

AUSTIN COLLEGE BULLETIN 2026 - 2027



AUSTIN
COLLEGE

Accreditation

A coeducational liberal arts college founded in 1849.

Sherman, Texas

Colors: Crimson and Gold



Accreditation and Memberships

Austin College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Questions about the accreditation of Austin College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

With the approval of the Texas State Education Agency, Austin College offers the Bachelor of Arts degree, the Bachelor of Science degree, the Master of Arts in Teaching degree, and the Master of Medical Science degree. Austin College is on the approved list of the American Chemical Society and the American Association of University Women.

The ARC-PA has granted Accreditation-Provisional status to the Austin College Physician Assistant Program sponsored by Austin College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. The Austin College PA program is approved by the Southern Association of Colleges and Schools Commission on Colleges. The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-austin-college/>.

Accreditation material is available through the Office of the President.

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

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

Austin College Bulletin

August 2026 Vol. 118 | Sherman, Texas

The **AUSTIN COLLEGE BULLETIN** is published by Austin College and contains available announcements about courses, regulations, and costs for the 2026-2027 academic year. The *Bulletin* is available online in official capacity at austincollege.edu/registrar. The online version of the document is official and referenced whenever possible as print copies may or may not include the most up-to-date information.

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

AUSTIN COLLEGE BULLETIN
900 North Grand Avenue, Suite 6N
Sherman, Texas 75090-4400

Correspondence Directory

Austin College address and telephone numbers:

900 North Grand Avenue
Sherman, TX 75090-4400
Main Phone Number: 903.813.2000
Main Fax Number: 903.813.3199



For prompt handling, please address inquiries as follows:

Academic Affairs

Provost and Vice President for Academic
Affairs
Suite 6D
Phone: 903.813.2226
Email: academicaffairs@austincollege.edu

Admission

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

Alumni Interests

Director of Alumni Engagement
Suite 6G
Phone: 903.813.2419
Phone: 800.Go.Roo.Go (800.467.6646)
Email: alumni@austincollege.edu

Business Office

Accounts Receivable Manager
Suite 6F
Phone: 903.813.2448
Fax: 903.813.2378
Email: studentbilling@austincollege.edu

College Information

Vice President for Marketing &
Communications
Suite 6P
Phone: 903.813.2891
Email: communications@austincollege.edu

Scholarships and Financial Aid

Director of Financial Aid
Suite 61562
Phone: 903.813.2900
Phone: 800.526.4276
Email: finaid@austincollege.edu

Student Life Information

Associate Vice President of Student Affairs
and Dean of Students
Suite 6J
Phone: 903.813.2306
Email: studentlife@austincollege.edu

Student Affairs

Vice President for Student Affairs
Suite 61595
Phone: 903.813.2228
Email: studentaffairs@austincollege.edu

Transcripts and Academic Reports

Registrar
Suite 6R
Phone: 903.813.2371
Fax: 903 813 2005.
Email: registrar@austincollege.edu

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Heritage, Governance, Mission

A Heritage Unsurpassed...

Austin College has a heritage unsurpassed in Texas higher education, a heritage that is enriched and invigorated by innovative programs, faculty, and facilities. Based on more than 175 years of history, Austin College has a distinguished reputation for its commitment to preparing students for rewarding careers and lives of engaged citizenship.

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



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



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

Today, Austin College's 100-acre campus is characterized by excellent facilities that include both historical structures and modern architecture. The multidisciplinary IDEA Center, which opened in 2013, includes contemporary classrooms and multipurpose laboratories that support today's hands-on, experiential science curricula. Native landscaping and a decorative pond offer environmental education opportunities as well as aesthetic features. The IDEA Center was awarded LEED® Gold in a rating system established by the U.S. Green Building Council and verified by the Green Building Certification Institute (GBCI). The Betsy Dennis Forster Art Studio Complex, which houses programs in art and art history, was dedicated in spring 2008.

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

General Information

Governance

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



Mission of Austin College

Austin College is a private, primarily residential, undergraduate liberal arts college committed to academic excellence and devoted to preparing students for rewarding careers and full, engaged, and meaningful lives.

Along with a core foundation in the liberal arts and sciences, the College also offers pre-professional, professional, and graduate programs.

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, gender identity, 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;
- and a non-sectarian education that fosters the exploration and development of values through an awareness of the world's religious, philosophical, and cultural traditions.

Campus Life, Principles, Residence Life

Campus Life

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



College Principles

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

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

The College Principle of Shared Commitments and Purposes

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

The College Principle of Integrity

It is the responsibility of each individual to act with honesty and integrity in personal, social, and academic relationships, and with consideration and concern for the entire college community and its members. Individuals and groups should not engage in conduct that 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." The Operational Guide also includes judicial policies and procedures for administrative and support staff. The [*Environment*](#) (the student handbook) and [*Outback Guide*](#) include policy information that pertains to students. The *Outback Guide* serves as a communication tool providing faculty, staff, and students with campus-wide information including campus crime statistics, affirmative action statement, sexual harassment policy, and graduation rates.

Residence Life



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

Students admitted as first-year students must live in on-campus housing designated by Austin College for a minimum of six consecutive long semesters (fall and spring) and three January terms, or the equivalent of three academic years. Students admitted as transfer students are not required to live on campus. Each long semester during which a student is enrolled full time while studying abroad in a location that is approved and documented by Austin College will count toward the number of semesters necessary to fulfill the Austin College residency requirement.

All students residing in on-campus housing are expected to be enrolled for the full-time equivalent of no less than three courses. Students residing in on-campus housing must subscribe to a meal-plan membership as provided by the college, with the exception of Bryan Apartments, Brockett Flats, North Flats and the Hass Village on Grand. All entering new students (freshmen) will be assigned at least a 7-day meal plan. All sophomores, regardless of where they live on campus, must be on a minimum Weekly 14 meal plan.

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

There are five residence halls on campus. Caruth Hall is designated as a women's residence, while Baker houses male students. Dean Hall, Clyde Hall, and Jordan Family Language House are coeducational residences.

The college operates Bryan Apartments, The Flats at Brockett Court, The North Flats, Johnson 'Roo Suites, and The Dr. Marjorie Hass Village on Grand, which are available to juniors, seniors, and graduate students, as available.

Assignment of Rooms

A housing application can be found online 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, deposit, online housing contract, and online Myers-Briggs inventory. Notifications of roommate assignment generally occur by the middle of June.

Description of Rooms

Most rooms in the residence halls are double occupancy, with the cost higher for a single room, if available. First-year and sophomore students are expected to have roommates. Each room is furnished with the following items per occupant: a single bed, desk, chair, chest, wardrobe/closet, and a high-speed computer network port along with wireless Internet. Students must provide all linens and any other accessories. Free laundry facilities exist in all residential facilities. All correspondence concerning assignment of rooms in the residence halls should be addressed to the [Student Life Office](#).



Residence Hall Staff

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

Residence Hall Governance

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 responsibility for the organized activities of the hall/complex by implementing guidelines and helping enforce regulations within the hall. Additional information about residence life can be found in the student handbook, [Environment](#), on the Austin College website, or by contacting the Student Life Office.

Athletics

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



the women's water polo team competes in the Collegiate Water Polo Association. The Austin College cheer team competes in the National Cheer Association.

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

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

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

Religious Programs

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

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

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

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 its life together.

Cultural Programs and Groups

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

Additional information about opportunities for involvement in cultural activities can be obtained by contacting the Student Life Office.

Service Station

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



Campus Publications

The college publishes a magazine, and students produce a literary magazine and a student research journal. These publications offer opportunities for creative expression and contribute to the cultural awareness of the college community. *Suspension*, the literary magazine, and *Acumen*, the student research journal, are under the direction of the English Department with a member of that department serving as their advisor.

Each publication is considered a work of the college, with responsibility for operating within the parameters of its editorial policy delegated to each publication's editor and advisor. The president of the college, as publisher, has ultimate authority over the publications and their contents. However, unless extreme circumstances warrant intervention, the editors and advisors retain such rights as described above.

Student Support

Counseling Services



[Counseling services](#) on a short-term basis are available to assist students in dealing with personal issues and emotional concerns. Individual counseling sessions, self-help resources, and workshops on various topics are offered on campus to assist students with their psychological well-being and individual development. Students may use this service by making a confidential appointment at 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.

Center for Student Success and Access Services

The **Center for Student Success and Access Services (CSSAS)** promotes an environment that fosters academic and personal growth. Programs and services assist students to meet challenges in specific coursework as well as provide opportunities for skill development and self-advocacy required for graduation, professional school admission, and post-graduation employment.

Free individual tutoring and workshops designed to strengthen organizational and study skills are some of the CSSAS-sponsored services available to all Austin College students. Content-area tutoring is available in courses such as biology, chemistry, calculus, economics and foreign languages. CSSAS professional staff offer academic coaching to help students develop class management techniques, organizational skills, and other strategies needed to persist in an academic environment.

The center also provides support and various services that eliminate barriers and offer equal access for students with documented disabilities, including temporary disabilities, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act. Access Services ensures students with disabilities have equal access to their academic experiences at Austin College by determining eligibility and approving reasonable accommodations. The goal of the disability support program is to develop students' self-advocacy skills required for academic and personal success.

CSSAS also facilitates orientation and other programming efforts for transfer and commuter students. Support for the academic interests of students in transition offered through CSSAS-sponsored activities is designed to connect them to campus resources that encourage persistence.

The center also provides dedicated support for first-generation students through specialized programming, academic resources, and community-building opportunities that help students navigate college with confidence and reach their goals.

All programs and services offered through the CSSAS help students cultivate the learning skills and study habits they need to be successful. Any student, regardless of classification or level of accomplishment, can benefit from the services provided by the Center for Student Success and Access Services.

Lemuel Scarbrough Center for Writing

Located in Abell Library Center, the [Lemuel Scarbrough Center for Writing \(SCW\)](#) provides free, peer writing assistance. Working collaboratively with students and faculty, the SCW aims to cultivate deep engagement with the writing and thinking practices that drive intellectual inquiry, civic engagement, and professional endeavors. Appointments can be [scheduled online](#) or on a walk-in basis.



Center for Career & Professional Development

The [Center for Career & Professional Development](#) encourages students to begin their career/life planning process in their first year of college, continuing over the course of their academic career. However, students can rest assured that it is never too late to start! By working with career center staff, students will learn and develop career and life planning skills to help them be competitive in applying for employment and graduate or professional school.

In addition to individual advising, the career center offers regularly scheduled workshops and sessions tailored to students' needs using specifically designed programs for freshmen, sophomores, juniors, and seniors. The Career & Professional Development Action Plan offers students guidance on different ways to engage in career planning throughout their time at Austin College.

Career resources include career development literature, an informative website, and specific job and internship listings posted on Handshake, a career portal that personalizes student's career recommendations and connects students—no matter where they live—to local, national, and international companies, as well as Austin College alumni. The career center also provides access to PathwayU On-Line Career Management System. This program is available online and assists in assessing interests, personality, and workplace values, identifying possible career matches related to a student's profile. The career center coordinates visits by employment recruiters and graduate/professional schools, giving undergraduates, employers, and schools a forum for interaction and discussion. In addition, the center conducts studies in employment patterns of graduates to assist current students in predicting what opportunities may be available for them.

Applied learning opportunities are an integral way for students to gain insight into the world of work, explore vocation, and participate in servant leadership. Through the career center, students may receive assistance in developing these off-campus experiences through the Career Study Off-Campus program, an academic internship program. Additionally, the center guides students on finding additional internship opportunities. More information about these unique experiential programs may be found under Off-Campus Opportunities of this *Bulletin*.

Health Services

Located in the Adams Center, Health Services is staffed by a registered nurse to assist Austin College students in meeting their health needs. There is no charge for office visits with the nurse, although student accounts are billed for services rendered at the clinic (e.g., lab tests for strep, COVID, or influenza). Local physicians conduct medical clinics in the Adams Center at select times as well. Specialties include family medicine, dermatology, and women's health. There is a small charge for a physician appointment. The physician clinic calendar and cost for services are available on the [Health Services page](#) of the Austin College website. Students are responsible for the cost of any prescription medications and any lab, x-ray, or other outpatient services ordered.

Health Form Policy: Health forms must be completed by **July 1** for new students or returning students who have missed semesters. The following health forms are located in the [Patient Portal](#) and are to be submitted electronically (login using your Austin College username and password):

- Health History Form
- Mental Health Form
- Physical Examination Form
- Emergency Authorization Form
- TB Form
- Documentation of the Required Immunizations

Texas State Law (effective 1/1/12) requires all new and transfer students to have documentation of receiving a Meningitis Vaccine at least 10 days prior to start of the semester. A booster is required if immunization was more than five years prior. The only exceptions to this State Law are 1) the student is 22 years of age or older (effective 1/1/14) or 2) by declination affidavit. More information about a possible exemption can be found on the [Health Services page](#) of the Austin College website.

Health Insurance Policy: Each student is required to submit proof of health insurance. A family policy may provide this coverage, in which case a waiver must be submitted online. When family health coverage is not

available, Austin College offers a policy through a third-party vendor. Information about student health insurance and the link to enroll/waive is available on the [Health Services page](#) of the Austin College website. **The student's account will automatically be billed for the health insurance policy if proof of insurance is not provided by the posted due date. Waivers and enrollments must be done annually.**

Contact Health Services at 903.813.2247 or health@austincollege.edu with questions.

Library Services

[The George T. and Gladys H. Abell Library Center](#) plays a vital role in a student's experience at Austin College. Opened in 1986, it is a campus hub for student enrichment featuring an array of print and digital academic resources, a variety of fixed and flexible spaces to accommodate a multitude of learning styles, and materials and services designed to enhance the whole student experience.



Welcoming students into the library building is “From the Center,” a large-scale metal and wood sculpture by internationally renowned artist James Surls, which serves as the entry point for the Abell Library Commons. The first-floor Commons is a series of spaces designed for collaboration, relaxation, or contemplation. These spaces include stations featuring large screens for group study or presentations, mobile whiteboards, a large screen presentation area with audience seating, and a variety of comfortable lounges arranged for individual and group seating. Additionally, the first floor includes the Kenneth W. Street Advocacy Courtroom, a Texas courtroom replica used by the college's Advocacy Team to prepare for competitions and available for other programs, and the Lemuel Scarbrough Center for Writing, which provides support for student and faculty writing as well as curricular support. Finally, the 24-hour Extended Study Room is a popular destination throughout the day and night, featuring study nooks, desktop computers, and multiple printers. It is available to students by ID card access after-hours, 365 days a year. Wi-Fi is available throughout the building.

The library's second floor is the designated “Quiet Area” where students can expect noise to be kept to a minimum. It features an array of reading and study areas, private study rooms that can be reserved online, audiovisual equipment carts, individual study carrels, a popular multi-purpose space, a traditional instruction classroom, and the Archives and Special Collections Suite.

The library's resources include a book and bound periodical collection of more than 225,000 volumes, a media collection of more than 6,000 items, subscriptions to several thousand electronic and select print periodicals, and a growing leisure/popular reading collection. Classroom faculty members and librarians carefully select these materials to support the academic programs and intellectual interests of the college community. The [library's website](#) is a portal through which all students, faculty, and staff may access the library's catalog and electronic resources, while either on- or off-campus (via authentication).

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 is also a member of the Oberlin Group, a national consortium of liberal arts college libraries. Participation in these groups expands the range of services with borrowing privileges at other institutions, including interlibrary loan, and access to many scholarly databases that students and faculty find integral to their work.

Reference and research help services are available during most hours when the library is open. Additionally, questions can be submitted by [email](#) or via the [Ask A Question](#) page of the [library's website](#). An active instruction program provides information literacy training while guiding the efficient and effective use of available resources and services for all students. Abell Library Center aims to inspire a spirit of inquiry, growth,

collaboration, and creativity for all students during their time at Austin College. We invite you to find more at *your* library!

Information Technology

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

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

The campus-wide network connects all buildings with both wireless and wired service.

Computers are provided in labs for student use in academic buildings and the campus library, with some providing access 24/7. These labs also provide the ability to print, and many include specialty software used by different academic disciplines. Printing from your own device is also available.

Academic Computer Labs, Printing, and Training Rooms

Abell Library

- Abell Extended Studies (24-hour access)
- Abell 116 (open student access evenings and weekends)

Forster Art Complex

- Forster Multimedia Lab #111

Hopkins Center

- The Morris Foundation Conference Center for Entrepreneurial Studies

IDEA Center

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

Wright Campus Center

- Kangaroo Printer Lab (24-hour access)

Electronic Access

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

Support Resources

Support for all technology questions or issues comes from the various IT groups: Administrative Computing, Infrastructure, Technology Support, Educational Technologies, and Web Services, all located in the east end of

Jackson Technology Center, just west of Wright Campus Center. The campus Help Desk is located there and can be contacted in person or by email or phone.

Dining Services

Austin College [Dining Services](#) provides a wide variety of food choices to meet the needs of today's active college student. Meal plans are contracted through the Student Life Office. Any change to the selected meal contract must be made on or before the Friday prior to the 12th class day. There are two options available depending upon student classification: Seven-Day Unlimited Access and the Weekly 14 Meal Plan Access. Students must present a valid ID to have access to the dining facility. Access will be granted only to the authorized cardholder. All students who live with their parents or commute to campus will be assigned a Block 50 Meal Plan for the first six consecutive semesters they attend the College.

Meal Plan Options

Plan	Meal Options	Target Students
Seven-Day Unlimited Access	Unlimited dining access every day with \$75 Hopper Dollars per semester.	Required for first-year residential students. An option for all residential students.
Weekly 14 Meal Plan	Allows 14 Meals per week Monday-Sunday with \$100 Hopper Dollars per semester.	Minimum plan required for residents of traditional residence halls or Johnson 'Roo Suites. All sophomores living on campus are required to at least be on a 14 Weekly Meal Plan.
Block 75	Allows 75 entries into the cafeteria during operating hours with \$75 Hopper Dollars.	An option for Students in the Flats*, Bryan Apartments*, or the Village*.
Block 50	Allows 50 entries into the cafeteria during operating hours with \$100 Hopper Dollars.	An option for students in the Flats*, Bryan Apartments*, or the Village*.
Block 15	Allows 15 entries into the cafeteria during normal operating hours.	An option for students in the Flats*, Bryan Apartments*, or the Village*.

* Residents of these communities can also purchase the Seven -Day Unlimited Access Plan and the Weekly 14 Meal Plan

Hopper Dollars

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

Mailing & Printing Services

Mailing and Printing Services is equipped to do a variety of duplicating jobs, as well as large or small mailings. Services include color and black and white copying, sticker printing, book binding, lamination, faxing, Express Mail, Federal Express, and UPS shipping. This office is adjacent to the Campus Post Office. Mailing & Printing Services can accept only cash or checks as payment. Student printing credits may be used in the Print Center for printing only.

A fax machine is located in Mailing and Printing Services for receiving and sending messages. The incoming fax number is 903.813.3199. Students who receive a fax will be notified by email. There will be a \$0.25 fee for each page received. The fee for sending a fax is \$1.00 for the first page and \$0.50 per page thereafter.

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

The Campus Mail Center does not accept cash to be delivered to anyone on campus. Cash should be exchanged in person. The Mail Center will not be responsible for any money lost or stolen if sent through the Mail Center.

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

YOUR FULL NAME (NO NICKNAMES)
AUSTIN COLLEGE
900 N GRAND AVE STE XXXXX (Your 5 digit box number)
SHERMAN, TX 75090-4400

All incoming mail, including letters and packages, must include your campus box number. Your campus box number is the suite number listed on your AC ID. Do not use your dorm room number. Any mail addressed incorrectly may be returned to the sender.

Please do not use nicknames on correspondence or packages. **The Campus Post Office recognizes only the name that a student registers with at the beginning of the semester. Failure to use the format above or using nicknames can result in packages being returned to the sender.**

Packages shipped to correspond with the beginning of a new semester should be shipped to arrive approximately two weeks prior to the beginning of that semester. Please make sure each package does not weigh over 50 pounds. Package deliveries are not made to campus housing. You **MUST** use the Mail Center address format listed above.

Alcoholic beverages, CBD, age-restricted material, or any illegal items prohibited by state law will not knowingly be received or shipped from the Campus Post Office.

The Mail Center does not have cold storage for perishable packages. Any packages needing to be kept refrigerated or frozen will have to be picked up immediately. These packages will not be held 21 days and can be discarded at the Mail Center director's discretion if not picked up in a timely manner.

Fast food deliveries will not be accepted by the Mail Center. It is up to the recipient to coordinate a pickup with the delivery driver.

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

When students receive a package, they will receive an email/text notification. Students must present their AC ID at the window before picking up the package. Students will have a total of 21 days to pick up their packages. After 10 days, a second notice will be delivered via email/text, and an email will be sent advising the student the package will be returned to the sender on the 21st day if it has not been picked up.

Campus mailboxes need to be checked and cleaned out regularly. The Mail Center Staff will clean out any unclaimed items remaining in boxes at the end of each semester.

On-Campus Mailings

No on-campus mailing will be accepted on paper smaller than 3 inches x 5 inches.

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

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

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

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

Please refrain from putting food items into mailboxes.

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, including tobacco, electronic cigarettes, and vaporizers, is permitted in designated areas only.

Distance Education Policy

Austin College recognizes distance education as a delivery system for instruction that provides educational opportunities for a global community that meets the needs of undergraduate, graduate, and non-traditional students. In addition, the College acknowledges that evolving technology has provided and will continue to provide opportunities for learning outside of the traditional classroom.

Distance education is a formal education process where most of the instruction occurs when the instructor and student are not in the same place. Instruction may be synchronous or asynchronous and may include online, hybrid, audio, video, and teleconferencing formats.

Just as with face-to-face students, Austin College’s online education follows SACS-COC standards related to support for student learning, assessment of courses and programs, access to physical facilities, relation of program curricula to mission, length of programs, process for student complaints, access to and publication of all college policies and recruitment materials, and calculation of credit hours. Policies, processes, and procedures apply to all students, whether online or face-to-face.

Admission and Financial Information

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



Requirements for Admission

Careful and individual consideration is given to each applicant for admission to Austin College. Admission is based upon a holistic review of scholastic performance plus individual qualities and experiences that influence the candidate's likelihood for success at Austin College.

Applications are available online at the [Common Application](#), [ApplyTexas](#), or the [Austin College Application](#), respectively. These sites may also be accessed through the [Austin College website](#).

Admission of Freshman Applicants

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

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

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

Admission of Transfer Applicants

Transfer candidates for admission should complete either the [ApplyTexas](#), or [Austin College Application](#). Detailed information about the transfer admission and scholarship application processes is [available online](#).

Applicants in good standing at any accredited two- or four-year college or university can be considered for admission to Austin College as a transfer applicant. The most competitive applicants for admission typically

have earned a 3.00 or better grade point average. Transfer applicants are considered throughout the year on a rolling admission basis, and students will be notified of admission decisions as applications are completed.

Please note that the recommended deadlines are January 15 for spring admission and August 1 for fall admission. In addition to completing one of the above applications, 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.

Admission of Special Students

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

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

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

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

Graduate Study: Requirements for admission to studies leading to the Master of Arts in Teaching degree or the Master of Medical Science degree are defined in the Professional Programs section of this *Bulletin*.

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

Admission Decision Plans and Deadlines

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

Early 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 November 1 (Early Action I) or February 1 (Early Action II). Notification of admission status will be emailed by December 31 or March 1, respectively. Early Action does not carry a binding commitment to accept an offer of admission. If admitted, Early Action applicants are encouraged to pay the required \$350 matriculation deposit as soon as they have finalized their college decision. The deposit is required by May 1 and is refundable until this date.

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

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

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

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

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

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

Application of Previously Earned College Credit

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

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

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

Language Placement Testing: A student who is placed by Austin College into the 202 level of a modern language or higher as the first college-level course in that language and who completes this with a satisfactory grade (S, C-, or above) also will receive one additional credit for the preceding level. At the point of enrollment, admitted students can complete Language Placement Testing at many college enrollment events or by contacting the Classical and Modern Languages Department. See more information about the Language Competency Requirement in the Academic section under General Degree Requirements.

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

A-Level Credit from General Certificate of Secondary Education: One course credit unit will be given for letter grades of A or B on the Advanced Level from the General Certificate of Secondary Education for subjects in which AP and IB credit is granted (see above). Only credit from the Advanced Level will be applied. Official “General Certificate of Secondary Education” must be submitted to the Registrar’s Office for consideration.

Military Credit: For students with military service who have training that is recorded on a Joint Service Transcript, credit will be accepted per the recommendation of the American Council on Education, as long as it otherwise meets the criteria for transfer of credit to Austin College. Transcribed military experiences are ineligible for transfer.

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

College Costs

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

Deposits

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

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



Graduate Students

Austin Teacher Program (ATP): 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.

Physician Assistant (PA) Program: To secure a seat in the incoming class, admitted applicants must pay two deposits totaling \$1,250. An initial \$500 deposit is due one to two weeks after an applicant receives an offer of admission. The deadline for the second \$750 deposit is based on when the applicant interviews:

Interview Timeframe	Due Date*
Before January	January 10
In January	February 26
After January	April 1

**Deposits are due by 5:00 p.m. CST on the due date.*

The deposits are nonrefundable and are applied toward the student's tuition.

Charges

The following are charges for the 2026-2027 academic year (as of the date of *Bulletin* publication; see [Student Billing](#) on the College's website for any updated charges):

Undergraduate Students

Regular Academic Year: September – May

Full-Time Undergraduate Tuition Rates

Entry Year*	Semester	Academic Year
Academic Year 2026-2027	\$25,654.00	\$51,308.00
Academic Year 2025-2026	\$25,529.00	\$51,058.00
Academic Year 2024-2025	\$25,408.00	\$50,816.00
Academic Year 2023-2024	\$25,169.00	\$50,338.00
Academic Year 2022-2023	\$25,169.00	\$50,338.00
Academic Year 2021-2022	\$25,169.00	\$50,338.00

**Students who entered prior to Academic Year 2021-2022 are billed at the 2026-2027 rate.*

Other Undergraduate Tuition Rates

Part-Time (per course credit unit)	\$6,055.00
Audit (per course)	\$3,027.50
Overload Fee (per course credit unit)	\$3,100.00
Study Abroad Semester (includes \$100 administration fee) (per term)	\$30,000.00

Housing

	Semester	Academic Year
Baker Hall -Double Occupancy Room	\$3,062.00	\$6,124.00
Baker Hall -Single Room (natural)	\$3,592.00	\$7,184.00
Baker Hall -Converted Double Room (double as single)	\$3,815.00	\$7,630.00

Baker Hall -Triple Room	\$2,985.00	\$5,970.00
Baker Hall -Converted Triple Room (triple as double)	\$3,507.00	\$7,014.00
Baker Hall -Quad Room	\$2,892.00	\$5,784.00
Caruth Hall -Double Occupancy Room	\$3,146.00	\$6,292.00
Caruth Hall -Single Room (natural)	\$3,691.00	\$7,382.00
Caruth Hall -Converted Double Room (double as single)	\$3,920.00	\$7,840.00
Caruth Hall -Triple Room	\$3,067.00	\$6,134.00
Caruth Hall -Converted Triple Room (triple as double)	\$3,604.00	\$7,208.00
Caruth Hall -Quad Room	\$2,972.00	\$5,944.00
Clyce Hall -Double Occupancy room	\$3,062.00	\$6,124.00
Clyce Hall -Single Room (natural)	\$3,592.00	\$7,184.00
Clyce Hall -Converted Double Room (double as single)	\$3,815.00	\$7,630.00
Clyce Hall -Triple Room	\$2,985.00	\$5,970.00
Clyce Hall -Converted Triple Room (triple as double)	\$3,507.00	\$7,014.00
Clyce Hall -Quad Room	\$2,892.00	\$5,784.00
Dean Hall -Double Occupancy Room	\$3,146.00	\$6,292.00
Dean Hall -Single Room (natural)	\$3,691.00	\$7,382.00
Dean Hall -Converted Double Room (double as single)	\$3,920.00	\$7,840.00
Dean Hall -Triple Room	\$3,067.00	\$6,134.00
Dean Hall -Converted Triple Room (triple as double)	\$3,604.00	\$7,208.00
Dean Hall -Quad Room	\$2,972.00	\$5,944.00
Jordan Family Language House -Double Occupancy Room	\$3,146.00	\$6,292.00
Jordan Family Language House -Single Room (natural)	\$3,691.00	\$7,382.00
Jordan Family Language House -Converted Double Room (double as single)	\$3,920.00	\$7,840.00
Jordan Family Language House -Triple Room	\$3,067.00	\$6,134.00
Jordan Family Language House -Converted Triple Room (triple as double)	\$3,604.00	\$7,208.00
Jordan Family Language House -Quad Room	\$2,972.00	\$5,944.00
Robert & Joyce Johnson 'Roo' Suites -Single Room	\$3,432.00	\$6,864.00
Flats at Brockett Court -Single Room	\$4,017.00	\$8,034.00
North Flats- Single Room	\$4,093.00	\$8,186.00
Village on Grand (does not include utilities) -Single Room	\$3,628.00	\$7,256.00
Bryan Apartments -Double Occupancy Room	\$3,506.00	\$7,012.00

Food (see Campus Life section for description)

	Semester	Academic Year
All Access 7 Day VIP Meal Plan (Includes \$150 Hopper Dollars per semester and \$336.19 in tax per semester)	\$4,411.19	\$8,822.38
All Access 7 Day Meal Plan (Includes \$75 Hopper Dollars per semester and \$330.00 in tax per semester)	\$4,330.00	\$8,660.00
Weekly 14 Meal Plan (Includes \$100 Hopper Dollars per semester and \$321.01 in tax per semester)	\$4,212.01	\$8,424.02

Fees

Activity Fee (all full-time students)	\$185.00
Transcript Fee (assessed in first semester)	\$25.00
Health Insurance Fee (all uninsured students; assessed annually)	\$2,701.00

Technology Fee (non-residential students)	\$180.00
Study Abroad Administrative Fee (per semester)	\$100.00
Art Fees (variable depending on course taken)	Variable
Science Lab Fees (per lab)	\$100.00
Applied Music Lessons (per 0.25 credit unit course)	\$360.00
Applied Music Lessons (per 0.50 credit unit course)	\$440.00

Tuition

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

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

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

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

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

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

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

Study Abroad: Students studying abroad in fall or spring pay Austin College \$30,000.00 per semester. This amount includes a \$100.00 administration fee. The student is responsible for any study abroad program costs exceeding this amount.

