suitable program of study can be arranged. While at Austin College, in addition to the engineering prerequisite courses in mathematics and the sciences, students must complete all other undergraduate degree requirements. Depending on the engineering school and the preparation of the student, between two and three years of work are normally required to complete the degree requirements at the engineering school.

Austin College is one of a select group of liberal arts colleges which has a unique cooperative agreement with Washington University in St. Louis. Agreements are also in effect with Columbia University, which offers a wide range of programs in engineering and the applied sciences, and with Texas A&M University in many traditional engineering disciplines, including chemical engineering. In addition, Austin College and the University of Texas at Dallas offer a special Three-Two Program in Electrical Engineering and Telecommunications Engineering. These arrangements offer certain advantages to students, but it is possible for students to transfer to a variety of 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.

Austin College does not offer any engineering courses; however, qualified students may earn an engineering course credit from Washington University during the January term or during a special three-week session in May. Costs for this, like other special off-campus January term courses, are not included in the basic tuition fee.

It should be noted that this 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 unless time can be saved elsewhere. It is important that the interested student consult with the pre-engineering adviser in the selection of all courses to be taken at Austin College.

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 and considers one course credit unit to be equivalent to four semester 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.

A **freshman** is one who has satisfactorily met all entrance requirements for the bachelor of arts degree program and who has completed less than eight course credit units.

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

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. The instructor receives the student's name by official notice from the registrar and in no other way. 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 registrations. They may not add a fifth full credit course until the day after classes commence and all entering freshmen 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. There is a \$20 late fee charged for petitioned adds 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. 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 in the Office of the Registrar.

Withdrawal and Dismissal from College: In order to prevent questions and ambiguities which 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 the student being dropped from the course with a failing grade.

Examinations, Grading, and Reports

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 which 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 Office of the Registrar.

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).

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.

Grading Regulations

The following grades are used at Austin College:

- A Unusual and superior achievement
- B Intelligent, articulate achievement, above-average in fulfilling course requirements
- C Passing work, representing graduation average
- S Satisfactory achievement (work must be at or above C- level)
- D Passing but deficient work performance, below the standard required for graduation
- F Failure without privilege of re-examination
- U Unsatisfactory work
- I 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.
- W Withdrawal from the course by the first day of the seventh week of the fall or spring term
- WP Withdrawal with a passing status. Students must initiate such a withdrawal by the last day of instruction of a 14-week course. The WP grade on either a letter grade system or S/D/U system represents a D- or higher.
- WF/WU Withdrawal with a failing or unsatisfactory status. Students must initiate such a withdrawal by the last day of instruction of a 14-week course. The WF grade is given for a course taken on a letter grade system if the student has a grade below a D-. The WU grade is given for a course taken on the S/D/U grade system if the student has a grade below a D-.

Note: the last day of instruction is defined as the Monday preceding the final examination period.

Grade points are earned as follows:

A = 4.0	C+ = 2.3	D- = 0.7
A- = 3.7	C = 2.0	F = 0
B+ = 3.3	C- = 1.7	U = 0
B = 3.0	D+ = 1.3	WF = 0
B- = 2.7	D = 1.0	WU = 0

Courses with grades of F, U, WF, or WU are counted as courses attempted for purposes of computing grade point averages. Courses with grades of S, W, WP, or I are not included in the computation of grade point averages.

Students may repeat for additional credit only those courses so designated in the college catalog. 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, WP, WF, or WU, in which case the previous attempt is used to determine credit and grade point average). Courses cross-listed in the catalog (such as Business Administration 361 and Economics 361) are treated as if they are the same course. Only courses repeated at the college can be used to raise a grade.

Transfer Credit for Continuing Students

Continuing 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 Office of the Registrar. The following transfer credit policies apply to summer or concurrent transfer courses:

- Transfer courses must be consistent with the academic programs of Austin College and its educational mission.
- Only transfer courses with a grades of 'C' 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.
- 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 insure 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 may not be used to meet Breadth Requirements.
- 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.
- Eight of the last eleven 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 Austin College Registrar.

Academic Probation and Suspension

Students' academic records are reviewed at the end of each fall and spring term. 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 2.00 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:

- If the student's cumulative grade point average is above 2.00, the student will be removed from academic probation.
- If the student's cumulative grade point average is below 2.00 but the student earns a term grade point average of 2.25 or higher and completes a full course load (3 credits) during the probationary period, the student's academic probation will be extended through the following 14-week term.
- If the student's cumulative grade point average is below a 2.00 and the student's probationary term grade point average is less than 2.25, the student may be suspended from the college.

A notation of probationary status 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 remain in good standing, but are strongly urged to consult with their 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.

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. Suspension does not apply to students who have officially withdrawn from Austin College prior to the end of the term. Each case is considered individually.

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 have a personal conference with the vice president for Academic Affairs and the vice president for Student Affairs and Athletics (or their designees) one month prior to the term for which readmission is sought. 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.

Any credits earned elsewhere during a period of academic suspension will not be accepted as transfer credit toward an Austin College degree. In the case of disciplinary suspension, the vice president for Student Affairs and Athletics, in consultation with the registrar, will determine the acceptance of transfer credit.

Access to Records and Files

Academic files for all students are housed in the Office of the Registrar, and students' educational portfolios are maintained in the Office of Student Affairs and Athletics. The Family Educational Rights and Privacy Act of 1974 assures students and parents, both in public schools and in colleges and universities, the right to inspect their school records and files. There also are provisions concerning release of material in a student's file to outsiders. 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 registrar or the vice president for Student Affairs and Athletics.

Commencement

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

Austin College holds a single graduation exercise 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 Office of the Registrar 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.



Courses of Instruction

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, 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. 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: Courses of Instruction 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.



Academic Departments and Courses of Study

African Studies

American Studies

Art and Art History

Asian Studies

Biology

Chemistry

also Biochemistry

Classical and Modern Languages

Chinese

Classics

French

German

Japanese

Spanish

Cognitive Science

Communication Studies

Media Studies

Speech and Social Interaction

Theatre

Economics and Business Administration

Business Administration

Economics

also International Economics and Finance

English

Environmental Studies

Exercise and Sport Science

Gender Studies

General and Divisional Studies

History

Latin American Studies

Leadership Studies

Mathematics and Computer Science

Computer Science

Mathematics

Music

Philosophy

Physics

Political Science

also International Relations

Psychology

also Educational Psychology

Religious Studies

Sociology and Anthropology

Anthropology

Sociology

Southwestern and Mexican Studies

Teacher Education

Western Intellectual Tradition



FOUNDATION COURSES

COMMUNICATION/ INQUIRY

Bart Dredge, director (Fall)
Danny Nuckols, director (Spring)

101 Freshman Seminar

C/I 101 serves as the foundation course in the undergraduate curriculum. Seminar topics vary with the interests and specialization of instructors. At the same time, each seminar section emphasizes enhancement of skills in writing, oral communication, computer technology, and library usage, along with attention to other facets of intellectual inquiry and critical thinking. The C/I instructor serves as the student's faculty mentor. Mentors are well versed in advising across the curriculum. (Each fall)

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)

ACADEMIC DEPARTMENTS AND COURSES OF STUDY

AFRICAN STUDIES

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.

AMERICAN STUDIES

Jim Gray, director

American studies is an interdisciplinary major that attempts to define the American experience, character, and culture. It is a discipline with its own methodology and its own perspective. It also allows the student to pursue the subject from the perspectives and with the methodologies of several other disciplines.

A student **majoring in American studies** must complete a minimum of nine appropriate course credit units, including American Studies 231. Normally the latter course will have been taken by the middle of the major's junior year. Other courses may be substituted for American Studies 231 with the approval of the director.

Other options include the courses, directed studies, and independent studies offered by a variety of disciplines where content is relevant to an American studies major. Appropriate subject areas include art, economics, English, history, music, philosophy, political science, psychology, religious studies, sociology, and theatre. Each student plans an individualized course of study under the guidance of the program director for American studies.

231 Methodology and Readings in American Studies

A conference course using a basic reading list on the methodology and approaches appropriate to American studies as a discipline.

250 Intermediate Topics in American Studies

A study of selected topics and issues offered on an occasional basis. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

350, 450 Advanced Topics in American Studies

An advanced study of selected topics in American studies offered on an occasional basis. Prerequisite: permission of instructor. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)

490 Independent Study

ART AND ART HISTORY

Tim Tracz, chair; Jeffrey Fontana, Mark Monroe, Mark Smith

Joseph Allison (Studio Manager)

Richard Neidhardt (Emeritus)

A major in art consists of a minimum of nine course credit units, including Art 113, 114, and any three approved courses in art history, plus four elective course credit units. 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 adviser as early as possible. Students who wish to concentrate in Art History may do so within the art major or with a special degree plan. Studio courses usually require six hours of laboratory and six hours of individual work per week. The senior art major concentrating in studio art is required to present an exhibition of work during the semester preceding graduation.

A minor in art consists of a minimum of five course credit units including Art 113 and any art history course and at least two courses numbered 200 or above.

A minor in art history consists of five course credit units, two of which must be at the 300 level or above. Required courses include either Art 231 or 232,

which would serve as a prerequisite for any higher level art history course, and one studio course, either Art 113 or 114. 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.

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 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.

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

113 Art Fundamentals

Basic studio course in art, providing introductory experiences in design and art theory. (Each fall and spring)

114 Drawing

Beginning work in drawing. (Each fall and spring)

231 Western Art: Ancient to Medieval

The history of western painting, sculpture, and architecture from prehistory to the late Gothic.

232 Western Art: Renaissance to Modern

The history of western painting, sculpture, and architecture from the Italian Renaissance to Post-Modernism.

250 Topics in Art

Special subjects offered periodically or on a rotating basis. Prerequisite varies depending upon subject. *May be repeated when topic varies.*

251 Painting

Basic studio practice with various subject matter, techniques, and approaches. Prerequisite: Art 113 and 114 preferred, or permission of instructor. (Each fall)

252 Sculpture

Basic studio practice with various subject matter, techniques, and approaches. Prerequisite: Art 113. (Each spring)

255 Ceramics

Basic experience in the designing, shaping, firing, and glazing of ceramic ware. Prerequisite: Art 113 or 114. (Each fall)

256 Photography

Basic experience in photography as a medium of creative visual experience. Prerequisite: Art 113 or 114. (Each spring)

**260 Intermediate Directed Study
(Variable course credit)****314 Advanced Drawing**

Continuation of drawing with advanced projects and techniques. Prerequisite: Art 114.

343 Modern Art

The history of European and American painting, sculpture, and architecture from the 19th century to about 1960.

351 Advanced Painting

A continuation of painting. Prerequisite: Art 251.

352 Advanced Sculpture

A continuation of sculpture. Prerequisite: Art 252.

355 Advanced Ceramics

Continuation of ceramics with advanced projects and techniques. Prerequisite: Art 255.

356 Advanced Photography

Continuation of photography with advanced projects and techniques. Prerequisite: Art 256.

357 Digital Imaging

Introduction to the computer as a tool in art making.

450 Advanced Topics in Art

Prerequisite varies depending upon subject. *May be repeated when topic varies.*

**460 Advanced Directed Study
(Variable course credit)****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. (Additional details given in the section on Other Learning Opportunities.)

481 Seminar in Art History

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

**482 Internship in Art History
(Variable course credit)**

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. Prerequisite: A range of courses in art and art history and permission of instructor. *May be repeated for up to two credits.*

490, 491 Independent Study

Individual study in art history, art education, or studio art. Prerequisite: one course in appropriate subject field.

**492 Independent Study
Off-Campus/NSOC****495 Senior Conference
(Variable course credit)**

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

ASIAN STUDIES

Scott Langton, director

A major in Asian studies consists of a total of eight courses, three of which must be at the 300 level or higher. Students must take courses from at least four disciplines, including two Asian Studies courses: ASST 250 and ASST 350 (or approved interdisciplinary substitutes), which vary by topic each term. All Asian Studies majors must satisfy at least one of the following requirements:

- 1) An Independent Study Off-Campus (NSOC) with an Asian focus.
- 2) Study in an Asian country
- 3) A Career Study Off-Campus (CSOC) with an Asian focus, or 4) An independent research project or honors thesis in Asian Studies. Students also must demonstrate competency

with an Asian language by either completing 4 semesters of study or testing at the equivalent level. Up to three language skills courses may count toward the major but only courses above the 201 level or its equivalent. Language house or conversation classes cannot count toward the total number of credits.

It is recommended that students choose a focus when designing their major plan: e.g. regional (East Asia, South Asia), or thematic (religion, politics, language and literature, history and society). It is also strongly advised that majors participate in a structured international experience in Asia (study abroad, internship, Jan Term) before graduation. However, a minimum of three credits must come from full credit courses taken at Austin College, and if the student takes fewer than four courses at Austin College for their major, only one course credit may come from a Janterm.

A minor in Asian studies consists of a minimum of six course credit units including Asian Studies 250 or 350 or an approved substitute, two courses numbered 300 or above, and courses from

at least three disciplines. 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 come from a Jan Term. No more than two course credit units in language study will count toward the minor. Language house or conversation classes cannot count toward the total number of credits. Although there is no specific language requirement for the minor, it is strongly recommended that students take classes in an Asian language as part of their studies. Students wishing to pursue Asian studies beyond the minor, however, need proficiency in an Asian language.

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.

Disciplinary courses approved for Asian Studies are listed collectively in the course schedule each term.



**250 Intermediate Topics
in Asian Studies**

Interdisciplinary subjects such as religion and violence, politics and literature, or gender issues in Asia. *May be repeated when topic varies.* No prerequisites. (Each fall)

**260 Intermediate Directed Study
(Variable course credit)**

**350-450 Advanced Topics
in Asian Studies**

Interdisciplinary subjects such as religion and violence, politics and literature, or gender issues in Asia. *May be repeated when topic varies.* Prerequisites: ASST 250 or equivalent. (Each spring)

**460 Advanced Directed Study
(Variable course credit)**

490 Independent Study

491 Asian Studies Honors Thesis

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

BIOLOGY

*Kelly Reed, chair; Lance Barton,
George Diggs, John Enwright,
Steven Goldsmith, Keith Kisselle,
Wayne Meyer, Jack Pierce,
Peggy Redshaw, Peter Schulze*

James Beach (Laboratory Manager)

*David Gillette (Visiting Assistant
Professor of Biology)*

*Kim Snipes (Laboratory and Safety
Coordinator, Instructor)*

*Forrest Bryant and Dennis McLaughlin
(Emeriti)*

The biology curriculum emphasizes breadth within the discipline as an integral component of a liberal arts and sciences education. The biology curriculum also affords opportunities for gaining depth of understanding in specific areas of biology, through selection of particular sets of courses, and

other educational pursuits. The goal of the biology curriculum is to equip students with the skills necessary for continued learning in a broad range of career paths, including graduate study in biology or related fields, professional programs, and the work force.

A major in biology consists of nine course credit units in biology plus Chemistry 111 and 112. The major requires two courses, Biology 115 and 116, that introduce students to the broad spectrum of the biological sciences. The major must include at least two courses from each of two broad categories, *Molecular, Physiological, and Structural Biology* and *Organismal, Ecological, and Evolutionary Biology*, outlined below. Students with specific educational interests and goals may select courses that provide emphases in Cellular and Molecular Biology, Integrative and Systems Biology, or Ecology and Evolutionary Biology. Courses are selected in consultation with an appropriate faculty adviser 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.

Students normally take Biology 115 and 116 during their first year; students must have at least a C- in both courses to continue as majors. Students subsequently select an appropriate set of intermediate and advanced biology courses, supplemented with courses in related disciplines including chemistry and physics. Chemistry 351 or an environmental studies course approved by the Biology Department may substitute for one of the nine biology courses. A maximum of two course credit units of directed study and independent study

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may apply toward the major. Some of the courses listed below may not be offered in a given year.

The following courses are recommended for biology majors: Chemistry 221, 222, 351, 352; Mathematics 151; Social Science 120 or Mathematics 120; Physics 105, 106.

A minor in biology consists of a minimum of five course credit units including Biology 115 and 116, and at least one course from each of the two categories, *Molecular, Physiological, and Structural Biology* and *Organismal, Ecological, and Evolutionary Biology*. One of the five courses must be at the 300-level or above. Chemistry 351 or an environmental studies course approved by the Biology Department may substitute for one of the five biology courses.

Organismal, Ecological, and Evolutionary Biology

- Animal Behavior
- Ecology
- Ecosystem Ecology
- Evolutionary Biology
- Ornithology
- Plant Biology
- Vertebrate Biology

Molecular, Physiological, and Structural Biology

- Anatomy and Physiology
- Biotechnology
- Cellular Physiology
- Comparative Vertebrate Anatomy
- Developmental Biology
- Eukaryotic Pathogens
- Genetics
- Histology
- Human Infectious Diseases
- Immunology
- Microbiology
- Molecular Biology
- Neurobiology
- Systemic Physiology

Biology majors and minors must take all biology courses in the major or

minor for a grade (A/F). The exceptions to this policy are Research Experience (Biology 240) and Teaching/Learning Participation (Biology 464), which are only graded S/D/U; Directed Study (Biology 260 and 460) and Independent Study (Biology 490 or 491) may be taken S/D/U at the instructor's discretion.

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.* (Usually each year)

115 Evolution, Behavior, and Ecology

Provides a conceptual framework for further study in biology through 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)

116 Cell Biology

Provides a theoretical and experimental foundation for further study in biology. This course focuses on a detailed analysis of structure and function of macromolecules characteristic of various cell types, and on information transfer in living systems at the molecular level. Prerequisite: Biology 115 or permission of instructor. (Each spring)

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. Prerequisite: Biology 116 or permission of instructor. (Each fall)

240 Research experience (Variable course credit)

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. Prerequisite: permission of instructor.

246 Eukaryotic Pathogens

Examines the biology of a variety of eukaryotic disease-causing organisms. Topics include morphology, physiology, life cycles, host immune responses, and causes of pathogenic effects. Emphasis is on protists, fungi, and metazoan parasites, primarily of vertebrates and especially humans. Prerequisite: Biology 115 and 116, or permission of instructor. (Spring of odd-numbered years)

248 Cellular Physiology

An introduction to the structure and function of cells, with emphasis on the molecular mechanisms and signaling cascades of cellular processes. Emphasizes cellular response to the environment, communication in multicellular organisms, and regulation of cellular physiology at the level of transcription or protein modification. The course will involve discussion-oriented lectures and will continue exploration of topics introduced in Biology 116. Laboratory activities will focus on understanding the complexities of cellular structure and physiology. Prerequisite: Biology 116 and Chemistry 112, or permission of instructor. (Each spring)

250 Intermediate Topics in Biology

A study of selected topics offered on an occasional basis. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

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 6th week of the term. Students will present the results of their project as part of the Biology Department Seminar series. Prerequisite: permission of instructor.

320 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. Prerequisite: Biology 115 and 116, or permission of instructor. (Spring of even-numbered years)

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. Prerequisite: Biology 234 or permission of instructor. (Usually each spring)

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. Prerequisite: Biology 115 and 116, or permission of instructor. (Usually each fall)

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. Prerequisite: Biology 115 and 116, or permission of instructor. (Each fall)

328 Genetics

Examines basic principles of genetics. Topics include Mendelian genetics, the biochemistry of the hereditary material, and recent techniques used in the study of genes and their interaction. Prerequisite: Biology 116 and Chemistry 112, or permission of instructor. (Usually each fall)

330 Microbiology

An exploration of physical and chemical properties of the bacterial cell. Topics include microbial metabolism, growth of bacteria, microbial genetics, and an introduction to pathogenic microorganisms and host defense mechanisms. Prerequisite: Biology 116 and Chemistry 112, or permission of instructor. (Each spring)

332 Evolutionary Biology

A study of concepts and mechanisms of evolution. Topics include natural selection, coevolution, molecular evolution, systematics, and extinction. Prerequisite: Biology 115 and 116, or permission of instructor. (Usually each spring)

334 Ecology

Explores the fundamentals of ecological processes and concepts. Lectures emphasize population growth and regulation, species

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interactions, community dynamics, energy flow, nutrient cycles, and the relationships of these processes to environmental issues. Investigative lab exercises emphasize quantitative data collected by students in the field. Laboratory assignments place a premium upon data analysis and interpretation. Prerequisite: Biology 115 and 116, or permission of instructor. (Each fall)

336 Plant Biology

A study of the origin and diversity of flowering plants. Lectures emphasize taxonomy and systematics, plant-animal coevolution, ecology, and plant physiology. The laboratory focuses on field studies of plants in their native habitats. Prerequisite: Biology 115 and 116, or permission of instructor. (Each fall)

338 Biotechnology

An exploration of the use of living organisms and their products in various technological applications. Topics include food production, gene therapy, forensics, and bioremediation. The laboratory provides the opportunity to learn techniques used in various fields of biotechnology. Prerequisite: Biology 116 and Chemistry 112, or permission of instructor. (Offered on an occasional basis)

340 Immunology

An in-depth examination of the fundamental mechanisms by which the immune system protects vertebrate organisms from disease. Topics include immune physiology, immunogenetics, and autoimmunity. Emphasis is on molecular and cellular processes critical to the development of immunity as well as applications of immunological techniques in research and clinical settings. Prerequisite: Biology 234 or permission of instructor; Biology 328, Biology 330, or Chemistry 351 strongly recommended. (Fall of odd-numbered years)

342 Histology

A study of the microanatomy of vertebrate tissues and organs, with emphasis on the relationship between structure and function. Prerequisite: Biology 234 or permission of instructor. (Spring of even-numbered years)

344 Molecular Biology

A survey of recent literature in molecular biology. Topics include chromosome organization, RNA splicing, transposable elements, oncogenes and growth factors, and protein-nucleic acid interactions. Prerequisite: Biology 328, Biology 330, or Chemistry 351. (Usually each spring)

346 Ecosystem Ecology

This course 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, food web trophic dynamics, and global biogeochemical cycles. Semester-long field measurements and lab analyses of environmental samples (e.g. soil, water) are used to quantify ecological processes. Prerequisites: Biology 115 and 116, Chemistry 112. (Each spring)

348 Neurobiology

An exploration of the complexities of the central nervous system (CNS). Topics include action potentials, communication within the CNS, synaptic transmission, and neurotransmitters. The focus is on the effect of neural communication on processes such as learning and memory, drug addiction, development, and disease states of the CNS. Laboratories include computer simulations of nervous system function and molecular biological techniques to study the structural organization of the CNS. Prerequisite: Biology 234 and Chemistry 112. (Spring of odd-numbered years)

350 Advanced Topics in Biology

A specialized course on a topic in a particular field of biology. Permission of instructor required. *May be repeated when topic varies.*

352 Systemic Physiology

A study of homeostatic structure and function at the organ and system levels, using human and laboratory animal models. Prerequisite: Biology 234 and Chemistry 112, or permission of instructor; Physics 106 strongly recommended. (Spring of even-numbered years)

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. Prerequisite: Biology 330 or 340 or permission of instructor. (Fall of even-numbered years)

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. Prerequisite: Biology 115 and 116; Biology 234 or 334 strongly recommended. (Spring of odd-numbered years)

450 Advanced Topics in Biology

An advanced course that focuses on a particular field of biology. Permission of instructor required. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)

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 will present the results of their project as part of the Biology Department Seminar series. Prerequisite: permission of instructor.

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. (Additional details given in the section on Other Learning Opportunities.)

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. Prerequisite: permission of the instructor. (Each fall or spring)

490, 491 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 will present the results of their project as part of the Biology Department Seminar series. Prerequisite: permission of instructor.

492 Independent Study Off-Campus/NSOC

CHEMISTRY

Anthony Tanner, chair; Andrew Carr, Karla McCain, Bradley Smucker

Michael Imhoff (Vice President for Academic Affairs and Dean of the Faculty)

Jozef Borvak and Venugopal Mukku (Visiting Assistant Professors of Chemistry)

Janet Boston (Laboratory Coordinator)

Charles Barr and Hank Gibson (Emeriti)

Courses in chemistry provide a background in one of the important laboratory sciences, preparation for entering the chemical industry, preparation for graduate study in chemistry and chemical engineering, and basic preparation for the fields of medicine, dentistry, physics, biology, engineering, law, and teaching.

A major in chemistry consists of at least nine course credit units, seven of which must be Chemistry 111 (or equivalent), Chemistry 112 (or equivalent), Chemistry 221, 222, 332, 341, 342. Of the remaining two, one course must be at the 400-level. In addition, a student must take either Chemistry 211 or 412 to meet the requirement for inorganic chemistry and must participate in a zero-credit experiential chemistry activity, Chemistry 480. No more than one combined course credit for Chemistry 240, 460, 464, and 490 will count toward the minimum requirement at the 200-level and above. A chemistry major also is required to complete either Physics 106 or preferably Physics 112, Mathematics 152, and Biology 116. It is recommended that the major take the third semester of calculus (Mathematics 252).

CHEMISTRY

A minor in chemistry consists of a minimum of five course credit units including Chemistry 111, 112, 221, 222, and 341.

Students majoring in chemistry or biochemistry are strongly encouraged to take all their major courses for a letter grade. Prerequisite chemistry and biology courses must be passed with grades of at least C.

The Chemistry Department program has been recognized by the American Chemical Society as meeting national standards for the training of chemists. A major desiring certification by the American Chemical Society should make program plans early in the college career. Contact the department chair for specific requirements to achieve this goal.

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 a chemistry major. 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, and forensic chemistry. (Each fall or spring)

111 Introduction to Chemistry

Basic concepts, principles, and practices of chemistry, typically including: mass and energy relations in chemical reactions, electronic structure and chemical bonding, the periodic table, solids, liquids and solutions, and the rates of chemical reactions. Includes one three-hour lab per week. (Each fall)

112 Chemical Equilibria

Quantitative aspects of elementary chemical thermodynamics and of systems in equilibrium, typically including acid-base chemistry, oxidation-reduction reactions, and electrochemistry. Includes one three-hour lab per week. Prerequisite: Chemistry 111. (Each spring)

211 Inorganic Chemistry

An overview of the fundamentals of inorganic chemistry. The course covers such topics as atomic properties, molecular and material

bonding, descriptive chemistry of the elements, acid-base chemistry, coordination chemistry, organometallic chemistry, and bioinorganic chemistry. Includes one three-hour lab per week. Prerequisite: two years high school chemistry or permission of instructor. (Each fall)

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. Prerequisite: Chemistry 112. (Each fall)

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. Prerequisite: Chemistry 221. (Each spring)

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)

250 Intermediate Topics in Chemistry

A study of selected topics offered on an occasional basis. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

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. Prerequisite: Chemistry 222. (Each spring)

341 Thermodynamics and Kinetics

Physical properties of chemical systems with emphasis on equilibrium (thermodynamics) and rates (kinetics). Prerequisite: Chemistry 112, Mathematics 152, and either Physics 106 or 112. (Each fall)

342 Quantum and Statistical Mechanics

An introduction to quantum and statistical mechanics and their applications to chemistry including atomic structure, bonding theory, molecular spectroscopy, and the microscopic basis for thermodynamics. Includes one three-hour lab per week. Prerequisite: Chemistry 112, Mathematics 152, and either Physics 106 or 112. (Each spring)

351 Introduction to Biochemistry

The structures and general reactions of carbohydrates, lipids, proteins, and nucleic acids. Includes one three-hour lab per week. Prerequisite: Chemistry 222. (Each fall)

352 Biochemical Metabolism

The enzymatic anabolism and catabolism of the groups of substances studied in Chemistry 351. Prerequisite: Chemistry 351. Includes one three-hour lab per week. (Each spring)

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 bio-inorganic chemistry, and solid state chemistry. Includes one three-hour lab per week. Pre- (or co-) requisites: Chemistry 342 or permission of instructor. (Each spring)

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. Prerequisite: Chemistry 222. *Note: for students seeking American Chemical Society credit, Chemistry 341 is a pre- or corequisite.* (Each fall)

450 Advanced Topics in Chemistry

A study of selected topics offered on an occasional basis. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

480 Experience in Chemistry (Zero course credit)

All chemistry 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.

490, 491 Independent Study

492 Independent Study Off-Campus/NSOC

BIOCHEMISTRY

A major in biochemistry consists of ten course credit units, eight chemistry courses (Chemistry 111 (or equivalent), Chemistry 112 (or equivalent), Chemistry 221, 222, 332, 341, 351, 352) and two biology courses, selected from the following: Biology 328, 330, 342, 344, 352, 354, or 472. Prerequisite chemistry and biology courses include Physics 106 or preferably Physics 112, Mathematics 152, and Biology 116.

CLASSICAL AND MODERN LANGUAGES

Patrick Duffey, chair; Lourdes Bueno, Robert Cape, Truett Cates, Julie Hempel, James Johnson, Scott Langton, Cynthia Manley (on leave), Bernice Melvin, Elena Olivé, Laura Spear, Anne Xu

Ruth Cape, Jesús Carrasco, DeDe Hosek, Ida Hudgins, Marsha McCoy, and Mitsuyo Odom (Visiting and Adjunct Faculty)

Because of the highly sequential curricula and variety of offerings, potential majors in classics, French, German, or

Spanish should consult early with the appropriate faculty. In addition to standard coursework, students are encouraged to take advantage of the language houses, language tables in the college dining hall, and study abroad opportunities.

CLASSICS

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 at least eight course credit units, two of which are in Greek and six are at the 200-level or higher in classics (Greek, Latin, or classical civilization). Of these six, at least five course credit units must be

in classical languages and at least three course credit units numbered 300 or above.

A minor in classics consists of a minimum of five approved course credit units in classics (Greek, Latin, or classical civilization) numbered 200 or above, including at least two course credit units in Greek or Latin, at least two courses in classical civilization, and at least two courses numbered 300 or above.

A major in Latin consists of a minimum of eight and one-half course credit units, including at least seven and one-half approved units in Latin above Latin 102 (Latin 236 and three courses at the 300-level or above are required), and at least one credit of classics 102/302 (Roman History and Civilization).

A major in classical civilization consists of at least eight approved course credit units including three numbered 300 or above. Two of the credits must be Greek 102 and 201 or Latin 102 and 201, and six in approved courses in classical literature and civilization. Both Greek and Roman topics must be represented. Two of the six courses may be from closely related fields (e.g., Philosophy 220, Art 231). Other courses in which the student does significant work in the classical tradition also may be included with the approval of the classics faculty.

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.

Ancient Greek

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)

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. (201, each fall; 202, each spring)

250 *Intermediate Topics in Greek*

260 *Intermediate Directed Study in Greek (Variable course credit)*

350 *Advanced Topics in Greek*

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. *May be repeated when topic varies.*

460 *Advanced Directed Study in Greek (Variable course credit)*

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. (Additional details given in the section on Other Learning Opportunities.)

490 *Independent Study*

491 *Greek Honors Thesis*

492 *Independent Study Off-Campus/NSOC*



Latin

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)

201, 202 Intermediate Latin

Continuation of Latin skills development and study of Roman civilization. Also, an introduction to Latin literary texts. (201, each fall; 202, each spring)

236 Advanced Latin Grammar and Composition (1/2 course credit unit)

A comprehensive review of Latin grammar with practice in writing Latin. Prerequisite: Latin 202 or the equivalent. *May be taken concurrently with a 300-level course in Latin.* (Each fall)

250 Intermediate Topics in Latin

260 Intermediate Directed Study in Latin (1/2 Variable course credit)

350 Advanced Topics in Latin

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.

406 Roman History and Biography

A survey of Roman historical and biographical writings, including selections from Livy, Sallust, Caesar, Tacitus, Suetonius, and Cornelius Nepos.

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.

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.

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.

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. *May be repeated when content varies.*

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.

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.*

460 Advanced Directed Study in Latin (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 Latin Honors Thesis

492 Independent Study Off-Campus/NSOC

503 Methods and Materials in the Teaching of Classical Languages (Variable course credit)

(see Modern Languages 503)

Classical Civilization Courses

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.

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.

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. (Fall 2007)

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.

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.

250 Intermediate Topics in Classical Civilization

An investigation of selected topics in classical literature and culture. *May be repeated when topic varies.*

260 Intermediate Directed Study in Classical Civilization (Variable course credit)

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. Prerequisite: at least one course in classics at the 100-level or above, or permission of instructor.

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. Prerequisite: at least one course in classics at the 100-level or above, or permission of instructor.

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. Prerequisite: at least one course in classics at the 100-level or above, or permission of instructor. (Fall 2007)

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. Prerequisite: at least one course in classics at the 100-level or above, or permission of instructor.

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. Prerequisite: at least one course in classics at the 100-level or above, or permission of instructor. *May be repeated when topic varies.*

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.

450 Advanced Topics in Classical Civilization

460 Advanced Directed Study in Classical Civilization (Variable course credit)

464 Teaching/Learning Participation

An individualized study that includes sharing in the instructional process for a particular classical

CLASSICAL AND MODERN LANGUAGES

civilization course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 Classical Civilization Honors Thesis

492 Independent Study Off-Campus/NSOC

MODERN LANGUAGES

Modern Language Placement

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.

A student at Austin College must demonstrate proficiency in a foreign language at the third-semester level in order to meet graduation requirements. A student wishing to continue the language studied in high school must take the Austin College placement test given at the beginning of the fall term. The student will be placed in the appropriate course based on the placement test score. A student who scores at the fourth-semester level or above on the Austin College placement test will have satisfied the language proficiency requirement. A student may take the placement test only twice during his

or her Austin College career, once as a freshman, and once at a later date.

A student who has successfully completed the second semester of a modern language at Austin College or who was placed into the third semester course by the Austin College placement test, or who has 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.

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 additional credit. This additional, elective credit may not count toward the minor or the major.

A student also may take the Advanced Placement Examination following the appropriate Advanced Placement course in high school. If successful in the Advanced Placement Examination, the student will be given credit for one 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.

Modern Languages

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 and Chinese. (A different language is offered each academic year.)

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. Prerequisite: ML 102 or equivalent.

493, 503 Methods and Materials in the Teaching of Modern Languages (Variable course credit)

A study of methods and materials of language teaching.

CHINESE

101, 102 Beginning Chinese

Introduction to the Chinese language. (101, each fall; 102, each spring)

201, 202 Intermediate Chinese

Continuation of the study of Chinese, including listening, speaking, reading, and writing skills. Prerequisite: Chinese 102 or equivalent. (201, each fall; 202, each spring)

236 Advanced Chinese

Further development of proficiency in grammatical and stylistic structure of Chinese. Special emphasis is placed on clarity and accuracy of comprehension and of spoken and written Chinese. Prerequisite: Chinese 202 or permission of instructor.

250 Topics in Chinese Literature and Culture

Introduction of topics in Chinese thought and culture. Prerequisite: Chinese 236 or permission of instructor.

255 World Literatures: Chinese Literature in Translation

Chinese 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.*

260 Intermediate Directed Study in Chinese (Variable course credit)

350 Advanced Topics in Chinese

450 Advanced Topics in Chinese

460 Advanced Directed Study in Chinese (Variable course credit)

490 Independent Study

491 Chinese Honors Thesis

492 Independent Study Off-Campus/NSOC

FRENCH

A **major in French** consists of a minimum of eight approved course credit units. At least seven units must be in French above French 201. At least three of these seven must be at the 300-level or above and must include French 495. Only one of the seven units may be from among French 226, 227, and/or 237, or an approved immersion course. 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 major. French 101, 102, and 201 may not count toward the major.

A **minor in French** consists of a minimum of five approved course credit units in French above French 201, including at least one course at the 300-level or above. Only one credit may be allowed from among French 226, 227, and/or 237, or an approved immersion course.

CLASSICAL AND MODERN LANGUAGES

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.

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)

201, 202 Intermediate French

A continuation of the study of French including listening, speaking, reading, and writing skills. Prerequisite: French 102 or equivalent. (Each fall and spring)

226 Language House (1/2 course credit unit)

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 permission of instructor.* (Each fall and spring)

227 Intermediate Conversation (1/2 course credit unit)

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. Prerequisite: French 102 or equivalent. *May be repeated once with permission of instructor.* (Each fall and spring)

235 Explorations in French Literature

An introduction to French literature. Emphasis on reading strategies, techniques, and approaches to contemporary French authors. Prerequisite: French 202 or equivalent. (Each fall and spring)

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. Prerequisite: French 202 or permission of instructor. (Each fall and spring)

237 Advanced Conversation (1/2 course credit unit)

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. Prerequisite: French 236. *May be repeated once with permission of the instructor.* (Each fall and spring)

238 Practical Phonetics

A self-paced course designed to improve diction, interpretation, enunciation, and intonation of French. Prerequisite: French 202 or permission of instructor. (Offered on demand in consultation with French faculty)

250 Intermediate Topics in French

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.*

260 Intermediate Directed Study in French (Variable course credit)

350 Advanced Topics in French

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. Prerequisite: French 236 or permission of instructor. (Each fall)

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. Prerequisite: French 236 or permission of instructor. (Each spring)

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. Prerequisite: French 236 or permission of instructor. *May be repeated once when topic varies.*

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. Prerequisite: French 236 or permission of instructor.

450 Advanced Topics in French

460 Advanced Directed Study in French (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 French Honors Thesis

492 Independent Study Off-Campus/NSOC

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. Prerequisite: French 353 or 354 or permission of instructor. *May be repeated when topic varies. (Each spring)*

GERMAN

A major in German consists of a minimum of eight approved course credit units. At least seven units must be in German above German 201. At least three of these seven must be at the 300-level or above and must include German 495. Only one of the seven units may be from among German

226, 227, and/or 237, or an approved immersion course. Up to three credits taught in German that treat German 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 major. Majors must enroll in German 495 in the spring of their senior year. German 101, 102, and 201 may not count toward the major.

A minor in German consists of a minimum of five approved course credit units in German above German 201, including at least one course at the 300-level or above. Only one credit may be allowed from among German 226, 227, and/or 237, or an approved immersion course.

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.

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)

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. (Each fall and spring)

226 Language House (1/2 course credit unit)

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. *May be repeated with permission of instructor. (Each fall and spring)*

**227 Intermediate Conversation
(1/2 course credit unit)**

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. Prerequisite: German 102 or equivalent. *May be repeated once with permission of instructor.* (Each fall and spring)

**235 Explorations in German
Literatures and Cultures**

Development of critical reading strategies using texts from a variety of genres and periods. Prerequisite: German 202. *May be repeated with permission when readings vary.* (Each fall)

236 Advanced German

A variety of literary texts, videotapes, and other authentic materials serve as the basis for development of comprehension and production of German. Special emphasis is placed on clarity and accuracy of spoken and written German. Prerequisite: German 202 or permission of instructor. (Each spring)

**237 Advanced Conversation
(1/2 course credit unit)**

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. Prerequisite: German 236. *May be repeated once with permission of the instructor.* (Each fall and spring)

250 Intermediate Topics in German

**255 World Literatures: German
Literature in Translation**

German 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.*

**260 Intermediate Directed Study in
German (Variable course credit)**

350 Advanced Topics in German

**354 Studies in Literature and Society
Through the 18th Century**

Significant moments in the development of culture and society in middle Europe through

the Enlightenment and Sturm und Drang. Readings from the times of Charlemagne, Luther and the Reformation, the Thirty Years' War, and the 18th century of Kant, Goethe, and Schiller. Emphasis is announced in term schedule of courses. Prerequisite: German 236 or permission of instructor. *May be repeated once when emphasis varies.*

**355 Studies in Literature and Society
Since the 18th Century**

Significant moments in the development of culture and society in middle Europe since the French Revolution. Literature from the Romantic movement into the 20th century. Prerequisite: German 236 or permission of instructor. *May be repeated with permission when readings vary.* (Fall 2007)

**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. Prerequisite: German 236 or permission of instructor. (Usually each spring)

450 Advanced Topics in German

**460 Advanced Directed Study in
German (Variable course credit)**

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 German Honors Thesis

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

495 Topics in German Literature

Normally a new topic will be offered every year. Course uses either seminar or workshop format. Topics may include history of German drama, Modernism, the German novel, Middle High German literature, Classicism, and Romanticism. (Each spring)

JAPANESE

101, 102 *Beginning Japanese*

Introduction to the Japanese language. (101, each fall; 102, each spring)

201, 202 *Intermediate Japanese*

Continuation of the study of Japanese, including listening, speaking, reading, and writing skills. Prerequisite: Japanese 102 or equivalent. (201, each fall; 202, each spring)

**226 *Language House*
(1/2 course credit unit)**

Provides daily exposure to and practice in spoken Japanese. For a designated 14-week term, students live in the language house where Japanese is the language of everyday discourse. The language house director, in coordination with the language resident, provides systematic evaluation of each student's progress throughout the term. *May be repeated with permission of instructor.* (Each fall and spring)

**227 *Intermediate Conversation*
(1/2 course credit unit)**

Practice in oral skills through conversation, dialogues, dramatizations, improvisations, discussions, and problem-solving situations. Prerequisite: Japanese 102 or equivalent. *May be taken concurrently with Japanese 201 or above.* (Each fall and spring)

236 *Advanced Japanese*

Further development of proficiency in grammatical and stylistic structure of Japanese. Special

emphasis is placed on clarity and accuracy of comprehension and of spoken and written Japanese. Prerequisite: Japanese 202 or permission of instructor.

**237 *Advanced Conversation*
(1/2 course credit unit)**

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. *May be repeated once with permission of the instructor.* Prerequisite: Japanese 236. (Each fall and spring)

250 *Topics in Japanese Literature and Culture*

Introduction of topics in Japanese thought and culture. Prerequisite: Japanese 236 or permission of instructor.

255 *World Literatures: Japanese Literature in Translation*

Japanese 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.*

260 *Intermediate Directed Study in Japanese* (Variable course credit)

350 *Advanced Topics in Japanese*

450 *Advanced Topics in Japanese*



453 Understanding Japanese Society Through Pop Culture

This course studies modern Japanese society through examination of popular cultural artifacts, including popular literature, comics, magazines, films, and animation (*anime*). Readings, discussions, and class assignments help increase student's understanding of current events and social issues in Japan.

454 Studies in Japanese Prose

This course will introduce students to a variety of prose styles in Japanese and will explore the ways in which the written language is used to achieve various ends. Readings taken from different sources cover a range of topics including Japanese culture, arts, current events, and social issues.

455 Studies in Japanese Poetry

This course is an introduction to Japanese poetic forms from the ancient era to the modern period. Readings will include poetry by pre-modern masters as well as modern poets. Class sessions incorporate discussions of the events and social issues impacting poetry throughout Japanese history.

460 Advanced Directed Study in Japanese (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 Japanese Honors Thesis

492 Independent Study Off-Campus/NSOC

SPANISH

A major in Spanish consists of a minimum of eight approved course credit units. At least seven units must be in Spanish above Spanish 201. At least three of these seven must be at the

300-level or above and must include Spanish 481. Only one of the seven units may be from among Spanish 226, 227, and/or 237, or an approved immersion course. At least one of the eight courses must relate to Spain; at least one must relate to Latin America. Up to three credits taught in Spanish that treat Spanish or Latin American 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 major. Spanish 101, 102, and 201 may not count toward the major.

A minor in Spanish consists of a minimum of five approved course credit units in Spanish above Spanish 201, including at least one course at the 300-level or above. Only one credit may be allowed from among Spanish 226, 227, and/or 237, or an approved immersion course.

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.

101, 102 Beginning Spanish

An introduction to the Spanish language, oriented toward developing proficiency in listening, speaking, reading, and writing. (101, summer only; 102, each fall and spring)

201, 202 Intermediate Spanish

Continues development of proficiency in the four areas of listening, speaking, reading, and writing. Prerequisite: Spanish 102 or equivalent. (Each fall and spring)

226 Language House
(1/2 course credit unit)

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. *May be repeated with permission of instructor.* (Each fall and spring)

227 Intermediate Conversation
(1/2 course credit unit)

Practice in oral skills through conversation, dramatizations, improvisations, discussions, and problem-solving situations. Prerequisite: Spanish 102 or equivalent. May be taken concurrently with Spanish 201, Spanish 202, or Spanish 236. 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 permission of instructor.* (Each fall and spring)

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. Prerequisite: Spanish 202 or permission of instructor. (Each fall and spring)

237 Advanced Conversation
(1/2 course credit unit)

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. *May be repeated once with permission of the instructor.* Prerequisite: Spanish 236. (Each fall and spring)

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. Prerequisite: Spanish 236 or permission of instructor. *May be repeated when topic varies.* (Offered each year)

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. *May be repeated once when topic varies.*

260 Intermediate Directed Study in Spanish

350 Advanced Topics in Hispanic Literature

355 Peninsular Literature

A survey of principal texts, movements, and genres with their historical backgrounds, from the medieval period to the present. Prerequisite: Spanish 236 or permission of instructor. (Offered each year)

356 Spanish-American Literature

A survey of principal texts, movements, and genres with their historical backgrounds, from the pre-Columbian period to the present. Prerequisite: Spanish 236 or permission of instructor. (Offered each year)

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. Prerequisite: Spanish 236 or permission of instructor.

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." Prerequisite: Spanish 236 or permission of instructor. *May be repeated when topic varies.* (Offered each year)

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. (Additional details given in the section on Other Learning Opportunities.)

460 Advanced Directed Study in Spanish (Variable course credit)

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 Quixote*. Prerequisite: a 300-level course in Spanish or permission of instructor. *May be repeated once when topic varies.* (Each spring)

490 Independent Study

491 Spanish Honors Thesis

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

COGNITIVE SCIENCE

Henry Gorman, director

Cognitive science is the multidisciplinary study of mind in which students consider the nature of knowledge and thinking from a number of disciplinary perspectives. Cognitive science uses the systematic application of psychology, mathematics, and computer science to understand the philosophical issues of mind first raised by Descartes and Locke in the 17th century. Cognitive science intersects the sciences, the social sciences, and the humanities.

A minor in cognitive science consists of a minimum of six course credit units including Cognitive Science 120 or an approved substitute (e.g., some sections of C/I and HWC 201), Philosophy 110 or Mathematics 141 or CS 201, and four courses from approved classes in psychology, philosophy, computer science, linguistics, and biology.

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. (Each January)

COMMUNICATION STUDIES

Michael Fairley, chair; Brett Boessen, Kathleen Campbell, Kirk Everist, Daniel Setterberg

Debra Flowers (Adjunct Instructor in Communication Studies)

Andy Williams (Technical Coordinator)

Bonnie Beardsley and W. D. Narramore, Jr. (Emeriti)

The Communication Studies Department is a multidisciplinary program offering formal instruction and practice in the disciplines of speech and social interaction, theatre, and media studies.

A major in communication studies consists of a minimum of eight course credit units. The student may select an area of emphasis or a balanced set of courses in speech, theatre, and media studies. If an emphasis is declared, at least six courses must be taken in the area of emphasis and at least two courses outside the focus area. For a balanced major, students may take no more than five courses in a single focus area and must take at least one course from each focus area. Entry into the major is through Speech 112 or 222, Theatre 142 or 221, or Media 121, contingent upon the student's particular interest. At least three courses must be taken at the 300-level or above, regardless of the approach selected. Students seeking to do directed or independent study courses must complete the required prerequisites in the area in which they wish to do advanced work. Students should consult with faculty in the department concerning courses in other disciplines that would contribute importantly to their work in communication studies.

Majors are encouraged to participate in departmental activities. Students taking courses in the department may be required to participate in certain departmental activities as part of a specific course.

A minor in communication studies consists of a minimum of five course credit units, four of which are from a single area within the department (speech, theatre, or media studies) and one from a different area of emphasis, with at least two classes numbered 300 or above. No more than one credit unit of practicum courses may be counted toward requirements for the minor. (Possible combinations, for example, are a minor emphasizing speech that might include Speech 112, 222, 352, 450, and Media 121; or a minor in theatre that might include Theatre 142, 143, 221, 352, 450 and Speech 221; or a minor in media studies with Media 121, 231, 450, 461, and Speech 221. Students seeking a minor should confer with an appropriate departmental faculty member to consider specific courses.

MEDIA STUDIES

Students emphasizing Media Studies are required to take MEDA 121 and one course in individualized study (NSOC, directed or independent study).

121 Introduction to Media Studies

A study of mass communication systems including print and non-print journalism with primary concern for their functions and societal impact. (Each fall and spring)

122 Journalism Practicum (Variable course credit)

Supervised practice in use of skills of journalism for a publication on campus or in the Sherman-Denison area for 14-week term. (Graded on S/D/U basis). Prerequisite or corequisite: Media 121 or permission of instructor. *May be repeated for a total of one course credit unit.* (Each fall and spring)

231 Digital Video Production I

Study of principles and techniques of video production with an emphasis on narrative fiction. (Each fall)

232 Video Practicum (Variable course credit)

Supervised practice in television production for 14-week term. (Graded on S/D/U basis). Prerequisite: Media 231. *May be repeated for a total of one course credit unit.* (Each fall and spring)

250 Topics in Media Studies

An investigation of selected media topics and issues. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

351 Digital Video Production II

Advanced course in principles and techniques of digital video production. Students produce longer forms of narrative fiction, allowing them to deepen skills acquired in Media 231. Highlights advanced screenwriting, directing, and editing techniques. Prerequisite: Media 231. (Each spring)

450 Advanced Topics in Media Studies

An investigation of selected media topics and issues. Admission by permission of instructor. Prerequisite: Media 121 or permission of instructor. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)

Prerequisite: two courses in media studies.

461 Mass Media Law

Course focuses on regulation of mass media in the United States through study of regulatory history, documents, agencies, and enduring issues surrounding print and nonprint media. Prerequisite: Media 121.

462 Television Criticism

American television programming is a pervasive artifact of American popular culture, influencing viewers in this and other countries in ways not fully identified or understood. This seminar is designed to examine multiple program genres through a variety of critical perspectives, to include Marxist-Feminist, Narrative, Postmodernist, Semiotic, Reader-Response, and others. Prerequisite: Media 121 or permission of instructor.

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. (Additional details given in the section on Other Learning Opportunities.)

490, 491 Independent Study

Prerequisite: two courses in media studies and junior standing.

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

**SPEECH AND
SOCIAL INTERACTION**

Students emphasizing Speech and Social Interaction are required to take SPCH 222 and one course in individualized study (ISOC, directed or independent study).

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. (Each fall and spring)

221 Voice and Diction

A study of the vocal mechanism, performance of standard English pronunciation, and the development of vocal flexibility. (Taught in various terms)

222 Interpersonal Communication

An introduction to theories about the various taken-for-granted ways of communicating in the complex and diverse contexts in which we 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. (Normally taught each fall and spring)

250 Topics in Communication

An investigation of selected topics and issues in communication. *May be repeated when topic varies.*

**260 Intermediate Directed Study
(Variable course credit)**

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. Prerequisite: Speech 222 or permission of instructor.

450 Advanced Topics in Communication

An investigation of selected topics and issues in communication. Admission to course by permission of instructor. *May be repeated when topic varies.*

455 Intercultural Communication

An exploration of theoretical understandings of intercultural, intergender, and intergenerational communication. Students will closely examine theories of intercultural phenomena, apply concepts to communication encounters, and analyze actual intercultural interaction by conducting their own research. Prerequisite: Speech 222 or permission of instructor.

**460 Advanced Directed Study
(Variable course credit)**

Prerequisite: two courses in speech.

464 Teaching/Learning Participation

An individualized study that includes sharing in the instructional process for a particular speech course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. (Additional details given in the section on Other Learning Opportunities.)

490, 491 Independent Study

Prerequisite: two courses in speech and junior standing.

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

THEATRE

Students emphasizing theatre are required to take THEA 142, 143, 221, and 493.

111 Theatre Arts Introduction

A study of the elements of theatre: dramatic structure, play writing, acting conventions, scenic design, and production techniques. (Each fall and spring (Spring 2008))

132 Rehearsal and Performance
(Variable course credit)

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) *May be repeated for a total of one course credit unit.* (Each fall and spring)

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. (Each spring)

143 Development of Dramatic Art II

A study of 19th and 20th-century forms of drama with attention to their historical and social context. Prerequisite: Theatre 142 or permission of instructor. (Each fall)

221 Acting

An introduction to the principles and techniques of acting and the analysis of plays and characters. (Each fall)

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. (Spring 2008)

250 Topics in Theatre

Investigation of topics and issues concerning theatre and performance. Prerequisite: permission of instructor. *May be repeated when the topic varies.*

260 Intermediate Directed Study
(Variable course credit)

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. Prerequisite: Theatre 142 or 143, or permission of instructor.

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. Prerequisite: Theatre 142 or 143, or permission of instructor.

450 Advanced Topics in Theatre

An investigation of selected topics and issues limited to juniors and seniors. Admission to course is by permission of the instructor. *May be repeated when topic varies.*

460 Advanced Directed Study
(Variable course credit)

Prerequisite: two courses in theatre.

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. (Additional details given in the section on Other Learning Opportunities.)

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 permission of instructor. Prerequisite: Theatre 142, 143, 221, and Theatre 352 or 353. (Each fall)

490, 491 Independent Study

Prerequisite: two courses in theatre and junior standing.

492 Independent Study
Off-Campus/NSOC

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 permission of instructor. Prerequisite: Theatre 142, 143, 221, and senior standing. (Each fall)

ECONOMICS AND BUSINESS ADMINISTRATION

Kevin Simmons, chair; Jeffrey Czajkowski, David Griffith, Jerry Johnson, Melanie Fox Kean, Danny Nuckols, Stephen Ramsey

Roger Sanders (Adjunct)

Hugh Garnett and Clyde Hall (Emeriti)

BUSINESS ADMINISTRATION

A major in business administration

consists of a minimum of nine course credit units including Economics 111 and 301, Business Administration 261, 361, and 495, and at least four other

courses in business administration or economics, one of which must be numbered 300 or above.

Economics 111 and Business Administration 261 are prerequisites for all other courses in business administration. A major also is required to take Mathematics 151 and either Social Science 120 or Mathematics 120. It is strongly recommended that students fulfill these quantitative requirements, as well as Economics 301, before taking Business Administration 361 or beginning the junior year, whichever comes first. Those students planning to enter an MBA program are strongly encouraged to take Economics 302 and Business Administration 262.

250 Topics in Economics and Business

(see Economics 250)

251 Business Law

A study of contracts, negotiable instruments, agency, employment, and property. (Each spring)

260 Intermediate Directed Study (Variable course credit)

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. Prerequisite: Economics 111. (Each fall and spring)

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. Prerequisite: Business Administration 261. (Each fall and spring)

350 Advanced Topics in Economics and Business

(see Economics 350)

352 Organizational Communication

(see Speech 352)

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. (Each year)

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. Prerequisite: Social Science 120 or Mathematics 120 or permission of instructor. Additionally, Business Administration 262 and Economics 301 encouraged. (Each fall and spring)

363 Intermediate Accounting I

Provides in-depth analysis of traditional financial accounting topics as well as recent developments in valuation and financial reporting requirements, provides an understanding of the development of accounting policy and financial accounting standards in interaction with the surrounding culture; specific topics include standard setting, the conceptual framework, formal financial statements, the revenue/accounts receivable/cash cycle, revenue recognition, and valuation and reporting of liabilities and equity. Prerequisite: Business Administration 261. (Spring 2008)

364 Intermediate Accounting II

Presents issues related to the measurement and reporting of assets and specialized problems of financial reporting such as leases, income taxes, employee compensation, earnings per share, etc., and covers basic financial analysis. Course is a continuation of Business Administration 363 but is structured so that it may be taken independently with instructor approval. Prerequisite: Business Administration 261. (Offered on an occasional basis)

365 Decision and Conflict Analysis

(see Economics 365)

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. Prerequisite: Business Administration 261. (Each fall)

367 Cost Accounting

A study of accounting in manufacturing operations, cost classifications and concepts, accounting for materials and labor, budgeting, standard costs, cost reports, direct costing, and differential cost analysis. Prerequisite: Business Administration 262. (Offered on an occasional basis)

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. (Each fall)

450 Advanced Topics in Economics and Business

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. (Each year)

**460 Advanced Directed Study
(Variable course credit)**

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. (Additional details given in the section on Other Learning Opportunities.)

471 International Finance
(see Economics 471)

472 Law and Economics
(see Economics 472)

482 Capital Markets

This course covers the determinants of the demand and supply of capital. Issues concerning investments and portfolio management are covered. It is the intent of this course to provide a capstone experience to other Finance classes offered at AC as well as to prepare students

to participate in the Student Investment Fund. Prerequisite: BA 261 and BA 361 and consent of the instructor. (Each Spring)

**483 Student Investment Fund
(1/2 course credit unit)**

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. Prerequisite: BA 482 and invitation of the instructor. *May be repeated for a total of one course credit unit. Students who desire to participate beyond 2 semesters may do so as a non-credit course.* (Each term)

**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. (Each year)

490 Independent Study

**491 Business Administration
Honors Thesis**

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

**493 Seminar in Economics
and Business**
(see Economics 493)

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. Prerequisite: Business Administration 361 and Economics 301. Senior status or permission of instructor. (Each spring)

ECONOMICS

A major in economics consists of a minimum of eight course credit units including Economics 111, 301, 302, 495,

and four other courses in economics of which two must be numbered 300 or above. Economics 111 is a prerequisite for all courses. An economics major also is required to take Mathematics 151 and either Social Science 120 or Mathematics 120. It is strongly recommended that students fulfill these quantitative requirements, along with Economics 301, before beginning their junior year. Those students contemplating graduate study in economics are strongly advised to take Mathematics 152, 251, 252, and 301.