Student Health Insurance: Austin College students are required to have health insurance coverage. Coverage may be provided by a family policy or enrollment in a policy offered by the College. Coverage must be verified annually by submitting an online waiver. Information about [student health insurance](#) is available on the Austin College Health Services web page. The Health Insurance Fee will be billed automatically to the Student Receivable Account for any student without an approved waiver on file.

Summer Term

The following are charges for Summer 2026:

Tuition & Fees

Undergraduate (per course credit unit)	\$1,800.00
Career Study Off-Campus – CSOC (Course #s 290)	\$810.00
Independent Study Off Campus – NSOC (Course #s 490 or 492)	\$1,800.00
Activity Fee (all students)	\$10.00

Board available on a 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 may be assessed.

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

Graduate Students

Austin Teacher Program (ATP)

The ATP curriculum consists of nine course credit units. Up to three graduate-level course credits may be taken as an undergraduate as part of the ATP fast track. Education courses taken as an undergraduate are charged at the undergraduate tuition rate.

ATP Graduate Tuition Rates

Summer Term (per course credit unit)	\$1,800.00
Fall & Spring Terms (per course credit unit)	\$6,055.00

Program Fees

Program fees range from \$400.00 – \$536.00 depending on certification level/field. Undergraduates on ATP fast track will be charged program fees during their senior year.

Course Fees

EDUC 475 The Learner, the Teacher, and the Curriculum	\$75.00
EDUC 520 Educational Foundations	\$35.00

Student Teaching Travel Fees

Graduate clinical teaching or internship positions must be within 90 miles of one of the hubs below. Travel fees are based on the distance from the closest hub.

- Sherman - Austin College, 900 N Grand Ave., Sherman TX 75090
- Austin - 1100 Congress Ave., Austin, TX 78701
- Houston - 1500 McKinney St., Houston, TX 77010

Physician Assistant (PA) Program

Class of 2026 Tuition & Fees

Total Program Tuition (Billed across 6 terms in equal installments)	\$112,000.00
Experiential Learning Fee (\$4,300 on the 1st & 4th term)	\$8,600.00
Total Program Cost	\$120,600.00

Additional Estimated Costs Associated with the Program

EXXAT Approve (Platform that will house drug screening, background screening, and immunization records)	\$75.00
Textbooks (Most required textbooks are offered electronically through the PA Program)	\$1,000.00
Laptop Computer	\$1,500
Equipment	\$1,000
Student Health Insurance 25-26 Academic Year (Required if student does not have own coverage. Rates vary each year)	\$2,701.00
Program Clearances (Background check, physical exam, drug screens, titers, etc.)	\$340.00
Short White Coat	\$100.00
Total Additional Cost*	\$9,615.00

**Professional Membership Fees – \$110 (optional, but recommended)*

Financial Obligations

International Students please see International Students — Prepay Policy later in this section.

Enrollment at Austin College constitutes a contractual financial obligation to pay all tuition, fees and other associated costs assessed resulting from registration and/or receipt of services.

Full payment of standard charges (tuition, room and board) less completed financial aid is required prior to the start of each term. Austin College does offer annual and term-based payment plans through ACI Payments, Inc. for undergraduate students. Please see the [Student Billing](#) page of the Austin College website for current due dates and payment plan options.

The Austin College Business Office corresponds electronically with students regarding student billing using their Austin College email address. Students are responsible for regularly reading important information sent to their Austin College email accounts and for taking action on any important correspondence sent to this address.

Students will receive an email notification when the Statement of Account is available to view online through Self-Service each term. It is the student's responsibility to provide billing information to anyone assisting them with their finances.

Except for student employment authorized by the Office of Financial Aid, financial aid will be credited to the student account. The earnings for student employment are paid semi-monthly directly to the student.

All documents relating to financial aid must be completed in full before aid can be applied to student accounts. Students must respond promptly to the Office of Financial Aid's request for completion of forms.

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

Students whose accounts are not current with the Business Office and students whose financial aid forms are incomplete, incorrect, or late may be denied any or all college services. Students may not register, attend classes, utilize college facilities, or receive transcripts, grade reports, or other educational records unless all accounts with the college are satisfied.

Failure to make satisfactory payment arrangements for unpaid balances may result in the placement of a student's account(s) with an external collection agency or attorney. Students will be responsible for the collection agency fees in the amount of thirty-three and one-third percent (33.33%) of the unpaid debt and all court/attorney costs.

International Students — Prepay Policy

All enrolling International Students requesting an I-20 document to obtain an F-1 student visa must prepay tuition, housing, meal plan, and student insurance costs, less any academic scholarships awarded by the college. Payment for each full academic year (fall and spring term charges) must be received no later than 45 days prior to the first day of the fall term of each academic year. Typically, 45 days prior to the start of the fall term is July 15.

Please refer to [Student Billing](#) on the Austin College website for the 2026-2027 charges. Student Charges are subject to change each academic year for all enrolled students. Historically, charges for tuition, room and board have increased between 2% and 5% annually.

Tuition Credit Policy for Matriculated Students Who Withdraw

All tuition credits are determined by the Business Office. Since students 18 years of age and older have legal majority status, refund checks are payable to those students. The tuition credit policy takes into account the fact that Austin College made its commitment to a student for teaching and operating expenses at the time of admission. Space for enrollment that is vacated after class work begins cannot be filled for the remainder of the term. Students who are placed on disciplinary suspension during the term will not receive tuition credit.

Financial Aid

If a student withdraws prior to the 60% point of any term, federal law requires that a portion of the Title IV aid be returned to the Federal Direct Loan Programs, such as the Stafford Loan (subsidized and unsubsidized).

Note: The Veterans Administration requires a return of benefits paid upon withdrawal. Please see Tuition Credits section below to help determine your costs to Austin College based on withdrawal date.

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

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

Time Period	Amount Credited
Prior to 1 st day of class	100%
1 st week of classes	80%
2 nd week of classes	75%
3 rd week of classes	50%

4 th week of classes	25%
After 4 th week of classes	0%

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

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

On-Campus January Term Course Fee Refund Schedule

The course fee for an On-Campus January term course is published in the Course Schedule on Self Service in the Comments section. Students who drop a January term course prior to the first class day of January term will receive 100% credit of the course fee. Students who drop a January term course on or after the first day of January term will receive no credit for the course fee.

Residence Halls, Jordan Language House, Bryan Apartments, Johnson 'Roo Suites, The Dr. Marjorie Hass Village on Grand, North Flats, The Flats at Brockett Court, and The Green House: A residence hall contract or lease is a binding agreement between the college and the student. Individuals choosing to cancel this contract after acceptance by the Student Life Office will be charged according to the cancellation schedule as defined in the contract.

Date of Termination	Amount Refunded
Prior to taking occupancy	100% of semester housing rent
Week One	90% of semester housing rent
Week Two	80% of semester housing rent
Week Three	60% of semester housing rent
Week Four	40% of semester housing rent
Week Five	20% of semester housing rent
After Week Five	No Refund

Food: Credits for students on the meal plans will be calculated as above after deducting Hopper Dollars for the semester.

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

The student will:

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

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

The college will:

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

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

Financial Standing upon Leaving the College: In order to leave the college in good financial standing, a student must leave with all bills paid.

Financial Aid

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

Applying for Financial Aid

Students seeking financial aid from Austin College must first be accepted for admission to the college as degree-seeking students. In addition, the Free Application for Federal Student Aid (FAFSA) must be completed online at www.studentaid.gov using the Austin College school code (003543), and the student must have an FSA ID. Students may file the FAFSA beginning October 1 of the year prior to their anticipated enrollment. The correct tax information to use when filing the FAFSA is shown in the chart below:

When a Student Is Attending College (School Year)	When a Student Can Submit a FAFSA	Which Year's Income Information Is Required
July 1, 2026 – June 30, 2027	October 1, 2025 – June 30, 2027	2024

FAFSA Simplification Act

The FAFSA Simplification Act, passed on Dec. 27, 2020, as part of the Consolidated Appropriations Act, 2021, represents a significant overhaul of federal student aid, including the Free Application for Federal Student Aid (FAFSA®) form, need analysis, and many policies and procedures for schools that participate in the Title IV programs. FSA has implemented the FAFSA Simplification Act alongside the FAFSA portion of the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act to streamline the FAFSA application process.

Changes from the FUTURE Act

The FUTURE Act authorizes a direct data exchange — the FUTURE Act Direct Data Exchange (FA-DDX) — with the Internal Revenue Service (IRS) to facilitate completing the FAFSA form. The previous tool to transfer U.S. income and tax information from the IRS — the IRS Data Retrieval Tool (DRT) — where applicants initiated the electronic transfer of U.S. federal tax return information into their FAFSA form, will no longer be used. Implementation of the FA-DDX eliminates the need for most applicants (and their spouse or parents) to self-report their income and tax information reported to the IRS. Also, federal tax information (FTI) that is transferred via the FA-DDX to the FAFSA form is considered verified for Title IV purposes.

Unlike with the IRS-DRT, which allowed applicants to opt in, the FA-DDX requires applicants to provide consent for the Department to obtain FTI via the FA-DDX. Spouses and parents, as appropriate, will also be required to consent to the new data transfer for federal student aid eligibility.

Consent and Approval

The student and each contributor to the FAFSA form must provide consent and approval to the access, disclosure, and use of FTI in evaluating the applicant's eligibility for Title IV aid. Consent and approval are required regardless of the application method (online or paper).

To provide consent and approval, FAFSA contributors (including parent(s) or spouse) must agree to (1) the Department's use and disclosure of their information (e.g., name and Social Security number) to match with the IRS; (2) the disclosure of their FTI by the IRS to the Department; (3) the use of their FTI by a Department official to determine an applicant's eligibility for federal student aid and the amount for which they are eligible; and (4) the redisclosure of FTI by the Department to an eligible institution, state higher education agency, or a designated scholarship organization (e.g., institutional or state financial aid). Only the Department has the authority to obtain approval and consent for the use and disclosure of FTI for such purposes. Our partners are not permitted to obtain approval and consent on behalf of FAFSA contributors (including parent(s) or spouse) for the use and disclosure of FTI.

Once a FAFSA contributor has provided consent and approval for use and disclosure of FTI for a FAFSA cycle (e.g., the 2025-26 FAFSA cycle), they cannot revoke consent for that cycle. The ability to revoke consent is not needed for FAFSA purposes because the FAFSA contributor is providing a one-time consent for a specific tax year and an annual consent is required for each FAFSA cycle.

Students and contributors are not able to view or edit the imported FTI data. This is to enhance security, privacy, and to reduce the risk of the misuse of sensitive data.

To sign the FAFSA electronically, the student and contributor (if student is dependent) will each need to create an [FSA ID](#). Students may use this site to lookup their FSA ID if one has been lost or forgotten. The FSA ID is used for many purposes. Keep it in a safe place and do not share it with anyone.

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

To receive priority consideration for financial assistance, a student may complete the FAFSA as early as October 1. Allow up to two weeks between the electronic submission of the FAFSA for information to be processed and received by the school.

Preferred deadline for filing the FAFSA:

New Students:	April 1
Returning Students:	May 1

Funding is on a rolling basis and is limited based on availability to those who file their FAFSA after the respective deadline dates above.

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

The Verification Process

The Financial Aid Office is required to verify FAFSA applications selected by the FAFSA Processing System (FPS) of students who will receive or have received subsidized federal Title IV aid. Subsidized Title IV aid for which eligibility is determined by the SAI are the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Federal Direct Subsidized Loan Program.

Verification is not required for students who are eligible *only* for non-need based federal Title IV aid. Non-need based Title IV aid for which eligibility is not based on the SAI are the Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Direct Unsubsidized Loan and Federal Direct PLUS Loan programs. The Iraq and Afghanistan Service Grant is a non-need-based grant and is not subject to verification.

Institutions are also, at their discretion, allowed to select students for verification according to consistently applied institutional policies.

In addition, if an institution has conflicting information concerning a student's eligibility for federal student aid, the institution must resolve the discrepancies before disbursing Federal Title IV funds.

The Financial Aid Office will notify the student and give instructions of any documents needed to complete verification.

For more information, the [Verification Policy](#) is on the Austin College website.

Financial Aid for Study Abroad

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

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

Financial Aid Impact of Living Off Campus

Since the student budget created for living off campus does not include the actual cost of living on campus with a meal plan, a reasonable allowance is used for housing and food based on the cost of living for the area and from surveys completed by former students who lived off campus.

Institutional grant aid, such as AC Grants, Roo Grants, etc., will be reduced for students not living in campus housing or not taking a 7-day or 7 day VIP meal plan (block commuter plans are not considered a full meal plan). If a student moves off-campus or lives at home with parent(s), institutional grant aid is **not** available.

In addition, if a student lives in one of the following residential settings on campus: Bryan Apartments, Flats at Brockett Court, North Flats, or the Hass Village on Grand, and the student does **not have** a meal plan, their institutional grant aid is reduced by 50% from what they had been previously awarded. Please note: Merit scholarships, fine arts (Music, Art & Theatre), and endowed scholarships awarded at Honors Convocation are not impacted based on where a student chooses to live.

Financial Aid Satisfactory Academic Progress (SAP) and Related Policies

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

At Austin College, these standards are also applied to institutional aid programs. For State aid programs, there may be a higher academic requirement and eligibility for those aid programs is subject to the requirements of each program. Details regarding Austin College Financial Aid policies concerning Satisfactory Academic Progress, withdrawals and refunds, packaging procedures, grade point averages required for scholarship renewal, over award procedures, requirements for transfer students, verification, financial aid award notifications, and other financial aid processes are available from the Financial Aid Office. These various policies can also be found on the [Financial Aid webpage](#).

General SAP Standards and Process

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

Satisfactory Academic Progress (SAP) Requirements

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

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

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

UNDERGRADUATE STUDENTS

Number of Long Terms (Fall or Spring) at Austin College	Minimum Number of Credit Units to be Completed	Minimum Cumulative GPA
1	2.00	1.50
2	5.00	1.70

3	8.00	1.80
4	12.00	2.00
5	15.00	2.00
6	19.00	2.00
7	22.00	2.00
8	26.00	2.00
9	29.00	2.00
10	34.00	2.00

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

GRADUATE STUDENTS

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

TRANSFER STUDENTS

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

Maximum Time Frame for Financial Aid

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

Veteran Benefits

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

Post-9/11 GI Bill® (Chapter 33)

Eligibility for the [Post-9/11 GI Bill®](#) is determined by the VA. The VA will make the determination of the percentage of eligibility. If the student qualifies for the maximum benefit at 100%, the VA will cover the full cost of public, in-state tuition and fees, however, the VA will cap the rates for private and foreign schools and update those rates each year.

Effective August 1, 2025 – July 31, 2026, the maximum cap is \$29,920.95. If a student does not qualify for 100% benefit, the cap is adjusted to the percentage of eligibility determined by the VA.

In addition, a qualified service member can transfer all 36 months or a portion of their Post-9/11 GI Bill benefits to a spouse or child. The Department of Defense must approve a [transfer of benefits](#).

Yellow Ribbon Program

The [Yellow Ribbon Program](#) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the VA to contribute funds to help cover unmet tuition expenses not covered by the Post-9/11 GI Bill. The VA Yellow Ribbon program and the institution will each contribute up to 50% of the unmet tuition expenses. Students who qualify for Yellow Ribbon benefits will not be eligible for any other institutional funds.

For the 2025-2026 academic year, Austin College will participate in the Yellow Ribbon Program.

To be eligible for the Yellow Ribbon Program the student must be approved by the VA to receive Post-9/11 GI Bill benefits at the 100% level. If the student's eligibility percentage is below 100%, the student is not eligible to participate in the Yellow Ribbon Program.

If the student is an active-duty service member who has served at least 36 months on active duty with 100% Post-9/11 GI Bill benefits, the student would be eligible for Yellow Ribbon benefits. If the student is a spouse of an active-duty service member or a dependent child of a Veteran and Post-9/11 GI Bill benefits have been transferred to the student with 100% eligibility, the student would be eligible for Yellow Ribbon benefits. In addition, the student must be and remain in good academic standing with Austin College. Austin College is not required to continue making Yellow Ribbon contributions if a student is not meeting Satisfactory Academic Progress (SAP).

Non-Completion of Courses

Withdrawals

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

Repeated Coursework

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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

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

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

Incompletes (Grades of "I")

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

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

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

Failed Courses

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

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

Satisfactory Academic Progress Standings

At the end of each fall and spring terms, a SAP review will be conducted for each student receiving financial aid. A financial aid standing is a status assessed at the end of a term that could have consequences for future financial aid awards. The financial aid standing assessed at the end of a term may or may not coincide with the

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

Financial Aid Warning

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

Financial Aid Probation

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

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

Financial Aid Suspension

If the student does not meet all the Satisfactory Academic Progress requirements at the end of the Warning period (does not appeal the suspension) or at the end of the Probation period (filed an appeal and was approved to continue receiving aid for one more payment period), the student will be placed on “Financial Aid Suspension.” Students who are on Financial Aid Suspension are not eligible to receive any federal, state or institutional financial aid. This includes grants, loans, student employment and institutional scholarships.

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

Reinstatement of Aid

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

Satisfactory Academic Progress Appeals

Students who fail to meet SAP requirements and have lost eligibility for financial aid may appeal this decision. **Appeals must be in writing and must be accompanied by appropriate supporting documentation.** In the appeal, the students must explain why they failed to make SAP and what has changed that will allow students to meet SAP at the next review. Appeals must be submitted to the Executive Director of Financial Aid no later

than **July 15** prior to the start of the fall semester or by **January 15** prior to the start of the spring semester. Appeals received after these dates will not be considered.

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

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

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

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

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

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

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

Types of Financial Aid

Grants

Institutional grants may be awarded to degree-seeking students based on full-time enrollment and demonstrated need by filling out the FAFSA. The amount of any single grant varies and is determined by the Financial Aid Office. Institutional grant aid is not available to students living off campus or at home with parents. In addition, students living in campus housing who do not have a meal plan will have their institutional grant aid reduced by 50% from what they have been previously awarded.

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

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

Loans

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

Federal Direct Loan: The Federal Direct Loan provides an annual maximum of up to \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 per year for juniors and seniors. In addition, H.R. 5715 allows an additional \$2,000 unsubsidized Federal Direct Loan eligibility for undergraduate students. The aggregate loan amount for undergraduates is \$31,000, of which no more than \$23,000 can be subsidized. Independent students and those students whose parent have been denied a Federal Direct PLUS Loan may qualify for an additional unsubsidized Federal Direct Loan. Freshmen and sophomores may qualify for up to \$4,000 per year; juniors and seniors, up to \$5,000 per year. The aggregate loan amount for independent undergraduates is \$57,500 of which no more than \$23,000 can be subsidized. Graduate students are eligible for \$20,500 in unsubsidized Federal Direct Loan. Graduate students are not eligible for subsidized Federal Direct Loans. The aggregate loan amount for graduate students is \$138,500 of which no more than \$65,500 can be subsidized.

As of July 1, 2024, the Federal Direct Loan program (for both subsidized and unsubsidized loans) for undergraduate students carries a fixed interest rate of 6.53%. Students demonstrating need, according to the federal formula, may borrow up to their remaining need or the annual maximum on a subsidized Federal Direct Loan. For these loans, the federal government pays the interest while the student is in school or in deferment. Should a student's demonstrated need be less than the annual maximum, the student may borrow the remainder as an unsubsidized Federal Direct Loan. For any unsubsidized Federal Direct Loan, the student will be responsible for any accrued interest during in-school and during deferment periods.

An origination fee of 1.057% will be deducted from each disbursement for both the subsidized and unsubsidized Federal Direct Loan. After graduating, leaving school, or dropping below half-time, the student has a six-month grace period before repayment begins.

Graduate students are eligible only for the unsubsidized Federal Direct Loan. As of July 1, 2024, the fixed interest rate is 8.08% with an origination fee of 1.057%. The maximum amount a graduate student may borrow is \$20,500 per academic year.

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

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

Employment Opportunities

The college participates in the Federal Work-Study Program and the Texas Work-Study Program, which is available to students with demonstrated financial need. Employment on campus is limited to nine hours per week with an earning potential of approximately \$1,000 per semester, however, a student is paid only for actual hours worked. Federal Work-Study employment is not guaranteed.

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

Merit-Based Scholarships

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

Talent-based scholarships (music, art, and theatre) are awarded by the individual departments to entering freshmen. Freshmen are required to apply for these scholarships with the individual department. Each department will have its own requirements for applying. It is best to inquire with each department if a student wishes to apply for a fine arts scholarship.

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

Gifts, Endowments, and Memorials

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



The Academic Program

Educational Mission



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

An Austin College education transforms the intellectual lives of students as it challenges them to deepen their understanding of social, ethical, and global issues as well as their own place in a rich complex of evolving cultural traditions. Sustained critical inquiry lies at the heart of an Austin College education, enhanced by breadth of experience and focused through in-depth study. The goal is to enable students to

develop themselves as productive members of society who can think clearly and critically, understand and respect difference, and express themselves persuasively.

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

Austin College Curriculum

Austin College's Compass curriculum enables students to deeply explore ideas from multiple perspectives. Compass incorporates the longstanding insight of a liberal education with preparation for succeeding in a modern and diverse world.



The Compass Curriculum at Austin College directs students to:



Experience connections between the liberal arts education and life beyond the classroom, providing pathways to meaningful careers and community participation.

Supporting requirements:

- One approved Applied Learning Experience
- Three January term courses¹
- First-Year Seminar



Engage new perspectives and prepare to participate in a diverse and global society.

Supporting requirements:

- Demonstrate ability through the third semester of a language other than English
- One course in Global Diversity
- One course in Systems of Power, Privilege, and Inequality



Discover the vast array of knowledge and the modes of inquiry used in different academic areas to further understanding of the natural world and human cultures.

Supporting requirements:

- Four Courses in the Humanities from four different disciplines
- Two Courses in the Social Sciences from two different disciplines
- Two Courses in the Sciences, at least one with a lab



Develop foundational skills and habits that support a liberal arts education and the overall growth of students as whole individuals who are prepared to navigate challenges in a fast-changing world.

Supporting requirements:

- One Course in Foundation Writing
- Two Courses in Advanced Writing from two different disciplines
- Quantitative Literacy



Focus learning by challenging students in two different fields that will cultivate complementary intellectual approaches needed to succeed in our ever-changing and diverse world.

- Major
- Minor (or second major)

The Compass curriculum prepares students with the knowledge and skills necessary to navigate the challenges of the 21st Century through a powerful, time-tested liberal arts curriculum. Students will leave ready to engage a diverse world in ways that can make a difference and empower those around them.

¹ Transfer students and students who enter with an associate's degree earned through dual or similar credit complete one less January term course than the number of fall terms enrolled.

Faculty Mentor

Upon admission to Austin College each student is assigned a faculty mentor, who serves as the student's academic advisor and as the instructor for the student in the First-Year Seminar course. The term mentor denotes a special student-faculty relationship where the established rapport should assist the student in adjusting academically to college life and in effectively using the resources of the institution. As part of the advising process, students meet regularly with their mentors to review career interests and aspirations and steps for achieving these goals. Such considerations become reflected in a student's overall degree plan and in choices of a major and minor. The planning process of individual development continues through all the undergraduate years. Development may be sought through a variety of means: formal course work, existing programs or activities (whether on-campus or off-campus), and programs and activities initiated by students. Summer activities and experiences are relevant also. This collaboration of faculty mentor and student serves to maximize the opportunity afforded by an Austin College education.

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

A Special Calendar for the Academic Year

Austin College follows a 4-1-4 academic calendar (4 courses fall – 1 course January term – 4 courses spring, for a typical student). During the regular fall and spring terms, each lasting approximately 15 weeks, students typically enroll for four full courses. The college's regular curricular offerings are available primarily during the two longer terms. The official [Academic Calendar](#) can be found on the website.

Completion or Graduation Rate

In accordance with the Student Right-To-Know Act, the six-year completion rate for students who entered Austin College in 2020 on a first-time-in-college and full-time basis was 67.8%

General Degree Requirements

Students who enter Austin College must fulfill the following requirements:

- Complete a minimum of 34 course credit units, of which at least 17 must be earned at Austin College
 - Up to three graduate-level course credits (or nine semester credit hours) can be applied to the undergraduate degree plan. Graduate-level courses transfer into Austin College as one course credit unit.
- Earn a 2.00 or better cumulative grade point average for all courses taken at Austin College
- Complete at least eight of the last 11 course credit units as a student at Austin College
- Complete the Compass Curriculum Experience Requirement
 - Complete one Applied Learning Experience
 - Complete three January term courses (students who enter as freshmen) or one less January term course than the number of fall terms enrolled (transfer students and students who enter with an associate's degree earned through dual or similar credit)
 - Complete the First-Year Seminar (may be waived for transfer students)

- Complete the Compass Curriculum Engage Requirement
 - Demonstrate ability in a modern or classical language, other than one's own, through the third semester of college-level study at Austin College, or by transfer credit from another institution for an equivalent level of study, or acceptable performance on an approved equivalency test. The requirement also can be met by successfully completing the third semester of American Sign Language at an accredited college or university. Those students for whom English is a second language may satisfy the language competency requirement with evidence of suitable proficiency in the native language (e.g., proficiency test, particularly when administered in that language at Austin College; school records).
 - Complete one approved course to satisfy the Global Diversity Requirement
 - Complete one approved course to satisfy the Systems of Power, Privilege, and Inequality Requirement
- Complete the Compass Curriculum Discover Requirement
 - Complete four courses in the Humanities from four different disciplines
 - Complete two courses in the Social Sciences from two different disciplines
 - Complete two courses in the Sciences, at least one with a lab
- Complete the Compass Curriculum Develop Requirement
 - Demonstrate the required skills in written communication by completing one Foundation Writing (FW) course and two Advanced Writing (AW) courses from two different disciplines
 - Demonstrate quantitative literacy skills by satisfactorily completing an approved course that provides instruction in quantitative techniques
- Complete the Compass Curriculum Focus Requirement
 - Complete a major with a 2.00 grade point average or better¹
 - Complete a minor (or second major) with a 2.00 grade point average or better¹
 - **Students entering the college as freshmen:** The choice of a major and a minor (or PPE program) may be made at any time after initial registration, but not later than the fourth semester enrolled at the college. Before registering for their fifth semester, each student must file in the Registrar's Office a declaration of major and minor approved by the appropriate department chairs or program directors.
 - **Transfer students:** The choice of a major and a minor (or PPE program) may be made at any time after initial registration, but not later than the close of the sophomore year (i.e., in which 15 course credits are completed and enrolled in). Before registering for the first term as a junior, each student must file in the Registrar's Office a declaration of major and minor approved by the appropriate department chairs or program directors.
 - Students must have a major declared in order to declare a minor and may not declare a major or minor after they have graduated.