111 Principles of Economics

An introductory study of the American economy; the influence of competitive and non-competitive market structures on efficient resource use and an equitable distribution of income and the influence of monetary and fiscal policies on employment, prices, and economic growth. (Each fall and spring)

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. Prerequisite: Economics 111. (Each Spring)

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 policymaking both domestically and internationally. Prerequisite: Economics 111. (Each Fall)

250 Topics in Economics and Business

A study of selected topics and issues offered on an occasional basis. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

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. Prerequisite: Economics 111 or permission of instructor. (Every other fall)

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. Prerequisite: Economics 111 and permission of instructor (Each fall)

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. Prerequisite: Economics 111 and Mathematics 151. (Each fall and spring)

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. Prerequisite: Economics 111 and Mathematics 151. (Each fall)

341 Urban and Regional Economics

Explores the socioeconomic aspects and policy implications of congestion, population characteristics and measurement, geography, regional differences, urban and rural unemployment issues, and utilities. Prerequisite: Economics 111. (Offered on an occasional basis)

350 Advanced Topics in Economics and Business (Variable course credit)

Specialized topics offered on an occasional basis. *May be repeated when topic varies.*

361 Finance

(see Business Administration 361)

368 International Business

(See Business Administration 368)

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. Prerequisite: Economics 301, Mathematics 120 or Social Science 120, and Mathematics 151. (Each Fall)

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. Prerequisite: ECO 301 and ECO 302. (Every other Spring)

450 Advanced Topics in Economics and Business

Specialized topics offered on an occasional basis. *May be repeated when topic varies.*

458 Monetary Institutions and Policy

This course is an examination of the monetary and central banking system and its relation to the operation of the economy. The nature and functions of money, the functions and instruments of the Federal Reserve System, strategies

and effectiveness of central banking, and the determinants of interest rates and the money supply are all examined. Special attention is given to both theoretical models of money demand and supply. Prerequisite: Economics 302. (Every other fall)

460 Advanced Directed Study (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

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. Prerequisite: Economics 301 and Business Administration 361. (Each spring)

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. Prerequisite: Economics 301. (Offered on an occasional basis)

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

ECONOMICS AND BUSINESS ADMINISTRATION

current United States income tax system is examined, and possible alternatives are considered. Prerequisite: Economics 301. (Offered on an occasional basis)

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. Prerequisite: Economics 301. (Offered on an occasional basis)

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. Prerequisite: Economics 301. (Each spring)

482 Capital Markets

(see Business Administration 482)

483 Student Investment Fund

(see Business Administration 482)

485 The 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. Prerequisite: Economics 111, 301, 302, and one other economics course. (Every other spring)

490 Independent Study

491 Economics Honors Thesis

492 Independent Study Off-Campus/NSOC

493 Seminar in Economics and Business

The study of significant contemporary problems in economics and business. *May be repeated when topic varies.*

495 Senior Seminar

Required of all economic majors. Students participate in a seminar concerned with different topics in economic theory, the application of theory to policy issues, and empirical studies. Each student will propose, write, and orally defend a research paper. Prerequisite: Graduating senior status in Economics or International Economics and Finance or permission of instructor; Economics 301, 302; Social Science 120 or Mathematics 120. (Each spring)

INTERNATIONAL ECONOMICS AND FINANCE

A major in international economics and finance consists of Economics 111, 234 or BA 368, ECO 301, 302, 361, 471, 481; either Mathematics 120 or Social Science Statistics 120; Mathematics 151; Business Administration 261; and either Economics 495 or Business Administration 495. In addition, the major must complete a semester of study or an approved internship outside the United States and demonstrate ability in another modern language the equivalent of one course beyond the intermediate sequence.

ENGLISH

Carol Daeley, chair; Peter Anderson, Alessandro Garganigo, Jim Gray, Greg Kinzer, Robyn Malo, Roger Platizky

*Kelly Hudgins and Madhuparna Mitra
(Adjuncts)*

Robert Barrie, Jack Jernigan, Jerry Lincecum, Peter Lucchesi, and William Moore (Emeriti)

The English curriculum introduces students to a wide range of literatures through which they experience the pleasures of reading and 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 in-

terpretation. It fosters students' ability to argue critically and to research and write effectively.

A major in English consists consist of a minimum of nine course credit units numbered 121 or above distributed as follows:

- English 121 and, 122
 - Two courses from among English courses numbered in the 250s, at least one of which must be from the 250-255 range of courses to satisfy the prerequisite for the 300-level courses.
 - One course from each of the four period course groupings listed below, with something in American, British, and postcolonial or world literatures. One intermediate-level course (250-level) may be substituted for a period course below when the intermediate course is so designated*.
- English 331 or 332
 English 341 or 342
 English 351, 352, 353, or 354
 English 361, 363, or 364
- One English course numbered 400 or higher, for which two 300-level courses are a prerequisite

Among the seven courses taken at the 250 level and above, one course must be designated as American, one course must be designated as British and one course must be designated as postcolonial or world literatures.

A minor in English consists of a minimum of five course credit units, including English 121 and four other English courses numbered 250 or higher.

*One course at the English 250-255 level may be substituted for a 300-level period course when the English 250-255 course is so designated.

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 the prerequisite for entrance into English 122, nor does it count toward the major or the minor.

114 Expository Writing

An introductory course in expository writing, flexibly designed, and individualized to meet a variety of student interests and needs. Normally taken in the freshman or sophomore year. (Each fall and spring)

116 Introduction to Creative Writing

An introductory workshop focusing on the elements and techniques of creative writing, emphasizing both poetry and prose. (Each fall and spring)

117 Writing (1/4 course credit unit)

Offered on an individual basis for students with particular strengths and interests. Those wishing to take this course must arrange for it in consultation with a member of the English faculty. *May be repeated for a total of one course credit unit.*

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. (Each fall and spring)

122 Literary Analysis: Research and Writing

Follows up on the basic skills emphasized in English 121 and culminates with a research essay. Emphasizes alternatives and controversies in interpretation, with attention to secondary critical texts and the value and methods of research writing. Prerequisite: English 121 or permission of instructor. (Each fall and spring)

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. Prerequisite: English 114 or a score of 4 or 5 on the Language Advanced Placement exam. (Offered on an occasional basis)

136 Introduction to Creative Writing

An introductory workshop focusing on the elements and techniques of creative writing, emphasizing both poetry and prose. (Each fall and spring)

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), and courses focused on particular authors (for example, Shakespeare). *May be repeated once when topic varies.* (Each fall and spring)

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.* (Offered on an occasional basis)

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 education. Portions of this course may be team taught or supplemented by guest lecturers. *May be repeated once when topic varies.* (Each fall and spring)

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)

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.* (Offered on an occasional basis)

256 Creative Writing: Personal Narrative and Fiction

A workshop course involving the writing of extended personal essay narratives and the writing of fictional narratives. In order to enhance students' awareness of language and awareness of various narrative (story telling) strategies, the course also involves reading and discussing published essay and fiction narratives. Prerequisite: English 116, 136 or permission of instructor. (Each fall)

257 Creative Writing: Poetry

A workshop course in poetry writing. Course also involves reading and discussing published poetry. Each student will prepare a portfolio of his or her work for the semester. Prerequisite: English 116, 136 or permission of instructor. (Each spring)

260 Intermediate Directed Study (Variable course credit)**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. *May be repeated once when topic varies.* Prerequisite: English 121 and 122, plus one course from the English 250-255 range, or permission of instructor. (Each fall)

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. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Each spring)

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 *Love and Death in Late Renaissance Literature*; *Early Modern British Women Writers*; *Birth, Marriage, and Death in Early Modern England*; and *Writing the English Revolution*. Prerequisite: English 121 and 122 plus one course from the English 250-255 range, or permission of instructor. *May be repeated once when topic varies.* (Each fall)

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*;

Restoration and 18th-Century Drama; *The 18th-Century English Novel*; *18th-Century English Women Writers*; *Gardens and Landscapes in 18th-Century British Literature*; and *Literature and the Visual Arts in Georgian England*. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Each spring)

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. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Offered on an occasional basis)



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.* (Each fall)

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 Victorian Literature: Patterns and Paradoxes and Victorian Vocations. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Each spring)

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 Houses of Fiction. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Each fall)

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. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Offered on an occasional basis)

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 and Modernism and the British Empire. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Offered on an occasional basis)

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 Minority Fiction; Contemporary Poetry; and Sex, Race, and Power. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Each spring)

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. Prerequisite: English 121 and 122 plus one course from the English 250-255 range or permission of instructor. *May be repeated once when topic varies.* (Each fall)

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. Prerequisite: Two 300-level English courses or permission of instructor. *May be repeated once when topic varies.* (Offered on an occasional basis)

431 Major Authors

An intensive study of works by one or more writers. Probable courses include William Shakespeare, Charles Dickens and Thomas Hardy, Derek Walcott, Emily Dickinson, and Henry James. Prerequisite: Two 300-level English courses or permission of instructor. *May be repeated once when topic varies.* (Each fall and spring)

432 Research and Writing

An advanced research and writing seminar. Prerequisite: Two 300-level English courses or permission of instructor. (Offered on an occasional basis)

450 Topics in Literature

An advanced seminar dealing with a topic in literature or language. Recent topics: Renaissance Drama; Romanticism & Revolution; Faulkner & Postmodernism. Prerequisite: Two 300-level English courses or permission of instructor. *May be repeated once when topic varies.* (Offered each spring) on an occasional basis)

**460 Advanced Directed Study
(Variable course credit)****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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study**491 English Honors Thesis****492 Independent Study
Off-Campus/NSOC**

ENVIRONMENTAL STUDIES

Peter Schulze, director

A major in environmental studies

normally consists of 10 course credits including Environmental Studies 235 and 479, Economics 242, Philosophy 207 or 307, an approved project (see below), and one of the following: Biology 334, Biology 346, or Physics 240. In addition to the college requirement that a major include at least three courses above 300, the environmental studies major requires at least six courses above 200. The following courses are some of the Austin College courses approved for the environmental studies major, with the exception that BIO 115 and ECO 111 may be

counted only if taken to satisfy a prerequisite for another approved course on this list. The director must approve any other courses chosen as electives for the environmental studies major.

BIOL 115	Evolution, Behavior, and Ecology
BIOL 334	Ecology (prerequisite: BIOL 115)
BIOL 346	Ecosystem Ecology (prerequisites – see course description)
CHEM 101	Environmental Chemistry
ECO 111	Principles of Economics
ECO 242	Natural Resources and Environmental Economics (Prerequisite: ECO 111)
ENVS 235	Introduction to Environmental Studies
ENVS 250	Globalization
ENVS 479	Environmental Policy (Prerequisites – see course description)
MATH 120	Elementary Statistics or PSY 120 or SSCI 120
PHIL 207	Environmental Ethics
PHIL 307	Environmental Ethics (Prerequisites – see course description)
PHY 101	The Day After Tomorrow: Global Climate and Extreme Weather)
PHY 240	Atmospheric and Environmental Physics (Prerequisites – see course description)
PSY 120	Statistics for Psychologists or MATH 120 or SSCI 120
PSY 222	Environmental Psychology
SSCI 120	Social Science Statistics or MATH 120 or PSY 120

Students who are interested in the environmental studies major are strongly encouraged to consult the program director at their earliest convenience, especially because eligibility for particular postgraduate opportunities may require that you complete additional courses that are not required for the environmental studies major. Students are also encouraged to study the web page of the environmental studies program (www.austincollege.edu/Category.asp?1450).

ENVIRONMENTAL STUDIES

Students who plan to major in environmental studies should select elective courses for the major that are best suited to their particular interests and should choose a minor (or second major) that best complements their interests in environmental studies. The director must approve any courses that are not included in the above list.

The director must approve the experiential learning activity that serves as the required project for the major. Possible formats include a directed study, independent study, honors thesis, or one of the various non-credit formats such as an internship or summer research position. Junior status is a prerequisite for project approval. The director must approve written project plans 12 months before graduation. Upon completion, students describe their projects in public presentations to the campus community. Environmental studies majors whose approved project will not result in course credit (e.g. a summer internship, service work, or summer research job) should register for Environmental Studies 480 during the semester that they will give the public presentation on their project.

A minor in environmental studies normally consists of five course credits, including Environmental Studies 235 and 479, and three other approved courses from at least two of the college's divisions (humanities, natural sciences, social sciences). The minor must include at least two courses from the following list. Pre-approval from the director is required to substitute any course not listed.

BIOL 334	Ecology
BIOL 350	Ecosystem Ecology
ECON 242	Natural Resources and Environmental Economics
PHIL 307	Environmental Ethics
PHY 240	Atmospheric and Environmental Physics

235 Introduction to Environmental Studies

An introduction to and framework for evaluating environmental issues such as biodiversity loss, global climate change, stratospheric ozone depletion, degradation of fertile soils, renewable and nonrenewable resource utilization, and aquifer depletion. (Usually each fall and spring)

250 Topics in Environmental Studies

An investigation of selected topics and issues concerning environmental studies. *May be repeated when topic varies.* (Offered on an occasional basis)

260 Intermediate Directed Study (Variable course credit)

350, 450 Advanced Topics in Environmental Studies

460 Advanced Directed Study (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

479 Environmental Policy

This course builds upon Environmental Studies 235 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 or preventing environmental problems. Readings cover the history of environmental issues, leading ideas for more effective environmental policy, the system of laws and regulations in the United States and their development, and the challenge of international environmental agreements. Prerequisite: junior or senior status and completion of Environmental Studies 235 with a grade of at least C, or permission of the instructor. (Usually each spring)

480 Environmental Studies Project (Zero course credit)

An alternative to an advanced directed study, independent study, or honors thesis as a means of completing the project requirement of the environmental studies major. Environmental

studies majors whose approved project will not result in course credit (e.g. a summer internship, service work, or summer research job) should register for Environmental Studies 480 during the semester that they will give the public presentation on their project.

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. Prerequisite: junior or senior status with preference for students who have completed their junior year.

491 Environmental Studies Honors Thesis

492 Independent Study Off-Campus/NSOC

EXERCISE AND SPORT SCIENCE

David Norman, chair

Paul Burns, Loren Dawson, Teresa Hall, Mark Hudson, Deb Hunter, Destre Pickens, William Pietrosky, and Rodney Wecker (Adjuncts)

Ralph McCord (Emeritus)

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.

A minor in exercise and sport science consists of a minimum of five course credit units, including ESS 121, ESS 495 and at least one other course numbered 300 or higher.

Students in the Austin Teacher Program desiring to meet the requirements for EC-12 teaching certification will be required to take ESS 115, 121, 353, 354, 363, 462 and 495.

115 Basic First Aid Techniques (1/2 course credit unit)

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. (Each spring)

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. (Each spring)

241 Coaching Team Sports (1/2 course credit unit)

A course that covers the coaching philosophy and techniques involved in specific team sports. Football, basketball, volleyball, soccer, and baseball. Seven weeks per sport. *May be repeated when topic varies.*

242 Current Issues in Exercise and Sports 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)

243 Coaching Individual Sports (1/2 course credit unit)

A course designed to address the coaching philosophy and techniques involved in specific individual sports. Tennis, golf, track and field, and swimming and diving. Seven weeks per sport. *May be repeated when topic varies.* (Offered on occasional basis)

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 fall)

EXERCISE AND SPORT SCIENCE

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. Prerequisite: permission of instructor. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

353 Teaching Movement Education in the Elementary School

Construction of movement tasks in rhythm and game skill movement for children in grades K-6. Recommended for juniors and seniors only. (Each spring)

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. (Each fall)

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. Prerequisite: permission of instructor. (Each fall)

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.*

460 Advanced Directed Study (Variable course credit)

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. Prerequisite: Exercise and Sport Science 363. (Each spring)

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. (Additional details given in the section on Other Learning Opportunities)

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. (Offered on an occasional basis)

490 Independent Study

491 Exercise and Sport Science Honors Thesis

492 Independent Study Off-Campus/NSOC

495 Senior Conference (Each spring)

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 or for non-academic credit by successful participation in a intercollegiate varsity sport.

LS 010 Intercollegiate Varsity Athletics (Zero course credit)

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.

**LS 115 Lifetime Sports
(1/4 course credit unit)**

Basic physical skills development in a variety of selected sports activities. Sample activities: aerobic conditioning, aerobic dance, golf, racquet sports, swimming, and strength training. One-half course credit unit with participation in two lifetime sports activities required for teacher certification. (Graded on S/D/U basis). *May be repeated for a total of one course credit unit when content varies.* (Each fall and spring)

GENDER STUDIES

Todd Penner, director

The Gender Studies Program at Austin College provides students with the tools to analyze and interrogate gender both as a social construct and as a lived reality. Focus is placed on comparative, competing, and cross-disciplinary perspectives related to gender issues, focusing on race, class, age, ethnicity, national identity, and sexual orientation.

A minor in gender studies consists of a minimum of six course credit units including Gender Studies 120 or an approved substitute. Some of these consider gender directly or devote significant sections to the topic, but others require that students select gender-related topics for their research assignments to earn gender studies credit in the course. At least three disciplines must be represented in work counting toward this minor, with at least two courses numbered 200 or above, including one course numbered 300 or above. Up to two courses taken in the January term may be applied to the minor (please consult with the director prior to enrollment). Topics courses may be applied to the minor with the approval of the gender studies director and the vice president for Academic Affairs.

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.

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. Seeking broad exposure to various traditions in the study of gender and society, and using a multi-interdisciplinary approach (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. (Each fall)

250 Topics in Gender Studies

A study of selected topics and issues offered on an occasional basis. May be repeated when topic varies.

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)

**260 Intermediate Directed Study
(Variable course credit)**

**350, 450 Advanced Topics in
Gender Studies**

An investigation of selected topics and issues in gender studies offered on an occasional basis. *May be repeated when topic varies.*

**460 Advanced Directed Study
(Variable course credit)**

490 Independent Study

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

GENERAL AND DIVISIONAL 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.

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.* (Each fall and spring)

GS 201 Interdisciplinary Topics

GS 230 Lilly Post-Internship Vocational Reflection

This course follows upon the Lilly pre-internship retreat and the successful completion of a Lilly 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.

250 Intermediate Topics in General Studies, Humanities, Social Science, 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.*

260 Intermediate Directed Study in General Studies, Humanities, Social Science, Science (Variable course credit)

350 Advanced Topics in General Studies, Humanities, Social Science, 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.*

460 Advanced Directed Study in General Studies, Humanities, Social Science, Science (Variable course credit)

490 Independent Study in General Studies, Humanities, Social Science, Science

HISTORY

Max Grober, chair; Light Cummins, Victoria Cummins, Jacqueline Moore, Hunt Tooley

Oscar Page (President)

A.J. Carlson and Edward Phillips (Emeriti)

A major in history consists of a minimum of eight course credit units, at least three of which are at the 300-level or above, and no more than four of which are at the 100-level. This work must include at least one course in each of the following three areas: (1) United States history, (2) European history, and (3) history of Latin America, Africa, Asia, or the Middle East.

A minor in history consists of a minimum of five course credit units with work in at least two of the geographical areas listed above, and at least two course credit units numbered 300 or above. The department recommends that two courses be taken at the 100-level and one course at the 200-level.

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 which 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.

113 East Asian Civilization

A survey of the histories of China, Japan, and Korea, 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. (Fall 2009)

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. (Most terms)

133 Europe and the World to 1500

An introduction to the history of Europe from earliest times to the Renaissance. Emphasis on the civilizations of ancient Greece and Rome, Islam, and medieval western Europe. Comparative attention to civilizations of Asia and the ancient Near East. (Each fall)

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 the post-World War II era. (Each fall and spring)

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. (Each fall and spring)

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. (Spring 2008)

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.

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, security and sovereignty issues, and the problems of urbanization in the hemisphere.

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.

250 Intermediate Topics in History

A study of selected topics for beginning students, offered on an occasional basis. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

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 the 1990s. Stress is on economic and social change as it affects the roles of women in America. (Fall 2007)

280 Research Practicum in State and Local History (1/2 course credit unit)

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. Prerequisite: permission of instructor.

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. (Fall 2009)

HISTORY

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 ethno-history, 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.

320 *Mexico and Central America*

A critical appraisal of Mesoamerican and Cuban history, beginning with pre-conquest civilization and emphasizing political and social developments in the 19th and 20th centuries. Prerequisite: History 123 or permission of instructor. (Fall 2007)

322 *Andean Nations*

A critical examination of the political, economic, and social evolution of the nations of the Andes from discovery to the 1990s. Special consideration of 20th-century problems. Prerequisite: History 123 or permission of instructor.

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. Prerequisite: History 123 or permission of instructor.

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. Prerequisite: History 162 or permission of instructor.

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. Prerequisite: History 133 or permission of instructor. (Spring 2008)

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. Prerequisite: History 133 or 143 or permission of instructor. (Fall 2008)

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. Prerequisite: History 143 or permission of instructor. (Fall 2007, Spring 2009)

334 *Europe: Industry, Identity, Empire*

A critical examination of the political, cultural, and social history of Europe from the mid-19th century to recent times, including the major ideas and trends which define the modern world. Nationalism, imperialism, industrialization, and the two world wars will be central topics. Prerequisite: History 143 or permission of instructor. (Fall 2007)

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.

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 1860s to the present. Topics include the internal patterns of German life as well as the role of Germany in the life of Europe and the world. Prerequisite: History 143 or permission of instructor. (Fall 2007)

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. Prerequisite: History 143 or permission of instructor.

350 Advanced Topics in History

A critical examination of history from selected perspectives. *May be repeated when topic varies.*

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. Prerequisite: History 162 or permission of instructor.

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. Prerequisite: History 162 or permission of instructor. (Fall 2007)

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. Prerequisite: History 163 or permission of instructor. (Fall 2008)

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. Prerequisite: History 163 or permission of instructor. (Spring 2009)

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. Prerequisite: History 163 or permission of instructor.

450 Advanced Topics in History

A critical examination of history from selected perspectives. *May be repeated when topic varies.*

451 Seminar in History

Advanced seminar dealing with a special topic in the history of the United States, Europe, Asia, or Latin America. Prerequisite: permission of instructor. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)**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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study**491 History Honors Thesis****492 Independent Study Off-Campus/NSOC****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. Prerequisite: junior and senior level history majors and permission of instructor. (Each fall)

LATIN AMERICAN STUDIES

Terry Hoops, director

A major in Latin American studies

shall consist of nine course credit units of Latin American content, with work completed in at least three disciplines (e.g., Spanish, history, anthropology, political science, or economics) including a minimum of three and a maximum

of five courses in one discipline. One of the nine course credit units will be a directed study (460), which must involve the approaches of multiple disciplines to an appropriate topic as an advanced, summative project. The major will demonstrate proficiency at the 236-level in Spanish or Portuguese.

A minor in Latin American studies consists of a minimum of five approved course credit units with significant Latin American content, with work completed in at least two disciplines, and two courses numbered 300 or above. Language competency in Spanish or Portuguese through the 202-level, or its equivalent, also is required.

Latin American studies courses offered in other disciplines include History 123, 221, 225, 320, 322, and 327, Spanish 356, and when offered on a Latin American topic, Anthropology 250 and 350-450, History 250, 350-450, and 460, and Spanish 250, 350-450, and 481. Additional courses that may count as part of the major, provided the student pursues a specific research focus related to Latin America, include Economics 235, 244, and 481, Political Science 130, 430, 432, and 440, and Anthropology 123, 235, 265, and 365.

Students majoring in Latin American studies are strongly urged to plan to spend a January term, summer term, or year abroad in Latin America.

Disciplinary courses approved for Latin American Studies are listed collectively in the course schedule each term.

460 Directed Study
(Variable course credit)

490 Independent Study

492 Independent Study
Off-Campus/NSOC

LEADERSHIP STUDIES

Peter DeLisle, director

The Leadership Studies program focuses on the study of contemporary and classical models of leadership. The seminars are designed to introduce and enhance students' knowledge and personal awareness of the subject and field of leadership. 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.

120 Introduction to Leadership (1/2 course credit)

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).

240 Studies in Leadership (1/2 course credit)

This course will focus more particularly on leadership in national or international affairs. In this dialogue-based seminar, students examine different theories, archetypes and paradigms of leadership from the perspective of multiple cultures and organizations. Prerequisite: LEAD 120 (Each fall and spring)

480 Internship

In this course select students may engage in special leadership internships, constituting 35 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. *May be repeated for up to 2 course credit units.*

495 Senior Conference: Advanced Studies in Leadership (1/2 course credit unit)

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 and present a formal critical reflection of their studies and experiences to other students and faculty. Students will articulate a plan of action and describe their propensity for engagement as a leader in future endeavors. This is the capstone course for students in the Posey Leadership Institute. (Each term)

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 field experiments, students acquire the skill to conduct and facilitate group action learning activities. This course is required for Posey Leadership Institute participants during their first January term at Austin College.

MATHEMATICS AND COMPUTER SCIENCE

Michael Higgs, chair; Kerry Brock, J'Lee Bumpus, Shellene Kelley, Jack Mealy, Wilbur Powell, Don Williams

Thomas F. Kimes (Emeritus)

COMPUTER SCIENCE

The computer science curriculum provides an introduction to theoretical and practical aspects of computing. The curriculum addresses applications in a variety of programming languages on current platforms.

A major in computer science consists of a minimum of eight approved computer science course credit units, including the following core courses: Computer Science 201, 110 (if required), and 120 (if required), 211, and 221.

Students must earn a grade of C or above in each of these core courses. In addition, a major includes approved computer science elective courses to reach eight or more course credits, of which two must be numbered 300 or above, and one numbered 400 or above. Mathematics 120 and 151 are also required.

Students with sufficient program experience may not be required to enroll in CS110 or CS120. Students who plan to major in computer science should contact the Mathematics/Computer Science Department as early as possible.

A minor in computer science consists of a minimum of five approved computer science course credit units, including the following core courses: Computer Science 201, 110 (if required), and 120 (if required), 211 and 221. Students must earn a grade of C or above in each of these core courses. A minor must also include two approved computer science elective courses numbered 300 or above.

Interdisciplinary majors and minors are also available.

101 Introduction to Computers and Web Technologies

A study of the basic principles of computing and the technologies used to locate and publish digital information on the Internet. Students will use mark-up languages and scripting languages to develop interactive web pages and multi-page web sites. Topics will include, but are not limited to, history of the Internet and its architecture, web page construction and organization, style sheet specification, image and multimedia processing, and dynamic web forms development. Object-oriented programming concepts related to programming for the web are also discussed.

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. (Each fall and spring)

120 Intermediate Computer Programming

A continuation of principles of program design and testing presented in Computer Science 110; study of simple data structures (stacks, queues, lists, and trees), and their object-oriented implementations; object-oriented design patterns; graphical user interfaces; recursion. Prerequisite: Computer Science 110 with a grade of C or better or permission of instructor. (Each fall and spring)

201 Discrete Mathematics (see Mathematics 141)

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. Prerequisite: Computer Science 120 with a grade of C or better or permission of instructor. (Each fall)

220 Architecture and Assembly Language

A study of Von Neumann computer organization and architecture and assembly language programming; memory segmentation, paging, etc.; I/O and interrupt principles; alternative architectures; introduction to logic circuits, CPU, and memory design. Prerequisite: Computer Science 120 with a grade of C or better or permission of instructor.

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. Prerequisite: Computer Science 120 with a grade of C or better or permission of instructor. (Each spring)

250 Topics in Computer Science

A study of selected topics for beginning students offered on an occasional basis. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

290 Practicum

330 Database Systems

A system level study of bulk storage devices and data storage schemes; database management systems survey; ER/OO modeling; logical and physical database analysis, design, and implementation; relational and object-oriented database models; client/server architectures; small projects. Prerequisite: Computer Science 211 with a grade of C or better. (Every other year - Fall 2007)

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. Prerequisite: Computer Science 211 with a grade of C or better. (Every other year - Fall 2007)

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. Prerequisite: Computer Science 211 with a grade of C or better. (Every other year - Fall 2008)

412 Data Structures and Algorithms

A study of intermediate to advanced data structures (linear structures, nonlinear structures, balanced trees and variants, graphs, heaps, etc.) and their associated algorithms, analysis, and selection criteria; introduction to algorithm techniques (divide-and-conquer, dynamic programming, greedy algorithms, etc.). Prerequisite: Computer Science 211 and 201 with a grade of C or better. (Every other year - Spring 2009)

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. Prerequisite: Computer Science 221 with a grade of C or better. (Every other year)

440 Artificial Intelligence

Topics may include knowledge representation schemes, propositional and first-order predicate logic, search strategies, planning, neural nets and other pattern recognition techniques, natural language processing, vision, applications of artificial intelligence, and related philosophical issues. Prerequisite: Computer Science 211 with a grade of C or better. (Every other year - Spring 2009)

350, 450 Advanced Topics in Computer Science

Specialized topics for advanced study. Recent topics have included object-oriented design patterns; object-oriented analysis, and design with UML and Java; computer networks; and distributed objects. Prerequisite: permission of instructor. *May be repeated when topic varies.*

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, simulation, color, shading, and ray tracing methods. Prerequisite: Computer Science 211 with a grade of C or better; Mathematics 251 recommended. (Every other year - Spring 2008)

460 Advanced Directed Study (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

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. Prerequisite: Computer Science 211 with a grade of C or better. (Every other year)

490, 491 Independent Study

492 Independent Study Off-Campus/NSOC

MATHEMATICS

The program in mathematics has a threefold purpose: (1) to meet the needs and interests of the general student; (2) to provide the mathematical background required by students in the physical and behavioral sciences; and (3) to develop the maturity and competence required by the student preparing for a professional career in mathematics.

A major in mathematics consists of a minimum of eight course credit units approved by the department, including Mathematics 251, 252, and five courses numbered 300 or above. Students planning to major in mathematics are expected to enter directly into the calculus sequence beginning with Mathematics 151 or 152. They are also encouraged to take at least one course in computer science beyond the introductory level. Students planning graduate study should be aware that some programs require proficiency in German or French.

A minor in mathematics consists of a minimum of five course credit units approved by the department, including Mathematics 251, 252, and two numbered 300 or above.

Prerequisite courses must be passed with a grade of C or higher. Those who would major or minor in mathematics must take those courses under the "grade" option.

120 Elementary Statistics

An introduction to principles and methods of experimental statistics. This course includes discussion of basic probability theory and focuses on its application to standard inferential methods. (Each fall and spring)

141 Discrete Mathematics

An introduction to sets, relations, functions, graph theory, Boolean algebras, combinatorics, logic and logic circuits. This course is designed for the general student. It is required for advanced study in computer science. (Each fall)

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. Prerequisite: a high school or college course in precalculus. (Each fall and spring)

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. Prerequisite: Mathematics 151. (Each fall and spring)

250 Topics in Mathematics

A course exploring advanced or specialized topics in mathematics. Prerequisite: Mathematics 151. *May be repeated with permission of instructor when topic varies.* (Offered on an occasional basis.)

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. Prerequisite: Mathematics 151 or equivalent. (Each spring)

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. Prerequisite: Mathematics 152 and 251, or permission of instructor. (Each fall)

260 Intermediate Directed Study (Variable course credit)

290 Putnam Workshop (1/4 credit)

A seminar course meeting once per week. In addition to providing preparation for the annual Putnam Exam, the course also aims at providing mathematical learning opportunities in a more horizontally integrated manner. Active participation and presentation is required. Permission of instructor only.

295 Research practicum (Variable course credit)

An individualized or small group research project conducted in communication with a member of the Department. *May be repeated when topic varies.* (Offered on an occasional basis)

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. Prerequisite: Mathematics 252. (Each spring)

321 Numerical Analysis

A study typically including numerical methods for the solution of algebraic equations, interpolation, approximation, differentiation, quadrature, and finding approximate solutions of differential equations. Prerequisite: Mathematics 252. (Fall 2008)

381 Applied Analysis

A study typically including Sturm-Liouville systems, Fourier series and partial differential equations, numerical methods for solving ordinary and partial differential equations, and special functions. Prerequisite: Mathematics 252; Mathematics 301 recommended. (Fall 2007)

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. Prerequisite: Mathematics 252. (Spring 2009)

409 Modern Geometry

A course intended to provide a broad survey of many different geometries, in particular stressing the more general notion of non-euclidean geometry. Topics typically include Finite geometries, advanced Euclidean (including higher dimensional) geometry, Spherical geometry, Hyperbolic geometry, Projective geometry, and an introduction to the Topology of Surfaces. Highly recommended for prospective teachers of secondary school mathematics. Prerequisite: Mathematics 252. (Spring 2008)

450 Advanced Topics in Mathematics

This course will explore special topics in mathematics. Prerequisite: Mathematics 252. *May be repeated with permission of instructor when topic varies.* (Offered on an occasional basis.)

**460 Advanced Directed Study
(Variable course credit)****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. (Additional details given in the section on Other Learning Opportunities.)

472 Modern Algebra

A study of the basic abstract algebraic objects (groups, rings and fields, et cetera) and the structure-preserving maps between them. Prerequisite: Mathematics 252, or permission of instructor. (Fall 2007)

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 may also be included. Prerequisite: Mathematics 252. (Spring 2009)

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. Prerequisite: Mathematics 252. (Spring 2008)

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. Prerequisite: Mathematics 252. (Fall 2008)

490, 491 Independent Study**492 Independent Study
Off-Campus/NSOC****495 Senior Conference****MUSIC**

Wayne Crannell, chair; Daniel Dominick, Ricky Duhaime

Jennifer Sadoff Auerbach (Visiting Instructor)

Robert Archer, Mike Cantwell, Barbara Case, Michael Lively, Masako Narikawa, Megan Pettitt, Cathy Richardson, Sylvia Rivers, Heather Thayer, and Mike Walker (Adjuncts)

Cecil Isaac and Richard Tappa (Emeriti and Adjunct)

Courses in music are designed to provide experiences with serious music for the general student as well as the music major or minor. The curriculum for a major in music is intended to prepare students either for graduate work or, with specific coursework and in conjunction with the Master of Arts in Teaching, for preparation and certification as a public school music educator (see Music Education Track below). The major in music also may well serve as preparation for various immediate occupations and interests in music and can be successfully combined with other majors.

Individual instruction in piano, organ, voice, strings, winds, brass, percussion, and composition is provided for all music majors and minors and may be available to other qualified students

MUSIC

when faculty are available. *Instruction for beginners is not available.* The various musical organizations provide additional opportunity for participation in musical activity.

A major in music requires a minimum of 10 course credit units including work in theory, history and literature, and applied music. The following courses are required: Music 120, 121, 220, 221, 222, 240, 241, at least three classroom courses at the 300-level and above, at least one-half credit in applied music at the 300-level or above and Senior Recital (Music 495). Additional requirements include the Junior-Level Examination (Music 091) that is required for entrance into the major, and Piano Proficiency (Music 090) that must be attempted by the end of the junior year and completed for graduation. A major also requires participation in ensemble music each semester. Membership in any single departmental performing group will satisfy the requirement. Pianists are required to participate in ensembles but, in special situations, may satisfy the requirement through supervised accompanying of vocalists and/or instrumentalists with the approval of the music faculty. Student majors are required to attend a minimum of seven approved concerts each term.

Applied music below the 300-level may not be counted toward credits required for the major in music.

Composition Track: Students intending an emphasis in Theory/Composition are required to complete the equivalent of four semesters of applied music on a major instrument. Upon successful completion of the Junior-Level Examination on that instrument, the student begins private composition study and presents a Senior Recital in composition.



Composition students are required to study three semesters of applied piano concurrently with composition lessons. Theory/Composition students also are expected to complete Music 271 (Composition Seminar) before taking private composition lessons, and acceptance into the Composition track is contingent upon approval of the Theory/Composition faculty. Please consult with the music faculty for more information.

Music Education Track: Students intending to pursue the master of arts in teaching degree through the Austin Teacher Program with an undergraduate major

in music must complete the required courses in music theory and history/literature listed above. Additional requirements include Music 262 (Music Education Materials and Methods) as well as at least two credits selected from the following courses, depending on the intended teaching emphasis:

Music 261	<i>Music in the Elementary Schools</i>
Music 257/258	<i>Instrumental Methods (to one credit)</i>
Music 357	<i>Orchestration and Arranging</i>
Music 365	<i>Conducting</i>
Music 358	<i>Choral Literature and Techniques</i>
Music 455	<i>Vocal Pedagogy</i>
Music 458	<i>Instrumental Conducting</i>

Students should consult early with the music and education faculties for specific recommendations and requirements regarding coursework and course scheduling.

Formal application for entry into the music major is contingent upon the successful completion of Music 121 or 221 and the recommendation of the music faculty after the student has had at least one jury examination in applied music. The student also must complete the Junior-Level Examination (Music 091) to be admitted to the music major.

Transfer students are admitted to the major only after taking placement examinations in theory and history and auditioning for the faculty member who teaches the major instrument involved.

A minor in music consists of a minimum of five course credit units including Music 120 and 220, Music 240 or 241, applied music (to one credit), and at least two course credits in music numbered 240 or above.

Applied Music: A fee is charged for applied music courses. (See section on College Costs for details.)

Music majors and minors are assured of instruction on their major instrument and other students are served when faculty are available. To register for applied music, the student must first demonstrate an ability to perform at the college level of instruction through an audition for the music faculty.

One-fourth course credit unit in applied music is earned for a 14-week period of weekly 45-minute lessons or one-half course credit unit for semi-weekly classes. The student is required

to practice a minimum of seven hours weekly and to attend repertory classes as required by the instructor. Music majors taking applied music are required to perform on at least one on-campus solo performance and are examined by a faculty jury each 14-week period.

Music minors taking applied music are examined by a faculty jury each 14-week period or are required to perform on a student recital. Non-majors taking applied music are required either to perform on a student recital or play for a faculty jury once every two semesters of instruction.

Additional requirements for applied study may be determined by the instructor.

Students taking applied vocal music are required to participate in a choral ensemble during each semester of enrollment.

Registration for applied music is as follows:

Non-majors: MUS 17x
 Declared Minors: MUS 27x
 Declared Majors: MUS 37x
 Declared Majors in the semester of the Senior Recital: MUS 47x (.5 cr)

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Courses in applied music may be repeated for additional credit.

Composition:	—	271	371	471
Percussion:	173	273	373	473
Brass:	174	274	374	474
Organ:	175	275	375	475
Piano:	176	276	376	476
Strings:	177	277	377	477
Voice:	178	278	378	478
Woodwinds:	179	279	379	479

090 Piano Proficiency (Zero course credit)

Graduation requirement for music majors. Majors must register for Music 090 at the beginning of the semester in which they will attempt the proficiency exam. The exam must be attempted by the end of the junior year.

091 Junior-Level Examination (Zero course credit)

Required for entry into the music major, the Junior Level Examination is an extended jury and oral examination on the major instrument. The course will be added to the transcript upon successful completion.

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 1980. The course examines the cultural phenomenon of Rock 'N' Roll as well as the discussion of its aesthetics.

115 The 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.

116 Masterpieces of Music

An historic overview of great music for the non-major.

117 Great Musical Performers

Designed for the non-major and assumes no previous background in music. This course consists of an overview of some of classical music's great performers from the nineteenth and twentieth centuries. Other topics include the evolution of performance style, the history

of recording technology and its influence on music and musicians, and a brief examination of some great performers from the world of jazz and popular music.

118 20th Century American Music

A course exploring the extensive repertoire of music written by selected 20th-century American composers and examining significant musical traditions, both classical and popular, within the United States in this period.

119 Music Fundamentals

A course designed for, but not limited to, potential majors and minors with limited or no 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 for Music Theory I. (Each fall)

120 Music Theory I

This course is a study of 17th, 18th, and 19th century 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. Permission of instructor required. Experience playing classical music and relative fluency with bass and treble clef assumed. It is assumed that Music 121 will be taken concurrently by intended music majors. (Each spring)

121 Ear Training I (1/4 course credit unit)

Laboratory courses, each 14 weeks long, designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, conducting, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. To be taken concurrently with Music 120. (Each spring)

220 Music Theory 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. Music 221 will be taken concurrently by music majors. (Each fall)

221 Ear Training II (1/4 course credit unit)

Laboratory courses, each 14 weeks long, designed to develop greater aural fluency in tonal

music and some non-tonal idioms through rhythmic training, conducting, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. To be taken concurrently with Music 220. (Each fall)

222 Music Theory 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. Prerequisite: Music 220. (Each spring)

240 Music History Through 1700

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. Prerequisite: permission of instructor. (Each fall)

241 Music History from 1700 through 1900

A chronological examination of major musical developments beginning with Bach and Handel and continuing through Richard Strauss and Debussy. 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. Prerequisite: permission of instructor. (Each spring)

250 Intermediate Topics in Music

256, 257 Class Piano, Instrumental Methods (1/4 course credit unit)

A variety of courses, each concentrating on a specific group of instruments, piano, or voice, designed to provide both the practical and theoretical information relating to the pedagogy and performance of those instruments while developing the physical techniques required to employ them. These courses are specifically designed for music majors who expect to teach music in the public schools but may also be taken by general music majors or minors for elective credit. *May be repeated with permission of instructor when topic varies.* (Each term as needed)

260 Intermediate Directed Study (Variable course credit)

Students may use this course to pursue academic interests that are of particular importance to their own musical development. It is expected that no student will take more than two course credit units in Music 260.

261 Music in the Elementary Schools

This is the an undergraduate courses 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 is also relevant as an elective for intended 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. Prerequisite: permission of instructor.

262 Music Education Materials and Methods

This is a required course for music majors intending to complete the master of arts in teaching with a major in music. The course provides an overview of the history and philosophy of music education with study of the systems and techniques developed by Zoltan Kodály, Carl Orff, and Emile-Jacques-Dalcroze. Prerequisite: permission of instructor.

342 Aspects of 20th Century Music

An examination of the major theoretical and stylistic tendencies of the 20th century. This course serves as the logical completion of the historical and theoretical sequence of courses for the major. Prerequisite: Music 222 and 241.

350 Advanced Topics in Music

355, 455 Studies in Vocal Music, 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. Prerequisite: permission of instructor. *May be repeated with permission of the instructor 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.

356, 456 Studies in Music Literature, Advanced Studies in Music Literature

A variety of courses, including those listed, focused on specific genres of music literature.

Prerequisite: permission of instructor. *May be repeated with permission of instructor when topic varies.*

■ **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.

■ **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.

■ **Jazz Literature and Techniques**

A course in jazz, surveying the history, theory, and techniques of the jazz idiom intended for music majors and minors or highly skilled and experienced non-majors. Advanced ability on an instrument or the voice will be expected.

357, 457 Studies in Music Theory, 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. Prerequisite: permission of instructor. *May be repeated with permission of instructor 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 the preeminent formal plans of classical music including binary, ternary, rondo, theme and variation, and sonata forms.

■ **Schenkerian Analysis**

An introduction to the theories and analytical techniques of the Austrian theorist Heinrich Schenker, whose ideas about tonal music have had a profound influence on musical thinking.

■ **Post-Tonal Theory**

An introduction to the compositional techniques employed by composers of the 20th century. Includes the study of modern scales and modes, set theory, and serial techniques as seen through the works of composers such as Debussy, Schoenberg, Webern, Bartok, and Stravinsky.

■ **Orchestration and Instrumentation**

A detailed theoretical and practical approach to the techniques or preparing

written orchestration and arrangements for a wide variety of ensembles. Stylistic considerations of historical periods will be addressed, including extensive score examination.

358, 458 Studies in Music Education, Advanced Studies in Music Education

A variety of courses, including those listed, focusing on advanced topics most immediately relevant for the future music educator but also highly appropriate for students intending graduate study or ensemble directing. Prerequisite: permission of instructor. *May be repeated with permission of instructor when topic varies.*

■ **Choral Literature and Techniques**

An introduction to the range of standard literature for high school, college, church, and community choirs. Includes methods for choosing appropriate music for a choir and techniques for rehearsing, directing, and administering choral ensembles. Prerequisite: Music 365 or permission of instructor.

■ **Instrumental Conducting**

An advanced course in conducting techniques as applicable to instrumental ensembles. Topics explored will be baton technique, score analysis and communication, literature, and rehearsal techniques, and organizational and logistical issues in administering instrumental ensembles ranging from middle school to professional. Prerequisite: Music 365.

365 Conducting

A course that teaches the physical skills required in leading an ensemble. While the student will learn baton and rehearsal techniques and how to study a score, emphasis will be placed on becoming a better musician. Prerequisite: Music 222 or permission of the instructor.

450 Advanced Topics in Music

460 Advanced Directed Study (Variable course credit)

Students may use this course to pursue academic interests that are of particular importance to their own musical development. It is expected that no student will take more than two course credit units in Music 460.

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. (Additional details given in the section on Other Learning Opportunities.)

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.

491 Music Honors Thesis

492 Independent Study Off-Campus/NSOC

495 Senior Recital (Zero course credit)

Graduation requirement for music majors. Prerequisite: applied music at the 300-level and permission of applied instructor.

Musical Organizations: Auditions for the various organizations are generally held during the first week of the fall term in Craig Hall and are open to all students, regardless of major. Any student who meets the qualifications of the specific organization may audition. All registration is for S/W only, zero credit, and is completed by the ensemble director upon successful completion of each semester.

Concert Band is a large ensemble for all woodwind, brass, and percussion players. This organization performs the standard concert repertoire and performs on-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.

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The *Sherman Symphony Orchestra*, sponsored jointly by the college and Sherman Musical Arts, Inc., is a volunteer and professional organization of approximately 65 members, which performs works from the standard classical orchestral repertoire in five subscription concerts. It also joins with local and college choral groups for performances of larger concerted works and invites guest soloists for concertos.

The *Austin College A Cappella Choir*, a select group of approximately 50 singers, makes frequent concert appearances and tours; all types of music are included in its repertoire, but special emphasis is placed on sacred music and the ability to embrace the widest variety of styles.

The *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 10-12 voices that prepares and performs highly advanced a cappella vocal jazz literature. Membership is by invitation and may include a 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, barbershop, doo-wop, and jazz standards. Membership is by invitation only when openings occur, and members also must sing in 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.

- 001a *Austin College A Cappella Choir*
- 001b *Austin College Chorale*
- 002 *Sherman Symphony Orchestra*
- 003 *Concert Band*
- 004a *AC Consort*
- 004b *Quartette*
- 005 *Jazz Ensemble*
- 006 *Opera Workshop*
- 007 *Woodwind Ensemble*
- 008 *Brass Ensemble*
- 009 *Chamber Orchestra*

PHILOSOPHY

Karánn Durland, chair; Mark Hébert, Roderick Stewart

James H. Ware (Emeritus)

A major in philosophy consists of a minimum of nine approved course credit units in philosophy, including Philosophy 110, 220, 225, 230, 495 and two additional courses numbered 300 or above. Philosophy 105 may count toward the major if not taken after any philosophy course numbered 200 or above. Students wishing to pursue graduate work in philosophy should consider completing eleven credits in philosophy in consultation with philosophy faculty.

A combined major in religious studies and philosophy is available for students whose personal or professional interests

include both disciplines. The major in religious studies and philosophy consists of ten course credit units approved by both departments (usually consisting of a five/five distribution), to be chosen from offerings in both fields according to the interests of the student. The student must take two 300-level or above courses in both Philosophy and Religious Studies (four total).

A minor in philosophy consists of five course credit units in philosophy with at least three courses numbered 200 or above.

A minor in ethics consists of five course credit units in philosophy, normally taken from the following list: 205, 207, 209, 213, 302, 307, 314, and 105 (if not taken after any of the other courses in this list). Approved topics courses may also count, but students should consult the instructor to determine whether a course is appropriate before enrolling in it.

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. (Each fall and spring)

110 Modern Logic

A study of the formal structure of argumentation from Aristotle to the present with primary emphasis on modern symbolic logic. (Each year)

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. (Fall 2007, Spring 2010)

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. (Spring 2009, Fall 2010)

207 Environmental Ethics

An examination of ethical issues that involve the environment with an emphasis on prominent moral theories that have been used to address them, including traditional consequentialism, animal welfare approaches, biocentric theories, the Land Ethic, and deep ecology. (Each spring)

209 Ethics and Medicine

An exploration of ethical issues that arise in the practice of medicine and the health sciences, including such issues as euthanasia, abortion, cloning and other forms of artificial reproduction, eugenics, and technologies for enhancing mind and body. (Each fall)

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. (Spring 2009, Spring 2010)

213 Law and Morality

An examination of the complex relationship between law and morality. Topics include issues in philosophy of law (What makes something a law? Is the threat of punishment the only reason to follow a law? Is an immoral law still a law?) and legal ethics (Can a lawyer lie? If a lawyer knows a witness is telling the truth, can she cross-examine that witness to make it appear the witness is lying? How can a lawyer protect a client he knows is guilty?) (Spring 2009, Spring 2010)

220 Ancient and Medieval Philosophy

An examination of Ancient Greek, Hellenistic, and Medieval philosophy, with special emphasis on Plato, Aristotle, Augustine, and Aquinas. (Each fall)

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. (Each spring)

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. (Each fall)

PHILOSOPHY

250 Topics in Philosophy

A study of a topic in philosophy that is of broad interest to undergraduates. *May be repeated when topic varies.*

260 Intermediate Directed Study (Variable course credit)

302 Ethical Theory

An extended, in-depth look at ethical theory. Topics may include 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. Prerequisite: Junior with at least two philosophy courses or instructor permission. (Fall 2008)

306 Knowledge and Reality

A study of issues involving knowledge, including scientific knowledge, and its relation to the world. Topics may include skepticism; justification; the nature belief; observation; explanation; the basis, development, and validation of theories; laws; causation; realism; and distinguishing science from nonscience. Prerequisite: Junior with at least two philosophy courses or instructor permission. (Fall 2008, Fall 2010)

307 Environmental Ethics

An in-depth investigation of ethical theories that have been developed to address environmental concerns. Theories studied typically include traditional forms of consequentialism, animal welfarism and animal rights theories, biocentric ethics, the Land Ethic, deep ecology, social ecology, and ecofeminism. Prerequisite: Junior with at least one previous philosophy course and Environmental Studies 235. (Each spring)

308 Metaphysics

An examination of issues concerning the ultimate nature of reality. Topics may include identity (especially personal identity), freedom, existence, color, time, causation, and realism/anti-realism controversies. Prerequisite: Junior with at least two philosophy courses or instructor permission. (Fall 2007, Spring 2009)

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. Prerequisite: Junior with at least two philosophy courses or instructor permission. (Spring 2009, Fall 2010)

312 Philosophy of Religion

A critical, synthetic approach to the classical problems in philosophy of religion that encourages students to develop tentative conclusions of their own by working through a wide range of philosophical alternatives to each issue. Prerequisite: Junior with at least two philosophy courses or instructor permission. (Fall 2007, Fall 2009)

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. Prerequisite: Junior with at least two philosophy courses or instructor permission. (Spring 2008, Fall 2009)

350 Topics in Philosophy

A study of a topic in philosophy that is of interest to students with a background in philosophy. *May be repeated when topic varies.* Prerequisite: Junior with at least two philosophy courses or instructor permission.

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.* Prerequisite: Junior with at least two philosophy courses or instructor permission.

450 Advanced Topics in Philosophy

A critical examination of a major philosopher, philosophical movement, or philosophical issue. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study**491 Philosophy Honors Thesis****492 Independent Study
Off-Campus/NSOC****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. Prerequisite: Senior major or instructor permission. (Each spring, beginning 2010)

PHYSICS

*David Baker, chair; Larry Robinson,
Donald Salisbury, Andra Troncalli*

The courses in physics are designed to meet the needs and interests of the general student, to prepare students for careers and graduate study in physics, and to provide important background and support for the study of the other sciences, mathematics, engineering, and medicine.

Students planning to **major in physics** or pursue the pre-engineering program should enroll in Physics 111 and Mathematics 151 in the fall term of their freshman year. Ordinarily, credit may not be received for both Physics 105 and 111, or both Physics 106 and 112. A major in physics consists of Physics 111, 112, 211, 212, 311, and 312, three additional one-credit courses at the 200-level or higher including at least one course at the 300-level, and the one-quarter credit courses Physics 261, 262, 361, and 362. Courses used as prerequisites for physics courses must be passed with grades of at least C.

A minor in physics consists of Physics 111, 112, 211, 212, and 311 and the quarter-credit courses Physics 261 and 262.

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 light. These courses include a laboratory component. *May be repeated when topic varies.* (Usually each fall and spring)

105 Physics 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. Prerequisite: high school algebra or equivalent. (Each fall)

106 Physics II (Algebra-Based)

Continues the study of physics begun in Physics 105. This algebra-based course continues with 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. Prerequisite: Physics 105. (Each spring)

111 Physics I (Calculus-Based)

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, rotational motion, and oscillations. Corequisite: Mathematics 151. (Each fall)

112 Physics II (Calculus-Based)

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. Physics 112 is required for further study in physics. Corequisite: Mathematics 152, Prerequisite: Physics 111. (Each spring)

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

PHYSICS

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. Prerequisite: Physics 112 and Mathematics 152. Corequisite: Mathematics 252, Prerequisite: Physics 112. (Each fall)

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. Prerequisite: Physics 211 and Mathematics 152. Corequisite: Mathematics 301. (Each spring)

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. The emphasis will be on analog electronics, but elementary digital techniques will also be covered. Prerequisite: Physics 112. (Spring 2009)

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. Prerequisite: Physics 112 and Mathematics 152. (Spring 2008)

250 Intermediate Topics in Physics

260 Intermediate Directed Study (Variable course credit)

261, 262 Research Experience (1/4 course credit unit)

These courses provide a two-course sequence that 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 interest. Prerequisite: Physics 112. (Each fall and spring)

311 Classical Mechanics

This course examines an advanced study of Newtonian mechanics, oscillations, gravitation, nonlinear dynamics and chaos, and Lagrangian

and Hamiltonian mechanics. Prerequisite: Physics 212 and Mathematics 301. (Each fall)

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. Prerequisite: Physics 212 and Mathematics 301. (Each spring)

331 Thermodynamics and Statistical Mechanics

This course examines First and Second laws, entropy, state equations, kinetic theory, partition functions, heat capacities, and information. Bose-Einstein and Fermi-Dirac statistics, Planck Spectrum, phonons, electron gas, and semiconductors. Prerequisite: Physics 311.

341 Computational Physics

Fortran programming in a Unix environment and visualization of scientific data are introduced. Topics include numerical methods for solving ordinary and partial differential equations, Fourier analysis, and Monte Carlo simulations. Prerequisite: Mathematics 301. (Fall 2008)

350, 450 Advanced Topics in Physics

361, 362 Advanced Research Experience (1/4 course credit unit)

These courses provide a two-course sequence that 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 interest. Prerequisite: Physics 212. (Each fall and spring)

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. Prerequisite: Physics 311. (Each fall)

452 Extended Study in Physics

The student will conduct a study of an approved topic in experimental or theoretical physics. Both a thorough written report and an oral presentation of the results will be required. Prerequisite: permission of instructor. *May be repeated when topic varies.* (Each spring)

460 Advanced Directed Study
(Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490, 491 Independent Study

This course is designed to meet individual needs, interests, and abilities of students, including students participating in the Honors Program. Prerequisite: approval of Physics Department.

492 Independent Study
Off-Campus/NSOC

POLITICAL SCIENCE

*Frank J. Rohmer, chair; Nathan Bigelow,
Donald Rodgers, Shelton Williams*

John D. Moseley (President Emeritus)

Kenneth W. Street (Emeritus)

The political science major allows students to study theoretical and practical applications of politics within the four major subfields of the discipline, including American politics, political theory, international relations, and comparative politics.

A major in political science consists of at least eight course credit units in political science, including Political Science 495, and at least one course from each of the following groups:

- American politics — Political Science 110, 210, 212, 215, 310, 311, 312, 315, 318, 410, 411;
- international relations and comparative politics — Political Science 130, 140, 235, 240, 335, 430, 432, 440;
- political theory — Political Science 120, 420, 425.

At least three courses must be numbered 300 or above.

A minor in political science consists of at least five course credit units in political science, including at least one course from each of the above subfields. A minimum of two courses must be at the 300-level or above.

110 American Government and Politics

An introduction to the institutions and political processes of American and Texas government, including an overview of the cultural and ideological background of the American system of government, its constitutional foundations, the various actors at all levels of the political system, individual rights and liberties, and the policy-making process. (Each spring)

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. (Each fall)

130 Contemporary International Politics

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. (Every other fall)

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?