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

¹ If students elect to complete the Philosophy, Politics, and Economics (PPE) program, a minor or additional major is not required for graduation. A 2.00 grade point average or better is needed for courses in the PPE program overall to meet graduation requirements.

Experience Requirement

The Experience Requirement consists of three elements: First-Year Seminar, Applied Learning Experience, and January Term.

First-Year Seminar

First-Year Seminar serves as a foundation for an Austin College education. The course provides an important transition to the expectations of college-level work and available academic services. The seminar topics vary with the interests and specialization of the instructors, but through rigorous engagement with materials appropriate for an introductory class, each seminar section emphasizes the enhancement of skills of information literacy and critical thinking, and abilities in oral and written communication. The seminar instructor serves as the student's faculty mentor and academic advisor. Faculty-student engagement established in the seminar initiates the conversation on how to use the Austin College curriculum to create the educational experience that enhances intellectual inquiry and critical thinking and leads to lifelong learning.

Possible Student Learning Outcomes for First-Year Seminar Courses

The faculty teaching First-Year Seminar courses will promote the following student learning outcomes with their pedagogy:

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

First-Year Seminar may be waived for individuals who have been enrolled as a full-time matriculated student at another accredited college or university for at least one semester.

Applied Learning Experience

Application of textbook or classroom knowledge to new settings is important for all liberal arts students. A liberal arts education should prepare students to be adaptable so they can navigate the multiple jobs, careers, and industries they are likely to encounter during their working lives and so that they can engage in the community as active citizens. Key elements of that preparation should include a broad education, as well as opportunities to practice the transfer of knowledge and skills into new settings. Providing opportunities for students to learn how to apply classroom skills and knowledge to real-world situations impacts students by providing pathways to productive careers and engaged citizenship.

Possible Student Learning Outcomes for the Applied Learning Courses

The faculty teaching Applied Learning courses will promote the following student learning outcomes with their pedagogy:

- Students will connect and apply their academic learning to experiences outside the classroom.
- Students will practice behaviors and exhibit attitudes necessary for lifelong learning and/or career after graduation.
- Students will reflect constructively on their applied learning experience as they consider decisions about their future.

Students are required to complete at least one approved Applied Learning Experience during their time at Austin College. The Applied Learning requirement must be completed at Austin College.

January Term

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

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

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

Possible Student Learning Outcomes for the January Term Courses

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

For international travel courses:

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

For all other courses:

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

Students who enter as freshmen must complete three January term courses during their time at Austin College. Transfer students and students who enter with an associate's degree earned through dual or similar credit must complete one less January term course than the number of fall terms they are enrolled, with three being the maximum required. January term courses will generally use an S/D/U grading system; some courses may provide students with an option for letter grades if those courses include a substantial graded component.

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

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

Examples of On-Campus January Term Courses

*Collecting Culture: Museums
Prohibition, Then Craft Beer?
Gamemaking Workshop
Poetry Sandbox
Science Behind Digital Media*

*Ethics and Politics
Volunteerism
Mathemusic
Sports in Society*

Examples of Off-Campus January Term Courses

Comparative Democratization (Europe)

Deep in the Heart of Mexico

The Space-Ious Southwest

Spanish Immersion in Costa Rica

Rome: The Eternal City

Coffee & Café in Paris and Vienna

Scotland: Castles, Crosses, Kilts and Celts

Engage Requirement

Under the Engage Requirement, students are required to demonstrate ability through the third semester of a language other than English, complete one course to satisfy the Global Diversity Requirement, and complete one course to satisfy the Systems of Power, Privilege, and Inequality Requirement. While some courses are designated to satisfy the Global Diversity Requirement as well as the Systems of Power, Privilege, and Inequality Requirement, each course is able to satisfy only **one** requirement.

Language Competency Requirement

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

Students may also satisfy the language competency requirement with a language not taught at Austin College (one other than French, German, Greek, Japanese, Latin, or Spanish). Students with prior, post-secondary work must show transcripts or placement documentation from another institution to have the language competency requirement waived. Students who are native, near-native, or heritage speakers of a language other than English and believe that they can demonstrate competency at the 201 level should contact the Registrar's Office, who will place them in contact with the appropriate department chair to consider the case for a waiver. A waiver application must be made in the student's first year.

Global Diversity Requirement

The purpose of the Global Diversity Requirement is to foster every student's learning in an academic context of material on people and/or people groups outside of the European or post-colonial North American cultural context. Such courses focus on cultures indigenous to Africa, the Americas, Asia, Australia and/or Oceania. These courses are an exploration of the range of human experience including but not limited to artistic expression, religious traditions, ethical values, patterns of thought, historical events, political movements, social institutions, and/or cultural practices. While these courses may be comparative, the U.S. and Europe must not dominate the content of the class but must be weighted equally in their proportion of the course content and focus.

Possible Student Learning Outcomes for the Global Diversity Courses

The faculty teaching Global Diversity courses will promote the following student learning outcome with their pedagogy:

- Students will acquire adequate understanding of course content from and/or about at least one non-Western culture.

And at least two of the following outcomes:

- Students will examine cultures with an open mind and on their own terms.
- Students will ask complex questions about cultures, their products, and their origins.
- Students will show awareness of the links between culture and the discipline(s) of the course.

Systems of Power, Privilege, and Inequality Requirement

The purpose of the Systems of Power, Privilege, and Inequality Requirement is to foster every student's learning in an academic context of material on historically marginalized people and/or people groups. Students will interrogate questions of justice, equity, and identity in relation to issues such as race, ethnicity, gender, sexuality, religion, socioeconomic status, and/or (dis)ability in order to provide context for critiquing institutional systems, public discourse, policies, social norms, and/or human behavior and challenge assumptions about how human society functions and this will be at least half of the course. These courses can focus on any country, region, or social group, and are not limited to any particular era past or present.

Possible Student Learning Outcomes for the Systems of Power, Privilege, and Inequality Courses

The faculty teaching Systems of Power, Privilege, and Inequality courses will promote the following student learning outcome with their pedagogy:

- Students will acquire adequate understanding of course content from and/or about at least one non-dominant group.

And at least two of the following outcomes:

- Students will examine groups with an open mind and on their own terms.
- Students will ask complex questions about social groups and categories, their products and their origins.
- Students will show awareness of the links between social stratification and the discipline(s) of the course.

Discover Requirement

An eight-course distribution over the three academic divisions (i.e., Humanities, Sciences, and Social Sciences) of the college establishes the minimal requirement for the Discover Requirement (formerly the Breadth Dimension). Students who enter the college as freshmen may transfer into Austin College up to four courses in the Discover Requirement but must take at least half of the coursework required in each division at Austin College (e.g., only two of the four required Humanities courses can be transfer courses). Students who enter as transfer students and students who enter with an associate's degree earned through dual or similar credit may transfer in all eight courses. **Only transfer credits completed prior to matriculating at Austin College can be used to satisfy the Discover Requirement.** All students must meet the requirements stated below for each division. Courses and AP/IB equivalencies that satisfy this requirement have been approved by the respective academic divisions and are on a list available in the Registrar's Office. Discover Requirement courses must be

taken for a letter grade. Courses taken for the Discover Requirement also may count toward either the major or minor. Specific courses approved for the Discover Requirement are indicated each term on the online course registration schedule and in the course descriptions of the *Bulletin*.

It is important to note that, while some courses are designated to satisfy multiple Discover requirements (e.g., Social Science and a Science or Humanities and Science), each course is able to satisfy only **one** Discover requirement, not more than one.

Humanities

The humanities disciplines of art, art history, classical and modern languages, communication, media studies, theatre, East Asian 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.

Possible Student Learning Outcomes for the Humanities Discover Requirement Courses

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

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

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

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

Sciences

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

Possible Student Learning Outcomes for the Science Discover Requirement Courses

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

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

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

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

Social Sciences

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

Possible Student Learning Outcomes for the Social Science Discover Requirement Courses

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

- Students can identify, describe, and use one or more methodological approaches used in the Social Sciences.
- Students can describe individual and/or group behaviors using disciplinary appropriate language.
- Students can explain how the cultural and/or institutional past informs society.

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

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

Develop Requirement

As part of the Develop Requirement, students must satisfy requirements related to Writing and Quantitative Literacy.

Writing Competency Requirement

Writing competency means demonstrating consideration of the context, audience, and purpose of the writing task; exploring ideas supported by appropriate, relevant, and convincing evidence in an effectively focused and organized manner; deploying consistent use of important conventions particular to a specific discipline and/or writing task; and using language that generally conveys meaning to readers and is largely free of errors.

This requirement is met by the satisfactory completion of an approved “foundation writing” course, which should be taken no later than the first semester of the sophomore year, and by the satisfactory completion of two approved “advanced writing” courses in two different disciplines. Advanced writing (AW) courses should normally be taken after satisfactory completion of a foundation writing (FW) course, and only one advanced writing course taken prior to the satisfactory completion of a foundation writing course may count toward the writing competency requirement.

Approved courses are marked each term on the online course registration schedule. Course guidelines and a list of approved courses are available in the Registrar’s Office.

Possible Student Learning Outcomes for the Writing Competency Courses

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

- Students will demonstrate skillful use of evidence to support discipline and/or context appropriate arguments.
- Students will demonstrate effective organization and/or appropriate use of discipline-specific conventions.
- Students will demonstrate control over context, audience, and purpose of the writing task(s).

Transfer Policy for Writing Competency

Incoming Freshman Students: For incoming freshman students, a score of five on the AP English Language and Composition exam or a score of five or higher on the HLS English exam for IB will be articulated as meeting the FW competency. Students matriculated at Austin College may not transfer credit from another institution.

Transfer Students: Transfer students must meet the writing competency through one FW course and two AW courses, following the same rules about sequence listed above. ENGL 1302 (or equivalent) may transfer to meet FW credit. AW credit may not be transferred insofar as AW is an Austin College designation.

Quantitative Competency Requirement

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

Possible Student Learning Outcomes for the Quantitative Competency Courses

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

- Student will use numerical or graphical analysis to draw relevant conclusions from data or models.

And at least one of the following outcomes:

- Students will construct and test formal hypotheses.
- Students will demonstrate logical or mathematical reasoning using symbolic proofs.
- Students will solve problems using mathematical methods or models.

Focus Requirement

Before the end of their sophomore year, students declare a field to study in depth from the college's list of more than 40 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 more than 40 minors from which to choose. With proper planning students are able to integrate many of the course requirements of the Discover Requirement into their major and minor, giving their overall education greater coherence. Through the Discover Requirement, 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.

Undergraduate degree programs available to students as of the 2026-2027 academic year:

Degree Programs	Major		Minor
	B.A.	B.S.	
Accounting			X
Anthropology	X		X
Art	X		X
Art History			X
Biochemistry ¹		X	
Biology ²		X	X
Business Administration	X		
Business Finance	X		
Chemical Science	X		
Chemistry		X	X
Classical Civilizations	X		
Classics	X		X
Communication	X		X
Computer Science		X	X
Data Science and Analytics			X
East Asian Studies	X		X
Economics	X		
Education ³		X	X
Engineering ⁴		X	

Engineering Physics		X	
English	X		X
English with an emphasis in Creative Writing	X		X
Environmental Science		X	
Environmental Studies	X		X
Ethics			X
French and Francophone Studies	X		X
Gender Studies	X		X
German Studies	X		X
Health Care Administration	X		
History	X		X
Interdisciplinary Studies ⁵	X		X
International Economics and Finance	X		
International Relations	X		X
Kinesiology ⁶	X	<i>see note⁶</i>	X
Latin	X		
Leadership Studies			X
Mathematics		X	X
Media Studies	X		X
Mindfulness and Health Studies			X
Music ⁷	X		X
Neuroscience		X	X
Non-Profit Organizations and Public Affairs			X
Philosophy	X		X
Philosophy, Politics, and Economics (PPE) ⁸	X		<i>see note⁸</i>
Physics		X	X
Political Science	X		X
Psychology		X	X
Public Health		X	X
Religious Studies ⁹	X		X
Social Justice			X
Sociology	X		X
Spanish	X		X
Theatre	X		X

¹ See Chemistry Department for degree information.

² Offers general Biology major and major with a concentration in Molecular and Cellular Biology.

³ Students can earn a Master of Arts in Teaching (MAT) or Bachelor of Science (B.S.). Undergraduate majors are offered in Elementary or Secondary Education, and with or without a certificate.

⁴ Offers general Engineering major, Engineering major with a concentration in Mechanical, and Engineering major with a concentration in Electrical.

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

⁶ Offers general Kinesiology major (B.A.), major with a concentration in Exercise Science (B.S.) and major with a concentration in Sports Management (B.A.).

⁷ Offers Music major with a concentration in Performance, Music Education, Music Theory/Composition, or Musicology.

⁸ Students completing the PPE degree program take 16 courses from philosophy, politics, and economics and are not required to complete a minor or additional major to meet graduation requirements.

⁹ Offers general Religious Studies major, major with a concentration in Asian Cultures, major with a concentration in Biblical Traditions, and major with a concentration in Social Justice and Comparative Religions.

Major and Minor General Program Requirements

Requirements for the major consist of at least eight but not more than 11 course credit units, approved by the department chair or program director as described in the **Academic Departments and Courses of Study** section of this *Bulletin* (see below for exception when transfer work is applied). Courses in the major may be counted toward meeting the Discover Requirement. 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 course credit units, approved by the department chair or program director (see below for exception when transfer work is applied). 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 Discover Requirement. At least two course credit units must be taken at Austin College from courses numbered 200 or above.

The Philosophy, Politics, and Economics (PPE) program engages students in an 8-4-4 course format that fulfills the graduation requirements replacing the traditional major/minor or double major requirement.

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

Applying Transfer Work to Major or Minor

Transfer courses may be applied to a student's major or minor requirements with approval of the department chair or program director. In such cases, students must complete at least 8 courses and 7 course credit units for majors and at least 5 courses and 4.5 course credit units for minors. All other major or minor requirements outlined above must be met. All other graduation requirements must be met.

Electives

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

Special Program Option

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

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

Departmental Honors Program

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



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

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

Other Honors



Phi Beta Kappa

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

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

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

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

Honors at Commencement

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

Dean’s List

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

Honor Societies

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

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

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

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

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

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

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

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

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

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

Pi Sigma Alpha: A national honor society for political science and international relations. Eligible students will have completed 5 courses in political science, have a B average or above in those classes, and be in the top one-third of their class.

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.

Sigma Tau Delta: An international English honor society.

Sigma Xi: An international scientific research society.

On-Campus Learning Opportunities

Individual Study

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

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

Directed Study courses are offered at the intermediate (numbered 260) and advanced (numbered 360 or 460) level for variable credit ranging from 0.25 to 1.00. To be eligible for a directed study course, a student must have demonstrated a capacity to do individual work and have a **cumulative grade point average of at least 2.00**.

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

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

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

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

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

Teaching/Learning Participation

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

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

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

Posey Leadership Institute

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



Environmental Research Areas and Field Laboratories

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

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

Robert L. Snider Memorial Social Science Lab

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

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

Research Practicum in Social Science Lab

In certain social science disciplines the department's sophomore, junior, and senior students may take a one-fourth course credit research practicum at the SSLab or under an appropriate professor utilizing the SSLab resources. Such work extends over a whole fall term, January term, spring term, or summer term and may be

repeated for credit up to a total of one course credit unit. The research practicum is designed so that students may experience social science techniques by working on research projects while gaining an in-depth understanding of a particular area.

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

Off-Campus Learning Opportunities

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



Internships

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

Career Study Off-Campus (CSOC)

A student may earn a maximum of three course credit units through [Career Study Off-Campus](#) (referred to as field study or internship; course number 290) during a long 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 or Bachelor of Science 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 at a location that provides the student with a substantive view of the work performed in that particular profession. A student will work with an on-site coordinator or supervisor (a qualified individual who can assist and/or partially direct the study). Proposals should reflect substantial academic, intellectual content and contain clear and concise goal statements, learning objectives, and resources used, as well as some type of tangible end product to be evaluated by the instructor. All proposed studies must be approved by the most appropriate department chair and divisional dean.

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

Global Outreach “GO” Fellowship Program

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

Study Abroad Program

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

The program has three general goals:

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



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

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

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

Independent Study Off-Campus (NSOC)

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

The Washington Semester Program

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

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

Pre-Professional Preparation

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

Pre-Engineering

In addition to the Bachelor of Science degree in Engineering, Austin College students have two other professional paths to engineering: Dual-Degree Program in Engineering (sometimes called the 3/2 or 4/2 Engineering Program) and the Gateways Program with affiliated graduate engineering programs.

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

Austin College is one of a select group of liberal arts colleges that have cooperative agreements with Washington University in St. Louis and Columbia University in New York. Both universities offer a wide range of programs in engineering and the applied sciences.

In order to participate in the Dual-Degree Program, students fill out 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. Students can choose any Austin College major, but they must take specified courses at Austin College in disciplines such as mathematics, physics, chemistry, and computer

science as required by the engineering school. Upon completion of the requirements for the degree at the engineering school, the student also is awarded a Bachelor of Arts or Bachelor of Science degree from Austin College.

The Gateways Program provides another option for students to pursue a career in engineering. Students complete a Bachelor of Arts or Bachelor of Science at Austin College in one of the majors offered and then attend a graduate program in engineering either in Texas or elsewhere. The Engineering Advisor works with students to facilitate admission to various graduate engineering programs. Austin College has a special agreement for guaranteed admission into the graduate program in Materials Science and Engineering at University of Texas at Dallas.

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

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

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



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

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

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

Pre-Law

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

Pre-Ministry

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

Students who are interested in pursuing a graduate seminary (M.Div.) degree or more general professional training for a church vocation should register with the college chaplain. Individual mentoring is available with members of the religious studies faculty and the college chaplain. Each year, representatives from different theological seminaries visit the campus. Please contact the college chaplain, John Williams, for more information.

Academic Regulations

Course Credits and Classification

Progress toward graduation is measured through course credit units, with one course credit unit equivalent to four semester credit hours. Most curricular offerings are one course credit unit. Other classes, as designated, may carry more or less credit applied in fractional increments.

Student classification is determined at the beginning of each term:

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

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

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

Traditional undergraduate student classifications:

- A **freshman** is one who has completed less than seven course credit units.
- A **sophomore** is one who has completed at least seven course credit units.
- A **junior** is one who has completed at least 15 course credit units.
- A **senior** is one who has completed at least 25 course credit units.

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

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

A **graduate student** is one who holds a bachelor's degree and has been admitted to a graduate professional program. Graduate education distinguishes itself by integrating systematic study, experiential learning and/or research to promote strong critical thinking and problem-solving abilities. Graduates of master's degree programs are equipped to apply their knowledge and skills and contribute to their disciplines.

A **full-time, graduate student** is one who is registered for at least two course credit units during a fall, spring, or summer term. Graduate students are considered to be half-time students when enrolled in at least one course credit unit. (This definition encompasses the minimum requirements to be considered full time at the College. Individual programs may have stricter, program-specific requirements to be considered full time. See the Graduate Programs section for more information.)

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 a graduate professional program.

Level of Credit

Austin College defines the level of credit awarded for courses as follows:

- Participation/Proficiency (001–099): Non-credit undergraduate courses designed primarily to document participation in a college-sponsored ensemble or varsity sport or completion of a required proficiency.
- Lower-Level Undergraduate (100–299): Introductory and intermediate disciplinary content, foundational skills, application of basic knowledge to various contexts, initial development of analytical skills, exposure to disciplinary practices and professional attitudes. Few or no prerequisites.

- Upper-Level Undergraduate (300–499): Advanced undergraduate coursework involving engagement with scholarly literature, and/or a deeper understanding and application of disciplinary theories and methods, and/or skills in advanced analysis, synthesis, and evaluation. Prerequisites are typically required.
- Graduate-Level (500+): Designed for post-baccalaureate students; courses feature advanced theoretical and practical knowledge, application of research and/or clinical or professional practice, integration of theoretical frameworks and evidence-based decision making, high-level analytical competencies, and professional integration. Undergraduate and/or graduate prerequisites.

These definitions are grounded in learning outcomes, disciplinary depth, and assessment rigor, not student enrollment status. They apply consistently to all credit-bearing courses, regardless of format (in-person, online, or hybrid), mode of delivery, program type, or instructional site.

Degree Levels and Types

Austin College awards degrees at the undergraduate and graduate levels: the Bachelor of Arts and Bachelor of Science at the undergraduate level and the Master of Arts in Teaching and Master of Medical Science at the graduate level.

Study at the undergraduate level immerses students in both the depth and breadth of a liberal arts education while helping them develop a foundation for academic and career success beyond Austin College. To complete an **undergraduate bachelor's degree**, a student must be admitted as a degree-seeking undergraduate student, complete at least 34 course credit units at the undergraduate level, and fulfill all requirements of the Compass Curriculum.

Study at the graduate level provides students the opportunity to develop in-depth knowledge beyond that gained as an undergraduate and to acquire focused expertise in a specific discipline. To complete a **graduate master's degree**, a student must be admitted to a graduate professional program, complete at least 9 course credit units at the graduate level, and fulfill all program-specific requirements. (The number of credit units required for graduation varies by program. Individual programs may require completion of significantly more credit units than the minimum listed here. See the Graduate Programs section for more information.)

Registration and Withdrawal

Registration

A student becomes a member of a class only by registering or adding the class through the proper procedures via Self Service. The student's mentor must approve registration for a student for each term. The faculty access class rolls through Self Service. When a student's name appears on the online class roll, the student has officially registered for the class. Any course for which a student registers will be recorded with an appropriate grade on the student's transcript unless the student drops the course through the proper procedure. A student is expected to attend and participate in each course for which the student registered until officially withdrawn from that course.

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

Change of Registration

Students may change their initial registrations by adding or dropping courses within the timespan specified in the [Academic Calendar](#) for each term. The student's mentor must approve all changes to registration. A \$20 late fee may be charged for petitioned added courses processed after the official add period. The charge is the same for both full and fractional credit courses.

Course Overload

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

Withdrawal and Dismissal from College

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

Class Attendance

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

Grading System

The following grades are used at Austin College:

A	Excellent
B	Good
C	Satisfactory
S	Satisfactory achievement (work must be at or above C- level)
D	Marginally passing
F	Failing
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 date specified in the official academic calendar
WM	Withdrawal from the course for documented medical circumstances

Grade points are earned as follows:

Letter Grade	Grade Points	Letter Grade	Grade Points
A+/A	4.0	S	---
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0
C+	2.3	U	0
C	2.0	W	---
C-	1.7	WM	---

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

Grading Regulations

Course-Level Student Responsibility

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

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

Grade Grievance Process

When a student is in disagreement with a professor over the course grade (or other course-related issues such as attendance, assignment parameters, etc.), the student should first respectfully discuss the issue with the professor in an attempt to resolve the difference. If this proves to be impossible, the disagreement may be referred in a written appeal to the department chair or program director supporting the course for investigation and a decision. Continuing disagreement on such academic issues may be referred to the division dean or Vice President for Academic Affairs and should begin with a written appeal and explanation of previous attempts to resolve the issue. The last appeal in all cases shall be to the Vice President for Academic Affairs, unless that person is the professor for the course. In that case, the President reviews the final appeal. Attempts to circumvent the systematic appeal process will result in a referral to the appropriate level for consideration. Grade grievances for a course must begin within one full year of the end of the course to be considered appropriately. Grade changes will not be entertained after the baccalaureate degree has been conferred.

Dropping Courses and the Grading Impact

Students who want to drop a course must either drop the course in Self Service during the time in which web registration is open or submit an electronic drop form (available under Forms on the [Registrar's Office page on the Student Portal](#)) by the deadlines specified in the official online [Academic Calendar](#). Courses with grades of "W" are not included in the computation of grade point averages but could impact Satisfactory Academic Progress (see the Financial Aid section of the *Bulletin*) if earned in excess.

During a regular fall or spring term, students can drop courses through at least the end of the seventh week of the term and receive no grade for the course, and the course will not be listed on the students' transcripts. The official last day to drop a course with no grade for each term is indicated in the online [Academic Calendar](#). Students who drop a course after that time will receive a grade of "W" for any courses dropped. After the date specified in the academic calendar as the last day to drop a course with a W, students are unable to drop classes; in these cases, students will earn the grade awarded by the faculty member based on their performance in the course. Students can petition to utilize the Medical Withdrawal policy at any time during a term including after the last day to drop a course with a W.

Medical Withdrawal

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

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

Optional Grading System

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

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

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

Repeated Courses

Students may repeat for additional credit only those courses so designated in the *Bulletin*. When a course is repeated to raise a grade, all attempts and grades remain listed on the transcript but are marked to indicate that the course has been repeated. Only the last attempt is used to determine credit earned and grade point average (unless the grade for the last attempt is a W, in which case the previous attempt is used to determine credit and

grade point average). Courses cross-listed in the *Bulletin* (such as Business Administration 361 and Economics 361) are treated as if they are the same course. Only courses repeated at Austin College can be used to raise a course grade.

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

Transfer Credit for Continuing Students

Students may with prior approval enroll in courses at other accredited colleges and universities and transfer credit to their Austin College degree program. Transfer approval forms are available under Forms on the [Registrar's Office page on the Student Portal](#). The following transfer credit policies apply to summer or concurrent transfer courses:

- Transfer courses must be consistent with the academic programs of Austin College.
- Only transfer courses with a grade of 'C' or higher (2.0 or higher) will be accepted.
- Transfer courses taken in a semester hour system will be converted to course credit units at the rate of four semester hours being equal to one Austin College credit (e.g., a three-hour semester credit hour course is equal to 0.75 course credit units at Austin College). While transfer courses may come in for less than one credit, the course can still meet major/minor requirements and competencies for a degree, with the exception of Discover requirements.
- Transfer courses may not be used to meet Discover requirements **if the transfer course is taken after a student has matriculated** to Austin College (see The Academic Program – Discover Requirement).
- Transfer courses being used to meet requirements for a major, minor, or prerequisites must be approved by the appropriate department chair or program director.
- Transfer courses not previously accepted are reviewed by the appropriate department chair or program director to ensure the appropriateness of the course in an Austin College degree program.
- Transfer courses being used to meet the language competency requirement must be approved by the chair of the Classical and Modern Language Department.
- Transfer courses will not be used in calculating the cumulative grade point average or major and minor grade point average.
- Transfer courses will not be used as repeats of Austin College courses for recalculation of grade point averages.
- Up to three graduate-level course credits (or nine semester credit hours) can be applied to the undergraduate degree plan. Graduate-level courses transfer into Austin College as one course credit unit.
- Eight of the last 11 course credit units in a student's degree program must be completed at Austin College.
- Students may petition for individual approval of a transfer course not normally accepted at Austin College. Students must provide a syllabus or complete course description and specify how the course is relevant to their degree program.
- Credit from study abroad is treated as transfer credit and is converted at the rate of four semester hours being equal to one Austin College credit. Students may petition for study abroad transfer credit to be applied to graduation requirements, such as upper-level residency credit, Discover requirements, etc.

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

Obtaining a Second Baccalaureate Degree

Austin College Graduates

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

- Complete a minimum of 17 course credit units.
- Complete a major and a minor from the current entering *Bulletin* (academic catalog), meeting all grade point average (GPA), residency, and course requirements related to the selected major and minor.
- Courses taken to fulfill the previous degree cannot be utilized to meet major and minor requirements for the current degree.
- The cumulative GPA would begin with a 0.00. Students must earn at least a 2.0 cumulative GPA in the 17 credits and a minimum of a 2.0 in major and minor courses.
- Given that graduates from Austin College have met the Compass Curriculum Experience, Engage, Discover, and Develop Requirement requirements (foundation, breadth, and competency requirements for students who entered before Fall 2019) in their first degree, they will not have to complete those requirements again.