POLITICAL SCIENCE

210 Media and Politics

An examination of the role of the mass media in the American political process. Topics include various models and theories of political communication, the construction of news, agenda setting, mass media effects, campaign communications, public opinion and polling, and the impact of press coverage of political actors and institutions. (Each spring)

212 Political Psychology

An introduction to the interdisciplinary field of political psychology, which spans the fields of political science, psychology, sociology, and history. Topics include the application of contemporary psychological theories and methods to the study of political behavior, the introduction to the theory and extensive discussion of real world applications and current events, both classical debates and current trends of research, and a discussion of individual and group decision-making, personality and political leadership, voting behavior, socialization, ethnic conflict, and terrorism.

215 Women and Politics

An examination of the impact of women in the American political and electoral process as voters, candidates, and officeholders. Specific topics include the history of the women's movement in the United States; the women's suffrage movement; the impact of gender on the electoral process; women in power at the national, state, and local level; women and leadership; feminism and public policy issues; and women and the economy.

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 will also 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. (Each fall and spring)

240 Introduction to Asian Politics

An introduction to the development and current structures of the political systems in

Asia. Topics include the influence of philosophical and religious traditions on the development of modern structures, the interaction between economic development and political change, and the conflict between tradition and modernity.

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.*

260 Intermediate Directed Study (Variable course credit)

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.

270 Research Methods

An introduction to techniques for the production of scientifically and ethically reliable knowledge concerning social/political behavior. Research design and research project proposals included as well as an introduction to commonly used scientific techniques in the social sciences. Social Science 120 or Mathematics 120 encouraged. Prerequisite: Introductory course in the social sciences, or permission of instructor (Each spring)

310 Congress

An examination of the legislative branch and its role in policymaking within American government. Topics include the institutional structure of Congress, the committee system, roles of the party and leadership systems, congressional elections and incumbency, and the congressional/presidential relationship in the area of policymaking. Prerequisite: any 100-level political science course or permission of instructor.

311 The Presidency

An examination of the role of executive leadership within the American political system. Topics include the foundations of presidential power, the presidential selection process, presidential leadership, the influences of public opinion and the mass media on the presidency, presidential relations within a separated system, and presidential policymaking. Prerequisite: any 100-level political science course or permission of instructor. (Each fall)

312 The Supreme Court

An examination of the judicial branch of the federal government, specifically the role of the Supreme Court in governing. Topics include constitutional foundations of the judicial branch, judicial review, the nomination and selection of justices and judges, the implementation of court decisions, and the role of an activist versus restrained Supreme Court in national policymaking. Prerequisite: any 100-level political science course or permission of instructor.

315 Campaigns and Elections

An examination of the electoral process, including the role of political parties and interest groups, within the American political system. Topics include voting and suffrage, the history and effectiveness of political parties, the impact of interest groups and political action committees on elections, campaign finance reform, the role of public opinion and the mass media during campaigns, and possible election reforms. Prerequisite: any 100-level political science course or permission of instructor.

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. Prerequisite: any 100-level political science, history, or economics course, or permission of instructor.

335 Model United Nations

This course will involve a more advanced discussion of the topics covered in PSCI 235. To be eligible to take this upper level course in Model United Nations, a student must have taken PSCI 235 and must fulfill a substantially different role in the course, including representing a different country and serving on a different committee for the conference. Requires instructor permission. *May not be repeated for course credit.* (Each fall and spring)

410 U.S. Constitutional Law

An examination of the American system of constitutional government. Topics include democracy and the rule of law, the founding ideals of limited and self-government, enumerated and implied powers of the three branches of government, separation of powers, federalism,

and civil rights and civil liberties. Prerequisite: any 100-level political science course or permission of instructor. (Each fall)

411 The First Amendment

An examination of freedom of speech, press, and religion in the United States. Topics include the protections and limitations offered to American citizens by the First Amendment in the areas of speech and religion, and to journalists in their professional activities, as well as the role of courts, Congress, and the executive branch in the regulation of media industries. Prerequisite: any 100-level political science course or permission of instructor.

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. Prerequisite: any 100-level political science course or permission of instructor. (Each spring)

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 writers of the Middle Ages, including Averroes, Al-Farabi, Avicenna, Maimonides, Thomas Aquinas, and Duns Scotus. Prerequisite: any 100-level political science course or permission of instructor.

430 International Relations Theory

A study of the evolution of International Relations theory in the 21st century with emphasis on different theoretical approaches to understanding the role of the state in international relations, the causes of conflict, and approaches to peace. Prerequisite: any 100-level political science course or permission of instructor. (Each fall)

432 U.S. Foreign Policy

A study of the conduct of American foreign policy with emphasis on the governmental processes by which policy is devised, the constitutional conflict inherent therein, and the development of that conflict during the course of American diplomacy since the end of World War II. Prerequisite: any 100-level political science course, or International Relations 230, or permission of instructor. (Every other fall)

440 Comparative Political Development

This course provides an advanced investigation into the process of political development. We discuss the major political, social, and economic theories that explain the process of political development. Attention is given to the interaction between politics and economics and the construction of national and nation-state identity that contributes to specific political outcomes in different systems. Prerequisite: any 100-level political science course or permission of instructor.

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. Prerequisite vary. *May be repeated when subject varies.*

460 Advanced Directed Study (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

480 Internship

490 Independent Study

491 Political Science Honors Thesis

492 Independent Study Off-Campus/NSOC

495 Senior Conference

A capstone seminar for all department majors, with a separate section offered for political science and international relations majors. Emphasis is placed on understanding the central concepts of the various subfields of the discipline and the connections between these subfields (with more emphasis placed on international/global issues in the political science/international relations section of the course). Attention is also given to the relation between political science and liberal education and to the applications of political science in career planning and development. (Each spring)

INTERNATIONAL RELATIONS

A major in international relations allows students to specialize within the subfield of international relations while still completing a major that is firmly grounded within the broader discipline of political science. The major consists of at least eight course credit units in political science, including Political Science 430 and Political Science 495, at least four electives in the subfields of international relations and/or comparative politics (at least two of the four must be numbered 300 or above), at least one course each from the American politics and political theory subfields, and study in a modern language through the 236-level.

PSYCHOLOGY

Hank Gorman, chair; Lisa M. Brown, Melinda Kowalsky, Karen Nelson, Jill Schurr, Howard Starr

Rose Rothmeier (Director of Student Services and Counseling)

Michele Helfrich (Adjunct)

Gerald Middents and Paul Thomas (Emeriti)

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 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.

The ethics and forms of professional practice of psychology are modeled by the faculty in their scholarly research,

in their professional activity, and in a variety of kinds of community service. Students encounter the ethics and challenges of practice as well in diverse laboratory exercises embedded in most of the courses offered and in individualized study through internships, honors theses, and directed studies.

The Psychology Department contributes both to a liberal arts education and to preparation for advanced professional studies. Graduates pursue studies in psychology, medicine, related health sciences, law, administration, education, ministry, business, and social work. The multidisciplinary inquiry necessary for investigating many topics in psychology attracts students with interests in each of the sciences and humanities, as well as other social sciences.

A major in psychology consists of nine to eleven course credit units including Psy 101, 120 (Mathematics 120 or Social Sciences 120 may be substituted), 201, 345, 355, at least one course from Group A, at least one course from Group B, and at least one course from Group C, and a capstone. Group A courses include Psy 215, Psy 265, and Psy 220. Group B courses include Psy 222, Psy 230, Psy 240, Psy 320 and Psy 340. Group C courses include Psy 235, Psy 245, Psy 255, Psy 410, and Forensic Psychology (currently a topics course but will be proposed as a regular course in the future), and other praxis courses as they are developed. A capstone is usually a 400-level seminar or independent project.

A minor in psychology consists of a minimum of five course credit units, including Psychology 101, 201, and 345 or 355, plus one approved psychology elective numbered 200 or above and one psychology elective numbered 300 or above. Psychology 120 (or Social

Science 120 or Mathematics 120) is a prerequisite for some of the required courses in the minor.

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. Generally, graduate programs expect completion of Psychology 215, 240, and 320. Psychology 420 is strongly recommended as preparation for graduate study in psychology.

Psychology 101 is a prerequisite for all other courses in psychology.

EDUCATIONAL PSYCHOLOGY MINOR

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 normally consists of six course credits including three courses in psychology and two courses in education, with a sixth approved course. The required courses include:

Psy 101	General Psychology
Psy 201	Research Methods
Psy 345	Life Span Psychology
Ed 351	Teacher/Learner Interaction
Ed 475	The Learner, the Teacher and the Curriculum
	One approved course

The director must pre-approve the sixth course which is intended to be a special bridging course that assists the student in linking knowledge gained from the required courses with a specific interest.

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. (Each fall and spring)

120 Statistics for Psychologists

Standard statistical tools used in psychology to summarize data, describe relationships among variables, and make inferences from samples to populations. Discussion of theory of probability and probability distributions, hypothesis testing, and exploration of computer packages. Examples and problems are derived from psychology research. Prerequisite or corequisite for Psychology 201. May not be taken by students who have completed Social Sciences 120, Mathematics 120, or equivalent. (Each fall or spring)

**125 Research Practicum
(1/4 course credit unit)**

Supervised research study in psychology using analytical and behavioral science research techniques. Prerequisite: Psychology 101 and Psychology 201. *May be repeated for a total of one course credit unit.*

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. Prerequisite: Psychology 101 and Social Science 120, Mathematics 120, or equivalent. (Each fall and spring)

215 The Physiological Basis of Behavior

An intensive study of the physiological aspects of organisms which affect and control behavior. Primary attention is directed toward an investigation of the central nervous system functions. Laboratory exercises are part of this course. Prerequisite: Psychology 101. (Each fall or spring)

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. This course is cross-listed as Cognitive Science 120. Prerequisite: Psychology 101. (Each fall or spring)

222 Environmental Psychology

An examination of such topics as: effects of temperature on human behavior, psychological constraints of architecture, efforts to induce people to produce less trash, effects of office lighting on work productivity and satisfaction, and international policies over land. Environmental psychology looks at both ways in which physical environments affect human thoughts, moods, and behaviors, and ways in which human behavior may impact the physical environment, particularly as it relates to ecological issues. Prerequisite: Psychology 101 recommended. (Every other year)

**225 Research Practicum
(1/4 course credit unit)**

Supervised research study in psychology using analytical and behavioral science research techniques. Prerequisite: Psychology 101 and Psychology 201. *May be repeated for a total of one course credit unit.*

230 Educational Psychology

Intensive study of the application of psychological theory and research to education. Exploration of how the classical psychological theories can be applied to understanding and facilitating the learning process in the classroom. Prerequisite: Psychology 101. (Each fall or spring)

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. Prerequisite: Psychology 101. (Every other year)

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. Prerequisite: Psychology 101. (Each fall or spring)

245 Death and Dying

Intensive study of the psychological factors related to the phenomenon of loss. Coursework

emphasizes the relationship between loss and behavior as evidenced through physiological and psychological changes in the organism. Topics in the course include coping techniques for working with dying patients and bereaved individuals, grief, hospice care, acute and chronic illness trajectories, and euthanasia. Prerequisite: Psychology 101. (Each fall or spring)

250 Topics in Psychology

A study of selected topics offered on an occasional basis. Prerequisite: Psychology 101. *May be repeated when topic varies.*

255 Health Psychology

This course focuses on health psychology and behavioral medicine in the areas of theory, empirical research, assessment, and clinical treatment. Specific topics may include stress and coping, psychoneuroimmunology, psychophysiological disorders, the physician-patient relationship, and prevention and health promotion. The changing health care environment and the role of the psychologist in medical settings will also be discussed. Students will have an opportunity to explore topics related to Health Psychology in community settings through observation, research, and intervention. Prerequisite: Psychology 101. (Each fall or spring)

260 Intermediate Directed Study (Variable course credit)

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. Prerequisite: Psychology 101. (Each fall)

320 Psychopathology

An investigation of the types of behavioral disorders and psychopathologies, including their diagnoses, causes, symptoms, and treatments. Prerequisite: Psychology 101 and Psychology 201. (Each fall or spring)

325 Research Practicum (1/4 course credit unit)

Supervised research study in psychology using analytical and behavioral science research techniques. Prerequisite: Psychology 101 and

Psychology 201. *May be repeated for a total of one course credit unit.*

340 Cultural Psychology

The psychology canon suggests that we understand such processes as language development, moral reasoning, causal attributions, and intelligence. However, how much of what we know really is universal and how much is relevant only to Western industrialized societies? We will begin to address these issues in this course. Psychologists have also often studied the world as “the East versus the West” or “collectivist versus individualist cultures,” implying that collectivism and individualism are mutually exclusive and monolithic. This class will critically address these assumptions. Prerequisite: Psychology 101, Psychology 201. (Every other year)

345 Life Span Psychology

Intensive study of development of the person throughout the life span. Theory and methods for examining cognitive, social, and personal development are explored. Laboratory experiences involve application of developmental psychology in understanding persons in educational, clinical, and community settings. Prerequisite: Psychology 101 and either Psychology 201 or Education 225, and at least junior standing. (Each fall and spring)

355 Conditioning and Cognitive Processes

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. Prerequisite: Psychology 101 and either Psychology 201 or Education 225, and at least junior standing. (Each fall and spring)

410 Stigma and Prejudice

This course will cover a social psychological perspective of stigma. The study of stigma inherently involves a discussion of prejudice because stigma involves how people experience other's prejudice towards themselves. Stigma is connected to the experience of oneself in particular social relationships and contexts. People's experience of themselves may involve whether they believe another is prejudiced

RELIGIOUS STUDIES

against them because of their ethnicity, gender, religion, age, color, sexual orientation, socioeconomic status, ability status, native language or some other status. Views of stigma and prejudice, how those views have changed over time and where the research is currently will be looked at in depth. Prerequisites: PSY 101, PSY 201, PSY 240. (Each fall or spring)

415 Dynamics of the Counseling Relationship

A scholarly examination of the theory and research that define factors effecting change and problem resolution in a counseling relationship. Students will be presented different counseling models, as well as examine how issues such as culture and sexual orientation need to be recognized and worked with appropriately by ethical counselors. Students will acquire rudimentary counseling skills through counseling dyads with other class members. Prerequisite: Psychology 101, Psychology 201, Psychology 320 (or equivalent field experience), at least junior standing, and permission of instructor. (Each spring)

420 History and Schools of Psychology

A broad study of the historical roots of modern scientific psychology, the key contributors to psychology, recent controversial issues in psychology, and the interrelationship of psychology to other fields of study. Intended to prepare students for oral, written, and critical work common in graduate programs in psychology. Prerequisite: three courses in psychology, including Psychology 101 and Psychology 201, and at least junior standing. (Each fall or spring)

425 Research Practicum (1/4 course credit unit)

Supervised research study in psychology using analytical and behavioral science research techniques. Prerequisite: Psychology 101 and Psychology 201. *May be repeated for a total of one course credit unit.*

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 permission of the instructor. Prerequisite: Psychology 101 and Psychology 201. *May be repeated when topic varies.*

460 Advanced Directed Study (Variable course credit)

464 Teaching/Learning Participation (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 Psychology Honors Thesis

492 Independent Study Off-Campus/NSOC

495 Senior Seminar

RELIGIOUS STUDIES

Todd Penner, chair; Steve Stell, Ivette Vargas

Tricia Sheffield (Lilly Visiting Scholar)

Dogan Koc (Adjunct)

Henry Bucher (Emeritus and Adjunct)

Roy Melugin, Thomas Nuckols, and James Ware (Emeriti)

The Department of Religious Studies 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. We also seek 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. We welcome students from all religious and theological/philosophical/ideological persuasions, and aim to foster an environment where 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; and 3) Christian theology and history. These fields correspond with the current strengths and interests of the department.

A major in religious studies consists of a minimum of eight course credit units with three courses numbered in the 100 or 200 range with one course from each of the following three concentrations: Asian religions and culture (105, 110, 115, 205, 220 or 250 when topic is appropriate); Bible and culture (135, 235 or 250 when topic is appropriate); Christian theology and history (165, 265, 270 or 250 when topic is appropriate).

The major also requires three courses numbered 300 or above, one of which must be the concentration capstone course (301, 302, 303). Students can deepen their study of one of the three concentrations through their selection of the electives and the two courses numbered 300 or above.

A minor in religious studies consists of a minimum of five course credit units with at least two courses numbered 200 or above, one course numbered 300 or above and representation of a least one course in two of the three departmental concentrations.

For a combined major in religious studies and philosophy, the student must complete 10 course credit units approved by both departments, to be chosen from offerings in both fields according to the personal and professional interests of the student.

105 Introduction to Asian Religions

Introduces major categories of religious thought and practice in traditions whose origins are Asian: Hinduism, Buddhism, Confucianism, and Daoism. Through secondary readings, primary sacred texts, video, and visual art, we investigate competing visions of the world, human nature, and differing schemes of salvation. To explore the nature and development of

these religious traditions, this course situates them among other Asian religions, such as Jainism and Sikhism in India, Shamanism in Korea, popular religions in China, and Shinto and New Religions in Japan.

110 The Life and Teachings of the Buddha

Traces the life and times of the Buddha from the earliest extant Indian sources to scriptures across diverse Asian cultures. Drawing upon scriptural texts and visual art, as well as through the early discourses of the Buddha and secondary interpretive literature, the student seeks understanding of what the Buddha thought and taught.

115 Hinduism

A critical exploration of the philosophical and ritual approaches of the Hindu tradition. This course will examine historically key classical texts like the *Vedas* and *Upanishads*, the *Bhagavadgita*, the *Ramayana*, the *Gitagovinda*, bhakti poetry, and modern writings for transformations of belief and praxis pertaining to the role of the divine, images, gender, and the nature of reality.

135 The Biblical Heritage

This course offers a critical analysis of the biblical tradition with an emphasis on the way in which the historical and social worlds of ancient writers and readers helped shape the Bible we have today. The focus is on the formative stages of development of the Hebrew Bible, on the rhetorical (i.e., persuasive) qualities of its narrative, and on the analysis and critical engagement of biblical values and discourses. Also of interest is the way in which the stories related in the Bible create, shape, and maintain community identities over time. The goal is to foster in students an appreciation for critical humanistic inquiry into a sacred text, and the kinds of possible questions and issues that arise from (and only make sense within) that particular framework of engagement. (Each year)

165 Introduction to Christian Theology

An introductory exploration of historic Christian doctrines and practices and their meanings for Christians today. Priority for freshmen and sophomores. (Each fall and spring)

170 Faith and the Imagination

An exploration of the role of imagination in the understanding and expression of faith within "Christian" literature and the visual arts. Readings by such authors as C. S. Lewis, Flannery

O'Connor, and Morris West provide a forum for investigating the full depths of human existence — physical, mental, emotional, and spiritual. Priority for freshmen and sophomores.

220 Illness, Medicine, and Healing in Asian Religions

An examination of the theories and practices of illness and healing in Hindu, Buddhist, Chinese, and Asian folk traditions; the interactions of Asian models with modern Western biomedical traditions; and the rapidly changing vocation of medicine. This course explores how people in Asia understand the sacred, the meaning of life, pain and suffering, human and divine agency, the role of the individual and community, the authority of healers, and how tradition and modernity affect these views. Students read primary and secondary source materials in religion, medicine, medical anthropology, and sociology; engage in panel discussions and debates; and view films. Prerequisite: Asian religions, Asian Studies, or instructor permission.

235 Images of Jesus and Early Christian Identity

An analysis of the multi-faceted nature of early Christian images and portrayals of Jesus. Beginning in the Gospels and moving outward exploring the images of Jesus in Paul, Hebrews, and Revelation, this course serves as an introduction to the New Testament as a whole. Some time will also be spent examining other early Christian texts such as the Gospel of Thomas, the Infancy Gospel of James, and Jesus in early Christian art. Attention will also be placed on the modern discussion of the historical figure of Jesus, including Jesus in film.

240 Gender and Early Christianity

An exploration of the multi-faceted images of women in early Christianity, paying attention to the way in which culture, society, and ideology/theology inform the construction of gender identity. This course will also serve to introduce the student to the wonderfully dynamic world of early Christian literature, moving beyond the canon into second and third century Christian texts.

250 Topics in Religious Studies

Studies 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. The following courses are recent or upcoming examples.

- Paul the Apostle
- Christian Thought
- Religions of Japan
- Art and Ritual in Asian Religious Traditions
- 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

260 Intermediate Directed Study (Variable course credit)

An opportunity for students to investigate subjects in religion that are not covered by our regularly offered courses.

265 Christian Ethics

A critical study of Christian faith (as theory and praxis) as it affects the ways in which Christians view and act in our complex world. Major types of ethical strategies (biblical, philosophical, historical, and contemporary) will be examined, followed by case studies on issues such as lifestyle, sex, medical ethics, and war.

270 Development of Catholic and Protestant Thought

An introduction to the historical development of Christian thought – formative people, places, issues, ideas, and events. Working with selections from primary sources, the course begins with Christianity as part of the Jewish faith and traces the changes and continuities that define Christian faith up to the present.

275 Love

A survey of major theological/philosophical/historical understandings of the nature and significance of love. The influence of major figures (Plato, Augustine, etc.), historical periods, and modern scientific research will provide critical tools for reflection upon current conceptions of love.

292 Intermediate Independent Study Off-Campus (Variable course credit)

280 Religion in America

A study of religious movements and thinkers in America: the origins and patterns of American religion, and religion's role in the shaping of American culture and institutions.

301, 302, 303 Method and Theory in the Study of Religion

A history of the discipline of religious studies, focusing on the diversity of disciplines and approaches that have been used to construct the nature and meaning of religion. Students will explore the contributions of important texts/authors/insights within sociology, psychology, anthropology, philosophy, archaeology, ritual studies, gender studies, literary and textual studies, historical studies, phenomenology, hermeneutics, etc., as these fields have shaped the nature of religious studies. Special attention will be paid to how these approaches function in constructing assumptions and drawing conclusions within the study of Asian religions, biblical studies, or theological studies.

360 Directed Study (Variable course credit)

An opportunity for students to investigate subjects in religion that are not covered by our regularly offered courses, or to cover aspects of lower-level courses in greater depth. Generally a prerequisite of at least one previous course in religion (as specified by the instructor).

405 Indian and Tibetan Philosophies

An in-depth exploration of Indian and Tibetan Buddhist philosophical and ritual thought that has shaped South Asian and Tibetan Buddhist history. This course explores narratives, philosophical texts, and ritual manuals and practices. Through primary and secondary source materials, the competing positions of various schools of Indian and Tibetan thought on issues of epistemology, metaphysics, and ethics are traced.

425 Philosophy of Religion (see Philosophy 425)

435 Early Christian Texts

An examination of the rhetorical, social, cultural, theological-symbolic, and ideological contexts of diverse early Christian texts, traditions, and communities, with focus also on issues related to modern interpretation. The specific content will vary, but will always include wide exposure to fundamental issues related to methods, theories, and the history of the discipline of New Testament and Christian origins. Some special topics have been: 1) the validity of the construction of apostolic authority established by Eusebius in his *Ecclesiastical History* by examination of relevant second and third century sources; 2) an analysis of the letter to Philemon as an example of the complexity involved in

entering the first-century world of early Christianity; 3) the exploration of Jewish and/or Greco-Roman backgrounds to early Christian culture and thought.

**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. *May be repeated when topic varies.* The following courses are recent or upcoming examples.

- Readings in Hindu and Buddhist Texts
- Ritual Studies in Asian Traditions
- The Holy Spirit
- Second Temple Judaism and the New Testament
- Feminist Theology
- Hermeneutics
- So You Want to Be a Consumer? Spectacle and the Death of History

**460 Advanced Directed Study
(Variable course credit)**

An opportunity for students to investigate subjects in religion that are not covered by our regularly offered courses, or to cover aspects of lower-level courses in greater depth. Generally a prerequisite of at least two previous courses in religion (as specified by the instructor).

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. (Additional details given in the section on Other Learning Opportunities.)

465 Contemporary Christian Theology

An examination of the current state of theological reflection as it has been shaped by the influences of the Enlightenment, 19th century theology and culture, and the formative movements and figures of the 20th century. Prerequisite: Religion 165 or 270 and one other course in religion; or permission of instructor.

490 Independent Study

491 Religion Honors Thesis

**492 Individual Study
Off-Campus/NSOC**

**SOCIOLOGY AND
ANTHROPOLOGY**

*Bart Dredge, chair; Terry Hoops,
Janet Lowry*

Dan Schores (Emeritus)

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, and can minor in anthropology. Through the avenue of individually designed majors, it is possible to incorporate aspects of anthropology and related fields and/or work with off-campus resources for an anthropological studies major.

ANTHROPOLOGY

Anthropology, the study of human cultural diversity, is divided into four distinct sub-fields — cultural anthropology, archeology, physical anthropology, and socio-linguistics. All four sub-fields explore how culture shapes the human experience, the forces and processes that have shaped human biology and society over time, and the ways in which human societies are similar to and different from each other. Cultural anthropology, the sub-field emphasized at Austin College, investigates human experience within different cultural settings by actually entering into those cultures and studying those groups from their own perspectives. The courses offered in our department explore a wide range of societies and communities, from gatherers and hunters to tribal groups, peasants, urban peoples in the Third World, and ethnic groups in the United States and around the world. Courses deal comparatively with contemporary issues such as the cultural construction of gender

and gender relations, race and ethnicity in nation formation, the critique of development, colonialism and the shaping of the modern world system, politics of state and non-state societies and the exercise of power, war and peacemaking, and environmental anthropology. As an integrative science, anthropology has links to other disciplines and programs including history, biology, religion, environmental studies, gender studies, area studies programs, and the other social sciences.

A minor in anthropology consists of five courses: Anthropology 123 (Introduction to Cultural Anthropology); one course from either Anthropology 370 (Ethnographic Research Methods) or Anthropology 260 or 460 (History of Anthropological Theory), currently offered as a directed study; two elective anthropology courses; and one approved course outside the discipline in a topic relevant to cultural anthropology.

123 Introduction to Cultural Anthropology

An introduction to the discipline of cultural anthropology. 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. (Each fall and spring)

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. Prerequisite: Anthropology 123 or Sociology 101. (Fall 2008)

250 Topics in Anthropology

An introductory course on special subjects. *May be repeated when topic varies.*



260 Intermediate Directed Study
(Variable course credit)

263 Whose Amazon?: Environment, Society, and Development 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.

265 Latin American Societies and Culture

This course explores the forces that have shaped Latin American culture, examines indigenous cultures before and after the conquest, the cultural and economic effects of colonialism, the struggle for emancipation, the forging of national and ethnic identities, and the impact of modernization on communities and nations. It examines 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. (Fall 2008)

315 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? Prerequisite: Anthropology 123, or 235, or Sociology 101, or permission of instructor. (Spring 2009)

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. The analysis integrates several sociological and anthropological approaches. Particular attention is paid to the Hispanic/Latino experience in the United States. Prerequisite: Sociology 101 or Anthropology 123 and another anthropology or sociology course, or permission of instructor. (Fall 2007)

370 Ethnographic Research Methods

In this study of the variety of qualitative methods involved in ethnographic research, students choose topics for research, collect data through actual fieldwork, and present their results in ethnographic papers. The course will explore the benefits and limitations of the interpretive method and focus on ethnographic writing as an important genre in contemporary cultural anthropology and sociology. Prerequisite: Anthropology 123, Sociology 101, or permission of instructor. (Each spring)

450 Advanced Topics in Anthropology

A study of various sub-fields. Prerequisite: Anthropology 123 and another anthropology course, or permission of instructor. *May be repeated when topic varies.*

460 Advanced Directed Study
(Variable course credit)

464 Teaching/Learning Participation
(Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 Anthropology Honors Thesis

492 Independent Study
Off-Campus/NSOC

SOCIOLOGY

Learning to think sociologically requires more than just the acquisition of knowledge — it demands that we break free from the immediacy of personal circumstances and experiences. The sociology major offers students the opportunity to engage their sociological imaginations so that they might stand outside their experiences — and the experiences of others — and consider them anew. To achieve this, students develop the ability to see and understand the complexities of social life, and learn to deal more effectively with society and individuals in a variety of social settings. They are equipped to navigate in business and corporate settings, to work in social agencies, to formulate public policy, to contribute to and evaluate a host of community-based programs, and to prepare for teaching (especially at the secondary level). Additionally, sociology majors find themselves well prepared for graduate study in sociology, law, social work, gerontology, communication, criminal justice, urban planning, the ministry, and a host of other fields.

A major in sociology consists of eight approved course credit units including Sociology 101, 240, 270, and three courses numbered 300 or above. All prospective majors are strongly encouraged to take these required courses as early as possible and to seek faculty advice to ensure the most effective reflection of student intellectual and career goals.

Internship experiences are encouraged, and the department regularly places students with the criminal justice system, social service organizations, and area agencies dealing with aging.

A minor in sociology consists of five course credit units including Sociology

240 and 270 and at least one course numbered 300 or above. Departmental faculty will assist students when selecting the appropriate courses for the minor. The selection should reflect a coherent program within sociology as well as possible connections to the student's academic major.

101 Introduction to Sociology

An introduction to the study of human groups, communities, societies, cultures, and social factors in the explanation of human behavior. Field experiences, limited research, and simulation gaming may be employed. (Each fall and spring)

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. (Fall 2007 and most springs)

125, 225, 325, 425 Research Practicum (1/4 course credit unit)

Supervised research in sociology using various research appropriate methodologies. Students will arrange specific research responsibilities with interested faculty. *May be repeated for a total of one course credit unit, with each practicum after 125 a prerequisite for the next.*

236 Anthropology of the City

(see Anthropology 236)

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. Prerequisite: Sociology 101 or equivalent. (Each fall)

241 Sex and Gender in Society

An analysis of historical roots and contemporary issues concerning gender and sex, with particular exploration of research and assumptions about men and women, sexual orientation, and gender-related violence. The course will examine some public policy debates and both national and international concerns in this field. Prerequisite: Sociology 101 or equivalent, Anthropology 123, Gender Studies 120, or Psychology 101. (Spring 2008)

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. Prerequisite: Sociology 101 or equivalent, or Political Science 120 or 110. (Spring 2008)

250 Topics in Sociology

An introductory course on special subjects. Recent topics have included social psychology, society in India, and medical sociology. *May be repeated when topic varies.*

**260 Intermediate Directed Study
(Variable course credit)**

270 Research Methods

An introduction to techniques for the production of scientifically and ethically credible knowledge concerning social human behavior. Research design and research project proposals included. Social Science 120 or Mathematics 120 encouraged. Statistics course expected to

be taken prior to or simultaneously taken with research methods. Prerequisite: Sociology 101, or another introductory course in the social sciences, or permission of instructor. (Each spring)

321 Population and Society

A study of the composition, distribution, and trends of population worldwide with special attention to the social implications of population change and issues raised by fertility, mortality, migration, and public policies. State, national, and international issues examined in relation to demographic changes and efforts to control them. Prerequisite: Sociology 101 and another sociology course, or permission of instructor. (Fall 2008)

341 Aging in Society

A seminar on research and theories of aging. An analysis of individual and social consequences of changing age structure. An examination of physical, psychological, and social aspects of the life course from adulthood to death. Particular emphasis on public policy initiatives and sustaining wellness. Prerequisite: Sociology 101 and another sociology course, or permission of instructor. (Fall 2007)

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. Prerequisite: Sociology 101 and another sociology course, or permission of instructor.

350 Advanced Topics in Sociology

A study of selected topics offered on an occasional basis. Recent topics include social psychology, labor sociology, society in India, and medical sociology. Prerequisite: Soc 101 or permission of instructor. *May be repeated when topic varies.*

365 Race and Ethnic Relations

(see Anthropology 365)

385 Social Movements

An 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. Class discussions and course readings will stress the



dynamics of the American labor movement — itself the paradigmatic example of movement dynamics. Prerequisite: Sociology 101 and another sociology course, or permission of instructor. (Fall 2007)

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. Prerequisite: permission of instructor. (Spring 2008)

445 Issues in Higher Education

A course that puts the Austin College experience into a larger historical, pedagogical, and legal structure. Students examine topics that include 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 seriously considering law, medical, and graduate school. Prerequisite: permission of instructor.

450 Advanced Topics in Sociology

A study of various sub-fields or major theorists. Sample subjects include contemporary social theory, occupations and professions, Indian society. Prerequisite: Sociology 101 and another sociology course, or permission of instructor. *May be repeated when topic varies.*

460 Advanced Directed Study

(Variable course credit)

464 Teaching/Learning Participation (Variable course credit)

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. (Additional details given in the section on Other Learning Opportunities.)

490 Independent Study

491 Sociology Honors Thesis

492 Independent Study Off-Campus/NSOC

SOUTHWESTERN AND MEXICAN STUDIES

*Light Cummins and Patrick Duffey,
Co-Directors*

*Justin Banks, College Archivist
and Assistant Director*

A minor in southwestern and Mexican studies consists of a minimum of five approved course credit units with each course having a significant southwestern and/or Mexican content. Students must take at least one course in each of the two regional focus areas (southwestern United States and/or Mexico), with at least one course of the five numbered 300 or above. Language competency in Spanish through the 202-level also is required in addition to the five approved courses.

Disciplinary courses approved for Southwestern and Mexican Studies are listed collectively in the course schedule each term.

TEACHER EDUCATION

*Barbara Sylvester, chair; Thomas Baker,
Julia Shahid, Jane White, John White*

*Marsha Gathron (Visiting Associate
Professor)*

Sharon Guynes (Adjunct)

<http://austincollege.edu/Category.asp?852>

THE AUSTIN TEACHER PROGRAM

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

TEACHER EDUCATION

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 an MAT degree to anyone already holding any type of teaching certificate.

The Austin Teacher Program (ATP) is fully accredited through the Texas State Board for Educator Certification. As mandated by the Title II Act and made available on the Title II website (www.title2.org), the following table provides information about the pass rates on the TExES/ExCET exams required for certification:

Title II Report Data for Cohort Years 2005 & 2006
(2006 statewide data not available by publication date)

	2005 AC	2005 Statewide	2006 AC
Basic Skills	100%	100%	100%
Pedagogy & Professional Responsibility	100%	97%	100%
EC-4 PPR	100%	96%	100%
4-8 PPR	100%	98%	100%
8-12 PPR	100%	95%	100%
All-Level PPR	100%	95%	100%
Academic Content	100%	96%	100%
Elementary Content	100%	98%	100%
All other areas	100%	*	100%
Summary Pass Rates	100%	94%	100%
Number in Cohort	28		24

*Less than 10 exam takers in each subgroup

The Texas State Board for Educator Certification has redefined both standards and levels for teacher education. It is possible that new rulings made after publication will make it necessary to change course requirements for certification. Certification standards and levels for foreign languages are yet to be finalized, so the current grades 6-12 certificate is still being issued

in those areas. All other programs are governed by the certificate levels immediately following:

Upon completion of all certification requirements, a Texas teaching certificate is obtainable in one of four categories:

1. Early childhood through grade 4 generalist (EC-4);
2. Grades 4 through 8 (social studies, English language arts and reading, mathematics, science, or English language arts and reading/social studies);
3. Grades 8 through 12 (one or more state approved subject areas);
4. An all-level certificate in physical education, art, or music.

Students seeking EC-4 certification must select a major or minor in one of

the following academic fields: art, biology, English, French, German, history, mathematics, music, physical education, psychology, Spanish, or communication arts. Normally, the chosen major and/or minor reflects the student's specialized teaching field for those in grades 4 through 8, 8 through 12, and all-level certificate seekers.

Teaching field requirements are not necessarily the same as requirements for a major. A listing of requirements for teaching fields is available in the ATP office and on the ATP website.

Although the ATP is a five-year program rather than a fifth-year program, it is possible for a qualified student who has

a bachelor's degree from Austin College or another institution to apply to enter the ATP as a provisional graduate student, completing first the necessary undergraduate courses required either by Austin College or the Texas State Board for Educator Certification. Details concerning admission to the ATP through this route may be obtained from the ATP Office. Austin College is an initial certifying agency and cannot grant an MAT degree to anyone already holding any type of teaching certificate.

Admitted individuals may be eligible to substitute experience and/or professional training directly related to the certificate being sought for part of the preparation requirements. The candidate must submit a letter to the director of the program who will then bring the matter before the Austin Teacher Program faculty. Final approval for waiver of requirements rests with that body.

Admission to the Austin Teacher Graduate Program acknowledges the student's potential for graduate professional study and initial certification(s). Students apply to the ATP Graduate Program when they are in the final semester of their undergraduate work and have completed or are enrolled in Education 475. Admission is determined by the Austin Teacher Program Admission Committee comprised of faculty members from various departments of the college as well as ATP faculty.

ADMISSION TO THE AUSTIN TEACHER PROGRAM AND THE AUSTIN TEACHER GRADUATE PROGRAM

Requirements to continue the Austin Teacher Program:

1. Completion of Education 225 and 351 with a grade point average of 2.50 and a grade of B- or better in Education 351;
2. Successful teaching evaluations in Education 351;
3. Cumulative grade point average of 2.5 for all courses;
4. Evidence of sound physical, mental, and emotional health as attested to by the student's signature on the Health Release Form;
5. Completion of the ATP Background Check Information Form;
6. Completion of the Code of Ethics and Standard Practices for Texas Educator's Form;
7. Evidence of personal and social qualities appropriate for the teacher profession assessed by the vice president for Student Affairs and Athletics and observations of ATP faculty in Education 225 and 351;
8. Approval by the Austin Teacher Program Admission Committee.

Note: Students may not take Education 475 prior to formal review of eligibility status in the ATP.

Requirements for Admission to the Graduate Program:

1. Satisfactory completion of Education 475 with a grade of B- or better;
2. Successful teaching evaluations in both Education 351 and Education 475;
3. A liberal arts bachelor's degree from Austin College or another institution and official transcripts of all undergraduate credits earned at any institution of higher education;
4. Completion of all undergraduate certification requirements including general education and teaching field(s); (Advanced level courses (300-400) that satisfy certification requirements in teaching fields and that exceed major requirements may be completed as graduate electives);
5. A basic proficiency in a language other than English; this requirement may be satisfied by passing a language course at the 200-level;

6. A minimum cumulative grade point average of 2.50 in all courses at the undergraduate level and 3.00 in the major area or teaching field(s);
7. Three recommendations including at least one Austin College faculty member in the student's major or in each teaching field (exception: provisional graduate students with degrees from institutions other than Austin College) and recommendation from their ATP adviser or another ATP faculty member with whom they have worked. Students have the option of requesting members;
8. Approval by the Austin Teacher Program Admission Committee;
9. Completion of the Austin College writing, quantitative, and foreign language competencies.

Note: Students may petition to take up to a maximum of two graduate courses prior to formal admission to the graduate program. Students must be in good academic and social standing, and their requests must be approved by their ATP adviser as well as the program chair.



Undergraduate Program

In the undergraduate phase of the ATP, students complete a major in their chosen area(s) of study, liberal arts courses required for certification, and a sequence of three education courses. Students should work carefully with an ATP faculty member as well as their Austin College mentor in planning their program of study. During Education 225, students are assigned an ATP adviser who assists them in completing a degree plan meeting all undergraduate requirements. In Education 475, the ATP adviser meets with the students seeking 4 through 8 specialized area certificates or 8 through 12 certificates must select a major and/or minor in their teaching field(s).

Students seeking all-level certification in art, foreign language, music, physical education, or theatre must complete a formal graduate degree plan, which is then filed with the Office of the Registrar.

Students seeking EC-4 certification may select a major in one of the following academic fields: art, biology, English, French, German, history, mathematics, music, exercise and sport science (special option), psychology, Spanish, or communication arts.

A listing of additional requirements for each level is available in the ATP office and on the ATP website.

Undergraduate Education Courses

The undergraduate education phase of the ATP includes three courses:

Education 225	Schools and Society
Education 351	The Learner-Teacher Interaction
Education 475	The Learner, The Teacher, and The Curriculum

Liberal Arts Courses Required for Certification

The courses listed below are required of all students seeking teaching certification. As well as meeting certification requirements, these courses fulfill requirements for at least three categories of the breadth requirement.

History 162 or 163 (American History);
Psychology 345 and one of the following courses: Psychology 220, 230, or 355 (Psychology 101 is 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 or appropriate THEA score.

Graduate Program

In the graduate program, students engage in academic and professional studies focused on teaching. The graduate program requires nine course credits including a common core of two courses and six additional EC-4, 4-8, 6-12, 8-12, or all-level courses (with the Graduate Teaching Experience counting as two credits) for a total of nine course credit credits.

Course Requirements for the MAT Degree

The core courses provide common experiences for all students in the Austin Teacher Program. The core includes two course credits:

Education 520	Educational Foundations
Education 598	Research and Assessment for Teachers

Early Childhood through Grade 4 Generalist: The EC-4 generalist program includes six courses (seven course credit units) in addition to two core courses. These include four courses covering the major curricular areas of reading, writing, mathematics, science, and social studies; and a graduate teaching experience with a concurrent seminar. The courses are identified as follows:

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 576 Graduate Teaching Experience, Elementary (2 course credit units)

Education 577 Instructional Strategies and Literacy in the Content Areas, Elementary School (concurrent with ED 576, 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 six courses (seven course credit units) in addition to two core courses. These include one or more courses focusing on pedagogical content knowledge in the student's teaching field(s), a course on literacy development, a course on the major issues in American secondary schools, and a graduate teaching experience with a concurrent seminar. The middle grade courses are as follows:

4 through 8 English Language Arts and Reading:

Education 530 Foundations of Literacy (1 course credit unit)

TEACHER EDUCATION

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 576 or 584 Graduate Teaching Experience, Elementary/Secondary (2 course credit units)

Education 577 or 585 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with ED 576, 1 course credit unit)

4 through 8 Social Studies:

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 576 or 584 Graduate Teaching Experience, Elementary/Secondary (2 course credit units)

Education 577 or 585 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with ED 576, 1 course credit unit)

4 through 8 English Language Arts and Reading/Social Studies:

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 576 or 584 Graduate Teaching Experience, Elementary/Secondary (2 course credit units)

Education 577 or 585 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with ED 576, 1 course credit unit)

4 through 8 Mathematics:

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 576 or 584 Graduate Teaching Experience, Elementary/Secondary (2 course credit units)

Education 577 or 585 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with ED 576, 1 course credit unit)

4 through 8 Science:

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 576 or 584 Graduate Teaching Experience, Elementary/Secondary (2 course credit units)

Education 577 or 585 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with ED 576, 1 course credit unit)

Grades 6 through 12: Business Education is the only field in this category. See Grades 8 through 12 below for the list of graduate courses pertinent to this certificate.

Grades 8 through 12: These programs include six courses (seven course credit units) in addition to two core courses. These include a course focusing on pedagogical content knowledge in one of the student's teaching fields, a course focusing on the major issues in American secondary schools, a graduate teaching experience with a concurrent course, and two courses related to the student's teaching field(s). The grades 8 through 12 courses are identified as follows:

- Education 541-546 Secondary Instruction (selected by academic area, 1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 584 Graduate Teaching Experience, Secondary (2 course credit units)
- Education 585 Instructional Strategies and Literacy in the Content Areas, Secondary School (concurrent with ED 584, 1 course credit unit)

Two elective graduate courses in the teaching field(s) (2 course credit units) including the following for English and mathematics teaching fields:

- Education 531 (required for English teaching field, 1 course credit unit)
- Education 532 (required for mathematics teaching field, 1 course credit unit)

All-Level Program in Art, Foreign Language, Music, Physical Education, or Theatre: The all-level programs include six courses (seven course credit units)

in addition to the two core courses. The all-level courses are as follows:

All-Level Art:

- Education 530, 531, 532 or 533 Elementary content courses (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 594 Graduate Teaching Experience, All-Level (2 course credit units)
- Education 595 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 594, 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 530 (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 594 Graduate Teaching Experience, All-Level (2 course credit units)
- Education 595 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 594, 1 course credit unit)
- Modern Languages 503 Teaching Modern Languages (1 course credit unit)
- One elective graduate course in Spanish, French, Latin or German (1 course credit unit)

All-Level Music:

- Education 530, 531, 532, or 533 Elementary content courses (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 594 Graduate Teaching Experience, All-Level (2 course credit units)

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Education 595 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 594, 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 530, 531, 532 or 533 Elementary content courses (1 course credit unit)
Education 549 Secondary Education (1 course credit unit)
Education 594 Graduate Teaching Experience, All-Level (2 course credit units)
Education 595 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with ED 594, 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 530, 531, 532 or 533 Elementary content courses (1 course credit unit)
Education 549 Secondary Education (1 course credit unit)
Education 594 Graduate Teaching Experience, All-Level (2 course credit units)
Education 595 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 594, 1 course credit unit)
Education 546 Teaching Theater 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: ATP students who do not need a full course load to complete the requirements for the bachelor's degree or the general education requirements for certification may apply to the ATP for permission to enroll in courses carrying graduate credit during their last term prior to graduate admission. No more than two graduate courses may be taken prior to admission to the graduate program. 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 and spring terms, two course credit units during the summer term, and one during January. A student may take a third course in the summer if approved by the ATP adviser. 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 which 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 576, 584, or 594, 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 spring or fall 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 Teaching Experience (Education 576, 584, or 594).

Graduate Teaching: ATP graduate students must pass the content ExCET/ TExES certification examination in order to qualify for a graduate teaching internship. Individuals seeking foreign language certification in Spanish or French must pass both the content ExCET/TExES and TOPT (Texas Oral Proficiency Test) before qualifying for a graduate teaching internship.

Graduate Teaching Fee: For students accepting graduate student 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 ExCET or TExES exams and completing the application for certification. Certification candidates must also 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.

COURSE DESCRIPTIONS

Undergraduate Courses

225 *Schools and Society*

A critical study of schooling, teaching, and learning. Among topics to be analyzed: effective teaching, effective schools, equity issues, and policy-making in education. Other activities include school observations, comparative studies of education, and simulations of school issues. (Each fall and spring)

250 *Topics in Education*

A study of selected topics offered on an occasional basis. *May be repeated when the topic varies.* The following topic offered every other spring.

Children's Literature

An exploration of the genres within children's literature, analysis of writing styles, uses of children's books in beginning and advanced reading instruction.

260 *Intermediate Directed Study* **(Variable course credit)**

351 *The Learner-Teacher Interaction*

A study of and practice with effective teaching practices. This course serves to inform students of theoretical bases of effective teaching and to provide practice in developing specific teaching behaviors and communication skills that

TEACHER EDUCATION

are associated with effective teaching. This field-based (a minimum of 30 hours in a classroom) and campus-based course focuses on three major areas — teacher-pupil interaction, pedagogical knowledge, and learner diversity. Prerequisite: Education 225 with a grade of C or better, or permission of director of ATP to enroll in Education 225 and Education 351 concurrently. (Each fall and spring)

460 Advanced Directed Study (Variable course credit)

464 Teaching/Learning Participation (Variable course credit)

475 The Learner, the Teacher, and the Curriculum

A study of and practice with planning and implementing instruction. 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. Education 475 includes a nine-week teaching experience. Prerequisite: admission to the ATP. (Each fall and spring)

490 Independent Study

491 Education Honors Thesis

492 Independent Study Off Campus/NSOC

Graduate Courses

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, (2) major ideas and schools of thought that have influenced American education, and (3) the relationship between society and schools, with special emphasis on equity, diversity, and democratic principles. Prerequisite: Education 475. (Each spring and summer)

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. This course will include a five-week teaching experience in the primary grades. (Each fall and spring)

531 Development of Literacy Processes and Competencies – survey of language arts strategies for upper elementary instruction

Survey of language arts strategies for upper elementary instruction. Students investigate literacy instruction as children are developing beyond initial reading and writing skills and strategies. Teaching strategies to broaden and deepen students' fluency and comprehension, promote students' growth as writers, document growth in reading and writing, assess strengths and weaknesses, and plan instruction from this information will be the focus of this course. The course will guide exploration of a meaning-centered language arts (reading, writing, listening, and speaking) curriculum for the intermediate grades (grades 4 through 8). Students will develop strategies that enhance all aspects of the language arts, but concentrate on reading comprehension, writing competency, and the growth of readers and writers. Content material and children's literature will be used as texts. This course includes a five-week teaching experience. (Each fall, spring, and summer)

532 Mathematics in the Elementary School

Preparation of prospective elementary and middle school teachers of mathematics. Students learn to create a positive learning experience 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 of continual assessment in instruction, and the integration of technology throughout the program. The course includes a seven-week field experience. Prerequisite: Education 475. (Each fall and spring)

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 limited field experience. Prerequisite: Education 475. (Each spring and summer)

540 Topics in Education (Variable course credit)

A study of selected topics. *May be repeated when topic varies.* (Offered on an occasional basis)

541-547 Secondary Instruction

Education 541 Secondary Instruction: English
 Education 542 Secondary Instruction: Social Science
 Education 543 Secondary Instruction: Mathematics
 Education 544 Secondary Instruction: Science
 Education 545 Secondary Instruction: Business
 Education 546 Secondary Instruction: Fine Arts
 Education 547 Secondary Instruction: Exercise and Sport Science

In these courses students will focus on the content and pedagogy of their teaching field for middle and high school levels. Prerequisite: Education 475. (Each fall and spring)

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. Prerequisite: Education 475. (Each summer and fall)

550 Alternative Graduate Study

Alternative graduate offering. Occasionally a student will substitute an alternative graduate course for a graduate requirement for the MAT. Topics may vary depending on the needs of the student.

560 Graduate Independent Study

576 Graduate Teaching Experience, Elementary (Variable credit not to exceed two course credit units)

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. Prerequisite: successful completion of at least five graduate courses including all methods courses. *May be repeated for a total of two course credit units.* (Each fall and spring)



577 Instructional Strategies and Literacy in the Content Areas, Elementary School

A seminar course taken concurrently with Education 576. 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. Prerequisite: successful completion of all graduate work leading to graduate teaching. (Each fall and spring)

584 Graduate Teaching Experience, Secondary (Variable credit not to exceed two course credit units)

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. Prerequisite: successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. *May be repeated for a total of two course credit units.* (Each fall and spring)

585 Instructional Strategies and Literacy in the Content Areas, Secondary School

A seminar course taken concurrently with Education 584. 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. Prerequisite: successful completion of all graduate work leading to graduate teaching. (Each fall and spring)

594 Graduate Teaching Experience, All-Level (Variable credit not to exceed two course credit units)

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. Prerequisite: successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. *May be repeated for a total of two course credit units.* (Each fall and spring)

595 Instructional Strategies and Literacy in the Content Areas, All-Level

A seminar course taken concurrently with Education 594. 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. Prerequisite: successful completion of all graduate work leading to graduate teaching. (Each fall and spring)

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

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.

Psychology

562 Topics in Educational Psychology (Variable course credit)

Each term focuses on a single topic. *May be repeated with permission of instructor when topic varies.*

Other Graduate-Level Courses

550 Alternative Graduate Study

To earn graduate credit for an undergraduate course, the student must fulfill the additional requirements specified by the instructor. A limited number of such courses may count toward the graduate degree program provided the student includes these in the approved degree plan and registers for them at the 500-level. Courses taken for graduate credit must be mutually approved by the ATP program director and the chair of the academic department.

WESTERN INTELLECTUAL TRADITION

Max Grober, director

The Western Intellectual Tradition minor explores the cultural history of Europe through coordinated study in such fields as history, philosophy, literature, art history, music history, religious studies, and political theory. Approved courses emphasize major works by authors and artists from before the year 1800.

A minor in the Western Intellectual Tradition consists of a minimum of

six course credit units in at least three disciplines:

- History 133 or an approved substitute
- Philosophy 220 or 225, or an approved substitute
- Four additional approved courses, of which at least one must be at the 300 level or higher

Competence in a European language other than English is highly recommended, but not required. A January term, semester, or year abroad in Europe is also highly recommended, but not required. January term courses may not be used to satisfy the requirements for the minor.

Disciplinary courses approved for the Western Intellectual Tradition minor are listed collectively in the course schedule each term.

250 Intermediate Topics in the Western Intellectual Tradition

260 Intermediate Directed Study in the Western Intellectual Tradition (Variable credit course)

350 Advanced Topics in the Western Intellectual Tradition

460 Advanced Directed Study in the Western Intellectual Tradition (Variable credit course)

490 Independent Study in the Western Intellectual Tradition (Variable credit course)



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Howard T. Buchanan
William J. Carl, III

- *Robert Lee Carsner
Peggy Pearce Caskey
Heywood C. Clemons
Philip E. Coldwell
William W. Collins, Jr.
*H. Markley Crosswell
*Susan DeLee Cuellar
Harriett Dublin
Joe Fallon
David A. Fornoff
Thomas C. Frost
Jerdy Gary
Karen H. Gordon
*Clifford Grum
T. Hartley Hall
Robert G. Hallam
David Hannah, Jr.
Carolyn Harte
David A. Hentschel
*Ross W. Hester
*Phillip E. "Ted" Hudson
*Mary Gwen Hulsey
George R. Jordan
John Q. Taylor King, Sr.
*Ron Kirk
Charles A. LeMaistre
Betty Davis Lloyd
*Cervando Martinez, Jr.
*Daniel M. Martinez
J. Layton Mauzé III
David G. McKechnie
Janice McNair
Fred Meyer
*Charles Bolanz Miller
*Honey A. Minshew
*Jane D. Moorman
*C. Ellis Nelson
Ellis L. Olmstead
*Marcus Payne
Jean Poe
*Joe F. Rayl
Alann Bedford Sampson
*Janet G. Sims
K. E. Smith
Patti Amanda Birge Spivey
*David C. Sprowl
*G. Raymond Stephens, Jr.
H. Wally Totten, Jr.
*John Ed Withers
*Linus D. Wright
Louis H. Zbinde

Faculty

In the following listing, the first day, 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.

Bonnie Jean Beardsley (1960)
Assistant Professor Emerita of Communication Arts, 1984. B.A., Austin College. M.A., University of Colorado. Further graduate study, University of Colorado.

J. Forrest Bryant (1948)
Associate Professor Emeritus of Biology, 1977. B.A., Austin College. M.A., North Texas State University. Further graduate study, University of Texas.

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.

Arvid John Carlson (1962)
Professor Emeritus of History, 1994. B.A., M.A., University of Michigan. Ph.D., Princeton University.

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.

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.

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.

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.

Ralph Smith McCord (1955)
Associate Professor Emeritus of Physical Education, 1988. B.A., Austin College. M.Ed., University of Houston. Further graduate study, East Texas State University.

Dennis William McLaughlin (1977)
Professor Emeritus of Biology, 1992. B.A., University of California at Berkeley. M.S., Ph.D., University of Nebraska at Lincoln.

Roy Frank Melugin, Jr. (1967)
Professor Emeritus of Religion, 1999. B.A., McMurry College. B.D., Southern Methodist University. M.A., Ph.D., Yale University.

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.

John Dean Moseley (1953)
President Emeritus and Professor Emeritus of Political Science, 1981. B.S., East Texas State University. M.A., J.D., University of Texas. LL.D., Midwestern University, Trinity University, Texas Christian University, and Abilene Christian University. L.H.D., Austin College.

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.

Carl Richard Neidhart (1967)
Professor Emeritus of Art, 1986. B.A., University
of Chattanooga. M.F.A., University of Florida.
Ph.D., Ohio State University.

Thomas Wheeler Nuckols (1965)
Professor Emeritus of Religion, 1998. B.A., Tulane
University. B.D., Southern Baptist Seminary. Ph.D.,
Duke University.

Edward Hake Phillips (1959)
Professor Emeritus of History, 1983. B.A., University
of Cincinnati. M.A., Ph.D., Harvard University.

Daniel Mortimer Schores (1969)
Associate Professor Emeritus of Sociology, 1994.
B.D., Duke University. M.S., Ph.D., University of
Missouri at Columbia.

Kenneth Willow Street (1959)
Professor Emeritus of Political Science, 1998.
B.S., M.A., Texas Tech University. Ph.D., Univer-
sity of Texas at Austin.

Richard Joseph Tappa (1964)
Professor Emeritus of Music, 1997. B.M.,
University of Wisconsin. M.S.M., Union
Theological Seminary (New York). Ph.D.,
Indiana 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.

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.



Teaching Faculty/Administrators With Faculty Rank

Peter Anderson (2006)

Associate Professor of English, 2006-. B.A.,
University of Witwatersrand. M.A., Ph.D.,
Boston University.

Ronald David Baker II (2000)

Associate Professor of Physics, 2005-. B.S.,
University of Texas at Austin. M.S., Ph.D.,
University of California, Los Angeles.

Thomas Everett Baker (1975)

Professor of Education, 1986-. B.A., M.A.T.,
University of Louisville. Ed.D., Indiana University.