Graduates from a Different Four-Year Institution

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

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

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

Academic Probation and Suspension

Probation Review

Students' academic records are reviewed at the end of each fall and spring term, and academic standing is assessed by determining if a student is meeting satisfactory academic progress. 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 or total credit earned at Austin College falls below

the thresholds listed below will automatically be placed on academic probation through the following long term (fall or spring). At the end of the probationary term, the following action may be taken:

1. If the student's cumulative grade point average and total credit earned at Austin College are above the relevant thresholds listed below, the student will be removed from academic probation.
2. If the student's cumulative grade point average is below the relevant threshold listed below but the student earns a term grade point average of 2.25 or higher and completes a full course load (a minimum of 3 graded course credits) during the probationary period, the student's academic probation will be extended through the following long term.
3. If the student's cumulative grade point average is below the relevant threshold listed below and the student's probationary term grade point average is less than 2.25 or the student earns less than 3 credits, the student may be suspended from the college.

Total credit earned at Austin College does not include transfer credit, Advanced Placement (AP) credits, International Baccalaureate (IB) credits, or institutional exams for placement credit.

Thresholds for Satisfactory Academic Progress

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

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

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

Readmission Following Suspension

A student placed on academic or disciplinary suspension may apply for readmission after a specified period of one or two regular terms. [Readmission](#) is at the discretion of Austin College. To be considered for possible readmission, a student (or their designees) should submit an Application for Readmission at least 30 days (60 days for international students) prior to the term for which readmission is sought. The application is reviewed

by the Academic Standing Committee to determine a readmission decision. If readmitted, the student will be on probation with specific stipulations of the progress required for continuation. Failure to meet these stipulations will lead to suspension for a full academic year.

Impact of Academic Performance on Financial Aid

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

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

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

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

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

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

Undergraduate Degree Conferral

Austin College grants Bachelor of Arts or Bachelor of Science degrees for undergraduate students completing all appropriate degree requirements. Austin College has three dates when students may complete their degree requirements: May, August, or January graduation. The official date is placed on the diploma and on the student's permanent record.

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

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

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

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

Refer to graduate degree conferral information in the **Graduate Programs** section of this *Bulletin*.

Academic Departments and Courses of Study

For an explanatory statement concerning graduation requirements, see the previous section, The Academic Program. For graduate departments and program information, see the **Graduate Programs** section.

Course Numbering: The course number generally reflects the academic level at which the course is offered (see the **Level of Credit** section for a full explanation of course level and numbering):

- 001-099 Participation/proficiency
- 100-299 Lower-level Undergraduate
- 300-499 Upper-Level Undergraduate
- 500+ Graduate Level (see the **Graduate Programs** section for further descriptions of 500-level courses)

Undergraduate Course Credit and Student Load: The course is the unit of credit occupying approximately one-fourth of the student's study time during a regular long term (fall or spring) and all of one's study time in the January term. As a general guideline, the college expects from its students a minimum commitment of 180 academic hours* (150 clock hours) of engagement per credit unit each semester, regardless of the length of the term or the mode of delivery of the course (e.g., in-person, online, directed study, etc.). During a long term, this guideline translates into a minimum of 12 academic hours (10 clock hours) of engagement per week.

Engagement hours include time spent preparing for and attending class as well as time spent working in laboratories or studios or on internships, practica, clinical experiences, and other academic activity. 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, 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.

**One academic hour = 50 minutes.*

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

Arrangement: The Academic Departments and Courses of Study section is organized alphabetically by the official name of the academic program and includes both academic departments and interdisciplinary programs. Some academic departments include the courses of more than one discipline; in such cases, the disciplines are listed alphabetically within the department.

APPLIED LEARNING

APPL 290 Applied Learning Experience

An experience where a student applies classroom knowledge and skills to real-world situations outside the traditional classroom. This may include community-based learning, cross-cultural experiences, integrative learning projects within a course context, internships and practicums, or student research and scholarship. (0 credit)

ART AND ART HISTORY

Chair: Mark Monroe

Faculty: Brianna Burnett, Jeffrey Fontana

Adjunct Faculty: Jesse Reinhard

Emeriti: Mark Smith, Tim Tracz

Studio Manager: Joseph Allison

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

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

Degrees Offered in Art and Art History

Major in Art (B.A.)

Minor in Art

Minor in Art History

ART

A **major in art (B.A.)** consists of:

Required Courses (2 courses)

_____ ART 113 Art Fundamentals

_____ ART 114 Drawing

Art History (3 courses)*

_____ ARTH course – 200 level or higher

_____ ARTH course – 200 level or higher

_____ ARTH course – 200 level or higher

Art and Art History Electives (4 courses)*

_____ ART or ARTH course – 200 level or higher

_____ ART or ARTH course – 200 level or higher

_____ ART or ARTH course – 200 level or higher

_____ ART or ARTH course – 200 level or higher

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

Other Considerations When Planning for the Major:

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

Total Credits Requirement = 9 course credits

A **minor in art** consists of:

Required Course (select 1 course)

_____ ART 113 Art Fundamentals

_____ ART 114 Drawing

Art History (1 course)*

_____ ARTH course

Art Electives (3 courses)*

_____ ART course

_____ ART course

_____ ART course

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

Total Credits Requirement = 5 course credits

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

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

ART HISTORY

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

Art History Requirement (select 1 course)

_____ ARTH 231 Western Art: Ancient to Medieval

_____ ARTH 232 Western Art: Renaissance to Modern

Art Requirement (select 1 course)

_____ ART 113 Art Fundamentals

_____ ART 114 Drawing

Art History Electives (3 courses)

- _____ any level ARTH course
- _____ 300-level or higher ARTH course
- _____ 300-level or higher ARTH course

Total Credits Requirement = 5 course credits

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

COURSES IN ART

ART 113 Art Fundamentals

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

ART 114 Drawing

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

ART 155 East Asian Ceramics

This course explores the developments of ceramic traditions in Eastern Asia with an approach that will combine the traditional lecture format with hands on studio experience. Each section of study will focus on a specific culture and historic tradition with projects designed to build an understanding of use, context, and technical production of ceramic artifacts. Requirement(s) met: Humanities Discover and Global Diversity

ART 250 Topics in Art

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

ART 251 Painting

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

ART 252 Sculpture

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

ART 255 Ceramics

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

ART 256 Photography

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

ART 260 Intermediate Directed Study

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

ART 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to art, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ART 352 Advanced Sculpture

A continuation of sculpture. PREQ: Art 252. Requirement(s) met: Humanities Discover. (As needed)

ART 355 Advanced Ceramics

Continuation of ceramics with advanced projects and techniques. PREQ: Art 255. Requirement(s) met: Humanities Discover. (As needed)

ART 356 Advanced Photography

Continuation of photography with advanced projects and techniques. PREQ: Art 256. Requirement(s) met: Humanities Discover. (As needed)

ART 357 Media Art

Introduction to the role of media in the world of art. This course teaches new ways of conceptualizing the fusion of arts and technology, with an emphasis placed on learning emerging technologies to create visual art. The course considers the social and cultural implications of technology in the arts and your role as an artist in redefining the traditional categories of art. PREQ: Art 113 and one 200-level Art course (or instructor permission). Requirement(s) met: Humanities Discover. (Each fall and/or spring)

ART 360/460 Advanced Directed Study

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

ART 361 Advanced 2-D Studies

This course is ideal and designed for students wishing to pursue intermediate and advanced study in painting, drawing, mixed media art, printmaking techniques and other 2-D formats. The class is well suited for students who want to work on an independent body of creative artwork, but still have the advantage of sharing in a supportive group environment of informal critiques, discussions, presentations, and highly individualized instruction. All participants will have a private studio space in the painting lab with 24/7 access. As a result, the class size will be limited to 11 students. You will be asked to write an outline discussing your choice of media, subject and creative goals the first week of class. A “thesis” statement is required (individual goals and creative outcome). PREQ: Art 113, Art 114 or Art 251. (Each spring)

ART 450 Advanced Topics in Art

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

ART 464 Teaching/Learning Participation

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

ART 490 Independent Study

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

ART 491 Honors Thesis in Art

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

ART 492 Independent Study Off-Campus/NSOC

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

ART 494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to art, suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ART 495 Senior Conference

A thesis or final project in art history, art education, or studio art. Fractional or full course credit unit. Offered for variable credit. Requirement(s) met: Applied Learning Experience. (Each fall and spring)

COURSES IN ART HISTORY

ARTH 231 Western Art: Ancient to Medieval

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

ARTH 232 Western Art: Renaissance to Modern

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

ARTH 250 Topics in Art History

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

ARTH 235 A History of the Art of Comic Books

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

ARTH 260 Intermediate Directed Study in Art History

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

ARTH 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to art history, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ARTH 342 Victorian Art and Architecture

This course examines a fascinating array of painters, sculptors, architects, designers, and illustrators from a series of overlapping art movements in Great Britain, along with their offshoots and parallels in the United States, including the Pre-Raphaelites, Aestheticism, Arts & Crafts, Queen Anne, Symbolism, the New Sculpture, Tonalism, and Art Nouveau. In an anticipation of 20th-century Modernist formalism, we will see how many creators sought to liberate art from the obligation to moralize or to serve an institution, so that it might instead follow the imperative to be beautiful, after the creed, “art for art’s sake.” PREQ: Art History 231 or 232 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

ARTH 343 Modern Art and Architecture

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

ARTH 345 Italian Renaissance Painting and Sculpture

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

ARTH 347 Baroque Painting and Sculpture

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

ARTH 349 A History of Beauty in the Visual Arts

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

ARTH 360/460 Advanced Directed Study in Art History

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

ARTH 450 Advanced Topics in Art History

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

ARTH 464 Teaching/Learning Participation

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

ARTH 481 Seminar in Art History

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

ARTH 482 Internship in Art History

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

ARTH 490 Independent Study in Art History

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

ARTH 491 Honors Thesis in Art History

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

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

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

ARTH 494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to art history suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

BIOLOGY

Chair: David Aiello

Faculty: Rogers Brown, Shayne Easterwood, Keith Kisselle, Lauren Miterko, Kelly Reed, , Thomas Stidham

Laboratory Coordinators/Instructors: Mandy Schable, Krista Thomas

Emeriti: George Diggs, Steven Goldsmith, Peter Schulze

The mission of the Biology department is to foster student intellectual development through the scientific study of life's complexity and diversity. In the context of a liberal arts education, we are committed to mentoring our students in solving problems with broader meaning. We strive to help students develop the skills to form new questions, identify meaningful problems, critically evaluate data, theories, and evidence, communicate and collaborate with diverse learners, and contribute to the larger body of knowledge. We intentionally integrate the study of biology across the curriculum to other areas in the liberal arts using hands-on, collaborative application of learning in the laboratory and through research. We prepare students to be scientifically informed citizens, life-long learners, and leaders within their communities and in a variety of careers.

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

Degrees Offered in Biology

Major in Biology (B.S.)

Major in Biology with a Concentration in Molecular and Cellular Biology (B.S.)

Minor in Biology

A **major in biology (B.S.)** consists of:

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

_____ BIOL 115

_____ BIOL 116 (PREQ: BIOL 115 and CHEM 111)

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

Ecological and Evolutionary Biology

_____ BIOL 220 Vertebrate Biology

_____ BIOL 222 Mammalogy

_____ BIOL 223 Entomology

_____ BIOL 259 Conservation and Restoration Ecology

_____ BIOL 326 Animal Behavior

_____ BIOL 332 Evolutionary Biology

_____ BIOL 337 Plant-Animal Interactions

_____ BIOL 346 Ecosystem Ecology

_____ BIOL 353 Physiological Ecology

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

Molecular and Cellular Biology

_____ BIOL 228 Genetics

_____ BIOL 230 Microbiology

_____ BIOL 248 Cellular Physiology

_____ BIOL 340 Immunology

_____ BIOL 343 Molecular Biology of the Chromosome

_____ BIOL 344 Molecular Biology of Gene Expression

_____ BIOL 347 Cancer Biology

_____ BIOL 349 Cellular and Molecular Neuroscience

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

Physiological and Organismal Biology

_____ BIOL 234 Anatomy and Physiology

_____ BIOL 322 Comparative Vertebrate Anatomy

_____ BIOL 324 Developmental Biology

- _____ BIOL 351 Extreme Physiology
- _____ BIOL 352 Systemic Physiology
- _____ BIOL 358 Ornithology
- _____ Approved topics courses (see mentor and department advisor for approval)

Electives

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

Supporting Requirements for the Major

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

Other Considerations When Planning for the Major:

- Biology 102, Chemistry 351, or Environmental Studies 135 may count as one of the nine biology courses. NOTE: Chemistry 351 does not count as one of the 300-level course requirements for the biology major, but will count in the overall credits needed for the major.
- Only two combined course credits of Biology 260, 294, 394, 460, 464, 472, 491, 492, or 494 may count toward nine biology courses. Biology 240 credits will not count toward the major.
- All biology courses applied to major must be taken for a letter grade, except for courses offered S/D/U only or research courses or directed and independent studies taken S/D/U with the instructor's consent.
- Chemistry 112 and a statistics course (Mathematics 120, Political Science 271, Psychology 120, Public Health 120, or Social Science 120) are required supporting courses for the major.

Total Credits Requirement = 9 course credits

A major in **biology with a concentration in cell and molecular biology (B.S.)** consists of:

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

- _____ BIOL 115
- _____ BIOL 116 (PREQ: BIOL 115 and CHEM 111)

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

- _____ BIOL 228 Genetics
- _____ BIOL 230 Microbiology
- _____ BIOL 248 Cellular Physiology
- _____ BIOL 340 Immunology
- _____ BIOL 343 Molecular Biology of the Chromosome
- _____ BIOL 344 Molecular Biology of Gene Expression
- _____ BIOL 347 Cancer Biology
- _____ BIOL 349 Cellular and Molecular Neuroscience
- _____ Approved topics courses (see mentor and department advisor for approval)

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

Ecological and Evolutionary Biology

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

Physiological and Organismal Biology

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

Supporting Requirements for the Major

- _____ CHEM 351
- _____ Statistics course (one of the following: Mathematics 120 (or equivalent), Political Science 271, Psychology 120, Public Health 120, or Social Science 120)

Other Considerations When Planning for the Major:

- One combined course credit of Biology 260, 294, 394, 460, 472, 491, 492, or 494 may substitute for one of the Molecular/Cellular courses provided the research or study contains a molecular/cellular focus. Biology 240 credits will not count toward the major.
- All biology courses applied to major must be taken for a letter grade, except for courses offered S/D/U only or research courses or directed and independent studies taken S/D/U with the instructor's consent.
- Chemistry 351 and a statistics course (Mathematics 120, Political Science 271, Psychology 120, Public Health 120, or Social Science 120) are required supporting courses for the major.

Total Credits Requirement = 9 course credits

A minor in biology consists of:

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

- _____ BIOL 115
- _____ BIOL 116 (PREQ: BIOL 115 and CHEM 111)

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

Ecological and Evolutionary Biology

- _____ BIOL 220 Vertebrate Biology
- _____ BIOL 222 Mammalogy

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

Molecular and Cellular Biology

- _____ BIOL 228 Genetics
- _____ BIOL 230 Microbiology
- _____ BIOL 248 Cellular Physiology
- _____ BIOL 340 Immunology
- _____ BIOL 343 Molecular Biology of the Chromosome
- _____ BIOL 344 Molecular Biology of Gene Expression
- _____ BIOL 347 Cancer Biology
- _____ BIOL 349 Cellular and Molecular Neuroscience
- _____ Approved topics courses (see mentor and department advisor for approval)

Physiological and Organismal Biology

- _____ BIOL 234 Anatomy and Physiology
- _____ BIOL 322 Comparative Vertebrate Anatomy
- _____ BIOL 324 Developmental Biology
- _____ BIOL 351 Extreme Physiology
- _____ BIOL 352 Systemic Physiology
- _____ BIOL 358 Ornithology
- _____ Approved topics courses (see mentor and department advisor for approval)
- _____ One (1) course must be at the 300 level or higher.

Other Considerations When Planning for the Minor:

- All biology courses applied to minor must be taken for a letter grade, except for courses offered S/D/U only or research courses or directed and independent studies taken S/D/U with the instructor's consent.
- One combined course credit of Biology 394, 460, 472, 492, or 494 may count for one of the 5 courses. Biology 240 credits will not count toward the minor.

Total Credits Requirements = 5 course credits

COURSES

BIOL 101 Contemporary Topics in Biology

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

BIOL 102 Advanced Placement Biology

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

BIOL 115 Evolution, Behavior, and Ecology

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

BIOL 116 Introductory Cell Biology

An introduction to the form and function of life at the cellular level. Topics include a detailed analysis of the structure and function of biological macromolecules characteristic of various cell types, prokaryotic and eukaryotic cell structures, mechanisms of energy transfer and transformation, mechanisms of heredity, and information transfer in living systems at the molecular level. Includes one three-hour lab per week. PREQ: Biology 115 with a grade of C- or higher or instructor permission. Requirement(s) met: Science Discover. (Each spring)

BIOL 220 Vertebrate Biology

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

BIOL 222 Mammalogy

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

BIOL 223 Entomology

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

BIOL 228 Genetics

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

BIOL 230 Microbiology

An exploration of structures and functions of microbes. Topics include microbial metabolism, growth of bacteria, microbial genetics, and an introduction to pathogenic microorganisms and host defense mechanisms.

Includes one three-hour lab per week where students participate in a collaborative project to isolate, identify, and characterize bacteria from the environment. This course is intended for Sophomores and Juniors. PREQ: Biology 116 and Chemistry 112 or instructor permission. (Each fall and spring)

BIOL 234 Anatomy and Physiology

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

BIOL 240 Introduction to Research

Students working with faculty on some component of their research program as an introduction to the research process. Students' responsibilities are established through a learning contract. Students will experience the excitement of research while gaining experience with such phases of a project as hypothesis formulation, study design, laboratory and field procedures, data acquisition, and data analysis. Students will also gain time management and organizational skills and develop confidence in the laboratory or field. Grading is S/D/U only. This course may not be repeated. 0.25 credit unit. PREQ: Instructor permission. COREQ: Biology 480.

BIOL 248 Cellular Physiology

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

BIOL 250 Intermediate Topics in Biology

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

BIOL 259 Conservation and Restoration Ecology

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

BIOL 260 Intermediate Directed Study

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

BIOL 294 Research Experience

Students are invited by faculty to participate on a project as part of their research program. Students' responsibilities are established through a learning contract. Students will further develop organizational skills, laboratory techniques, and data acquisition and analysis skills, and will develop confidence in the laboratory or

field. Offered in variable course credit of either 0.5 or 1.0; may be repeated only once. PREQ: Instructor permission. COREQ: Biology 480.

BIOL 322 Comparative Vertebrate Anatomy

A study of the anatomy, structure, and adaptations of vertebrates. The evolution and diversity of various anatomical systems among vertebrates is emphasized in lecture. The laboratory includes a detailed study of various vertebrate organisms from fish to mammals. Includes one three-hour lab per week. PREQ: Biology 234 or instructor permission. PREQ: Biology 234 or instructor permission. (Each spring)

BIOL 324 Developmental Biology

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

BIOL 326 Animal Behavior

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

BIOL 332 Evolutionary Biology

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

BIOL 337 Plant-Animal Interactions

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

BIOL 340 Immunology

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

BIOL 343 Molecular Biology of the Chromosome

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

BIOL 344 Molecular Biology of Gene Expression

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

BIOL 345 Genomics

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

BIOL 346 Ecosystem Ecology

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

BIOL 347 Cancer Biology

An in-depth exploration of the molecular mechanisms that drive oncogenic transformation and cancer progression. The cellular processes covered include genome regulation, DNA replication and repair, cell signaling and signal transduction, cell cycle control, apoptosis, metabolism, and tumor immunology. Students will explore factors that contribute to the development of cancer, such as genetic predisposition and exposure to carcinogens, as well as current therapeutic approaches. Includes one three-hour lab per week. PREQ: Biology 228, 230, 248 or Chemistry 351. Requirement(s) met: Applied Learning Experience. (Every other year)

BIOL 349 Cellular and Molecular Neuroscience

Explores the genetic factors (i.e. differential gene expression) and cellular components (i.e. cell transport via the cytoskeleton and signaling transduction) that regulate the function of the brain and nervous system. Topics covered will include synaptic signaling, neuronal transport, glial cell structure and function, nervous system development, and the molecular basis of human neurological diseases. An emphasis will also be placed on understanding the historical and modern physiological and molecular biology techniques that have enabled a deeper understanding of nervous system biology. PREQ: Biology 228, 230, 234, 248 or Chemistry 351. (Every spring)

BIOL 350 Advanced Topics in Biology

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

BIOL 351 Extreme Physiology

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

Completion of 200-level or higher biology course; Biology 234 recommended. Requirement(s) met: Advanced Writing Competency and Applied Learning Experience. (Occasionally)

BIOL 352 Systemic Physiology

A study of homeostatic function at the organ and system levels, using human and laboratory animal models. Includes one three-hour lab per week focused on learning techniques for physiological measurements, then applying them to a research-based experience in pathophysiology. PREQ: Biology 234 and Chemistry 112, or instructor permission; Physics 106 strongly recommended. Requirement(s) met: Advanced Writing Competency and Quantitative Competency. (Every spring)

BIOL 353 Physiological Ecology

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

BIOL 358 Ornithology

A study of the biology of birds. Topics include anatomy, physiology, behavior, ecology, migration, evolution, taxonomy, and identification. Coursework includes both laboratory and field investigations and emphasizes local species and habitats, as well as anatomical structure and function. Includes one three-hour lab per week. PREQ: Completion of a 200-level or higher Biology course; Biology 234 recommended. (Each Spring)

BIOL 360/460 Advanced Directed Study

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

BIOL 394 Intermediate Student Research

Intended for biology majors to execute a research project under the mentorship of a faculty mentor. Students' responsibilities are established through a learning contract. Project goals and approach must be established and approved by the faculty mentor. Students will complete a written scientific report of their project and orally present their results. Previous research experience is recommended prior to enrollment. Offered in variable course credit of either 0.5 or 1.0; may be repeated. PREQ: Instructor permission. COREQ: Biology 480.

BIOL 450 Advanced Topics in Biology

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

BIOL 464 Teaching/Learning Participation

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

BIOL 472 Research and Design of Experiments

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

BIOL 480 Research Discussion

This course provides students engaged in collaborative research with faculty an opportunity to read, critically evaluate, and discuss the current scientific literature. Students enroll in this course each semester they are enrolled in research. The course meeting time is arranged by each individual faculty member. Zero course credit units. Grading is S/D/U only. (Every semester)

BIOL 490 Independent Study

Intended for advanced senior students to explore a topic or project that is currently not explored in the existing curriculum of the biology department. The students complete their project under the 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 typically present the results of their project in a public forum such as the Biology Department Seminar series. PREQ: Instructor permission. Offered in variable course credit from 0.25-1.00.

BIOL 491 Honors Thesis in Biology

Intended for advanced senior students to execute a research thesis under the guidance of a faculty mentor, following an invitation by the department. Project goals and approach must be approved by the department before the end of the tenth week of the fall term. Students will complete all honors thesis requirements as specified by the honors program, including a public presentation of their research as part of the Biology Department Seminar Series or in another suitable forum. May be repeated. PREQ: Instructor permission. COREQ: Biology 480.

BIOL 492 Independent Study Off-Campus/NSOC

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

BIOL 494 Advanced Student Research

Intended for advanced senior students to develop and execute a research project with the input and guidance of a faculty mentor. Students' responsibilities are established through a learning contract. Project goals and approach must be established and approved by the faculty mentor. Students will complete a full written scientific report of their project and present the results of their research in a public forum. Previous research experience is recommended prior to enrollment. Offered in variable course credit from either 0.5 or 1.0; may be repeated. PREQ: Instructor permission. COREQ: Biology 480

CHEMISTRY

Chair: John Richardson

Faculty: Brooke Bonar, Andrew Carr, Ryan Felix, Stephanie Gould, Eliza Hanson, James Hebda, Bradley Smucker

Laboratory Coordinator/Instructor: Elanor Goldsmith

Emeriti: Hank Gibson, Anthony Tanner

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

requires that departments have an energetic and accomplished faculty, a modern and well-maintained infrastructure, and a coherent chemistry curriculum that incorporates modern pedagogical approaches.

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

The Chemistry Department recommends a major in Chemistry or Biochemistry for all students wishing to pursue graduate studies or a career in chemistry, biochemistry, or a related health-science field. The Chemical Science major is designed for students wanting to develop a strong knowledge base in chemistry to support a career in another field. The Chemical Science major should be paired with a minor(s) or additional major(s) in a complementary field. Examples include students interested in careers in scientific communication, patent law, secondary education, or medical device or pharmaceutical sales.

Prerequisites for chemistry courses must be passed with grades of C- or better.

Degrees Offered in Chemistry

Major in Chemistry (B.S.)

Major in Biochemistry (B.S.)

Major in Chemical Science (B.A.)

Minor in Chemistry

CHEMISTRY

A **major in chemistry (B.S.)** consists of:

Introduction Courses (2 courses)

_____ CHEM 111 or 211**

_____ CHEM 112

Foundation Courses (5 courses)

_____ CHEM 221

_____ CHEM 222

_____ CHEM 332

_____ CHEM 341

_____ CHEM 342

Advanced Chemistry Course (1 course)

_____ CHEM 400 Level**

Inorganic Chemistry Course (Requirement can be met in Introductory or Advanced Chemistry courses)**

_____ CHEM 211

_____ CHEM 412

Elective Course (1 Course)

_____ CHEM 200 level or higher

Research Requirement - A chemistry activity beyond the required coursework which includes: directed research on or off-campus, an internship in an industrial setting or methods-development laboratory, or employment in an industrial laboratory.

_____ CHEM 180 (zero-credit course but requirement to complete the chemistry degree)

Supporting Requirements for the Major

- _____ PHY 106 or 112*
- _____ MATH 151
- _____ MATH 120 (or equivalent) or MATH 152
- _____ BIOL 116, CS 110, CS 111, MATH 251/252 or PHY 211

*The recommended course

Other Considerations When Planning for the Major:

- Students majoring in chemistry must take all their major courses for a letter grade.
- Prerequisites for chemistry courses must be passed with grades of C- or better.

Total Credits Requirement = 9 course credits

An ACS certified degree comprises a rigorous series of courses that stresses both breadth and depth of knowledge in chemistry above the normal major. Students seeking this degree should consult with a chemistry faculty member early in their freshman year. The courses required for an ACS certified degree are Chemistry 111 (or equivalent), 112 (or equivalent), 211, 221, 222, 332, 341, 342, 351, 480, two electives from Chemistry 352, 412, 421, or 460, plus a total of one full credit of research (130 hours). To receive a certified degree, students are required to complete Mathematics 152, Biology 116, and Physics 106 or 112. Mathematics 252 is recommended.

BIOCHEMISTRY

A **major in biochemistry** consists of:

Introduction Courses (2 courses)

- _____ CHEM 111 or 211
- _____ CHEM 112

Foundation Courses (4 courses)

- _____ CHEM 221
- _____ CHEM 222
- _____ CHEM 351
- _____ CHEM 352

Elective Chemistry Courses (select 2 courses)

- _____ CHEM 332
- _____ CHEM 341
- _____ CHEM 342
- _____ CHEM 412
- _____ CHEM 421

Elective Biology Courses (select 2 courses)

- _____ BIOL 228
- _____ BIOL 230
- _____ BIOL 248
- _____ BIOL 340
- _____ BIOL 343
- _____ BIOL 344
- _____ BIOL 345

_____ BIOL 347
_____ BIOL 349

Research Requirement - A chemistry activity beyond the required coursework that includes: directed research on or off-campus, an internship in an industrial setting or methods-development laboratory, or employment in an industrial laboratory.

_____ CHEM 180 (zero-credit course but requirement to complete the biochemistry degree)

Supporting Requirements for the Major

_____ PHY 106 or 112*
_____ MATH 151
_____ MATH 152 or CS 110 or CS 111
_____ BIOL 116

*The recommended course

Other Considerations When Planning for the Major:

- Students majoring in chemistry must take all their major courses for a letter grade.
- Prerequisites for chemistry courses must be passed with grades of C- or better.

Total Credits Requirement = 10 course credits

A major in chemical science (B.A.) consists of:

Introduction Courses (2 courses)

_____ CHEM 111
_____ CHEM 112

Foundation Courses (4 courses)

_____ CHEM 211
_____ CHEM 221
_____ CHEM 332
_____ CHEM 341

In-Depth Courses (select 2 courses)

_____ CHEM 222
_____ CHEM 250
_____ CHEM 342
_____ CHEM 412

Advanced Elective Course (select 1 course)

_____ CHEM 421
_____ CHEM 412
_____ CHEM 464

Supporting Requirements for the Major

_____ PHY 106 or 112*
_____ MATH 151
_____ MATH 120 (or equivalent) or MATH 152

*The recommended course

Other Considerations When Planning for the Major:

- Students majoring in chemical science must take all their major courses for a letter grade.
- Prerequisites for chemistry courses must be passed with grades of C- or better.
- Please consult a Chemistry faculty member if you are deciding between a B.A. and a B.S.