Justin Cleo Banks (2005)

College Archivist with rank of Assistant Professor,
2005-. B.A., Hillsdale Free Will Baptist College.
M.S.L.S., University of North Texas.

Lance Frederick Barton (2003)

Assistant Professor of Biology, 2003-. B.S.,
Dickinson College. Ph.D., University of
Cincinnati, College of Medicine.

Nathan Simons Bigelow (2006)

Assistant Professor of Political Science, 2006-.
B.A., M.A., University of Akron. M.A., Ph.D.,
University of Maryland.

Brett Kirkpatrick Boessen (2004)

Assistant Professor of Communication Studies,
2006-. B.A., University of Notre Dame. M.A.,
Ph. D., Indiana University.

Kerry Gail Brock (1990)

Associate Professor of Mathematics, 1994-. B.S.,
University of Texas at Dallas. M.Sc., University
of London. Ph.D., University of Texas at Dallas.

Lisa M. Brown (2004)

Associate Professor of Psychology, 2007-. A.B.,
Harvard and Radcliffe Colleges. M.A., Ph.D.,
University of Michigan.

Maria Lourdes Bueno (2000)

Associate Professor of Spanish, 2006-. Title of
Licenciado, University of Extremadura. M.A., Michigan
State University. Ph.D., Vanderbilt University.

J'Lee Bumpus (2006)

Assistant Professor of Mathematics, 2006-. B.A.,
Austin College. M.S., Ph.D., Texas Tech University.

Douglas M. Campbell (2004)

Reference Librarian with rank of Assistant
Professor. B.A., Stephen F. Austin State University.
M.Div., Golden Gate Baptist Theological Seminary.
M.S.L.S., University of North Texas.

Kathleen Campbell (1994)

Professor of Communication Studies, 2006-. B.S.,
Northwestern University. M.A., Trinity University.
M.A., Ph.D., University of Dallas.

Robert Wayne Cape, Jr. (1994)

Professor of Classics, 2006-. (Director of
Johnson Center for Liberal Arts Teaching
and Scholarship). B.A., M.A., University of
Arizona. M.A., Ph.D., University of California,
Los Angeles.

Andrew J. Carr (2000)

Associate Professor of Chemistry, 2005-. B.A.,
Illinois Wesleyan University. Ph.D., University
of Pittsburgh.

George Truett Cates, Jr. (1979)

Professor of German, 2002-. (Director of January
Term Program). A.B., Princeton University. Ph.D.,
University of Texas at Austin.

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.

Jeffrey R. Czajkowski (2007)

Assistant Professor of Economics, 2007-. B.S.,
Carnegie Mellon University. M.S., Ph.D., Florida
International University.

Light Townsend Cummins (1978)

Professor of History, 1988-. Guy M. Bryan, Jr.,
Chair of American History, 1986-. (Co-director of
Center for Southwestern/Mexican Studies). B.S.Ed.,
M.A., Southwest Texas State University. Ph.D.,
Tulane University.

Victoria Hennessey Cummins (1978)

Professor of History, 1990-. B.A., University of
Maryland. M.A., Ph.D., Tulane University.

Carol Ann Daeley (1973)

Professor of English, 1986-. B.A., Rutgers University.
M.A., Ph.D., University of California, Riverside.

Peter DeLisle (2005)

Director of Posey Leadership Institute with rank
of Professor, 2005-. The Leslie B. Crane Chair in
Leadership Studies, 2005-. B.A., University of
Connecticut. M.S., Central Connecticut State
University. Ph.D., University of Texas at Austin.

George Minor Diggs, Jr. (1981)

Professor of Biology, 1993-. B.S., M.A.,
College of William and Mary. Ph.D.,
University of Wisconsin-Madison.

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)

Associate Professor of Sociology, 1998-. (Director of Communication/Inquiry Program). B.A., Furman University. M.A., Ph.D., University of North Carolina at Chapel Hill.

John Patrick Duffey (1994)

Professor of Spanish, 2007-. (Co-director of Center for Southwestern/Mexican Studies). 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-. 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)

Associate Professor of Philosophy, 2002-. B.A., Texas Tech University. M.A., Ph.D., University of North Carolina at Chapel Hill.

Bill Edgette (2003)

Executive Director of Information Technology and Telecommunications with rank of Instructor, 2003-. B.B.A., James Madison University.

John F. Enwright III (2001)

Associate Professor of Biology, 2006-. B.S., University of Connecticut. Ph.D., University of Virginia.

Kirk Andrew Everist (2005)

Assistant Professor of Communication Studies, 2005-. B.A., Grinnell College. M.A., Indiana University. Ph.D., University of California, Santa Barbara.

Michael Shawn Fairley (2000)

Associate Professor of Communication Studies, 2005-. B.A., M.A., University of Arkansas. Ph.D., University of Oklahoma.

Jeffrey M. Fontana (2002)

Associate Professor of Art History, 2007-. B.A., Oberlin College. M.A., Ph.D., Boston University.

Shannon Elizabeth Fox (2006)

Coordinator of Electronic Services and Collections with rank of Assistant Professor, 2006-. B.A., University of West Florida. M.L.S., North Carolina Central University.

Alessandro C. Garganigo (2003)

Assistant Professor of English, 2003-. B.A., Yale University. M.A., Ph.D., Washington University.

Steven Kurt Goldsmith (1993)

Professor of Biology, 1999-. Dean of Sciences, 2007-. 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.

James David Gray (1978)

Professor of English, 1989-. B.A., Ph.D., Indiana University.

David Edwin Griffith (2006)

Associate Professor of Business Administration, 2006-. B.S., Southeastern Oklahoma State University. M.B.A., University of Oklahoma. Ph.D., University of Texas at Austin.

Max Grober (1997)

Associate Professor of History, 2001-. A.B., M.A., Ph.D., University of California, Berkeley.

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)

Assistant Professor of Spanish, 2004-. B.A., Eastern Michigan University. M.A., University of Arizona. Ph.D., University of Michigan.

LadyJane Hickey (2006)

Coordinator of Bibliographic Services with rank of Associate Professor, 2007-. B.S.Ed., Tulsa University. M.L.I.S., Drexel University. M.B.A., St. Mary's University.

Michael A. Higgs (1987)

Associate Professor of Mathematics and Computer Science, 1994-. 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.

Michael Andrew Imhoff (1970)

Vice President for Academic Affairs and Dean of the Faculty, 1999-. The Rupert B. Lowe Chair of Chemistry, 1995-. Professor of Chemistry, 1979-. B.A., University of California, Riverside. Ph.D., University of Colorado.

James Franklin Johnson (1977)

Professor of Classics, 2001-. B.A., Ph.D., University of Texas at Austin.

Jerry B. Johnson (1983)

Professor of Business Administration and Economics, 1988-. Caruth Chair of Management, 1985-. Dean of Social Science, 2007-. B.A., M.B.A., University of Texas at Arlington. Ph.D., Stanford University.

Melanie Elizabeth Fox Kean (2005)
Assistant Professor of Economics, 2005-. B.A.,
M.A., Ph.D., University of Houston.

Shellene Kelley (2001)
Associate Professor of Computer Science, 2007-.
B.S., M.S., Wichita State University.

Gregory S. Kinzer (2006)
Assistant Professor of English, 2006-. B.A.,
Oberlin College. M.F.A., University of Utah. Ph.D.,
University of Buffalo.

Keith William Kisselle (2003)
Assistant Professor of Biology and Environmental
Science, 2003-. B.A., DePauw University. M.S.,
Ohio State University. Ph.D., University of Georgia.

Melinda Kowalsky (2007)
Instructor in Psychology, 2007-. B.A., Ball State
University. Doctoral candidate, University of
Minnesota.

Scott Charles Langton (2002)
Associate Professor of Japanese, 2007-. B.A.,
University of California, Los Angeles. M.A., Ph.D.,
Ohio State University.

Janet Huber Lowry (1983)
Associate Professor of Sociology, 1987-. B.A.,
Hanover College. M.A., Ph.D., University of North
Carolina at Chapel Hill.

Robyn Malo (2007)
Assistant Professor of English, 2007-. B.A., M.A.,
University of Toronto. Ph.D., The Ohio State
University.

Karla S. McCain (2003)
Assistant Professor of Chemistry, 2003-. B.A., Ohio
Wesleyan University. Ph.D., University of Utah.

Jack G. Mealy (1989)
Associate Professor of Mathematics, 1995-. B.A.,
Austin College. M.S., Texas Christian University.
Ph.D., Rice University.

Bernice Stenman Melvin (1980)
Professor of French, 1989-. Margaret Root Brown
Chair of Foreign Languages and Literatures,
1984-. Dean of Humanities, 2002-. B.A., Western
Washington State College. Universite de Grenoble
(France). M.A., Ph.D., University of Illinois.

Wayne Edward Meyer (1993)
Associate Professor of Biology, 1999-. B.S., M.S.,
Ph.D., University of California, Davis.

Mark Monroe (1991)
Associate Professor of Art, 1997-. B.A., Austin
College. M.F.A., University of Texas at Austin.

Jacqueline M. Moore (1994)
Professor of History, 2007-. B. A., University of
Iowa. M.A., Southern Illinois University. Ph.D.,
University of Maryland.

Karen Hancock Nelson (1977)
Associate Vice President for Institutional Effective-
ness, 2007-. Professor of Psychology, 1983-. B.A.,
Clark University. M.A., Ed.D., Harvard University.

David Loyd Norman (1989)
Assistant Professor of Exercise and Sport Science,
1989-. (Assistant Director of Athletics). B.A., M.A.,
Austin College. Further graduate study at Univer-
sity of North Texas.

Danny Lee Nuckols (1987)
Associate Professor of Economics and Business
Administration, 1993-. 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)
Assistant Professor of Spanish, 2002-. B.A., Texas
A&M University. M.A., New York University.
Ph.D., University of Kansas.

Oscar C. Page (1994)
President of Austin College; Professor of History,
1994-. B.A., Western Kentucky University. M.A.,
Ph.D., University of Kentucky.

Todd Charles Penner (1999)
Associate Professor of Religious Studies, 2005-.
Gould H. and Marie Cloud Professorship in Religion,
2005-. B.A., Winnipeg Bible College. B.A., M.A.,
University of Manitoba. Ph.D., Emory University.

Jack R. Pierce (1967)
Professor of Biology, 1975-. Mary W. and Foster G.
McGaw Chair of Health Sciences, 1988-. (Director of
Health Sciences Program). B.A., M.A., Western Michi-
gan University. Ph.D., University of Texas at Austin.

Roger S. Platizky (1988)
Professor of English, 2003-. B.A., Rutgers College of
Arts and Sciences. M.A., Ph.D., Rutgers University.

Wilbur Lamar Powell (1976)
Associate Professor of Mathematics and Computer
Science, 1987-. B.A., Austin College. M.S., Southern
Methodist University. Further graduate study at the
University of Texas at Dallas.

Stephen L. Ramsey (2007)
Assistant Professor of Business Administration,
2007-. B.S., B.B.A., Southeastern Oklahoma
State University. M.B.A., Texas A&M University-
Commerce.

Peggy Ann Redshaw (1979)
Professor of Biology, 1990-. B.S., Quincy College.
Ph.D., Illinois State University.

Kelynn Elizabeth Reed (1995)

Associate Professor of Biology, 2001-. B.S., Case Western Reserve University. Ph.D., University of Illinois at Urbana-Champaign.

E. Larry Robinson (1969)

Professor of Physics, 1981-. Donald MacGregor Chair of Natural Science, 1992-. B.S., M.S., Ph.D., Virginia Polytechnic Institute.

Donald M. Rodgers (2003)

Assistant Professor of Political Science, 2003-. B.A., Ohio Wesleyan University. M.A., Ph.D., University of Georgia.

Frank J. Rohmer (1988)

Associate Professor of Political Science, 1993-. B.S., Spring Hill College. M.A., Ph.D., University of Chicago.

Rosemarie Claire Rothmeier (1990)

Director of Student Services with rank of Assistant Professor, 1994-. B.A., Marymount College. M.A., Ph.D., University of Nebraska-Lincoln.

Donald C. Salisbury (1987)

Associate Professor of Physics, 1990-. B.A., Oberlin College. Ph.D., Syracuse University.

Peter Compton Schulze (1994)

Professor of Biology and Environmental Science, 2007-. (Director of Center for Environmental Studies). B.A., Lawrence University. M.S., University of Wisconsin-Milwaukee. Ph.D., Dartmouth College.

Jill Kathleen Schurr (2005)

Assistant Professor of Psychology, 2005-. B.A., University of Texas at Austin. M.S., Ph.D., University of Wisconsin-Madison.

Daniel L. Setterberg (1976)

Professor of Communication Studies, 1990-. Cecil H. Green Professorship in Communication Arts, 2006-. B.A., University of Minnesota. M.S., Murray State University. Ph.D., Indiana University.

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)

Associate Professor of Economics, 2003-. 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.

Mark Stephen Smith (1986)

Professor of Art, 2006-. B.F.A., Kansas City Art Institute. M.F.A., Queens College of the City University of New York.

Bradley W. Smucker (2004)

Assistant Professor of Chemistry, 2004-. B.S., Wheaton College. Ph.D., Texas A&M University.

Kim Victoria Snipes (1993)

Biology Lab Coordinator and Safety Officer with rank of Adjunct Instructor in Biology, 1995-. B.S., M.S., University of California, Davis. Further graduate study, University of California, Davis and Sierra College.

Laura S. Spear (2007)

Instructor in French, 2007-. B.A., Austin College. M.A., doctoral candidate, University of Illinois at Urbana-Champaign.

Howard Allen Starr (1964)

Professor of Psychology and Education, 1975-. B.A., University of Dallas. M.A., Southern Methodist University. Ph.D., East Texas State University.

Stephen Lawson Stell (1990)

Associate Professor of Religious Studies, 1995-. John F. Anderson Chair of Christian Thought, 1995-. B.A., University of Virginia. M. Div., Ph.D., Princeton Theological Seminary.

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.

Barbara Nelson Sylvester (1989)

Associate Professor of Education, 1993-. (Director of Austin Teacher Program). B.S., University of Nebraska. M.Ed., North Texas State University. Ph.D., University of North Texas.

Anthony Charles Tanner (1984)

Associate Professor of Chemistry, 1988-. B.A., Washington University. M.A., Ph.D., Brandeis University.

T. Hunt Tooley (1991)

Professor of History, 2002-. B.A., M.A., Texas A&M University. Ph.D., University of Virginia.

Timothy Charles Tracz (1986)

Professor of Art, 2005-. Craig Professorship in the Arts, 2006-. B.S., Pennsylvania State University. M.F.A., Tyler School of Art.

Andra Petrean Troncalli (2004)

Assistant Professor of Physics, 2004-. B.S., University of Bucharest. M.A., Ph.D., Western Michigan University.

Ivette Maria Vargas (2003)

Assistant Professor of Religious Studies, 2003-. B.A., Barnard College. M.A., Ph.D., Harvard University.

Carolyn S. Vickrey (1996)
Associate College Librarian with rank of Assistant Professor, 2006-. B.A., M.L.S., Louisiana State University. Ph.D., New Mexico State University.

John Richard West (1984)
College Librarian and Director of Abell Library with rank of Associate Professor, 2005-. B.A., LaGrange College. M.L.S., University of Pittsburgh.

Jane H. White (1994)
Associate Professor of Education, 1997-. B.S., M.S., Ph.D., Southern Illinois University.

John Elmer White (1980)
Associate Professor of Education, 1987-. B.A., M.S.Ed., Ph.D., Southern Illinois University.

Everett Don Williams (1970)
Professor of Mathematics, 1981-. Chadwick Chair in Mathematics, 1993-. B.S., Southwestern University. Ph.D., Texas Tech University.

Shelton Lee Williams (1970)
Professor of Political Science, 1980-. John D. Moseley Chair in Government and Public Policy, 1999-. B.A., University of Texas at Austin. M.A., Ph.D., Johns Hopkins School of Advanced International Studies.

Anne Xu (2007)
Assistant Professor of Chinese, 2007-. B.A., Zhejiang University. M.A., Ph.D., Rutgers University.

Visiting and Adjunct Faculty

Robert J. Archer, Jr.
Adjunct Instructor in Music. B.M.Ed., M.M., East Texas State University.

Jennifer Sadoff Auerbach
Visiting Instructor in Music. B.M., Roosevelt University. M.M., doctoral candidate, University of North Texas.

Joylyn Bateman
Adjunct Assistant Professor of Exercise and Sport Science. B.F.A., Florida State University. M.F.A., Texas Woman's University.

Jozef Borvak
Visiting Assistant Professor of Chemistry. B.S., M.S., Charles University. Ph.D., Czechoslovak Academy of Sciences.

Eddie Brister
Adjunct Assistant Professor of Exercise and Sport Science. B.A., Austin College. M.S., East Texas State University.

Paul Burns
Adjunct Assistant Professor of Exercise and Sport Science. B.A., Staffordshire University. M.Ed., University of Missouri-Columbia.

Michael Cantwell
Adjunct Instructor in Music. B.S., M.A., University of Missouri-Columbia.

Ruth Cape
Adjunct Assistant Professor of German. M.A., C. Phil., Ph.D., University of California, Los Angeles.

Jesús Carrasco
Adjunct Instructor in Spanish. Title of Licenciado, University of Extremadura. M.A., doctoral candidate, Michigan State University.

Barbara Bacik Case
Adjunct Assistant Professor of Music. B.M., Eastman School of Music. M.M., University of Kansas. D.M.A., University of Texas at Austin.

Loren Dawson
Adjunct Assistant Professor of Exercise and Sport Science. B.A., M.Ed., Arizona State University.

Debra L. Flowers
Adjunct Instructor in Communication Studies. B.A., M.A., University of North Texas.

Marsha Gathron
Adjunct Associate Professor of Education. B.S., M.S., Southeastern Oklahoma State University. Ed.D., Oklahoma State University.

David Patrick Gillette
Visiting Assistant Professor of Biology. B.S., Bates College. M.S., Emporia State University. Ph.D., University of Oklahoma.

Teresa Hall
Adjunct Assistant Professor of Exercise and Sport Science. B.S., Texas Woman's University. M.S., University of North Texas. Doctoral candidate, Texas Woman's University.

Michele Cox Helfrich
Adjunct Assistant Professor of Psychology. B.A., University of Oklahoma. M.S., Ph.D., Purdue University.

Dorothy Hosek
Adjunct Instructor in French. B.S., University of Texas at Austin. M.A., University of Texas at Arlington.

Ida Hudgins
Adjunct Instructor in Spanish. B.A., Baylor University. M.A., University of North Texas.

Mark Hudson

Adjunct Instructor in Exercise and Sport Science. B.A., Centre College. Masters candidate, Virginia Commonwealth University.

Debra F. Hunter

Adjunct Assistant Professor of Exercise and Sport Science. B.A., M.Ed., University of Minnesota.

Dogan Koc

Adjunct Instructor in Religion. B.S., Marmara University. M.A., Southern University at New Orleans. M.A., University of Houston. Doctoral candidate, University of Texas at Dallas.

Marsha Brooks McCoy

Visiting Instructor in Classics. A.B., Bryn Mawr College. B.A., Wadham College. A.M., Harvard University. Doctoral candidate, Yale University.

Venugopal Mukku

Visiting Assistant Professor of Chemistry. B.S., M.S., Sri Sathya Sai Institute of Higher Learning. Ph.D., Andhra University.

Mitsuyo H. Odom

Adjunct Instructor in Japanese. B.A., University of the Ryukyus. M.A., University of Iowa.

Destre W. Pickens

Adjunct Assistant Professor of Exercise and Sport Science. B.S., M. Ed., University of Central Oklahoma.

William Robert Pietrosky

Adjunct Assistant Professor of Exercise and Sport Science. B.S., M.Ed., Colorado 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.

Roger Sanders

Adjunct Assistant Professor of Business Administration. B.A., Baylor University. J.D., Baylor University School of Law.

Tricia Sheffield

Visiting Lilly Scholar in Religious Studies and Gender Studies. B.A., Palm Beach Atlantic University. M.Div., Princeton Theological Seminary. M.Phil., Ph.D., Drew University.

Heather Thayer

Adjunct Instructor in Music. B.M., Eastern Michigan University. M.M., Bowling Green State University. Doctoral candidate, University of North Texas.

Michael V. Walker

Adjunct Instructor in Music. B.M., University of North Texas. M.M., Kansas State Teacher's College.

Rodney Wecker

Adjunct Assistant Professor of Exercise and Sport Science. B.A., Metropolitan State College. M.A.T., Whitworth College.



Administration

President of the College

Oscar C. Page

Vice President for Academic Affairs and Dean of the Faculty

Michael A. Imhoff

*Associate Vice President for
Institutional Effectiveness*
Karen Nelson

*Director of Institutional Research
and Assessment*
Judy Wheaton

College Librarian
John West

Dean of Humanities
Bernice Melvin

Dean of Sciences
Steven Goldsmith

Dean of Social Sciences
Jerry Johnson

*Director of the January Term Program and
Interim Director of the Study Abroad Program*
Truett Cates

Executive Director of Information Technology
Bill Edgette

Registrar
Phyllis Rieser

Vice President for Student Affairs and Athletics

Timothy P. Millerick

Chief of Campus Police
Larry Caylor

Director of Academic Skills Center
Laura Marquez

Director of Career Services
Margie Norman

*College Chaplain and Director
of Church Relations*
John Williams

Director of Dining Services
Tim Combs

Director of Health Sciences Advising
Jack Pierce

Director of Health Services
Dorothy McKee

Director of Recreational Sports
Mark Hudson

Director of Student Life
Kelsel Thompson

Director of Student Services and Counseling
Rose Rothmeier

Vice President for Business Affairs

Heidi B. Ellis

Director of Finance
Sheryl Bradshaw

Director of Human Resources
Keith Larey

Director of Mailing and Printing Services
Cynthia Holloway

Director of Physical Plant
John Jennings

Vice President for Institutional Advancement

James C. Lewis

*Associate Vice President for
Institutional Advancement*
Jerry Holbert

Director of Annual Giving
Paula Jonse

Director of Donor Relations
Bonnie Scranton

Director of Major Gifts
Joshua Bowerman

Executive Director of College Relations
Michael Strysick

*Senior Director of Editorial
Communication*
Vickie Kirby

*Executive Director Foundations
and Corporate Relations*
Cary Wacker

*Director of Grants and
Community Relations*
Jill Roberts

*Interim Director of Alumni
and Parent Relations*
Cindy Bean

Vice President for Institutional Enrollment

Nan Davis

*Associate Vice President for
Institutional Enrollment*
Jay Evans

*Assistant Vice President for
Institutional Enrollment*
Laurie Coulter

*Executive Director of Transfer and
International Student Admission*
David Dillman

Director of Institutional Enrollment
Matthew Krov



Honorary Degrees and Awards

HONORARY DEGREES

MAY 13, 2007

Doctor of Humane Letters

Robert D. McTeer

*Former Chancellor
Texas A&M University System
Dallas, Texas*

Lee Posey

*Chairman Emeritus
Palm Harbor Homes, Inc.
Dallas, Texas*

Rick Ufford-Chase

*Former General Assembly Moderator
Presbyterian Church (U.S.A.)
Tucson, Arizona*

HOMER P. RAINEY AWARD

APRIL 26, 2007

Larry Caylor

*Director of Public Safety and Chief of Police
Austin College*

Bernice Melvin

*Professor of French and Dean of Humanities
Austin College*

Degrees Conferred

MASTER OF ARTS IN TEACHING

January 23, 2007

Kristina Ann Bodensteiner
Grades 6-12 Spanish
Magnolia, Texas

Katherine Marie Clifford
Grades 6-12 Speech
Wauwatosa, Wisconsin

Laurie Ruth Collins
Early Childhood Education
McKinney, Texas

Janessa Myers Dutton
All-Levels Physical Education
Conroe, Texas

Leigh Ann Gregg
Early Childhood Education
Bowie, Texas

Melissa Gae Grubbs
Grades 6-12 Spanish
Forney, Texas

Andrea Nicole Miller
Early Childhood Education
Rockwall, Texas

Celia Leigh Palmer
Early Childhood Education
Dallas, Texas

Brock Adam Rustin
Grades 8-12 English, Language
Arts & Reading
Durant, Oklahoma

Juliana Scoby
All-Levels Art
Kalamazoo, Michigan

May 13, 2007

Meredith Lorraine Aue
Early Childhood Education
Colleyville, Texas

Carol Erickson Beale
Early Childhood Education
Sherman, Texas

Samantha Leigh Boyd
Early Childhood Education
Jonestown, Texas

Katie Akiko Melliush Daitoku
Grades 8-12 History
Willits, California

Amelia Joy DeMent
Grades 8-12 English,
Language Arts
Gainesville, Texas

Lynn Elizabeth Gaillard
Grades 4-8 English, Language
Arts, Reading/Social Studies
Coppell, Texas

Amanda Suzanne Hill
Early Childhood Education
Austin, Texas

James Kowalewski
Grades 8-12 History
Sugar Land, Texas

David Clay Lockett
Grades 8-12 History
Palestine, Texas

Christin Michelle Preslar
Early Childhood Education
Dripping Springs, Texas

Sarah Marie Qualia
Early Childhood Education
Plano, Texas

Kelly Elizabeth Richter
Early Childhood Education
San Antonio, Texas

Derek Preston Ruthardt
Grades 8-12 Mathematics
Farmersville, Texas

Samuel Blair Shropshire
Grades 8-12 History
Canyon Lake, Texas

Ashley Anna Snyder
Early Childhood Education
Katy, Texas

Carrie Lynn Tibbals
Grades 4-8 Science
Dallas, Texas

Melissa Denise Trader
Early Childhood Education
Sherman, Texas

Tamara Marlene Womack
Grades 4-8 Mathematics
Plano, Texas

BACHELOR OF ARTS

August 18, 2006

Santiago Alfonso Balado
International Studies
Puerto Vallarta, Mexico

John Harden Bucy
History
Dallas, Texas

Nathan Jonathan Caton
Chemistry and Mathematics
Helotes, Texas

Christina Renee Dhanji
Psychology
Fort Worth, Texas

Travis Ross Dickerson
Political Science
Kilgore, Texas

Zachary Mack Dooley
Religion/Philosophy
Grand Prairie, Texas

Whitney Nicole Dove
Psychology
Denison, Texas

Krista Kay Fisher
International Studies and
Interdisciplinary: Arabic
Language & Culture
Summa Cum Laude
Melissa, Texas

DeMarcus Lorez Harris
History
Leesburg, Texas

Lisa Kathryn Holy
Economics and Business
Administration
Amarillo, Texas

Dena Marie Hotelling
Psychology
Fort Worth, Texas

Jennifer Christine Milam
Psychology
Midland, Texas

Agueda Paredes
Political Science
Magna Cum Laude
Dallas, Texas

Anna Maya Powell
French
Magna Cum Laude
Honors in French
San Antonio, Texas

Umbur Masood Quazi
International Studies
Murphy, Texas

Rachel Elizabeth Rafferty
English
Southlake, Texas

Erin Elizabeth Rittmayer
Sociology
Dallas, Texas

Christine Angela Williams
Art and Business Administration
Fort Worth, Texas

January 23, 2007

Nicolas Brooks Bongiovanni
Physics
Lindale, Texas

Courtney Lynn Boss
Business Administration
Rowlett, Texas

Laura Rae Brown
Psychology
Cum Laude
Mesquite, Texas

Brooklyn Celeste Bruner
Communication Arts
Waco, Texas

Austin Carroll Coachman
History
Frisco, Texas

Ngoc Duy Dao
Mathematics and Physics
Summa Cum Laude
Hanoi, Viet Nam

Nathan Bradley Drake
Mathematics and Physics
Summa Cum Laude
Honors in Physics
Boerne, Texas

Benjamin Gordon Earls
Religion
Lindale, Texas

Renee Marie England
International Relations
Cum Laude
Highland Village, Texas

Jennifer Lori Freeborn
Psychology
Garland, Texas

Philip Kyle Hedges
Business Administration
Pottsville, Pennsylvania

Rebecca Michelle Jackson
Psychology
Whitewright, Texas

Deepna Deepak Jaiswal
Psychology
Durant, Oklahoma

Austin Alexander Jarvis
Business Administration
Grand Saline, Texas

Lara Renee Jones
Biology
Sherman, Texas

Jodi Liane Jordan
English
Cum Laude
Arlington, Texas

Julia Lynn Kilgore
Economics
Summa Cum Laude
El Paso, Texas

Holly Rachelle LaFon
English
Marble Falls, Texas

Rachel Anne Manis
Communication Arts
Celeste, Texas

Karen Roxanne McPherson
Biology
Cum Laude
The Woodlands, Texas

Benjamin Palmer Morgan
Biology
Cum Laude
Dallas, Texas

Henry Archibald Morgan III
History
Cum Laude
Dallas, Texas

Raymond Pacheco, Jr.
Classics and Mathematics
San Antonio, Texas

Harrison Lee Parks
Spanish
Magna Cum Laude
Waco, Texas

Lia Nicole Payne
Political Science
San Antonio, Texas

Hairo Hassam Peña
Business Administration
and Spanish
Magna Cum Laude
Gun Barrel City, Texas