Total Credits Requirement = 9 course credits

A **minor in chemistry** consists of:

Introduction Courses (1 course)

_____ CHEM 112

Foundation Courses (1 course)

_____ CHEM 221

Breadth Courses (select 3 courses; (L) indicates courses with labs)

Analytical	Biochemistry	Inorganic	Organic	Physical
__CHEM 232	__CHEM 351(L)	__CHEM 211(L)	__CHEM 222(L)	__CHEM 341
__CHEM 332(L)	__CHEM 352(L)	__CHEM 412(L)	__CHEM 421	__CHEM 342(L)

Other Considerations When Planning for the Minor:

- Prerequisites for chemistry courses must be passed with grades of C- or better.
- Students are strongly encouraged to take all their minor courses for a letter grade.

Total Credits Requirement = 5 course credits

Students with a strong high school chemistry background or with AP/IB credit for Chemistry 111 are advised to start in Chemistry 211 in the fall of their freshman year. Students with credit for Chemistry 112 may start in Chemistry 221, but should consult a chemistry faculty member.

COURSES**CHEM 101 Chemistry for Non-Science Majors**

Introductory courses intended for the general student, not normally counted as prerequisite for other chemistry courses or satisfy requirements for chemistry majors. These courses introduce students to chemical principles and chemical practice in the laboratory. Title and emphasis announced in term schedule of courses. Past topics have included: chemistry and the environment, chemistry and nutrition, chemistry and art, drugs and our society, energy and fuel, and forensic chemistry. Requirement(s) met: Science Discover. (Each spring)

CHEM 111 General Chemistry I

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

CHEM 112 General Chemistry II

Quantitative aspects of elementary chemical thermodynamics, the rates of chemical reactions, and of systems in equilibrium, typically including acid-base chemistry, oxidation-reduction reactions, and electrochemistry. Includes one three-hour lab per week. PREQ: Chemistry 111 or Chemistry 211 with a grade of C- or higher. Requirement(s) met: Science Discover and Quantitative Competency. (Each spring)

CHEM 180 Experience in Chemistry

All chemistry and biochemistry majors must participate in a chemistry activity beyond the required coursework to obtain a degree in chemistry. Activities such as directed research on or off-campus, an internship in an industrial setting or methods-development laboratory, or employment in an industrial laboratory will satisfy this requirement. Chemistry majors should register for Chemistry 180 during the semester that they will give their public presentation. Requirement(s) met: Applied Learning Experience. Zero course credit units.

CHEM 211 Inorganic Chemistry

An overview of the fundamentals of inorganic chemistry. The course covers such topics as atomic properties, molecular bonding, materials, descriptive chemistry of the elements, acid-base chemistry, coordination chemistry, organometallic chemistry, and bioinorganic chemistry. Includes one three-hour lab per week. Requirement(s) met: Science Discover. (Each fall)

CHEM 221 Organic Chemistry I

Fundamental concepts of organic chemistry utilizing laboratory, lecture, and peer group discussions. Covers general types of mechanisms, stereochemistry, infrared spectroscopy, and reaction energetics. Includes one three-hour lab per week. PREQ: Chemistry 112 with a grade of C- or higher (Each fall)

CHEM 222 Organic Chemistry II

Application of general principles of organic chemistry to problems of organic synthesis and structure determination. Includes topics of aromatic substitution reactions, carbonyl and active methylene chemistry, and nuclear magnetic resonance. Includes one three-hour lab per week. PREQ: Chemistry 221 with a grade of C- or higher. Requirement(s) met Advanced Writing Competency. (Each spring)

CHEM 232 Environmental Chemistry

Our natural environment affects all aspects of our lives, but unless something is wrong with it we often take the resources and opportunities the environment provides for granted. This course will explore the science behind some of the most important environmental issues and challenges facing society today. Topics covered will include, but are not limited to, atmospheric chemistry, such as the chemistry of ozone holes and ground-level air pollution, the relationship between our energy systems and climate change, and water pollution. We will also discuss the implications that environmental problems and current solutions have for our society, as well as what new technologies are being developed to mitigate or counter-act those problems. PREQ: Chemistry 112 with a grade of C- or higher. (Spring, even numbered years).

CHEM 250 Intermediate Topics in Chemistry

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

CHEM 260 Intermediate Directed Study

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

CHEM 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to chemistry, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of

a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

CHEM 332 Analytical Chemistry

Principles and applications of wet and instrumental methods for chemical analysis. Design of chemical analyses. Statistics and regression for treating chemical data. Laboratory experiments to develop excellent lab techniques and skill in using instrumentation. Includes one three-hour lab per week. PREQ: Chemistry 221 with a grade of C- or higher. Requirement(s) met: Science Discover.(Each fall & spring)

CHEM 341 Physical Chemistry I

The course will cover fundamentals of quantum mechanics and progress to topics in atomic and molecular spectroscopy and the principles of chemical bonding. This course will also introduce key concepts in statistical mechanics, thermodynamics, and kinetics. PREQ: Chemistry 112 with a grade of C- or higher, Mathematics 151, and either Physics 106 or 112. Requirement(s) met: Science Discover. (Each fall)

CHEM 342 Physical Chemistry II

The course will cover more advanced topics in quantum and statistical mechanics as well as reaction dynamics. This will also include an overview of current topics in experimental and computational physical chemistry. Includes one three-hour lab per week. PREQ: Chemistry 341 with a grade of C- or higher. Requirement(s) met: Science Discover. (Each spring)

CHEM 351 Introduction to Biochemistry

The structures and general reactions of carbohydrates, lipids, proteins, and nucleic acids. Includes one three-hour lab per week. PREQ: Chemistry 222 and Biology 116 with grades of C- or higher. Requirement(s) met: Science Discover. (Each fall)

CHEM 352 Biochemical Metabolism

The enzymatic anabolism and catabolism of the groups of substances studied in Chemistry 351. PREQ: Chemistry 351 with a grade of C- or higher. Includes one three-hour lab per week. Requirement(s) met: Science Discover. (Each spring)

CHEM 360/460 Advanced Directed Study

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

CHEM 412 Advanced Inorganic Chemistry

A thorough study of inorganic chemistry. Topics include atomic properties, modern bonding theories, molecular symmetry and spectra, descriptive chemistry of the elements, acid-base chemistry, coordination and organometallic chemistry, environmental and bioinorganic chemistry, and solid state chemistry. Includes one three-hour lab per week. PREQ: Chemistry 342 or Chemistry 211 with grades of C- or higher, or instructor permission. Requirement(s) met: Science Discover. (Each spring)

CHEM 421 Advanced Organic Chemistry

Advanced theory and current topics in organic chemistry. Emphasis on theoretical and empirical generalizations (including spectroscopy) most applicable to organic reaction mechanisms and synthesis. PREQ: Chemistry 222 with a grade of C- or higher. Requirement(s) met: Science Discover. (Each fall)

CHEM 450 Advanced Topics in Chemistry

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

CHEM 464 Teaching/Learning Participation

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

CHEM 470 Becoming a Chemical Professional

In this course, students will gain a greater understanding of how the discipline of chemistry works and the expectations of professional chemists. In the first part of the course, students will learn about how chemistry graduate school works, the application process, and what to think about in choosing a program. Students will also develop their application materials with guided feedback from the instructors and explore careers in chemistry. In the second part of the course, students will delve into various ethical issues that can/have come up in scientific research in order to better prepare them for becoming a member of the broader scientific community. PREQ: Instructor permission. (Each fall)

CHEM 491 Honors Thesis in Chemistry

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

CHEM 492 Independent Study Off-Campus/NSOC

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

CHEM 494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to chemistry suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

CLASSICAL AND MODERN LANGUAGES

Chair: Martin Wells

Faculty: Robert Cape, Patrick Duffey, Colin Foss, Andrea Lopez, Wolfgang Lueckel, Elena Olivé

Instructor in Spanish: Mary Yetta McKelva

Visiting Faculty: Adriana Alvarez, Seth Compaoré, Lindy Olsen

Emeriti: Ruth Cape, Truett Cates, Julie Hempel

Because of the highly sequential curricula and variety of offerings, potential majors and minors in classics or in a modern language should consult early with the appropriate faculty. In addition to standard course-work, students are encouraged to take advantage of the language houses, language tables in the college dining hall, and study abroad opportunities.

Degree Programs Offered in Classics and Modern Languages

Major in Classics (B.A.)

Minor in Classics

Major in Latin (B.A.)

Major in Classical Civilization (B.A.)

Major in French and Francophone Studies (B.A.)

Minor in French and Francophone Studies

Major in German Studies (B.A.)
Minor in German Studies
Major in Spanish (B.A.)
Minor in Spanish

CLASSICS

The mission of the classics program is to provide students with the essential skills and knowledge needed to explore and appreciate the languages, literatures, and cultures of ancient Greece and Rome, the roles Greek and Roman cultures played in the development of Western civilization, and the perspective they offer to contemporary problems and issues.

Classics is a multidisciplinary course of study embracing all aspects of the ancient Greek and Roman civilizations: languages and linguistics, literature, mythology, history, philosophy, religion, science, art, and archaeology. Through its courses in Greek and Latin languages and literatures and through its offerings in classical civilization, the classics program meets a cultural need for every liberal arts student and specific needs for pre-professional students, particularly in the areas of law, health sciences, and theology.

The major in classics helps prepare the student for graduate study in classics, although its flexible design makes it an excellent liberal arts major for any student with a strong interest in classical studies. The major in Latin is designed to help prepare the student for teaching Latin in the schools. The major in classical civilization is offered for the student with a serious interest in the ancient world, but who does not wish to focus on the languages or do graduate study in the field. The minor in classics is for the student who has a strong interest in classical studies, but who has selected another major field of study.

A **major in classics (B.A.)** consists of:

Required Courses

_____ GRK 101 Beginning Greek
_____ GRK 102 Beginning Greek

Major Courses

_____ GRK or LAT course 200 level or higher
_____ GRK or LAT course 200 level or higher
_____ GRK or LAT course 200 level or higher
_____ GRK or LAT course 300 level or higher *
_____ GRK or LAT course 300 level or higher *
_____ GRK or LAT or CLAS course 300 level or higher *

*Except GRK or LAT 491.

Total Credits Requirement (8 courses)

A **minor in classics** consists of:

Greek or Latin Language Courses (2 courses)

_____ GRK or LAT course 200 level or higher
_____ GRK or LAT course 200 level or higher

Greek or Latin or Classical Civilizations Course (1 course)

_____ GRK or LAT or CLAS course 200 or 300 level

Greek or Latin or Classical Civilizations Course (2 courses)

_____ GRK or LAT or CLAS course 300 level or higher

_____ GRK or LAT or CLAS course 300 level or higher

Other Considerations When Planning for the Minor:

- Meet with Classic Faculty to select the approved courses.

Total Credits Requirement = 5 course credits

A major in Latin consists of:

_____ LAT course – can be LAT 102 or lower

_____ LAT course – must be LAT 201 or above

_____ LAT course – must be LAT 201 or above

_____ LAT course – must be LAT 201 or above

_____ LAT 236: Advanced Latin Grammar and Composition (1 credit)

_____ LAT course 300 level or higher* (1 credit)

_____ LAT course 300 level or higher* (1 credit)

_____ LAT course 300 level or higher* (1 credit)

* Except for LAT 491

_____ CLAS 102 or 302 Roman History and Civilization

Total Credits Requirement = 8.5 course credits

A major in classical civilization (B.A.) consists of:

Required Courses (2 courses)

_____ GRK 102 or LAT 102

_____ GRK 201 or LAT 201

Classical Civilization Major Courses – a blend of Greek and Roman topics (6 courses)

_____ Classical Literature & Civilization course 200 level or higher (Classic Civ, GRK, LAT)

_____ Classical Literature & Civilization course 200 level or higher (Classic Civ, GRK, LAT)

_____ Classical Literature & Civilization course 200 level or higher (Classic Civ, GRK, LAT)

_____ Classical Literature & Civilization course 300 level or higher (Classic Civ, GRK, LAT)

_____ Classical Literature & Civilization course 300 level or higher (Classic Civ, GRK, LAT)

_____ Classical Literature & Civilization course 300 level or higher (Classic Civ, GRK, LAT)

Other Considerations When Planning for the Major:

- Two courses can be from closely related disciplines such as Philosophy and Art.
- Seek program faculty approval for all courses not specified.

Total Credits Requirement = 8 course credits

Latin Placement

Those students who have taken Latin in high school will begin their college study at a level appropriate to their proficiency. Student placement will be based on the Latin placement test given in the fall. A student who scores placement into Latin 202 or higher will have satisfied the Austin College language competency requirement.

Students who have been placed by Austin College into the 202 level of Latin as the first college-level course in that language and who complete the 202 course with a satisfactory grade (S, C-, or above) will receive one

additional credit for the 201 level. This additional credit may not count toward the minor or the major. Students who have been placed by Austin College into Latin 236 or higher as the first college-level language course and who complete it with a satisfactory grade (S, C-, or above) will receive one additional credit for the 202 level. This additional 202-level credit may count toward the minor or the major but may not count toward the Humanities Discover Requirement.

Alternatively, a student may receive credit for one Latin course at the intermediate level and satisfy the language competency requirement by a successful score on the Latin Advanced Placement Examination administered by the College Board. The student, however, may not receive both the Advanced Placement Examination credit and Austin College placement credit.

MODERN LANGUAGES

The mission of the modern language program is to engage students in the study of the language, culture, history, and literature of another country and in this way to provide the student with the essential skills of communication in another language, with experience in interpreting a variety of texts, and with an introduction to selected literary works and authors.

Courses in modern languages give the student of liberal arts a cultural background obtainable only through the study of the language and literature of another country. The student is expected to acquire the essential skills of oral and written communication. Courses are designed to provide sustained contact with the language in a variety of settings. All courses are normally conducted in the language being learned. In advanced courses the student comes to appreciate the literature of the language, the culture, and customs of the countries where it is spoken, and the intricacies and nuances of its grammatical and syntactical structure.

Modern Language Placement

A student at Austin College must demonstrate proficiency in a foreign language at the third-semester level in order to meet graduation requirements. Students wishing to continue the language studied in high school (Grades 9-12 only) must follow the following placement process: zero to one year of high school language = 101, two years of high school language = 102, three or more years of high school language = take the Austin College placement test given at freshmen registration events in the Spring and Summer, and at other times by arrangement. Students who score at the fourth-semester level or above on the Austin College placement test will have satisfied the language proficiency requirement.

All students wishing to take a placement exam need to speak with a faculty member in that language before taking the exam. Students who have already started taking language classes at Austin College, or who transfer language credit from another college or university, **are not permitted to** take the placement test. See the Chair of the Department for more information.

Students who have successfully completed the second semester of a modern language at Austin College or who were placed into the third-semester course by the Austin College placement test, or who have received transfer credit from another institution for an equivalent level of study, may satisfy the language competency requirement by successfully completing an approved immersion program during a January term or a summer period.

Students who have been placed by Austin College into the 202 level of French, German, or Spanish as the first college-level course in that language and who complete the 202 course with a satisfactory grade (S, C-, or above) also will receive one additional credit for the 201 level. This additional credit may not count toward the minor or the major.

Students who have been placed by Austin College into FR 235, GER 335 or 336, or SPAN 236 or 250 as the first college-level language course and who complete it with a satisfactory grade (S, C-, or above) will receive

one additional credit for the 202 level. This additional 202-level credit may count toward the minor or the major but may not count toward the Humanities Discover Requirement.

Students also may take the Advanced Placement Examination following the appropriate Advanced Placement course in high school. Students who earn a score of four (4) on the Advanced Placement Examination will receive credit for a 201-level course; students who earn a score of five (5) will be given credit for a 202-level course and will therefore have satisfied the language competency requirement. The granting of credit for the Advanced Placement Examination does not depend on completion of further study.

A student may not receive both Advanced Placement Examination credit and Austin College placement credit.

FRENCH AND FRANCOPHONE STUDIES

A major in French and Francophone Studies (B.A.) consists of:

French Language Requirement

_____ FR 202

French Electives (4 credits)

_____ FR 226, or 237

_____ French Elective at 250+ Level

French Advanced Electives (3 courses)

_____ FR 300 level or higher

_____ FR 300 level or higher

_____ FR 300 level or higher

Other Considerations When Planning for the Major:

- One of the eight credits may be from the following experiential learning courses:

French 226 French House

French 237 Advanced Conversation

Jan Term—An approved French immersion January term

Total Credit Requirements = 8 course credits

A minor in French and Francophone Studies consists of:

French Language Requirement (4 courses)

_____ FR 202, FR 101, or FR 227

French Electives (3 courses)

_____ FR 226, 227, or 237

_____ French Elective at 250+ Level

French Advanced Electives (1 course)

_____ FR 300 level or higher

Other Considerations When Planning for the Minor:

- One of the five credits may be from the following courses:
French 226 French House
French 227 Intermediate Conversation
French 237 Advanced Conversation
January term - An approved French immersion Jan termo minor in French and Francophone Studies, introductory competency in French is required. This can be satisfied through passing FR101 or FR227.

Total Credit Requirements = 5 course credits

GERMAN STUDIES

A major in German Studies (B.A.) consists of:

Required Language Courses (2)

_____ GER 201 – Intermediate German I
_____ GER 202 – Intermediate German II

Required Lower Level Courses (select at least 3)

_____ GER 127 – Beginning Conversation (1/2 course credit per course, no more than 1 credit total)
_____ GER 226 – German Language and Culture House (1/2 course credit per semester)
_____ GER 227 – Intermediate/Advanced Conversation (1/2 course credit per course, no more than 1 credit total)
_____ GER 251 – German Mythology
_____ GER 252 – German Fairy Tales
_____ GER 253 – History of German Cinema
_____ GER 266 – Contemporary German Cinema
_____ GER 265 – German Environmentalism
_____ GER 267 – German Detective Fiction
_____ GER 256 – Voices From Ukraine
_____ GER 258 – Language of the Third Reich

Required Advanced Courses (select 3 or more)

_____ any GER 300 level or higher
_____ any GER 300 level or higher
_____ any GER 300 level or higher

Total Credits Requirement = 8 credit units

Other Considerations When Planning for the Major:

- Students complete German 101 and 102 as needed. These courses are not included in the eight credits for the major.
- • One appropriate course taught in English with a topic relating to German-speaking culture, history, philosophy, music, etc. may count toward the eight credits for the major. Requires
- German faculty approval.
- • A combined maximum of two of the eight credits may be from the following ½ credit courses:

German 226 – German House, German 127 – Beginning Conversation (no more than 1 cr.), German 227 – Intermediate/Advanced Conversation (no more than 1 cr.)

- Students are highly encouraged to study abroad for a long academic semester in a German-speaking country. Courses completed abroad may count for lower-level and/or advanced credit with approval of German faculty.
- A student returning from a study abroad program is encouraged to take at least one advanced course (GER 350 or higher) during the student's remaining time at Austin College.
- Students can take more than the required three 350 level (or higher) classes. Any class above the minimum number of required advanced classes will count towards the lower-level

requirement.

A **minor in German Studies** consists of:

Required Lower Level Courses (Select at least 4 courses)

_____ GER 127 – Beginning Conversation (1/2 course credit per course, no more than 1 credit total) _____ GER 201 – Intermediate German I

_____ GER 202 – Intermediate German II

_____ GER 226 – German Language and Culture House (1/2 course credit per semester)

_____ GER 227 – Intermediate/Advanced Conversation (1/2 course credit per course, no more than 1 credit total)

_____ GER 250 – Intermediate Topics in German Culture, History, Literature and Film

_____ GER 251 – German Mythology

_____ GER 252 – German Fairy Tales

_____ GER 253 – History of German Cinema

_____ GER 266 – Contemporary German Cinema

_____ GER 265 – German Environmentalism

_____ GER 256 – Voices From Ukraine

_____ GER 267 – German Detective Fiction

_____ GER 258 – Language of the Third Reich

Required Advanced Courses (select 1 or more)

_____ any GER 300 level or higher

Total Credits Requirement = 5 credit units

Other Considerations When Planning for the Minor:

- The German Studies Minor has no German language requirement, yet taking German language courses is highly encouraged.
- Students complete German 101 and 102 as needed. These courses are not included in the five credits for the minor. However, GER 201 and 202 may count towards the four required lower-level electives. A combined maximum of two of the eight credits may be from the following ½ credit courses: German 226 – German House, German 127 – Beginning Conversation (no more than 1 cr.), German 227 – Intermediate/Advanced Conversation (no more than 1 cr.).
- Students are highly encouraged to study abroad for a long academic semester in a German-speaking country. Courses completed abroad may count for lower-level and advanced credit with approval of German faculty.
- A student returning from a study abroad program is encouraged to take the one required advanced course (GER 350 or higher) during the student's remaining time at Austin College. Students can take

more than the required one 350 level (or higher) class. Any class above the minimum number of one required advanced class will count towards the lower-level requirement.

SPANISH

A **major in Spanish (B.A.)** consists of:

Spanish Electives (5 courses)

- _____ SPAN 202 or above
- _____ SPAN 236 or above
- _____ SPAN 226, 227, 237, approved advanced January term, or above
- _____ SPAN 250 or above
- _____ SPAN 250 or above

Spanish Advanced Electives (2 courses)

- _____ SPAN 300 level or higher – taken at Austin College
- _____ SPAN 300 level or higher – taken at Austin College

Senior Seminar Requirement (1 course)

- _____ SPAN 481 Senior Seminar – taken in the spring of the senior year

Other Considerations When Planning for the Major:

- Students must take at least one course in each of the two regional focus areas (Spain and Latin America).
- One of the eight credits may be from the following experiential learning courses:
 - Spanish 226 Spanish House
 - Spanish 227 Intermediate Conversation
 - Spanish 237 Advanced Conversation
 - January term – An approved Spanish immersion January term or January term in May
- Students considering teaching Spanish in Texas are greatly urged to take Spanish 355 and 356 in preparation for the certification exam.
- Majors are urged to enroll in an approved study abroad program in a Spanish-speaking country. Those who do not are advised to spend some summers or January terms in a Spanish-language environment. A student returning from a study abroad program must take at least one course in advanced Spanish during the student's remaining time at Austin College.

Total Credit Requirements = 8 course credits

A **minor in Spanish** consists of:

Spanish Electives (4 courses)

- _____ SPAN 202 or above
- _____ SPAN 236 or above
- _____ SPAN 226, 227, 237, approved advanced January term or above
- _____ SPAN 250 or above

Spanish Advanced Electives (1 course)

- _____ SPAN 300 level or higher – taken at Austin College

Other Considerations When Planning for the Minor:

- One of the five credits may be from the following experiential learning courses:
Spanish 226 Spanish House
Spanish 227 Intermediate Conversation
Spanish 237 Advanced Conversation
Jan term – An approved Spanish immersion January term or January term in May
- Minors are urged to enroll in an approved study abroad program in a Spanish-speaking country. Those who do not are advised to spend some summers or January terms in a Spanish-language environment.

Total Credit Requirements = 5 course credits

Majors and minors are urged to enroll in an approved study abroad program in a Spanish-speaking country. Those who do not are advised to spend some summers or January terms in a Spanish-language environment. A student returning from a study abroad program must take at least one course in advanced Spanish during the student's remaining time at Austin College.

COURSES IN CLASSICAL CIVILIZATION

CLAS 101 Greek History and Civilization

A chronological and topical survey of Greek history from the Bronze Age to the beginning of the Hellenistic Era. Special consideration is given to the political and intellectual history of fifth-century Athens. Students cannot earn credit for both Classics 101 and Classic 301. Requirement(s) met: Humanities Discover.

CLAS 102 Roman History and Civilization

A chronological and topical survey of Roman history from the founding of Rome to the reign of Constantine, with emphasis on the social and political developments of the Late Republic and Early Empire. Students cannot earn credit for both Classics 102 and Classic 302. Requirement(s) met: Humanities Discover.

CLAS 106 Classical Mythology

A survey of Greek and Roman myths as treated and developed in classical sources, and an introduction to the interpretation of major myths. Students cannot earn credit for both Classics 106 and Classic 306. Requirement(s) met: Humanities Discover. (Each fall)

CLAS 120 Introduction to Greek and Roman Archaeology

This course introduces students to the Greeks and Romans through the material culture they left behind. Burials, monuments, buildings, and everyday objects like pottery and coins illuminate the lives of the ancients and tell their stories, many of which resonate with us today. Lectures and readings will focus on major sites and historical periods from the Bronze Age through Late Antiquity. The goal is to reach a basic understanding of the rich interaction between the social, political, religious, artistic, economic and military spheres of ancient life. Requirement(s) met: Humanities Discover. (Rotating schedule)

CLAS 170 The Ancient World in Film and TV

A critical examination of films and TV shows 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/TV criticism and develop literary and historical analytical skills. Special emphasis will be given to understanding the enduring attraction of Greek and Roman life and literature, the accuracy of cinematic representations of Greece and Rome, and how modern ideas and values influence our understanding of the ancient world. Students cannot earn credit for both Classics 170 and Classic 370. Requirement(s) met: Humanities Discover.

CLAS 180 Science Fiction and Classics

If science fiction (SF) is about an advanced technological future, why does it continue to use materials from the Greek and Roman past? (Think *Dune*, *Star Wars*, *The Expanse*, *Binti*.) Our class will examine this question by looking at important works of SF literature, film, and media to consider how they use the classical past to address the modern present and, explicitly, the future. We will trace how SF used classical material to legitimize its status as literature and investigate how SF has impacted the study of classics. We will read/view all works in the context of contemporary social issues and pay special attention to how classical materials are marketed to consumers. We will focus on short fiction, television, movies, art, and relevant cultural media. Requirement(s) met: Humanities Discover. (Fall or spring, alternate years)

CLAS 221 Ancient Mediterranean Cities and Sanctuaries

This course will present the cities and sanctuaries of Greece and Rome from varied points of view. We will examine the architecture and topography, the history and the mythology of the cities and sanctuaries that played the largest roles in the lives of the ancients. Special attention will be paid to the archeology of these sites and examining how the material culture matches up to the ancient testimony. Course readings will include ancient authors (read in translation) and modern archaeological, architectural, art historical and historical treatments. Lecture with some discussion. Requirement(s) met: Humanities Discover. (Rotating schedule)

CLAS 250 Intermediate Topics in Classical Civilization

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

CLAS 260 Intermediate Directed Study in Classical Civilization

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

CLAS 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

CLAS 301 Advanced Study in Greek History and Civilization

A study of selected features of Greek history, including a critical examination of the nature of source materials for reconstructing Greek social and intellectual history. Students cannot earn credit for both Classics 101 and Classic 301. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirement(s) met: Humanities Discover.

CLAS 302 Advanced Study in Roman History and Civilization

A study of selected features of Roman history, including a critical examination of the nature of source materials for reconstructing Roman social, political, and intellectual history. Students cannot earn credit for both Classics 102 and Classic 302. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirement(s) met: Humanities Discover.

CLAS 306 Advanced Study in Classical Mythology

A study of selected Greek and Roman myths as treated and developed in classical sources. Emphasis on the interpretation of major myths and of myth in general, including social, religious, psychological, and literary uses of myth. Students cannot earn credit for both Classics 106 and Classic 306. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirement(s) met: Humanities Discover. (Each fall)

CLAS 320 Advanced Study in Greek and Roman Archaeology

This course introduces students to the Greeks and Romans through the material culture they left behind. Burials, monuments, buildings, and everyday objects like pottery and coins illuminate the lives of the ancients and tell their stories, many of which resonate with us today. Lectures and general readings will focus on major sites and historical periods from the Bronze Age through Late Antiquity. Advanced readings and discussions will focus on specific sites or cultural phenomena to provide more challenging and meaningful engagement with the material. The goal is to go beyond a basic understanding of the rich interaction between the social, political, religious, artistic, economic and military spheres of ancient life. PREQ: One Greek, Latin, or Classics course. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Rotating schedule).

CLAS 321 Advanced Ancient Mediterranean Cities and Sanctuaries

This course will present the cities and sanctuaries of Greece and Rome from varied points of view. We will examine the architecture and topography, the history and the mythology of the cities and sanctuaries that played the largest roles in the lives of the ancients. Special attention will be paid to the archaeology of these sites and examining how the material culture matches up to the ancient testimony. Course readings will include ancient authors (read in translation) and modern archaeological, architectural, art historical and historical treatments. This is an advanced course with a more intense investigation of the material; advanced students will be assigned more readings and writing assignment and will have extra discussion time with the professor. PREQ: One course from Greek, Latin or Classics. Requirement(s) met: Humanities Discover. (Rotating schedule)

CLAS 330 Archeological Fieldwork

This course is designed to introduce students to the basic theory and methodology of field archeology through participation in the excavations at Sikyon, Greece. Students will learn fundamental archeological field methods — how archaeologists dig, what tools they use, how they interpret finds, and how to record the excavation — and be exposed to related fields within archaeology, including the study of ancient pottery, glass, coins, and architecture. They will also be introduced to various other specializations within the discipline of archaeology, such as paleobotany, geoarchaeology, zooarchaeology, and archeological conservation. In addition to active field participation, students will take frequent fieldtrips to local archaeological sites in order to gain familiarity with the history of the region and learn about current debates in the field of archaeology. Requirement(s) met: Humanities Discover. (Each summer)

CLAS 350/450 Advanced Topics in Classical Civilization

An investigation of selected topics, including the construction of gender in Greece and Rome, classical rhetoric and its tradition, Greek drama in translation, and other topics in classical literature and culture. PREQ: One course in classics at the 100 level or higher, or instructor permission. May be repeated when topic varies.

CLAS 360/460 Advanced Directed Study in Classical Civilization

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

CLAS 370 Advanced Studies in the Ancient World in Film and TV

A critical examination of films and TV shows 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/TV criticism and develop literary and historical analytical skills. Special emphasis will be given to understanding the enduring attraction of Greek and Roman life and literature, the accuracy of cinematic representations of Greece and Rome, and how modern ideas and values influence our understanding of the ancient world. Students cannot earn credit for both Classics 170 and Classics 370. PREQ: One course in classics at the 100 level or higher, or instructor permission. Requirement(s) met: Humanities Discover.

CLAS 380 Advanced Study in Science Fiction and Classics

If science fiction (SF) is about an advanced technological future, why does it continue to use materials from the Greek and Roman past? (Think *Dune*, *Star Wars*, *The Expanse*, *Binti*.) Our class will examine this question by looking at important works of SF literature, film, and media to consider how they use the classical past to address the modern present and, explicitly, the future. We will trace how SF used classical material to legitimize its status as literature and investigate how SF has impacted the study of classics. We will read/view all works in the context of contemporary social issues and pay special attention to how classical materials are marketed to consumers. We will focus on short fiction, television, movies, art, and relevant cultural media. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Fall or spring, alternate years)

CLAS 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

CLAS 464 Teaching/Learning Participation

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

CLAS 490 Independent Study

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

CLAS 491 Honors Thesis in Classical Civilization

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

CLAS 492 Independent Study Off-Campus/NSOC

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

COURSES IN FRENCH

FR 101, 102 Beginning French

An introduction to the French language with particular emphasis on listening and speaking skills. (101, each fall; 102, each fall and spring)

FR 201, 202 Intermediate French

A continuation of the study of French including listening, speaking, reading, and writing skills. PREQ: French 102 or equivalent. Requirement(s) met with 201: Language Competency. Requirement(s) met with 202 only: Language Competency and Humanities Discover. (Each fall and spring)

FR 226 Language House

Provides daily exposure to and practice in spoken French. For a designated long term, students live in the language house where French is the language of everyday discourse. Members of the French faculty provide

systematic evaluation of each student's progress throughout the term. May be repeated with instructor permission. 0.50 course credit unit. (Each fall and spring)

FR 227 Intermediate Conversation

Practice in the oral use of the language in conversation, dramatizations, and discussions. May be taken concurrently with French 201, 202, or 235. May not be taken for credit after completion of French 235 or equivalent. Enrollment in consultation with the department. PREQ: French 102 or equivalent. May be repeated once with instructor permission. 0.50 course credit unit. (Each fall and spring)

FR 237 Advanced Conversation

Advanced practice in the oral use of the language through readings and discussions of contemporary topics. Particularly suited for students returning from study abroad who would like to maintain their oral skills. Enrollment in consultation with the department. PREQ: French 236. May be repeated once with instructor permission. 0.50 course credit unit. (Each fall and spring)

FR 250 Intermediate Topics in French

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

FR 256 Money and Power in French Literature

This course, conducted in English and open to all students, will present nineteenth- and twentieth-century works of French literature as reactions to and theories of the changing economy after the French Revolution. At a moment when debt began to circulate more freely, when wealth seemed within anyone's reach, this was also a period in which capital began to solidify within new class and gender structures, leading to new and persistent problems of income inequality and unequal access. Driven by colonialism, global markets emerged that offered the illusion of consumer choice, made luxury seem affordable, and created popular material culture. Through literature, we find that the convulsions of the modern economy resulted in anxiety for some, celebration for others. Requirement(s) met: Humanities Discover, Systems of Power, Privilege, and Inequality, and Foundation Writing Competency. (Fall or spring, alternate years)

FR 257 Caribbean Culture and Politics

This course offers an overview of Caribbean literature from the 20th and 21st centuries, as well as a historical introduction to the region with special emphasis on the French- and French creole-speaking areas. Through literature, primary, and secondary sources, we will discover the lasting effects of colonialism, the aesthetic and social concept of creole culture, theories of *négritude*, and the politics of race. Students will analyze textual documents using the methodologies of postcolonialism, gender studies, and cultural history. Requirement(s) met: Humanities Discover and Advanced Writing Competency.

FR 258 Africa and the World

This course offers an immersive exploration of Africa's geopolitical, cultural, and social relationships, using literature and film to understand communities and their interconnectedness. Conducted in English with a focus on French-speaking regions, this course will explain how Africa's relationship to Europe and the Americas shaped the modern world. While comparative in scope, emphasis will be placed on specific regions and cultures within Africa according to faculty discretion. Requirement(s) met: Humanities Discover

FR 259 Paris

This course offers an immersive exploration of Africa's geopolitical, cultural, and social relationships, using literature and film to understand communities and their inter connectedness. Conducted in English with a focus on French-speaking regions, this course will explain how Africa's relationship to Europe and the Americas shaped the modern world. While comparative in scope, emphasis will be placed on specific regions and cultures

within Africa according to faculty discretion. Requirement(s) met: Humanities Discover, Systems of Power, Privilege, and Inequality, and Global Diversity.

FR 260 Intermediate Directed Study in French

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

FR 261 Revolutions

The French Revolution of 1789 was a watershed moment in world politics, culture, and society. This course studies this revolution in the light of subsequent revolutions throughout the French-speaking world, including those in Europe and those which led to the independence of former French colonies such as Haiti and Algeria. Requirement(s) met: Humanities Discover, and Systems of Power, and Privilege, and Inequality.

FR 262 Love Stories

From courtly traditions to contemporary cinema, love stories offer a way to understand human interaction from an artistic and a political perspective. Our readings across history will lead us to consider how different conceptions of love have defined intimacy, faith, friendship, family, and the body. Requirement(s) met: Humanities Discover, and Foundation Writing.

FR 263 Paris in Global French Cinema

Paris has featured prominently in French cinema. However, this course will examine Paris from a different perspective: how former French colonies have represented the capital in film. Drawing from artistic production and cultural traditions in West Africa, the Maghreb, and the Caribbean, we will explore how colonization and de-colonization have shaped and diversified the city. Requirement(s) met: Humanities Discover, and Global Diversity.

FR 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

FR 350/450 Advanced Topics in French

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

FR 351 French Geography

A topics-based study of the cultural geography of France and the French-speaking world. Addressing topics such as immigration, empire, environmentalism, nationalism, war and colonialism, this course will explore how local and global concerns interact in an interconnected world. May be repeated as topic varies. Requirement(s) met: Humanities Discover, and Systems of Power, and Privilege, and Inequality.

FR 352 French Literature

A topics-based study of major movements, genres, and works from French Literature in English translation, with particular emphasis on literature as a social and cultural product. May be repeated as topic varies. Requirement(s) met: Humanities Discover, and Advanced Writing.

FR 356 Cultural Studies

A topics-based study of culture, its origins, manifestations, movements and counter-movements, with particular emphasis on France and the French-speaking world in the Americas, Africa, and Asia. Topics may include

social media, technology, public health, immigration, political movements, or traditional media such as television, film, literature as they relate to culture. May be repeated as topic varies. Requirement(s) met: Advanced Writing.

FR 358 French History

A topics-based study of major events and periods in the history of France and the French-speaking world. May be repeated as topic varies. Requirement(s) met: Advanced Writing.

FR 360/460 Advanced Directed Study in French

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

FR 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

FR 464 Teaching/Learning Participation

An individualized study that includes sharing in the instructional process for a particular French course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information. May not be counted for the major.

FR 490 Independent Study

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

FR 491 Honors Thesis in French

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

FR 492 Independent Study Off-Campus/NSOC

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

COURSES IN GERMAN

GER 101, 102 Beginning German

An introduction to the language. Course aims at progressive development of fluency through extensive exposure to the language in real situations. A comprehension and communication-based approach. (Every other fall and spring as a sequence)

GER 201, 202 Intermediate German

Continues development of fluency in both comprehension and production of the language. Emphasizes ease and fluency in production and practical strategies for reading. Requirement(s) met with 201: Language Competency. Requirement(s) met with 202 only: Language Competency and Humanities Discover. (Every other fall and spring as a sequence, alternating with GER 101 & 102)

GER 127 Beginning Conversation

Introduction to the oral use of the German language for beginners in conversation, dramatizations, and discussions. May be taken concurrently with German 101 or 102. May not be taken for credit after completion of German 102. Enrollment in consultation with the instructor. PREQ: No prerequisites and open to all students, but concurrent enrollment in GER 101 or 102 is possible. 0.50 course credit unit. May be repeated once with instructor permission.

GER 226 Language House

Provides daily exposure to and practice in spoken German. For a designated long term, students live in the language house where German is the language of everyday discourse. Members of the German faculty provide systematic evaluation of each student's progress throughout the term. 0.50 course credit unit. May be repeated with instructor permission. Requirement(s) met: Applied Learning Experience (requires two semesters). (Each fall and spring)

GER 227 Intermediate/Advanced Conversation

Intermediate and Advanced practice in the oral use of the language through readings and discussions of contemporary topics. Particularly suited for students in their second or third year of study, including those returning from study abroad who would like to maintain their oral skills. Enrollment in consultation with the instructor. PREQ: German 102 or higher. 0.50 course credit unit. May be repeated once with instructor permission. (Each fall and spring)

GER 250/350 – Intermediate Topics in German Culture, History, Literature and Film

Course explores the rich historical and cultural past of Germany in literature, art, and film, encompassing the historical, social, economic, and artistic forces in German civilization from its beginnings to modern times. Specific topic and focus will vary. Can be repeated once when topic changes. Requirement(s) met: Humanities Discover and Foundation Writing Competency. PREQ: Taught in English and open to all students. 1 course credit. (Offered occasionally). **NOTE:** GER 350 is cross-listed with GER 250 but will have one extra meeting per week and additional reading and writing assignments. German Studies majors and minors who have already taken two GER 250 level courses or GER 202 should sign up for GER 350. Additional requirement(s) met: Advanced Writing Competency. PREQ: two GER 250 level courses or GER 202.

GER 251/351 German Mythology

This course explores stories from German mythology and legend and lore from the Germanic times to the Middle Ages and into the 20th century and analyze the roles gods and ghosts play in them. These stories have been significant for the development of German cultural history. Magic powers of gods and ghosts were used to conjure up a somewhat spiritual patriotism. We will look at various mythological projects during that time, such as the collection of "Sagen" (legends) and "Märchen" (fairy tales) by the Grimm Brothers as well as Richard Wagner's operatic cycle "Ring des Nibelungen." The use and abuse of German mythology during the Third Reich will offer insight into how these stories were co-opted into Fascist ideology. PREQ: Taught in English and open to all students. Requirement(s) met: Humanities Discover and Foundation Writing Competency.

GER 252/352 German Fairy Tales

This course will explore a variety of German fairy tale authors and explore the role of their texts in the context of German culture, but also look at what enabled some of them to attain international reach and Disneyfication. The Grimm Brothers' entire legendary fairy-tale collection will be at the center of our investigation, but we will

reach out to other prolific authors such as Benedikte Naubert, Ludwig Bechstein, Wilhelm Hauff, J.K.A. Musäus, Ludwig Tieck, Clemens Brentano and Theodor Storm and analyze how their tales have created and shaped entire national and personal identities. PREQ: Taught in English and open to all students. Requirement(s) met: Humanities Discover and Foundation Writing Competency.

GER 253/353 History of German Cinema

Germany was once thought to be the center of the movie industry, much like Hollywood or Bollywood today. The era of the Weimar Republic witnessed the birth of many famous German classical films that are still regarded as trailblazers for 20th and 21st century movie making. We will discuss seminal films from the Weimar era and try to understand their significance and the influence they have had on film making in general. Then we will move on to post-war cinema to show the effects of the war on German film making. Another cornerstone of German film is the so-called New German Cinema, a movement that tried to set itself apart from its predecessors both politically as well as aesthetically. Films by Wim Wenders and Michael Haneke will conclude the course, providing a contemporary outlook. Requirement(s) met: Advanced Writing Competency and Power, Privilege, and Inequality. (Offered Spring or Fall of odd years).

GER 254 German Culture in History, Literature, and Film

Course explores the rich historical and cultural past of Germany in literature, art, and film, encompassing the historical, social, economic, and artistic forces in German civilization from its beginnings to modern times. Taught in English. Requirement(s) met: Humanities Discover and Foundation Writing Competency. (Each fall)

GER 255 Current Issues in Contemporary German Society and Culture

Course explores how Germany and the German-speaking world relate to current global issues based on a variety of sources, ranging from fact-based newspaper articles and scholarship, radio and TV features, as well as short literary texts to cinema, theatre, and art. Taught in English. Requirement(s) met: Humanities Discover. (Each spring)

GER 256/356 Voices from Ukraine

Modern Germany has become home to almost a million Ukrainians displaced by the current Russian war of aggression that started in 2022. About eighty years prior, the Nazis occupied Soviet Ukraine and committed large-scale genocide. How does this fit together? In this course, we will read accounts from Ukrainian writers and explore their individual stories, following in the footsteps of their transcultural experiences and learn about how they reflect on German-Ukrainian history and rediscover themselves in a different culture while overcoming the trauma they have experienced at home. PREQ: Taught in English and open to all students. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality.

GER 258/358 Language of the Third Reich

The National Socialists were the evil master of political propaganda. Their ability to embed propaganda narratives deeply into a variety of media, ranging from political speeches to music, advertisement, literature, art, and film contributed much to their ability to grab power. In this course, we will learn how the Nazis manipulated language and used it as a political tool to further their goals. We will read propaganda texts such as Hitler's "Mein Kampf" as well as watch propaganda films such as "Jud Süß" and "Triumph of the Will." Films are in German with subtitles in English. Texts are provided in English translation. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality.

GER 260 Intermediate Directed Study in German

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

GER 265/365 German Environmentalism

Germans have long been and still are at the forefront of protecting the environment. For instance, Germany has been the world leader in the development and installation of solar panel technology, wind power as well as the "Passivhaus" (passive house), an internationally known engineering model for providing green housing. In this class we will look at a wide array of texts, video features and other sources, ranging from green philosophy, environmental narratives to more technical literature. Requirement(s) met: Humanities Discover.

GER 266/366 Contemporary German Cinema

This course will look at contemporary German films from the 1990s to the present. We will look at modern classics such as *Run Lola Run* and *The Lives of Others* as well as more recent productions that have received international recognition such as *All Quiet on the Western Front*. We will explore films that focus on portraying individual fates during difficult political times such as *The White Ribbon* and *Barbara*. Lastly, we will take a look at Turkish German Cinema as well as lesser-known German avantgarde and experimental cinema. A special focus will be on how contemporary German film portrays characters that resist and oppose existing social forces and structures, fighting for their personal freedom and independence. Films are in German with subtitles in English. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality.

GER 267/367 German Detective Fiction

This course looks at two hundred years of German crime fiction, from the emerging genre of detective fiction in the early 19th century all the way to modern TV shows such as "Tatort" ("Crime Scene"). Behind the universal appeal of a good piece of whodunit students will search for and identify another layer of meaning: What makes someone a criminal and who decides how to punish perpetrators? Does German culture offer a different understanding of law and order than North American culture? If so, what are the reasons behind it? And ultimately: How can we decide what is good and what is bad? PREQ: Taught in English and open to all students. Requirement(s) met: Humanities Discover.

GER 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

GER 335 Explorations in German Literatures and Cultures

Development of critical reading strategies for cultural, literary, and journalistic narratives, including sources from a variety of genres and periods. PREQ: German 202. May be repeated with permission when readings vary. Requirement(s) met: Humanities Discover, Advanced Writing Competency, and Language Competency. (Each fall)

GER 336 Advanced German Conversation and Composition

Development of advanced comprehension and production of German and cultural competency with a focus on contemporary issues. Discussion of a variety of topics based on authentic sources including multimedia materials. Special emphasis is placed on clarity and accuracy of spoken and written German. PREQ: German 202 or instructor permission. May be repeated once with permission when readings vary. Requirement(s) met: Humanities Discover, Advanced Writing Competency, and Language Competency. (Each spring)

GER 350 Topics in German Literature, Culture and Film

In-depth discussions and written analyses of a variety of materials related to German language and culture. Usually, a new topic will be offered every year. Topics may be approached from an interdisciplinary perspective and may include literature, the visual arts, cultural studies and critical theory, cultural geography, history, and film. PREQ: German 335 and/or 336 or instructor permission. (Each spring)

GER 354 German Culture in History, Literature, and Film

See German 254 for course description. Only for German majors and minors. PREQ: German 335 or 336. Requirement(s) met: Humanities Discover. (Each fall)

GER 355 Current Issues in Contemporary German Society and Culture

See German 255 for course description. Only for German majors and minors. PREQ: German 336. Requirement(s) met: Humanities Discover. (Each spring)

GER 357 Advanced Conversation and Composition

Extensive discussion of contemporary issues, based on readings in contemporary journals. Improvisation and production of sketches on questions of interest. Fluency and accuracy also developed through frequent writing assignments. PREQ: German 336 or instructor permission. Requirement(s) met: Humanities Discover. (Each spring)

GER 360/460 Advanced Directed Study in German

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

GER 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

GER 450 Advanced Topics in German

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

GER 464 Teaching/Learning Participation

An individualized study that includes sharing in the instructional process for a particular German course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information. May not be counted for the major.

GER 490 Independent Study

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

GER 491 Honors Thesis in German

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

GER 492 Independent Study Off-Campus/NSOC

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

GER 495 Senior Seminar. Topics in German Literature, Culture, and Film

In-depth discussions and written analyses of a variety of materials related to German language and culture. Usually, a new topic will be offered every year. Topics may be approached from an interdisciplinary perspective and may include literature, the visual arts, cultural studies and critical theory, cultural geography, history, and film. PREQ: Instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Each spring)

COURSES IN ANCIENT GREEK

GRK 101, 102 Beginning Greek

Development of skills in using the ancient Greek language, especially the skill of reading Greek. Introduction to Greek civilization. Some attention is also given to Greek's contribution to the English language. (101, every other spring; 102, every other fall)

GRK 201, 202 Intermediate Greek

Continuation of Greek skills development and study of Greek civilization. Also, an introduction to literary texts of the classical and New Testament periods. PREQ: Greek 102 or equivalent. Requirement(s) met with 201: Language Competency. Requirement(s) met with 202 only: Language Competency and Humanities Discover. (201, every other spring; 202, occasionally)

GRK 250 Intermediate Topics in Greek

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

GRK 260 Intermediate Directed Study in Greek

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

GRK 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

GRK 350 Advanced Topics in Greek

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

GRK 360/460 Advanced Directed Study in Greek

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

GRK 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

GRK 450 Advanced Studies in Greek

Major authors, genres, or topics of Greek literature chosen to meet the needs of the class. Topics may include Homer, Greek historians, Greek tragedy, Aristophanes, Greek New Testament, and Greek lyric poetry. PREQ: GRK 202 or instructor permission. May be repeated when topic varies.

GRK 464 Teaching/Learning Participation

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

GRK 490 Independent Study

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

GRK 491 Honors Thesis in Greek

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

GRK 492 Independent Study Off-Campus/NSOC

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

COURSES IN LATIN

LAT 101, 102 Beginning Latin

Development of skills in using the Latin language, especially the skill of reading Latin. Introduction to Roman civilization. Some attention is also given to Latin's contribution to English and other modern languages. (101, each fall; 102, each spring)

LAT 201, 202 Intermediate Latin

Continuation of Latin skills development and study of Roman civilization. Also, an introduction to Latin literary texts. PREQ: Latin 102 or equivalent. Requirement(s) met with 201: Language Competency. Requirement(s) met with 202 only: Language Competency and Humanities Discover. (201, each fall; 202, each spring)

LAT 236 Advanced Latin Grammar and Composition

A comprehensive review of Latin grammar with practice in writing Latin. PREQ: Latin 202 or the equivalent. May be taken concurrently with a 300-level course in Latin. Requirement(s) met: Language Competency. 0.50 course credit. (Each fall)

LAT 250 Intermediate Topics in Latin

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

LAT 260 Intermediate Directed Study in Latin

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

LAT 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

LAT 350/450 Advanced Topics in Latin

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

LAT 360/460 Advanced Directed Study in Latin

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

LAT 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

LAT 404 Latin Lyric and Elegiac Poetry

A survey of the masters of classical Latin lyric poetry (Catullus and Horace) and of the Latin love elegy (Tibullus, Propertius, and Ovid). Includes discussion of the relevant literary tradition and the Roman cultural context. PREQ: Latin 202 or instructor permission. Requirement(s) met: Humanities Discover.

LAT 406 Roman History and Biography

A survey of Roman historical and biographical writings, including selections from Livy, Sallust, Caesar, Tacitus, Suetonius, and Cornelius Nepos. PREQ: Latin 202 or instructor permission. Requirement(s) met: Humanities Discover.

LAT 408 Latin Prose Authors

A study of selected prose works (including oratory, essays, and fiction) written by major Roman authors, including Cicero and Petronius. Includes study of the Roman cultural context. PREQ: Latin 202 or instructor permission. Requirement(s) met: Humanities Discover.

LAT 410 Roman Drama

A study of the major Roman dramatists (Plautus, Terence, Seneca), including the background and origins of Roman drama, dramatic theory, and performance practice. PREQ: Latin 202 or instructor permission. Requirement(s) met: Humanities Discover.

LAT 412 Roman Epic

A study of selected works by ancient Rome's epic poets, Vergil and others. Includes the background of the Roman epic tradition. PREQ: Latin 202 or instructor permission. Requirement(s) met: Humanities Discover.

LAT 414 Studies in Medieval Latin

A survey of Latin prose, poetry, and drama from late antiquity to the Renaissance. Includes study of Latin paleography, relevant literary traditions, and cultural contexts. PREQ: Latin 202 or instructor permission. May be repeated when content varies. Requirement(s) met: Humanities Discover.

LAT 464 Teaching/Learning Participation

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

LAT 490 Independent Study

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

LAT 491 Honors Thesis in Latin

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

LAT 492 Independent Study Off-Campus/NSOC

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

LAT 503 Methods and Materials in the Teaching of Classical Languages

(See Modern Languages 503)

COURSES IN MODERN LANGUAGES**ML 101, 102 Beginning Modern Language**

An introduction to a modern language less frequently taught at Austin College. This course is designed for beginners who wish to acquire the basics of vocabulary, grammar, phonology, and script. The course will also introduce students to certain aspects of the culture. Listening, speaking, and reading skills will be emphasized. Past offerings have included Arabic, Hindi, and Persian.

ML 201, 202 Intermediate Modern Language

A continuation of the study of a modern language less frequently taught at Austin College. This course is designed for intermediate students who wish to acquire a more advanced level of vocabulary, grammar, phonology, and script. The course will also introduce students to certain aspects of the culture. Listening, speaking, and reading skills will be emphasized. Past offerings have included Arabic and Chinese. PREQ: Modern Language 102 or equivalent. Requirement(s) met with 201: Language Competency.

ML 210 Introduction to Linguistics

This course introduces the discipline of linguistics. Students gain insight in the core areas of morphology, phonetics and phonology, syntax and semantics. They perform fundamental analysis in these areas in various languages. The course also deals with key issues in the subfields of historical linguistics, psycholinguistics, sociolinguistics, and neurolinguistics. Requirement(s) met: Humanities Discover.

ML 220 Introduction to Historical Linguistics

This course introduces the discipline of historical linguistics. PREQ: At least one 200-level foreign language course. Requirement(s) met: Humanities Discover.

ML 493 Methods and Materials in the Teaching of Modern Languages

A study of methods and materials of language teaching. Variable course credit units.

COURSES IN SPANISH**SPAN 101, 102 Beginning Spanish**

An introduction to the Spanish language, oriented toward developing proficiency in listening, speaking, reading, and writing. NOTE: Spanish 101 is meant for students who have had no previous experience with Spanish or no more than one year high school Spanish. (101, 102, each fall and spring)

SPAN 201, 202 Intermediate Spanish

Continues development of proficiency in the four areas of listening, speaking, reading, and writing. PREQ: Spanish 102 or equivalent. Requirement(s) met with 201: Language Competency. Requirement(s) met with 202 only: Language Competency and Humanities Discover. (Each fall and spring)

SPAN 203 Discussion on Health Professions

This course centers on discussions, in Spanish, on topics related to the health professions and cultural aspects relevant to medical care in the Spanish-speaking world. Readings, discussions, and writing will be in Spanish. Readings will be developed in coordination with the Pre-Med and Public Health programs and are meant to complement courses in these programs. This course may be taken independently of, before, during, or after Spanish 202 for Health Professions. PREQ: Spanish 201 or higher. 0.50 course credit unit. May be repeated once for credit with instructor permission. (Each fall)

SPAN 204 Discussion in International Relations

In this course students discuss, in Spanish, topics and issues they study in the discipline of International Relations and Global Politics. Along with the utilization and enhancement of disciplinary language skills comes a greater knowledge and cultural competency in the culture of the Spanish-speaking world. Discussions, readings and writing will be carried out in Spanish. This “trailer course” will be developed in coordination with the International Relations program, particularly Political Science 130, but students generally interested in International Relations and Political Science with the appropriate Spanish competency may take it. This course may be repeated once for credit. PREQ: Spanish 201. (Each fall)

SPAN 204 Discussion: International Business

This course centers on discussions, in Spanish, on topics related to the international business and cultural aspects relevant to doing business in the Spanish-speaking world. Readings, discussions, and writing will be in Spanish. Readings will be developed in coordination with the international business program and are meant to complement courses in this program. This course may be taken independently of, before, during, or after Spanish 202 for International Business. The course may be repeated once for credit, with instructor permission. PREQ: Spanish 201.

SPAN 226 Language House

Provides daily exposure to and practice in spoken Spanish. For a designated long term, students live in the language house where Spanish is the language of everyday discourse. Members of the Spanish faculty provide systematic evaluation of each student’s progress throughout the term. 0.50 course credit unit. May be repeated with instructor permission. Requirement(s) met: Applied Learning Experience (requires completion of two semesters). (Each fall and spring)

SPAN 227 Intermediate Conversation

Practice in oral skills through conversation, dramatizations, improvisations, discussions, and problem-solving situations. PREQ: Spanish 102 or equivalent. May be taken concurrently with Spanish 201, Spanish 202, or Spanish 236. 0.50 course credit unit. May not be taken for credit after completion of Spanish 236, after study abroad, or by native speakers. Enrollment in consultation with department. May be repeated once with instructor permission. (Each fall and spring)

SPAN 236 Advanced Spanish

A variety of texts serve as the basis for development of comprehension and production of Spanish. Special emphasis is placed on clarity and accuracy of spoken and written Spanish. PREQ: Spanish 202 or instructor permission. Requirement(s) met: Humanities Discover and Language Competency. (Each fall and spring)

SPAN 237 Advanced Conversation

Advanced practice in the oral use of the language through readings and discussions of contemporary topics. Particularly suited for students returning from study abroad who would like to maintain their oral skills. Enrollment in consultation with the department. PREQ: Spanish 236. 0.50 course credit unit. May be repeated once with instructor permission. (Each fall and spring)

SPAN 250 Intermediate Topics in Hispanic Civilization and Culture

Introduction to central trends in Latin American or Spanish thought and culture. Although readings may include literary texts, many non-fiction sources will be used. PREQ: Spanish 236 or instructor permission. May be repeated when topic varies. (Offered each year)

SPAN 251 Spanish Short Stories

This class explores Spanish literature, society, and culture through the study of twentieth century peninsular short stories. Students will examine how Spanish society is reflected in literature written throughout the century, focusing on various themes related to the vast cultural diversity in Spain since the onset of democracy. Since literature and culture are intimately tied, students will study the socio-political and cultural developments as a contextual point of reference for literary analysis. In addition to understanding the complexities of the socio-cultural context in twentieth century Spain, students will explore the various artistic tendencies and characteristics that develop in peninsular literature throughout the century. Conducted in Spanish. PREQ: Spanish 236 or instructor permission. Requirement(s) met: Humanities Discover.