Martha Ellen Pierce
Sociology
Summa Cum Laude
Belton, Texas

Kristy Renee Sellers
Art
Houston, Texas

Shahil Abdulali Tejami
Business Administration
Euless, Texas

Katie Louise Turek
Psychology
Summa Cum Laude
Austin, Texas

Robert Blake Utter
Interdisciplinary: Business
Practices
Sherman, Texas

Mary Margaret Wadley
Psychology
Fort Worth, Texas

Jonathan Pierce Walgama
Biology
Summa Cum Laude
Henderson, Texas

Karman Beth Weaver
English
Cum Laude
Plano, Texas

May 13, 2007

Justin Andrew Abate
History
Farmersville, Texas

Emily Holland Adams
Biochemistry
Cum Laude
San Antonio, Texas

Nathan Alan Adcock
Sociology and Religious Studies
San Antonio, Texas

Daniel Clay Agee
Psychology
San Antonio, Texas

Rachel Nicole Aker
Communication Arts
and Sociology
Temple, Texas

Emil Gregory Anastas
Business Administration
Boulder, Colorado

Edgar Teodoro Araiza
Spanish
Fort Worth, Texas

Rachel Nicole Arey
Biology
Magna Cum Laude
Honors in Biology
Weatherford, Texas

Ashley Ali Askari
Political Science
Magna Cum Laude
Gordonville, Texas

Jason Jacob Aster
International Studies
Dallas, Texas

Morgan Ashley Atkinson
Political Science
Bonham, Texas

Kristin Marie Austin
Religion/Philosophy
Mansfield, Texas

Ana Carolina Korman Azevedo
English and French
Dallas, Texas

James Austin Barton
Political Science
Summa Cum Laude
Big Spring, Texas

Raney Elizabeth Bauer
Business Administration
Muenster, Texas

Nathan Kyle Bebo
English
Oklahoma City, Oklahoma

Lauren Kay Besselman
History
Cum Laude
Corinth, Texas

Brittany Rene Board
Religious Studies
Keller, Texas

Carrie Susanne Bonilla
Psychology and Sociology
Corpus Christi, Texas

Holly Nichole Booth
Psychology
Cum Laude
Paris, Texas

Daniel Josef Bradley
Business Administration
and Religious Studies
Carrollton, Texas

Lucas Radford Brewer
Business Administration
Amarillo, Texas

Mary Rebecca Bryant
Communication Arts
McKinney, Texas

Brigid Gerard Buck
Spanish
Cum Laude
Austin, Texas

Clinton Lee Buck
Music and Sociology
Cum Laude
Boerne, Texas

**Benjamin Christopher
Bumgarner**
History
McKinney, Texas

Audrey Phyllis Burnett
Sociology
Magna Cum Laude
Argyle, Texas

Jason Robert Burton
Business Administration and
Interdisciplinary: Exercise &
Sport Science/Psychology
Plano, Texas

Thomas Christopher Buttine
Business Administration and
Economics
Cum Laude
Dallas, Texas

Jenna Augusta Carl
International Relations and
Spanish
Plano, Texas

Anita Bianca Carleo
Biology
Dallas, Texas

Holly Aleece Carlton
Classics and Interdisciplinary:
Anthropological Studies
Cum Laude
Austin, Texas

Stephen Michael Carpenter
Business Administration and
Computer Science
Austin, Texas

Jessica Diane Casenave
Art
Dallas, Texas

Lilian Gyde Cates
English
Summa Cum Laude
Honors in English
New York, New York

Stephanie Nicole Cerulla
Psychology
Fort Worth, Texas

Chris Kyung-Soo Cha
Computer Science
Grapevine, Texas

Caylon Dion Chase
Business Administration
Sherman, Texas

Mariam Fiaz Chaudhry
International Studies
Dallas, Texas

Amber Nicole Childress
International Studies
Magna Cum Laude
O'Donnell, Texas

Amanda Shinae Chung
Music
Cum Laude
Greenville, Texas

Emily Suzanne Clark
Religious Studies
Magna Cum Laude
San Antonio, Texas

Seth Alan Clark
Business Administration
Cum Laude
Greenville, Texas

Patrick Michael Coffman
Religion/Philosophy
Arlington, Texas

Amanda Ruth Coleman
English and Spanish
Summa Cum Laude
Honors in English
Allen, Texas

Katherine Taylor Collins
Communication Arts
McKinney, Texas

Justin Edward Coppedge
Biology
Magna Cum Laude
Honors in Biology
Colorado Springs, Colorado



Christina Jolie Cornevin
 Communication Arts
Cum Laude
 Arlington, Texas

Kathryn Wales Crawley
 History and Interdisciplinary:
 Anthropological Studies
 Bryan, Texas

Katherine Anne Cummins
 History
Magna Cum Laude
 Honors in History
 Sherman, Texas

Ryanne Alexandra Dalton
 International Studies and
 French
Cum Laude
 San Antonio, Texas

Katie Renea Dandois
 Communication Arts
 Centennial, Colorado

Hoa-Anh Nam Dang
 Biochemistry
 Murphy, Texas

Mandine Alletta Daryapayma
 Psychology
 Plano, Texas

Elizabeth Ann Davenport
 Communication Arts
 Fort Worth, Texas

Kristen Geronima DeCaires
 International Studies
 Dickinson, Texas

Thomas Michael Derricks, II
 Psychology
 Richardson, Texas

Molly Erin Dougherty
 Psychology and Sociology
 Mansfield, Texas

Nathan Michael Doyle
 Business Administration
 The Colony, Texas

Jason Robert Duplessis
 Computer Science
 Houston, Texas

Robert Judd Dupuis
 Business Administration
 Sherman, Texas

Kameron Tabor Ecker
 Business Administration
 Richardson, Texas

Kirsten Diann Elwood
 Political Science
 Temple, Texas

Valerie Kay Emmett
 Psychology
 Midlothian, Texas

Mari Elise Ewing
 Environmental Studies
Summa Cum Laude
 Honors in Environmental
 Studies
 Genoa, Colorado

Christina Michelle Faulkner
 French and Political Science
 Flower Mound, Texas

Sara Elaine Fesperman
 History
 Whitesboro, Texas

Jack Edward Floyd
 History
 Taylor, Texas

Jeffrey Doyle Fritts
 Business Administration
 and International Economics
 & Finance
Cum Laude
 Denison, Texas

Anthony Michael Galvan
 Political Science
Magna Cum Laude
 Mesquite, Texas

John Samuel Graham Gardner
 Business Administration
 Houston, Texas

Stacy Ann George
Psychology
Magna Cum Laude
Honors in Psychology
Carrollton, Texas

Michael Charles Gibson
Economics
Plano, Texas

Laura Kristen Glass
French and Political Science
Cum Laude
San Antonio, Texas

Harley Christopher Goldsmith
English
Magna Cum Laude
Honors in English
Sherman, Texas

Elizabeth Gomez
Psychology and Spanish
Cum Laude
Dallas, Texas

Joshua Lowell Gray
Biochemistry
Magna Cum Laude
Waxahachie, Texas

Jonathan Michael Greer
Political Science and Sociology
Carrollton, Texas

Austin Mark Greeson
Business Administration
Midlothian, Texas

Gillian Parks Grissom
Economics
Summa Cum Laude
Honors in Economics
Dallas, Texas

Jordan Elizabeth Grooms
Interdisciplinary: Art History
Cum Laude
Duncan, Oklahoma

Rebecca Diane Grover
English
Cum Laude
Bells, Texas

Caroline Lauren Guinn
Anthropological Studies
& Politics
Fort Worth, Texas

Nicole Marie Hagenbuch
Classics and History
Summa Cum Laude
Honors in History
Dallas, Texas

Darla Dawn Haigler
Computer Science
Magna Cum Laude
Bedford, Texas

Brian Lewis Hambrick
Interdisciplinary: Exercise
& Sport Science/Biology
Sherman, Texas

Benjamin A. Hamid-Khani
Economics and Business
Administration
Summa Cum Laude
Dallas, Texas

Rebecca Anne Harpham
Communication Arts
and Sociology
Cum Laude
Dallas, Texas

Aaron McKee Harris
Classics
Cum Laude
Grand Prairie, Texas

Brady Paul Harris
French and International
Economics & Finance
Waxahachie, Texas

Megan Paige Henson
Business Administration
Elgin, Oklahoma

Christopher Maximillian Hinds
Business Administration
Austin, Texas

Lindsay Marie Hinkle
Chemistry and Psychology
Summa Cum Laude
Honors in Chemistry
Coppell, Texas

Trent William Holbrook
Political Science
Magna Cum Laude
Odessa, Texas

John Michael Holley
Music
Denison, Texas

John Benjamin Homesley
Economics
Rockwall, Texas

Thomas Arthur DeWitt Hopp
English
Denton, Texas

Jenny Kathryn Hudson
Sociology and Spanish
Cum Laude
Boerne, Texas

Michelle Marie Hughes
Biochemistry
Cum Laude
Kingsville, Texas

Amber Michelle Hughlett
Psychology
Summa Cum Laude
Honors in Psychology
Gunter, Texas

Grace Eun-Hyae Huh
Music and Psychology
Cum Laude
Dallas, Texas

Polly O'Byrne Hyde
Art
Summa Cum Laude
Midland, Texas

Corey Shane Hyden
Political Science
Garland, Texas

Jonathan William Jacobs
Political Science and Economics
Arlington, Texas

Jennifer Chyau-Yau Jeng
Business Administration
Plano, Texas

Sarah Elizabeth Johnson
German and Psychology
Austin, Texas

Crystal Natasha Kilburn
Business Administration
Mesquite, Texas

David Winfield Killam, Jr.
Interdisciplinary: Art/Computer
Science
Laredo, Texas

Anne Soon Young King
International Studies
Cum Laude
Honors in Political Science
Houston, Texas

James Clayton King
Mathematics
Magna Cum Laude
Waco, Texas

Michelle Lynn King
Psychology
Magna Cum Laude
Hewitt, Texas

Pablo Alberto Miquel Kirk
Business Administration
Plano, Texas

Jessica Clark Knowles
Spanish
Garland, Texas

Nicole Olivia Kolb
French and Spanish
Celina, Texas

Neethu Shilpi Kumar

Mathematics
Cum Laude
Plano, Texas

Reid Mitchell Kunde

Political Science
Burnsville, Minnesota

Kristina Sara Kwass

Psychology and Sociology
Summa Cum Laude
Plano, Texas

Sarah Olivia Lancaster

History
Cum Laude
Austin, Texas

Dorothy-Ann Marilys Leslie

French
Rockwall, Texas

Melissa Nicole Levine

Business Administration
Cum Laude
Katy, Texas

Sara Irene Lifson

Psychology
Cum Laude
Honors in Psychology
Richardson, Texas

Billiken T. Lin

Biochemistry and Interdisciplinary:
Asian Politics & Sociology
Arlington, Texas

Carlos Andres Lozano, Jr.

Political Science
San Antonio, Texas

Hunter Daniel Mandeville

Psychology
Sherman, Texas

Melissa Ellen Markel

Spanish
Cum Laude
Houston, Texas

Alyce Renee Martindale

Sociology
Dallas, Texas

Kaitlyn Victoria Martinez

Communication Arts
and Psychology
Cum Laude
Austin, Texas

Kyle Paul May

Communication Arts
Dallas, Texas

Ada Chigozirim Mbagwu

Psychology and Political Science
Houston, Texas

Jay Austin McBee

English
Corpus Christi, Texas

Laura Alice McClintock

Sociology
Beeville, Texas

Kathryn Sarah McClure

Business Administration
Cum Laude
Richardson, Texas

Micah Patrick McCoy

Sociology and Spanish
Magna Cum Laude
McKinney, Texas

Megan Danielle McHugh

French
Magna Cum Laude
San Antonio, Texas

Kathryn Elizabeth-Ann McKenzie

Classical Civilization
Cum Laude
Lindale, Texas

Nilay Virendrakumar Mehta

Biology
Wichita Falls, Texas

Sarah Elizabeth Gray Meyers

Art
Cum Laude
The Colony, Texas

Margaret Anne Millar

Business Administration
Memphis, Tennessee

Mary Elizabeth Miller

Business Administration
Cum Laude
Garland, Texas

Monica Jacqueline Mitcham

Spanish
Magna Cum Laude
Humble, Texas

Catherine Gloria Moran

English
Arlington, Texas

Michael Morelli

Business Administration
Sherman, Texas

Clelia Celinda Moreno

Communication Arts
Monterrey Nuevo Leon, Mexico

Jerold Marcus Murrell

Biochemistry
Folsom, Louisiana

John Robert Myers

Music and Psychology
Celina, Texas

Priya Narapareddy

Mathematics
Cum Laude
San Antonio, Texas

Daniel Navarrete Bueno

Political Science
Cum Laude
Denison, Texas

Chau Ngoc Nguyen

International Economics
& Finance
Cum Laude
Richardson, Texas

Alexander Lindsey Nichols

Biochemistry
Austin, Texas

Karissa Leanne Norfleet

Business Administration
Garland, Texas

Emmanuel Jonathan Novy

International Relations
and Sociology
Cum Laude
Fort Worth, Texas

Peter Grenville Archibald Odom

Interdisciplinary: Japanese
Studies and Interdisciplinary:
European Intellect Currents
Magna Cum Laude
Terrell, Texas

Richard Martin Ohr, Jr.

Interdisciplinary: Business
Administration/Exercise &
Sport Science
Honey Grove, Texas

Madison Elyse Paddock

History
Magna Cum Laude
Sunnyvale, Texas

Michael Jason Papania

Business Administration
Mesquite, Texas

Sun Kyung Park

Biology
Magna Cum Laude
Honors in Biology
Dallas, Texas

Kellyn Aleece Peel

Communication Arts
San Antonio, Texas

Monica Nicole Pelegri

English and Psychology
Renton, Washington

Naomi Perry
English and French
Magna Cum Laude
Dallas, Texas

Leah Elizabeth Petersen
Physics
Magna Cum Laude
San Angelo, Texas

Nikki Minh Pham
Psychology
Cum Laude
Dallas, Texas

Chad Aaron Pi
Interdisciplinary: Health Care
Administration
Allen, Texas

Aaron Michael Pierce
Chemistry
Cum Laude
Honors in Chemistry
Hobbs, New Mexico

Adam Jarvis Pierce
Art
Dallas, Texas

Audrey Devin Porter
Business Administration
Fort Worth, Texas

Amber Louise Powell
Philosophy
Cedar Rapids, Iowa

John F. Pruitt
Classics
Summa Cum Laude
Grapevine, Texas

Heather Marie Quantz
Mathematics and Physics
Magna Cum Laude
Honors in Physics
Kingwood, Texas

Katherine Anne Redington
English
Magna Cum Laude
Frisco, Texas

Arya Rejaee
International Relations
Cum Laude
Honors in Political Science
Dallas, Texas

Justin Wayne Richardson
Business Administration
San Antonio, Texas

Clinton Paul Rushing
Physics
Spring, Texas

Whitney Ashlyn Russell
Psychology
Cum Laude
Midland, Texas

Dean Wilkes Rylander
Business Administration
Dallas, Texas

Kristin Nicole Saboe
Philosophy and Psychology
Summa Cum Laude
Honors in Psychology
San Antonio, Texas



Fezan Rehman Saleemi

Psychology
Arlington, Texas

Mario John Anthony Sanchez

Political Science
Austin, Texas

Cavyn Dywain Sanders

Interdisciplinary:
Anthropological Studies
Greenville, Texas

Ishan Sareen

Classics and Political Science
Cum Laude
San Antonio, Texas

David James Savage

Biochemistry and
Computer Science
Summa Cum Laude
Lindale, Texas

Sheena Leah Scharff

Art
Summa Cum Laude
San Antonio, Texas

Lindsey Lee Schulman

History
Houston, Texas

Katherine Bowen Scofield

Political Science
Summa Cum Laude
Honors in Political Science
Sugar Land, Texas

Priscilla Elisa Shaner

Psychology
San Antonio, Texas

Paul D. Shin

Economics and History
Garland, Texas

Brian Daun Shofner

Communication Arts
Los Angeles, California

Pamela Beth Sieja

Communication Arts
and Psychology
Summa Cum Laude
Fort Worth, Texas

Reema Ritika Sikka

Biochemistry
Cum Laude
Longview, Texas

Kelli Michelle Sleeth

Psychology
Magna Cum Laude
Dallas, Texas

Amanda Cathryn Smith

Religious Studies
Cum Laude
Fort Worth, Texas

Brittany Francoise Smith

Business Administration
Hurst, Texas

Jessica Lauren Smith

German and Political Science
Dallas, Texas

Maya Joy Snodgrass

Psychology
San Antonio, Texas

Adam Lee Spore

Religious Studies
Whitesboro, Texas

Heather Marie Stack

Interdisciplinary:
Environmental Studies
Sherman, Texas

Rebecca Christine Stephens

Interdisciplinary:
Environmental Studies
Double Oak, Texas

Veronica Kate Stephens

Art and Mathematics
Magna Cum Laude
San Antonio, Texas

Christin Anne Stinson

Business Administration
Summa Cum Laude
Mesquite, Texas

Kelly Lynne Stoker

Psychology
Allen, Texas

Catharine Elizabeth Talbert

Physics
Magna Cum Laude
Wichita Falls, Texas

Audra Rae Thomas

Political Science
Celina, Texas

David A. Thomas

History
Dallas, Texas

Brittany Leigh Todd

Political Science
Friendswood, Texas

Brandon Richard Torrance

Biology
Summa Cum Laude
Greenville, Texas

Kelsie Jean Tregilgas

Political Science
Cum Laude
Richardson, Texas

Erin Elizabeth Mae Trickett

Classics and Religious
Studies
Magna Cum Laude
Dallas, Texas

Jansen Dru Trotter

Biology
Wichita Falls, Texas

Ceren Marie Unal

International Relations
Magna Cum Laude
Duncanville, Texas

Sarah Lyn Vaal

Psychology and Spanish
Cum Laude
Meadows Place, Texas

Tesha Lynn VanDusen

Business Administration
Sherman, Texas

Malini Velamati

Biology
Plano, Texas

Kari Beth Vincent

English and Psychology
Sherman, Texas

Corey Michael Walker

Political Science
and Economics
Cum Laude
Grand Prairie, Texas

James Bradley Walker

Mathematics
Farmersville, Texas

Colleen Croft Walsh

Interdisciplinary: Exercise &
Sport Science/Biology
San Antonio, Texas

Kathryn Anne Walters

Music
Richardson, Texas

John Edwin Warren

Communication Arts
and Psychology
Cum Laude
Plano, Texas

Shane Kermit Webb

Religious Studies
and Spanish
Houston, Texas

**Valerie Elizabeth
Wehmeyer Bermejo**
French and Philosophy
Dallas, Texas

John Mark Wiginton
Psychology and Religious
Studies
Summa Cum Laude
Florence, Alabama

Amanda Michelle Wilkerson
French and History
Dripping Springs, Texas

Heidi Spring Williams
History
Cum Laude
Texarkana, Texas

Joseph Aloysius Wunderlick
Interdisciplinary: Design &
Visual Communication and
Business Administration
Dallas, Texas

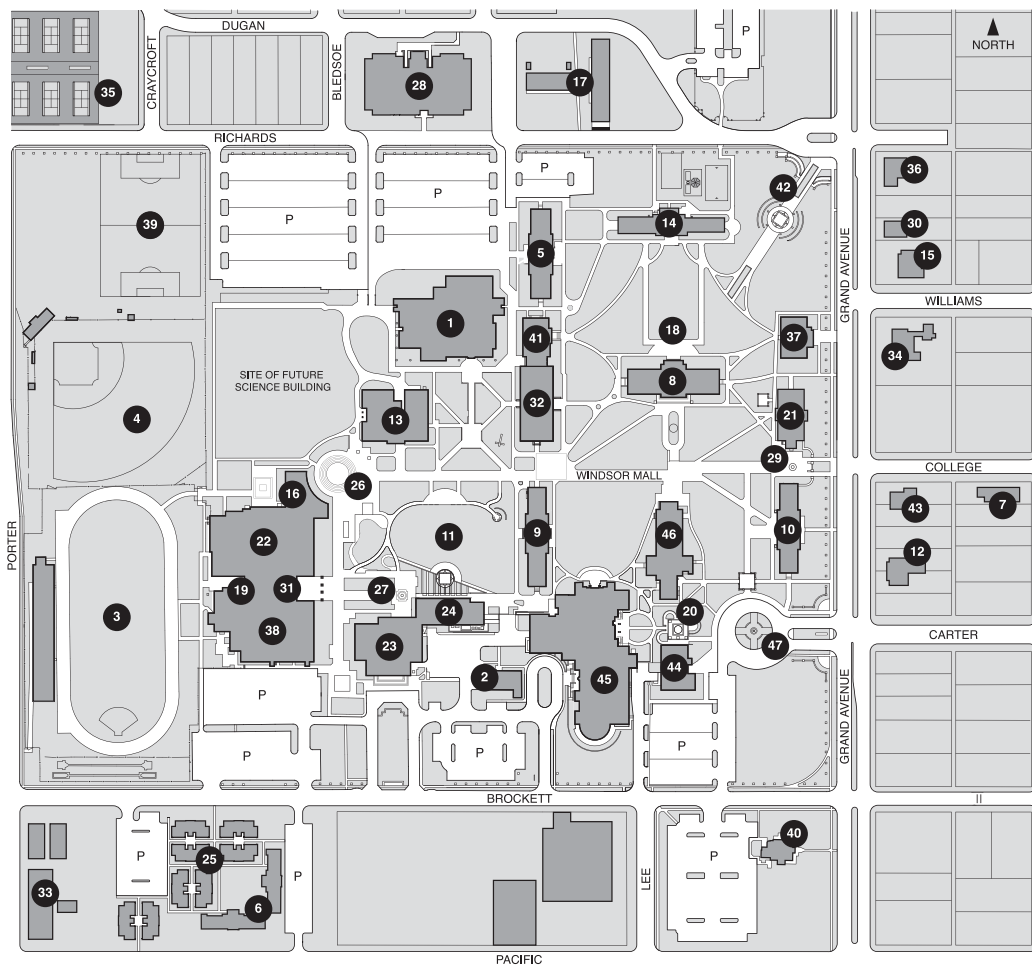
Katherine Anne Yarbrough
Psychology
Cum Laude
Richardson, Texas

James Chun Yi
Biology
Cum Laude
Irving, Texas

**Michael Elizabeth
Zimmerman**
Philosophy
Magna Cum Laude
Houston, Texas

Gerald Jay Zolman
Business Administration
Reed City, Michigan

Austin College Campus



Map Key

- | | | |
|------------------------------------|--|---|
| 1. Abell Library Center | 19. Hannah Natatorium | 36. Settles House |
| 2. Adams Center | 20. Honors Court and Collins Fountain | 37. Sherman Hall (Humanities) and Hoxie Thompson Auditorium |
| 3. Apple Stadium | 21. Hopkins Social Science Center | 38. Sid Richardson Recreation Center |
| 4. Baker Athletic Field | 22. Hughey Gymnasium | 39. Soccer Field |
| 5. Baker Residence Hall for Men | 23. Ida Green Communication Center | 40. Temple Center for Teaching and Learning at Thompson House |
| 6. Bryan Apartments | 24. Jackson Technology Center | 41. Thompson Hall (Sciences) |
| 7. Carruth Guest House | 25. Johnson 'Roo Suites | 42. Williams Founders Plaza |
| 8. Caruth Administration Building | 26. Jonsson Fountain | 43. Windsor House |
| 9. Caruth Residence Hall for Women | 27. Jonsson Plaza | 44. Wortham Center |
| 10. Clyce Residence Hall for Women | 28. Jordan Family Language House | 45. Wright Campus Center |
| 11. College Green | 29. Kappa Fountain | 46. Wynne Chapel |
| 12. Collins Alumni Center | 30. Luckett-Gillespie House | 47. Zauk Circle Drive and Garden |
| 13. Craig Hall for Music | 31. Mason Athletic-Recreation Complex | |
| 14. Dean Residence Hall | 32. Moody Science Center | |
| 15. Detweiler House | 33. Physical Plant Building and Griffin Greenhouse | |
| 16. Dickey Fitness Pavilion | 34. President's House | |
| 17. Forster Art Studio Complex | 35. Russell Tennis Stadium | |

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Notes

Academic Calendar

(2007-2008/2008-2009)

FALL TERM

New student conference	Fri-Mon	Aug 31-Sep 3	2008 Aug 29-Sep 1
New student registration	Mon	Sep 3	Sep 1
Opening Convocation	Mon	Sep 3	Sep 1
Classwork begins	Tue	Sep 4	Sep 2
Last day to add a course	Tue	Sept 11	Sep 9
Off-Campus January term registration	Tue-Thu	Sept 25-27	Sep 23-25
Parents & Family Weekend	Fri-Sun	Sept 28-30	TBA
Fall break begins - 5:00 p.m.	Thu	Oct 11	Oct 9
Classes resume - 8:00 a.m.	Mon	Oct 15	Oct 13
Last day to change a grading system or drop a course without a grade	Mon	Oct 22	Oct 20
On-campus January term registration	Tue	Oct 23	Oct 21
Homecoming Weekend	Fri-Sun	Nov 9-11	TBA
Spring Term registration	Tue	Nov 20	Nov 18
Thanksgiving break - Noon	Wed	Nov 21	Nov 26
Classes resume - 8:00 a.m.	Mon	Nov 26	Dec 1
Classes end with review day	Mon	Dec 10	Dec 8
Last day for a student to drop a course with a WP, WF, or WU	Mon	Dec 10	Dec 8
Examinations begin	Tue	Dec 11	Dec 9
Fall term ends - 5:00 p.m.	Fri	Dec 14	Dec 12

JANUARY TERM

Classwork begins		2008 Jan 7 (Mon)	2009 Jan 5 (Mon)
Last day to add a course		Jan 9 (Wed)	Jan 7 (Wed)
Weekend class meeting day(s)	Sat	n/a	n/a
Last day to change a grading system or drop a course without a grade		Jan 17 (Thur)	Jan 15 (Thur)
Last day for a student to drop a course with a WP, WF, or WU		—Last day of instruction—	
January Term ends - 5:00 p.m.		Jan 29 (Tue)	Jan 27(Tue)

SPRING TERM

Classwork begins	Mon	2008 Feb 4	2009 Feb 2
Last day to add a course	Mon	Feb 11	Feb 9
Spring recess - 12 Noon	Fri	Mar 14	Mar 13
Classes resume - 8:00 a.m.	Mon	Mar 24	Mar 23
Last day to change a grading system	Mon	Mar 31	Mar 30
Last day to drop a course without a grade	Mon	Mar 31	Mar 30
Fall term registration	Tue	Apr 22	Apr 21
Honors Convocation	Thu	Apr 24	Apr 23
Classes end with review day	Mon	May 12	May 11
“Last day for a student to drop a course with a WP, WF, or WU”	Mon	May 12	May 11
Examinations begin	Tue	May 13	May 12
Spring term ends - 5:00 p.m.	Fri	May 16	May 15
Commencement	Sun	May 18	May 17

SUMMER TERM

(Graduate and off-campus courses may follow a different schedule)		2008	2009
Undergraduate on-campus classes begin	Mon	Jun 9	Jun 8
Last day to add a course	Thu	Jun 12	Jun 11
Last day to drop a course without a grade or change a grading system	Wed	July 2	July 1
Independence Day holiday (classes do not meet)		July 4 (Fri)	July 4 (Sat)
Last day for a student to drop a course with a WP, WF, or WU		—Last day of instruction—	
Undergraduate on-campus classes end	Fri	July 25	July 24
Last day to register for a directed or independent study	Mon	July 28	July 27
Last day to drop independent or directed study	Fri	Aug 22	Aug 21
Summer term ends	Fri	Aug 22	Aug 21



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