SPAN 252 Catalan Culture

This class explores the various facets of Catalan culture as a point of departure to exploring the historical, political, and socio-cultural plurality of the Iberian peninsula. Specifically, we will analyze different aspects of Catalan culture including history, politics, music, literature, art, film, and architecture, which will allow an in depth understanding of cultural propagation and Catalan national identity in an increasingly globalized society. In addition to reading critical studies as a base for discussion, we will also draw from newspapers and social media to analyze the rising independence movement in Cataluña. This course is conducted in Spanish. PREQ: Spanish 236 or instructor permission. Requirement(s) met: Humanities Discover.

SPAN 254 Mesoamerican Mythology

This course focuses on the mythology of ancient cultures in Mexico and Guatemala. We consider the world view, religion, philosophy, and literary traditions of pre-hispanic civilizations in Mesoamerica through their codices, monuments, and artifacts, as well as the translations of their myths and history into Spanish since the Sixteenth Century. Moreover, we analyze a few contemporary Latin American works of literature which evoke and reinterpret Mesoamerican mythology. The readings, class discussions, and written work in this course are in Spanish. PREQ: Spanish 236 or instructor permission. Requirement(s) met: Humanities Discover and Global Diversity.

SPAN 255 World Literatures: Hispanic Literature in Translation

Hispanic literature in translation. Topics may focus on a particular genre, historical period or movement, and may include consideration of other world literatures. Readings and discussions in English. Requirement(s) met: Humanities Discover. May be repeated once when topic varies.

SPAN 260 Intermediate Directed Study in Spanish

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

SPAN 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

SPAN 350 Advanced Topics in Hispanic Literature

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

SPAN 351 Contemporary Spanish Poetry

In this course students will analyze 20th and 21st Century Spanish poetry within the historical context of its production, from Franco's dictatorship to today. We will explore how these poetic works reflect Spanish society, especially focusing on the transition from dictatorship to democracy, the influence of popular culture, and the movement toward literary postmodernism. In addition to the poetic works, we will read various critical studies and we will examine how the sociocultural and political changes have affected the literary field in Spain in the last century. This class is conducted in Spanish. PREQ: Spanish 236 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency.

SPAN 353/453 Borderlands/La Frontera

This course examines the manifestations of the borderlands in Mexican and Chicana literature and culture. We begin in the 1820s, just before the creation of the current border and Texas independence, to contextualize the meaning of the political, cultural, racial/ethnic and linguistic borders and the ways they are evoked in the narrative, film and music which comprise the course "texts." Moreover, we question the concept of the border as rigid and/or elastic, as a relic of the past and/or a space which indicates a globalized future. We posit, among others, the following questions: how is the identity of a borderlander constructed through difference? Is the border a useful metaphor for contact between persons of different race, ethnicity, class, gender, sexual orientation, religion, age, etc.? What limitations does this metaphor entail? How far do the cultural borderlands extend toward the center of each nation? How does a history of racial violence in the borderlands resonate or contrast with the violence there today? What is implied in crossing a border? What do race, socioeconomic class, feminism, gender theory, and post-colonialism contribute to the concept of the border? PREQ for 353: Spanish 236 or 250. PREQ for 453: One 300-level course in Spanish. Requirement(s) met with 353: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. Requirement(s) met with 453 only: Humanities Discover, Global Diversity, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Alternate years)

SPAN 355 Peninsular Literature

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

SPAN 356 Spanish-American Literature

A survey of principal texts, movements, and genres with their historical backgrounds, from the pre-Columbian period to the present. PREQ: Spanish 236 or instructor permission. Requirement(s) met: Humanities Discover and Global Diversity. (Offered each year)

SPAN 357 Advanced Conversation and Composition

A course designed to give the well-prepared student an opportunity to acquire skill in the communication of ideas through extensive preparation and practice. PREQ: Spanish 236 or instructor permission.

SPAN 358 Asians in Latin America

This course focuses on the construction and expression of identity in texts by the Asian diaspora living in Latin America. Our theoretical framework includes literary, historical, anthropological, and sociological studies of identity construction. Along with an examination of generational differences and the processes of hybridization, our readings and discussions pay particular attention to the complex interplay between languages and cultures, as well as asserted and assigned identities. The course readings also include historical studies which contextualize our primary analysis of literary texts produced by members inside and outside Chinese and Japanese immigrant communities in Peru, Cuba, Panama, Brazil, and Mexico. Our course texts include: poetry, narrative, film, and essays. PREQ: Spanish 236 or instructor permission. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Fall or spring, alternate years)

SPAN 360/460 Advanced Directed Study in Spanish

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

SPAN 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

SPAN 450 Advanced Topics in Hispanic Literature

A critical examination of Latin American or Spanish literary texts from selected perspectives. Topics have included the indigenous voice in Latin American narrative, Spanish women writers, and the Latin American “Boom.” PREQ: Spanish 236 or instructor permission. May be repeated when topic varies. (Offered each year)

SPAN 451 Contemporary Spanish Poetry

In this course students will analyze 20th and 21st Century Spanish poetry within the historical context of its production, from Franco’s dictatorship to today. We will explore how these poetic works reflect Spanish society, especially focusing on the transition from dictatorship to democracy, the influence of popular culture, and the movement toward literary postmodernism. In addition to the poetic works, we will read various critical studies and we will examine how the sociocultural and political changes have affected the literary field in Spain in the last century. This class is conducted in Spanish. PREQ: Spanish 236 and one 300-level Spanish class. Requirement(s) met: Humanities Discover and Advanced Writing Competency.

SPAN 458 Asians in Latin America

This course focuses on the construction and expression of identity in texts by the Asian diaspora living in Latin America. Our theoretical framework includes literary, historical, anthropological, and sociological studies of identity construction. Along with an examination of generational differences and the processes of hybridization, our readings and discussions pay particular attention to the complex interplay between languages and cultures,

as well as asserted and assigned identities. The course readings also include historical studies which contextualize our primary analysis of literary texts produced by members inside and outside Chinese and Japanese immigrant communities in Peru, Cuba, Panama, Brazil, and Mexico. Our course texts include: poetry, narrative, film, and essays. PREQ: One 300-level course in Spanish. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Fall or spring, alternate years)

SPAN 464 Teaching/Learning Participation

An individualized study that includes sharing in the instructional process for a particular Spanish course under the supervision of the faculty member teaching the course. Open only to certain highly qualified juniors and seniors by invitation. See On-Campus Learning Opportunities for more information. May not be counted for the major.

SPAN 481 Seminar in Hispanic Literature

Specialized topics for advanced study. A new topic will be offered every year. Seminar format. Topics have included the search for origins in Spanish American literature, Spanish American film and literature, Chicana/Mexicana Narrative, Contemporary Spanish Poetry, and Cervantes' Don Quijote. PREQ: One 300-level course in Spanish or instructor permission. May be repeated once when topic varies. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Each spring)

SPAN 490 Independent Study

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

SPAN 491 Honors Thesis in Spanish

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

SPAN 492 Independent Study Off-Campus/NSOC

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

COMMUNICATION, MEDIA STUDIES, AND THEATRE

Chair: Brett Boessen

Faculty: Liz Banks, Kirk Everist, Michael Fairley, Erin Copple Smith

Adjunct Faculty: Joyce Aldridge

Emeriti: Kathleen Campbell, W.D. Narramore Jr.

Degree Programs Offered in Communication, Media Studies, and Theatre

Major in Communication (B.A.)

Minor in Communication

Major in Media Studies (B.A.)

Minor in Media Studies

Major in Theatre (B.A.)

Minor in Theatre

COMMUNICATION

Communication offers students the opportunity to study various aspects of communication in everyday social settings. Courses explore the importance and complexities of verbal and nonverbal communication in interpersonal, organizational, and cultural contexts. Students also have the opportunity to learn about the role of public speaking in society and develop their own speaking skills.

Students in communication have opportunities to participate in a variety of internships, other experiential learning activities, and present their own research and interact with scholars at academic conferences.

A major in communication (B.A.) consists of:

Lower Level Requirements (maximum of 5 courses, but no lower-level courses are required. COMM 112 and 222 are common entry level courses.)

- _____ COMM 112 Public Speaking
- _____ COMM 222 Interpersonal Communication
- _____ COMM 250 (Topics Courses)
- _____ COMM 260 Intermediate Directed Study (Variable course credit)
- _____ Any MEDA course
- _____ Any THEA course
- _____ CSOC (Career Study Off-Campus with approval)

Advanced Study in Communication (minimum of 3 courses)

- _____ COMM 350 (Topics Courses)
- _____ COMM 352 Organizational Communication
- _____ COMM 353 Communication in Relationships
- _____ COMM 355 Nonverbal Communication
- _____ COMM 450 (Topics Courses)
- _____ COMM 453 Health Communication
- _____ COMM 455 Intercultural Communication
- _____ COMM 460 Advanced Directed Study (Variable course credit)
- _____ COMM 464 Teaching/Learning Participation
- _____ COMM 490, 491 Independent Study

Total Credits Requirement = 8 course credits

A minor in communication consists of:

Lower Level Requirements (maximum of 3 courses, but no lower-level courses are required. COMM 112 and 222 are common entry level courses.)

- _____ COMM 112 Public Speaking
- _____ COMM 222 Interpersonal Communication
- _____ COMM 250 (Topics Courses)
- _____ COMM 260 Intermediate Directed Study (Variable course credit)
- _____ Any MEDA or THEA course (only one course)
- _____ CSOC (Career Study Off-Campus with approval)

Advanced Study in Communication (minimum of 2 courses)

- _____ COMM 352 Organizational Communication
- _____ COMM 353 Communication in Relationships
- _____ COMM 355 Nonverbal Communication

- _____ COMM 453 Health Communication
- _____ COMM 455 Intercultural Communication
- _____ COMM 350 (Topics Courses)
- _____ COMM 450 (Topics Courses)
- _____ COMM 460 Advanced Directed Study (Variable course credit)
- _____ COMM 490, 491 Independent Study
- _____ COMM 464 Teaching/Learning Participation

Total Credits Requirement = 5 course credits

MEDIA STUDIES

Media studies investigates the wide range of approaches to understanding and interpreting media forms and practices, especially digital and motion picture media such as television, film, internet, and video games. Students will become familiar with theories and practices of media representation, production, consumption, and regulation. Students will have a variety of opportunities to engage critically with existing media producers and texts, as well as create their own.

A major in media studies (B.A.) consists of:

Introductory Courses (2 course credits; offered every year)

- _____ MEDA 121 Elements of Media Analysis
- _____ MEDA 131 Elements of Media Making

Media Electives (select 5 courses; select one track)

Option A: Individualized Study at 200 level		Option B: Individualized Study at 400 level	
MEDA	Any level course	MEDA	Any level course
MEDA	Any level course	MEDA	Any level course
MEDA	300 level or higher	MEDA	300 level or higher
MEDA	300 level or higher	MEDA	300 level or higher
MEDA	300 level or higher	MEDA	400 level

Individualized Media Study (at least one course; could include courses for less than 1.0 credits)

- _____ MEDA 260 Intermediate Directed Study (Variable course credit)
- _____ MEDA 460 Advanced Directed Study (Variable course credit)
- _____ MEDA 490, 491 Independent Study
- _____ MEDA 492 Independent Study Off-Campus/NSOC
- _____ CSOC 290 Career Study Off-Campus (requires approval from department chair)

Other Consideration When Planning for the Major:

- Additional Individualized Study may be an option for the major. Discuss with the department advisor for planning.

Total Credits Requirement = 8 to 11 course credits

A minor in media studies consists of:

Introductory Courses (2 course credits; offered every year)

- _____ MEDA 121 Elements of Media Analysis

_____ MEDA 131 Elements of Media Making

Media Studies Breadth (1 course credit; offerings vary but generally offered each semester)

_____ MEDA 205 New Media and Cultural Change

_____ MEDA 210 Games in Contemporary Culture

_____ MEDA 220 Persuasive Media

_____ MEDA 240 Viewers, Users, and Fans

_____ MEDA 250 Topics in Media Studies

_____ MEDA 261 Media Industries

_____ MEDA 262 Hollywood Stars

_____ THEA 111 Theatre Arts Introduction

_____ COMM 222 Interpersonal Communication

Advanced Media Studies (2 course credits; offerings vary)

_____ MEDA 325 Darker Than Night: Film Noir and Genre

_____ MEDA 331 Advanced Video Production

_____ MEDA 355 Screenwriting

_____ MEDA 450 Advanced Topics in Media Studies

_____ MEDA 463 What Is TV?

_____ MEDA 465 What is Popular Music?

_____ MEDA 473 What is Film?

_____ MEDA 464 Teaching/Learning Participation

Total Credits Requirement = 5 course credits

THEATRE

The theatre curriculum explores aspects of the crafts of theatre-making as well as the history and development of modern theatre.

A major in theatre (B.A.) consists of:

Required Courses (4 courses)

_____ THEA 142 Development of Dramatic Art I (alternate semesters with DDAIL)

_____ THEA 143 Development of Dramatic Art II (alternate semesters with DDA I)

_____ THEA 221 Acting (generally offered every fall)

_____ THEA 493 Shapers of the Modern Theatre (offered every fall)

Communication or Media Studies (1 course)

_____ MEDA or COMM course

_____ Additional MEDA or COMM course with faculty approval

Theatre Electives (1-2 courses)

_____ THEA any level

_____ THEA any level

Theatre Advanced Electives (3 courses)

_____ THEA 300 level or higher

_____ THEA 300 level or higher

_____ THEA 300 level or higher

Other Considerations When Planning for the Major:

- Students majoring in theatre are expected to participate in departmental productions.
- The department encourages students to study abroad. However, some courses are required to be completed on the Austin College campus for the major. Please consult with the department chair when planning study abroad.

Total Credits Requirement = 9 to 10 course credits

A **minor in theatre** consists of:

Core Requirement (no more than 1 unit of practicum credit)

_____ THEA 221 Acting (generally offered every fall)

_____ THEA any level

_____ THEA any level

_____ THEA 300 level or higher

_____ THEA 300 level or higher

Total Credits Requirement = 5 course credits

COURSES IN COMMUNICATION

COMM 112 Public Speaking

An introduction to the principles of effective public speaking. Students will learn to structure speeches in effective and ethical ways, to present speeches in various contexts and for various purposes, and to think critically about speeches presented by others in society. Requirement(s) met: Humanities Discover. (Normally offered each fall and spring)

COMM 222 Interpersonal Communication

An introduction to theories about the various taken-for-granted ways of communicating in the complex and diverse contexts in which people learn, work, and build relationships. Students will study and apply communication principles involving language, nonverbal communication, and culture as they relate to their own lives. Requirement(s) met: Humanities Discover. (Normally offered each fall and spring)

COMM 250 Topics in Communication

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

COMM 260 Intermediate Directed Study

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

COMM 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to communications, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

COMM 350/450 Advanced Topics in Communication

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. PREQ: Any communication class or instructor permission.

COMM 352 Organizational Communication

An introduction to a theoretical and practical understanding of the unique forms and functions of communication in organizations. Students will examine various communication issues such as organizational structure, problem solving, technology, diversity, and organizational culture as they relate to different types of organizations in society today. PREQ: Any speech class or instructor permission. (Normally offered every third semester)

COMM 353 Communication in Relationships

This course seeks to develop an understanding of communication-relevant issues in various types of personal relationships including romantic relationships, friendships, work relationships, and others. The course also will develop analytical skills by critically reading current theories/studies and applying these concepts to examples in film/TV, literature, and in general, contemporary relationship phenomena. PREQ: Any communication course or instructor permission. Requirement(s) met: Humanities Discover. (Normally every third or fourth term)

COMM 355 Nonverbal Communication

Nonverbal communication involves all the ways people communicate apart from the content of verbal language that each of us participates in on a daily basis, in virtually everything we do. This course is designed to introduce students to theories and concepts that attempt to explain complex communication processes involving nonverbal communication. PREQ: Any communication course or instructor permission. Requirement(s) met: Humanities Discover. (Normally offered every third term)

COMM 360/460 Advanced Directed Study

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Two 300-level or higher courses in communication. Special permission required. Offered for variable course credit from 0.25-1.00.

COMM 453 Health Communication

Communication about illness and health, affects all of us and our state of wellbeing. This can take many forms, including communication between doctor and patient and in medical webpages, pharmaceutical advertising campaigns, support groups, and media messages about drugs, drinking, and smoking. The rapidly growing interest in the impact of communication in this setting, by scholars, medical schools, health-care professions, and patients is indicative of this importance. This course will explore the critical role of communication in the health-care context by examining current theory and research, applying concepts to case studies, and creating an original health campaign. PREQ: One communication course or instructor permission. Requirement(s) met: Humanities Discover.

COMM 455 Intercultural Communication

An exploration of theoretical understandings of intercultural, inter-gender, and inter-generational communication. Students will closely examine theories of intercultural phenomena, apply concepts to communication encounters, and investigate intercultural communication by conducting their own research. PREQ: Any speech class or instructor permission. Requirement(s) met: Humanities Discover, Global Diversity, and Advanced Writing Competency. (Normally offered every third term)

COMM 464 Teaching/Learning Participation

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

COMM 490 Independent Study

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. Special permission required. PREQ: Two 300 level or higher courses in communication and Junior standing. Offered in variable course credit from 0.25-1.00.

COMM 491 Honors Thesis in Communication

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

COMM 492 Independent Study Off-Campus/NSOC

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Two 300-level or higher courses in communication and Junior standing. Must have 3.0 GPA in major. Special permission required. Offered in variable course credit from 0.25-1.00.

COURSES IN MEDIA STUDIES

MEDA 121 Elements of Media Analysis

An introduction to the history, theory, and analysis of mass and digital networked media, including print, film, radio, television, video games, and the Internet, with primary concern for their modes of representation and roles in culture. Requirement(s) met: Humanities Discover. (Each fall and spring)

MEDA 131 Elements of Media Making

Students learn about and develop basic facility with the elements of media making: web, image, audio, video, and interactive components. Requirement(s) met: Humanities Discover. (Each fall)

MEDA 205 New Media and Cultural Change

Focuses on the proliferation of cultural practices organized around digital networked media. Requirement(s) met: Humanities Discover. (Offering varies)

MEDA 210 Games in Contemporary Culture

Explores the nature of analog and digital games in contemporary culture. Requirement(s) met: Humanities Discover. (Every other year)

MEDA 220 Persuasive Media

This course explores the rhetorical characteristics of documentary and narrative cinema, television news and advertising, and some video games. Students consider the extent to which media and rhetorical theories are compatible, and generate their own rhetorical media critiques through print, visual, aural, and digital networked forms. Requirement(s) met: Humanities Discover. (Alternate years)

MEDA 230 The Video Essay

This Humanities Lab is focused on the media genre known as the video essay. Students will both analyze and produce video essays in this course. We will pay particular attention to the ways video essayists have used judgment and practical wisdom to shape their work, highlighting specific examples as a means to draw deeper

insight into their subjects. Requirement(s) met: Humanities Discover and Applied Learning Experience. (Even years)

MEDA 240 Viewers, Users, and Fans

This course considers the practices, techniques, and theories that media audiences, consumers, viewers, players, users, and fans employ in their interactions with and consumption of contemporary media artifacts.

Requirement(s) met: Humanities Discover and Foundation Writing Competency.

MEDA 250 Topics in Media Studies

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

MEDA 260 Intermediate Directed Study

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

MEDA 261 Media Industries

This course explores the work of media industries, a framework crucial to understanding the reason various programming forms exist. Throughout the semester, students will learn what makes media industries different from other industries, what factors make their processes and logics so complex and contradictory, and how to use knowledge of the way these industries work to inform analyses of the texts media industries produce and the cultural work that those texts do. Ultimately, students will be able to critically evaluate the processes of media industries and how those processes result in the production/distribution/exhibition of particular media texts at the expense of others. Requirement(s) met: Humanities Discover. (Alternate years)

MEDA 262 Hollywood Stars

According to Richard Dyer, one of the founders of star studies, “stars matter because they act out aspects of life that matter to us; and performers get to be stars when what they act out matters to enough people.” In this class, we will be exploring that very idea-what makes a person a star? Why do stars matter? What do our stars say about ourselves and the society in which we live? Over the course of the semester, we will be looking at many stars, investigating how each star was produced, received, and remembered. We will study stars as both semiotic and sociological constructions--as images that can be “read” and deconstructed, but also as manifestations of specific cultural moments. Stars do not just appear, they are made. This class will teach you how, and why, that phenomenon exists. Requirement(s) met: Humanities Discover and Foundation Writing Competency. (Alternate years)

MEDA 263 Independence of Independents

The label of “indie” has become omnipresent in contemporary media-from music groups to films. But what does “indie” really mean? In this class, we’ll examine “indie” music, film, and TV to figure out what independent media is all about. We’ll discuss the institutional structures of production, distribution, and exhibition that gave rise to the term, as well as the aesthetic qualities that have come to mark media as “indie.” Is it possible to produce a film outside of the Hollywood system that still looks like a typical blockbuster? Can a band produce an album with an “indie” sound on a major label? And is there such a thing as independent TV?! We’ll answer all these questions and more. Requirement(s) met: Humanities Discover. (Alternate years)

MEDA 265 Kids, Tweens, Teens and the Media

This course examines the specific genre of media featuring, targeted toward, and produced by young people. We will be analyzing media oriented toward young audiences not only as a narrative, economic, cultural, and political entity, but also exploring its role in perpetuating and/or challenging ideas of what society is (or could be). Investigating what exactly we mean when we say “children's TV” or “teen movies” is one of the core tasks of the class, as is interrogating social constructs, uses, and material consequences/lived experiences of “childhood” and “teendom.” Together we will explore the relationships between and among industries, texts,

and audiences that make up youth media, particularly with respect to issues of gender, race, and ethnicity. Requirement(s) met: Humanities Discover and Foundation Writing Competency. (Alternate years)

MEDA 267 Mediating Gender & Sexuality

This course will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American media. We will focus on a variety of commercial media texts, particularly television, film, music and magazines. We will investigate representational issues in relation to their political and social repercussions and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, queer studies, and gender studies. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. Cross-listed with Gender Studies 267. (Spring, alternate years)

MEDA 315 Global Media Genres

Media Studies scholars agree that media texts are cultural artifacts that shape culture and are also shaped by culture and that close examination of media texts provides keen insights into the cultures in which they were produced. In this course, we will examine media texts produced in different global contexts to see how texts are both generically similar and culturally specific. In the process, we'll learn about the nature of genre as an organizing feature of media as well as what various interpretations of those genres reveals about various cultures. For example: what does an action movie look like in the United States? In Latin America? In Japan? If we can agree that a selection of texts all qualify as a particular genre, how can we account for the differences between them? By studying the cultural flows shaping popular genres globally, we can appreciate not only the texts and the stories they contain, but also the people and cultures producing them. PREQ: Media Studies 121. Humanities Discover. (Alternate years).

MEDA 320 Current Issues in Media

The media is ubiquitous, making it imperative for citizens/audiences to think critically about it--what stories it tells and how, where it comes from, how it affects society, and how audiences respond to it. In this Humanities Lab, students will take a deeper look at the Circuit of Culture approach to studying the media and the various methodologies and tools that Media Studies offers. These approaches, methodologies, and tools will then be applied to an in-depth analysis of a contemporary text, event, or issue. The final project for the course is a video essay in which students examine one of these current issues from various perspectives. Through close interrogation, students use the critical cultural tools of the field to interrogate a specific question deeply in order to understand it. PREQ: MEDA 121.

MEDA 325 Darker Than Night: Film Noir and Genre

This course explores the nature of film noir's persistent power in American culture: its history, its aesthetic elements, and its volatile relationship to the concept of genre in film studies. A significant amount of writing is a fundamental element of the course, as is a weekly screening. PREQ: Media Studies 121. Requirement(s) met: Advanced Writing Competency. (Alternate years).

MEDA 331 Advanced Video Production

Advanced course in principles and techniques of digital video production. Students produce longer form narrative fiction in order to deepen skills acquired in Media Studies 131. Highlights advanced screenwriting, directing, and editing techniques. PREQ: Media Studies 131. Requirement(s) met: Applied Learning Experience. (Each spring)

MEDA 335 Digital Networked Narratives

This course invites students to produce and critically engage with a variety of forms of digital storytelling. This will include a number of participatory, transformative, and emergent forms, such as blogging, machinima, video remix, alternate reality games and interactive fiction. The specific forms studied will change from year to year. Students should either be familiar with or have a strong interest in learning how to produce a wide range of such

digital networked narratives, as well as a keen interest in critical analysis of these forms. PREQ: Media Studies 131 or instructor permission. Requirement(s) met: Humanities Discover. (Normally offered every third semester)

MEDA 355 Screenwriting

Familiarizes participants with the major contemporary approaches to the construction of the motion picture screenplay and an array of concrete tools for the production of a coherent, effective, and compelling original works of narrative fiction. PREQ: Media Studies 131 or English 136 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency.

MEDA 360/460 Advanced Directed Study

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

MEDA 450 Advanced Topics in Media Studies

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

MEDA 463 What Is TV?

This course interrogates what television has come to be from various angles, including television's role as a technology, an industry, a media format, and a social and cultural force. The course will start by considering what television was, historically, before working toward an understanding of what television has become, and where it might be going. PREQ: Media Studies 121. Requirement(s) met: Humanities Discover. (Offered alternate years)

MEDA 464 Teaching/Learning Participation

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

MEDA 465 What is Pop Music?

From Chuck Berry to The Rolling Stones to Madonna to Taylor Swift, popular music has defined itself as not only an art form, but a powerful cultural force. In this class, we will consider what we mean when we talk about "popular music": theories of popular culture, the creative aesthetics of pop music, the cultural role of music, the industry that produces music, and the reception of music by fans. The result will be a deeper understanding of and appreciation for a cultural form that we all come into contact with every day. PREQ: Media Studies 121. Requirement(s) met: Advanced Writing Competency. (Alternate years)

MEDA 473 What is Film?

The question, What is Film?, has been answered differently by many different people during the more than a century since its inception. The term itself encompasses many things: a set of technologies, a kind of contemporary cultural text, a production process, and a set of social practices. In this course, we will consider how the social, economic, and technological changes our culture has endured during that century have impacted (and been impacted by) one of the most influential media forms in history. We will study the variety of ways this development has changed the meaning of film culture and its impact on contemporary society. We will ask the question - What is Film? - from a range of perspectives in order to develop a more complex and compelling answer. PREQ: Media Studies 121. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Alternate years)

MEDA 490 Independent Study

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

MEDA 491 Honors Thesis in Media Studies

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

MEDA 492 Independent Study Off-Campus/NSOC

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

MEDA 495 Individualized Media Study

Students produce a significant media project in their chosen medium under the guidance of Media Studies faculty. Majors must enroll in this course in either their junior or senior year. PREQ: Media Studies 121 and Media Studies 131.

COURSES IN THEATRE

THEA 111 Theatre Arts Introduction

This course is aimed at all students interested in gaining a broad understanding of the practice of theatre. Students will gain a basic working knowledge of the theatre, including the various practitioners who come together in *collaboration* to create a theatre production. The course is also designed to foster a lifelong appreciation of the theatre, and to help students understand the theatre's place in and importance to society. Requirement(s) met: Humanities Discover. (Each year)

THEA 132 Rehearsal and Performance

Supervised practice in the presentation of drama through participation during a long term in faculty-directed departmental production assignments. (Graded S/D/U basis only) Variable course credit units. May be repeated for a total of one course credit unit. (Available as needed)

THEA 142 Development of Dramatic Art I

A study in forms of drama with attention to their historical and social contexts from classical times through the 18th century. Requirement(s) met: Humanities Discover. (Each year)

THEA 143 Development of Dramatic Art II

A study of 19th- and 20th-century forms of drama with attention to their historical and social context. Requirement(s) met: Humanities Discover and Foundation Writing Competency. (Each year)

THEA 221 Acting

An introduction to the principles and techniques of acting and the analysis of plays and characters. Requirement(s) met: Humanities Discover. (Each fall)

THEA 244 Movement for Theatre

A discovery of the psychological and physical sources of movement and the development of skills of using movement for artistic expression. Requirement(s) met: Humanities Discover. (Every other year)

THEA 250 Topics in Theatre

Investigation of topics and issues concerning theatre and performance. PREQ: Instructor permission. May be repeated when the topic varies.

THEA 255 Approaching Design

A broad introduction to the principles and techniques of scenic, costume and lighting design for the stage and practice in applying these ideas and skills in design projects. We will study the effects that design has on the intended audience. We will read articles, look at images, and experience and create designs ourselves, in trying to understand the very subjective but very powerful human response to design. Using texts, images, and other approaches, we will explore the possibilities of design using the traditional language of line, shape, color, texture, space and value, and also new language that we will create as a class. The 200-level version of this class will have a project each in scenic, costume, and lighting design. One play text will be used throughout the course, so that students can focus on a central design concept. Requirement(s) met: Humanities Discover.

THEA 260 Intermediate Directed Study

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

THEA 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to theatre, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

THEA 352 Scene Design and Stage Lighting

An introduction to the principles and techniques of scenic design and stage lighting and practice in applying these ideas and skills in design projects. PREQ: Theatre 142 or 143, or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

THEA 353 Costume and Make-Up Design

An introduction to the principles and techniques of costume and make-up design for the stage and practice in applying these ideas and skills in design projects. PREQ: Theatre 142 or 143, or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

THEA 350/450 Advanced Topics in Theatre

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

THEA 355 Approaching Design

A broad introduction to the principles and techniques of scenic, costume and lighting design for the stage and practice in applying these ideas and skills in design projects. We will study the effects that design has on the intended audience. We will read articles, look at images, and experience and create designs ourselves, in trying to understand the very subjective but very powerful human response to design. Using texts, images, and other approaches, we will explore the possibilities of design using the traditional language of line, shape, color, texture, space and value, and also new language that we will create as a class. The 300-level version of this class will have multiple projects in scenic, costume, and lighting design. Multiple play texts will be used throughout the course, so that students can explore different design styles. PREQ: Any theatre course or instructor permission. Requirement(s) met: Humanities Discover.

THEA 360/460 Advanced Directed Study

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

THEA 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to theatre suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

THEA 464 Teaching/Learning Participation

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

THEA 471 Directing

A study of the principles of play direction including technical aspects of production and the acting conventions involved in mounting a play for presentation. Practical production experience is required. Open to non-majors only with instructor permission. PREQ: Theatre 142, 143, 221, and Theatre 352 or 353. Requirement(s) met: Humanities Discover. (Each fall)

THEA 490: Independent Study

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

THEA 491: Honors Thesis in Theatre

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

THEA 492 Independent Study Off-Campus/NSOC

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. Completed in last three semesters before graduation. Offered in variable course credit from 0.25-1.00.

THEA 493 Shapers of the Modern Theatre

An examination of the nature and practice of theatre through intensive study of selected practitioners and theorists whose work has significantly influenced modern Western theatre. Open to non-majors only with instructor permission. PREQ: Theatre 142, 143, 221, and Senior standing. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Each fall)

DATA SCIENCE AND ANALYTICS

Director: Michael Higgs

Faculty: Samuel Kroger

The Data Science and Analytics minor provides an interdisciplinary approach to prepare students in the acquisition, transformation, analysis, interpretation, and communication of data crucial to effective decision making in their areas of interest. The minor provides students with a working knowledge of a varied set of data analytic methods, based on a wide variety of data types, formats, and sources. The minor prepares students for additional graduate training or analytic roles in the workplace.

Degree Plans Offered in Data Science and Analytics

Minor in Data Science and Analytics

A **minor in data science and analytics** consists of:

Required Core Courses (3 courses)

_____ DSA 241 Foundations of Data Science Data Analytics

_____ DSA 230 Database Systems

_____ DSA 371 Econometrics

Domain Electives* (2 courses)

_____ ENVS 245 Food Systems

_____ CS 201 Discrete Mathematics

_____ BA/ECO 252 Business Analytics

_____ ECO 372 Predictive Analytics

_____ CS 441 Machine Learning

_____ MATH 321 Numerical Analysis

_____ MATH 385 Probability Theory

_____ MATH 401 Mathematical Biology

*See additional requirements in Other Considerations When Planning for the Minor.

Supporting Courses

_____ MATH 120 Elementary Statistics or equivalent, SSCI 120 Social Science Statistics, PSY 120 Psychological Statistics, or PSCI 271 Quantitative Methods

_____ DSA 111 Introduction to Scripting and Data Analytics with Python

_____ MATH 151 Calculus I (recommended)

Other Considerations When Planning for the Minor:

- At least one of the domain electives must be outside of the student's other declared majors or minors.
- A course may not count for more than one major and/or minor.

Total Credits Requirement = 5 course credits

COURSES

DSA 111 Introduction to Scripting and Data Analytics with Python

A study of the Python programming language and how it is used to acquire, prepare, transform, analyze, and visualize data from a variety of sources including social science, humanities, and science domains. Students will

learn the basics of Python scripting as well as common data analytics libraries. Recommended for any student wanting to learn how to manipulate and visualize data in their area of interest. Cross-listed with Computer Science 111. (Each spring)

DSA 120 Introduction to Statistics with R

Introduction to Statistics with R will start with a brief introduction to statistical measures, statistical methods, hypothesis testing, and probability distributions. We will introduce the programming language R in order to calculate statistical quantities, visualize data, and clean data. Can substitute for any Introduction to Statistics (e.g. MATH*120) requirement at AC. Requirement(s) met: Quantitative Competency. (Each fall)

DSA 230 Database Systems

A system level study of bulk storage devices and data storage schemes; database management systems survey; EER/OO modeling; SQL, logical and physical database analysis, design, and implementation; relational and object-oriented database models; client/server architectures; small projects. PREQ: Data Science Analytics 111. Cross-listed with Computer Science 330. (Each spring)

DSA 241 Foundations of Data Science Data Analytics

This course will provide a broad introduction to the principles, processes, and models of Data Science Analytics. We survey all methods including regression and non-regression models, decision-tree based models, graphical models, and neural network models. Students also learn how to analyze and interpret, summarize and draw inference, extrapolate and make predictions. Students learn how to discover emerging patterns in data. Students learn how to visualize and effectively communicate insights gained from their analysis. Students will also gain experience using the R programming language. PREQ: Mathematics 120 or equivalent and Data Science and Analytics/Computer Science 111. (Each fall)

DSA 351 Applied Linear Algebra

This course begins with well-defined mathematical operations on vectors and matrices. We will then examine how in-practice we utilize various algorithms including LU, SVD, and QR decomposition to actually perform these operations on large data. We will also cover eigenvalue eigenvector problems and the least squares problem. We will use these vector and matrix operations to solve real world problems including but not limited to the domains of engineering, image compression, and data analytics. PREQ: MATH 151 with a grade of C or better.

DSA 371 Econometrics

This course introduces students to the techniques necessary to perform empirical economic research. Topics to be covered include multivariate regression, model diagnostics, and the interpretation of regression results. Students will learn how to use SAS to perform data analysis. PREQ: Mathematics 120 or equivalent. Requirement(s) met: Social Science Discover and Applied Learning Experience. Cross-listed with Economics 371. (Each fall)

EAST ASIAN STUDIES

Chair: Melinda Landeck

Faculty: Scott Langton

The East Asian Studies program offers students an interdisciplinary introduction to the culture, history, and languages of East Asia, with a focus on China, Japan, and Korea. Students will examine these cultures' interactions through history, their mutual influence on the development of greater East Asian civilization, and the contemporary achievements and tensions of the region. The development of language skills in Japanese, together with the cultivation of an understanding of the cultural dynamics at work in the region, affords students the opportunity to become informed global citizens.

Students who graduated with a major or minor in East Asian Studies have gone on to careers in government, law, finance, health care, consulting, the travel and hospitality industry, the technology industry, and education.

Japanese Language Placement

Those students who have taken Japanese in high school or otherwise have background in the language will begin their college study at a level appropriate to their proficiency. Student placement will be based on an assessment interview at the time of registration. A student who places into Japanese 202 or higher will have satisfied the Austin College language competency requirement.

Students who have been placed by Austin College into Japanese 202 or higher as the first college-level course in that language and who complete the course with a satisfactory grade (S, C-, or above) will receive one additional credit for the preceding level (i.e., Japanese 201 or Japanese 202). This additional credit may be applied toward the EAS major or minor where appropriate.

Degrees Offered in East Asian Studies

Major in East Asian Studies (B.A.)

Minor in East Asian Studies

A major in East Asian Studies (B.A.) consists of:

Cultural Survey Requirement (select 2 courses)

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

Language Requirement

- _____ JAPN 202 Intermediate Japanese II

Electives (select 5 courses)

Lower-Level Electives (no more than 2, no more than 1 may be at the 100 level)

- _____ Additional EAS Cultural Survey: EAS 110, EAS 120, EAS 130
- _____ EAS 220 Translation and Adaptation
- _____ EAS 225 Gender in East Asia
- _____ EAS 230 Cinema in East Asia
- _____ EAS 245 Samurai in Japanese History & Culture
- _____ EAS 250 Topics in East Asian Studies
- _____ EAS 265 Environmental Issues in East Asia
- _____ EAS 285 Japanese Pop Culture

Advanced Courses (must have 3 courses)

- JAPN 301 Advanced Japanese (formerly JAPN 236)
- JAPN 350 Advanced Topics in Japanese
- EAS 335 The Two Koreas
- EAS 350 Advanced Topics in East Asian Studies
- EAS 394 Advanced Student Research
- JAPN 464 Teaching and Learning Practicum
- EAS 491 Honors Thesis in East Asian Studies
- JAPN 491 Honors Thesis
- EAS 492 Independent Study Off-Campus/NSOC

Other Considerations When Planning for the Major:

- Students complete Japanese 101, 102, and 201 as needed. These courses are not included in the eight credits for the major.
- Students are highly encouraged to study abroad for a long academic semester in an East Asian country. Language courses completed as part of this course of study may be applied as lower level electives, regardless of stated level. Courses completed abroad may count for advanced credit with approval of the EAS faculty member who teaches the content most closely related to the course in question.
- The cultural survey requirement should be completed as early in the Austin College education as possible and is normally not substituted for courses taken abroad.
- JanTerm courses may not be counted toward the completion of the major.
- With approval of the chair of East Asian Studies, up to two courses from another discipline (religious studies, anthropology, history, sociology, etc.) may be approved as electives.

Total Credits Requirement = 8 course credits

A minor in East Asian Studies consists of:

Cultural Survey Requirement (select 2 courses)

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

Electives (select 3 at the 200-level or above)

Additional EAS Cultural Survey: EAS 110, EAS 120, EAS 130

JAPN 201 Intermediate Japanese I
JAPN 202 Intermediate Japanese II
EAS 215 Martial Arts Narratives
EAS 220 Translation and Adaptation
EAS 225 Gender in East Asia
EAS 230 Cinema in East Asia
EAS 245 Samurai in Japanese History & Culture
EAS 250 Topics in East Asian Studies
EAS 265 Environmental Issues in East Asia
EAS 285 Japanese Pop Culture
JAPN 301 Advanced Japanese (formerly JAPN 236)
JAPN 350 Advanced Topics in Japanese
EAS 335 The Two Koreas
EAS 350 Advanced Topics in East Asian Studies
EAS 394 Advanced Student Research
JAPN 464 Teaching and Learning Practicum
EAS 492 Independent Study Off-Campus/NSOC

Other Considerations When Planning for the Minor:

- The EAS minor bears no language requirement.
- Students are highly encouraged to study abroad for a long academic semester in an East Asian country. Language courses completed as part of this course of study may be applied as electives, regardless of stated level.
- JanTerm courses may not be counted toward the completion of the minor.
- With approval of the chair of East Asian Studies, up to two courses from another discipline (religious studies, anthropology, history, sociology, etc.) may be approved as electives.

Total Credits Requirement = 5 course credits

COURSES IN EAST ASIAN STUDIES

EAS 110 Origins of East Asian Civilization

This course is an interdisciplinary exploration of some of the earliest documented civilizations of human history. The course introduces students to the cultural histories of China, Japan, and Korea, surveying these cultures from their earliest times until they begin their transition into modernity. We examine how these cultures remained distinct while also participating in a single East Asian civilization by devoting attention to social values, philosophical and religious thought, political history, literature, and the visual arts. Readings will include some text materials, but also poems, stories, philosophical writings, and other translated materials. No knowledge of East Asia required. Requirement(s) met: Foundation Writing Competency, Humanities Discover, and Global Diversity. PREQ: Freshman or sophomore standing; juniors or seniors by instructor permission only. EAS 110, 120, and 130 are offered in rotation, with at least one core course offered every fall and spring.

EAS 120 Transformation of Classical Culture in East Asia

This course surveys East Asian history and culture during periods corresponding to the emergence from antiquity, tracing the respective trajectories of China and Japan as they progress toward modernity. As these periods vary significantly in each cultural context, content for China will cover a period extending from the Yuan dynasty (1279) through the time of the First Sino-Japanese War (1895), while coverage of Japan addresses the period of Tokugawa shogunal hegemony, 1600-1867. Students will examine a variety of primary sources (literary and governmental treatises, the visual and performing arts), augmented by secondary scholarship, as they consider social developments and intellectual trends that distinguish these interim eras from, and connect them to, the preceding classical cultures. Requirement(s) met: Humanities Discover, Foundation Writing Competency, and Global Diversity. PREQ: Freshman or sophomore standing; juniors or seniors by instructor permission only. EAS 110, 120, and 130 are offered in rotation, with at least one core course offered every fall and spring.

EAS 130 East Asia in the Modern Era

This survey course introduces students to the historical and cultural developments in East Asia from the 19th century into the 21st century, including regional tensions, rapid modernization, flourishing nationalism, unabashed imperialism, war, revolution, industrialization, and impact these have had on cultural production. Our texts will include primary source documents (cultural and historical), as well as secondary scholarship, that will situate the events and achievements of the modern era within the wider context of the region's rich cultural history. Requirement(s) met: Humanities Discover, Foundation Writing Competency, and Global Diversity. PREQ: Freshman or sophomore standing; juniors or seniors by instructor permission only. EAS 110, 120, and 130 are offered in rotation, with at least one core course offered every fall and spring.

EAS 215 Martial Arts Narratives

In this course, we learn about the historical and philosophical foundations of martial arts and examine their many related cultural products: film, literature, comic books, music, art, and more. What about martial arts has inspired and held the imaginations of so many? In answering this question, the course will begin with the earliest aesthetic representations of martial arts and progress to contemporary Hollywood collaborations, examining reception both in the East Asian context and internationally, as well as speaking to questions of national identity, translation, and transnational production. Requirement(s) met: Humanities Discover, Global Diversity, and Advanced Writing Competency. (Offered occasionally)

EAS 220 Translation and Adaptation

What makes a good story? How do we share those stories with people from radically different backgrounds? How do we translate them into foreign languages? This course takes these questions as its central problem. Using alternating "great books" from the East Asian literary tradition (such as *Journey to the West*,

Romance of the Three Kingdoms, Dream of Red Chamber, The Water Margin, The Tale of Genji), we will look at specific instances of translation and adaptation. Our examinations of these works will be natural starting points for conversations about the tasks of translation and remake, and the theories and practices that go into these tasks. Requirement(s) met: Humanities Discover, Global Diversity, and Advanced Writing Competency. (Offered occasionally)

EAS 225 Gender in East Asia

This course is a topical exploration of issues pertaining to gender studies in the East Asian context. Previous topics have included: Women in Pre-Modern Japan, Women in Modern China, and Love, Sex, and Politics in Twentieth Century China. Course materials may include coverage of historical or contemporary feminist movements (and counter-movements) in East Asian nations, discussion of gender roles and how these are reflected in a given culture's political discourse, social philosophy, and/or cultural expressions such as literature, cinema, or the visual and performing arts. Course may be repeated for credit when the topic varies. Requirement(s) met: Humanities Discover, Global Diversity, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Offered occasionally)

EAS 230 Cinema in East Asia

This course explores cinema in East Asia as a narrative art form, as a repository for traditional values and aesthetics, as a vehicle for social commentary, and as a site of cultural development. Topics may include the cinema of specific filmmakers, actors, eras, genres or themes, and films examined may come from one country, from several countries, or may even be transnational projects. Assigned texts and class discussions will introduce filmmakers, the milieu in which each film was made, and the fundamental vocabulary of film studies. In addition, class discussions and assignments will cultivate students' understanding of and ability to describe the style of various directors and the characteristics of important genres, and will facilitate students' ability to speak and write critically about films in their cultural and historical context. Course may be repeated for credit when the topic varies. Requirement(s) met: Humanities Discover and Global Diversity. (Offered occasionally)

EAS 245 Samurai in Japanese History & Culture

Japan's warrior class, the samurai, dominated politics and society for more than half of Japan's recorded history. This course traces samurai culture from its emergence in the 10th century through the formal dissolution of the samurai class in 1877 and onward, into the contemporary era. Course materials will consider the historical origins of continued references to the spirit of the samurai in global culture and analyze the historical accuracy of persistent modern myths about Japanese warriors manifest in the visual arts, medieval war tales, poetry, philosophical treatises, traditional theater and modern mass media, including film and television. Students will consider the popularity of the samurai as a unique marker of Japanese identity and will be coached in the critical evaluation of samurai-themed cultural productions ranging from 18th-century kabuki plays to contemporary animated cartoons. Requirement(s) met: Humanities Discover, Global Diversity, and Advanced Writing Competency. (Offered occasionally)

EAS 250 Intermediate Topics in Asian Studies

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

EAS 265 Environmental Issues in East Asia

This course provides a topical examination of the manner in which East Asian nations address environmental concerns at both the state and individual levels, in both historical and contemporary contexts. Topics might include: China's Modern Environment, Disaster Management in Japan, East Asia's Industrialization and the Global Environment, Climate Change Response in East Asia. Course may be repeated for credit when the topic varies. Requirement(s) met: Humanities Discover, Global Diversity, and Advanced Writing Competency. (Offered occasionally)

EAS 285 Japanese Pop Culture

The production of culture for a popular audience, rather than strictly for elite patrons, has been a phenomenon in Japan since at least the 17th century. This course examines popular culture across the centuries—from kabuki to Takarazuka Revue, from kokkeibon to manga, from naniwabushi to J-Pop—with the objective of discerning its reflection of the social issues confronting Japanese through time, and the differences and similarities between 21st century Japanese and their forebears. Requirement(s) met: Humanities Discover and Global Diversity. (Offered occasionally)

EAS 335 The Two Koreas

This course explores the history and culture of the Korean peninsula from the late Joseon period (17th century) to the present, striving to place Korea and its peoples in the broader context of East Asia. Students will acquire a familiarity with figures, events, ideologies, and patterns in the historical development of Korean society and explore key components of mainstream and marginalized Korean culture. Units will explore issues such as the formative impacts of Neo-Confucianism on Korean statecraft and family structures, responses to Japanese imperialist aggression, the fraught nature of foreign relations between North Korea, South Korea, and other nations, the persistent social legacies of the Korean War, as well as the future trajectories of denuclearization and the possibility of political reunification. Students will explore the factors driving Korea's emergence as a new nexus of global “soft power” disseminated through the growing global appeal of Korean drama, K-pop music and Korean cuisine. PREQ: At least one East Asian Studies course or instructor permission. Requirement(s) met: Global Diversity, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Offered occasionally).

EAS 350/450 Advanced Topics in East Asian Studies

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

EAS 394 Advanced Student Research

Intended for advanced students to develop and execute a research project related to East Asian studies suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

EAS 430 Issues in Contemporary East Asia

This course approaches an important issue in contemporary East Asia through the frameworks of humanities scholarly inquiry methods to help students gain a holistic understanding of the issue as a cultural phenomenon. Issues will change according to regional developments and have included Hong Kong student protests and the coronavirus outbreak. Requirement(s) met: Humanities Discover. PREQ: East Asian Studies 130 or instructor permission.

EAS 491 Honors Thesis in Asian Studies

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

EAS 492 Independent Study Off-Campus/NSOC

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

COURSES IN JAPANESE LANGUAGE

JAPN 101, 102 Beginning Japanese

Introduction to the Japanese language. PREQ: Japanese 102: Japanese 101 with a grade of C- or higher or instructor permission. (101, each fall; 102, each spring)

JAPN 201, 202 Intermediate Japanese

Continuation of the study of Japanese, including listening, speaking, reading, and writing skills. PREQ: Japanese 201: Japanese 102 with a grade of C- or higher or equivalent course. PREQ: Japanese 202: Japanese 201 with a grade of C- or higher or equivalent course. Requirement(s) met with 201: Language Competency. Requirement(s) met with 202 only: Language Competency, Humanities Discover, and Global Diversity. (201, each fall; 202, each spring)

JAPN 301 Advanced Japanese

Further development of proficiency in grammatical and stylistic structure of Japanese. Continued emphasis on honing oral/aural and cultural fluency. Special focus is placed on enhancing reading skills through the study of progressively complex texts in the original Japanese. Prerequisites: Japanese 202 or instructor permission. Requirement(s) met: Language Competency, Humanities Discover, and Global Diversity. (Fall)

JAPN 350 Advanced Topics in Japanese

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

JAPN 394 Advanced Student Research

Intended for advanced students to develop and execute a research project related to Japanese suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

JAPN 464 Teaching/Learning Participation

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

JAPN 491 Honors Thesis in Japanese

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

JAPN 492 Independent Study Off-Campus/NSOC

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

ECONOMICS AND BUSINESS ADMINISTRATION

Chair: Ashley Tharayil (Fall 2026), David Griffith (Spring 2027)

Faculty: Smriti Bhargava, Martinella Dryburgh, Nicholas Graff, Khalid Hafiz, Mohsan Khudri

Visiting Faculty: Yuzhu Kang, Michael Smith

Adjunct Faculty: Scott Austin

Emeriti: Jerry Johnson, Daniel Nuckols, Stephen Ramsey, Kevin Simmons

The economics and business curriculum is structured to cover the efficient and equitable production and allocation of scarce resources to meet competing ends and the stabilization of the macro economy. Coursework and research opportunities will enable the student to study appropriate and timely business and economic theories, methodologies, policies, and techniques.

Degree Programs Offered in Economics and Business Administration

Major in Business Administration (B.A.)

Major in Business Finance (B.A.)

Major in Economics (B.A.)

Major in International Economics and Finance (B.A.)

Minor in Accounting

For the major in Health Care Administration, please refer to the Public Health Program.

For a multidisciplinary program incorporating economics, please refer to the Philosophy, Politics, and Economics (PPE) program.

A **major in business administration (B.A.)** consists of:

Required Supporting Courses (3 courses)

_____ MATH 120, SSCI 120 Statistics, or equivalent

_____ ECO 101 Principles of Microeconomics

_____ ECO 102 Principles of Macroeconomics

Required Business Courses (4 courses)

_____ ACCT 261 Financial Accounting

_____ BA 252 Business Analytics

_____ BA 361 Finance

_____ BA 495 Strategic Management

Elective Courses (4 courses)

_____ BA, ACCT, or ECO Elective

_____ BA, ACCT, or ECO elective

_____ BA, ACCT, or ECO elective

_____ BA, ACCT, or ECO elective – 300 level or higher required

Other Considerations When Planning for this Major:

- Students cannot double major in Business Finance with Business Administration. However, minoring in Accounting or double majoring in Business Administration with Economics or International Finance and Economics is acceptable.

Total Credits Requirement = 8 course credits

A major in business finance (B.A.) consists of:

Required Supporting Courses (4 courses)

- _____ MATH 120, SSCI 120 Statistics, or equivalent
- _____ MATH 151 Calculus I
- _____ ECO 101 Principles of Microeconomics
- _____ ECO 102 Principles of Macroeconomics

Required Business Courses (7 courses)

- _____ ACCT 261 Financial Accounting
- _____ ACCT 262 Managerial Accounting
- _____ BA 252 Business Analytics
- _____ BA 361 Finance
- _____ BA 362 Investment Management
- _____ BA 471 International Finance
- _____ BA 495 Strategic Management

Elective Courses (1 course)

- _____ ECO, ACCT, or BA elective

Other Considerations for Planning this Major:

- Students cannot double major in Business Administration with Business Finance. However, minoring in Accounting or double majoring in Business Administration with Economics or International Finance and Economics is acceptable.

Total Credits Requirement = 8 course credits

A major in economics (B.A.) consists of:

Required Supporting Courses (2 courses)

- _____ MATH 120, SSCI 120 Statistics, or equivalent
- _____ MATH 151 Calculus I

Required Economics Courses (4 courses)

- _____ ECO 101 Principles of Microeconomics
- _____ ECO 102 Principles of Macroeconomics
- _____ ECO 301 Intermediate Microeconomics
- _____ ECO 302 Intermediate Macroeconomics

Elective Courses (4 courses)

- _____ ECO elective
- _____ ECO elective
- _____ ECO elective – 300 level or higher
- _____ ECO elective – 300 level or higher

Other Considerations for Planning this Major:

- Students cannot double major in Economics with International Economics and Finance. However, minoring in Accounting or double majoring in Economics with Business Administration or Business Finance is acceptable.

Total Credits Requirement = 8 course credits

A major in international economics and finance (B.A.) consists of:

Required Supporting Courses (5 courses)

- _____ BA 252 Business Analytics
- _____ MATH 120, SSCI 120 Statistics, or equivalent
- _____ MATH 151 Calculus I
- _____ Language 236
- _____ Semester Abroad

Required International Economics and Finance Courses (7 courses)

- _____ ECO 101 Principles of Microeconomics
- _____ ECO 102 Principles of Macroeconomics
- _____ ECO 301 Intermediate Microeconomics
- _____ ECO 302 Intermediate Macroeconomics
- _____ ACCT 261 Financial Accounting
- _____ BA 361 Finance
- _____ BA 471 International Finance

Electives (select 2 courses)

- _____ ECO 234 Development Economics
- _____ BA 368 International Business
- _____ ECO 481 International Trade

Other Considerations for Planning this Major:

- Students cannot double major in International Economics and Finance with Economics. However, minoring in Accounting or double majoring in International Economics and Finance with Business Administration or Business Finance is acceptable.

Total Credits Requirement = 9 course credits

A minor in accounting consists of:

Required Supporting Courses (2 courses)

- _____ MATH 120, SSCI 120 Statistics, or equivalent
- _____ ECO 101 Principles of Microeconomics or ECO 102 Principles of Macroeconomics

Required Accounting Courses (5 courses):

- _____ ACCT 261 Financial Accounting
- _____ ACCT 262 Managerial Accounting
- _____ ACCT 363 Intermediate Accounting I
- _____ ACCT 364 Intermediate Accounting II
- _____ ACCT 366 Tax Accounting

Total Credits Requirement = 5 course credits

COURSES IN ACCOUNTING

ACCT 250 Topics in Accounting

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

ACCT 261 Financial Accounting

A study of the fundamental concepts of financial accounting, including the measurement, recording, and reporting of financial information. Topics include income measurement, operating cycle, and preparation of financial statements. (Each fall and spring)

ACCT 262 Managerial Accounting

Measures, techniques, and approaches used by organizational decision makers. Accounting and economic concepts of cost are studied in relation to performance measurement and to both long-term and short-term planning and decision making. The analysis of cost data, budgetary controls, and cost-volume-profit relationships are also covered. PREQ: Accounting 261. (Each fall and spring)

ACCT 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project in accounting, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ACCT 350 Advanced Topics in Accounting

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

ACCT 363 Intermediate Accounting 1

An overview of financial reporting and practice with a focus on how management decisions impact financial statements. The course covers the reporting effects of financing, investing, and operating decisions made by corporate managers, and develops a relatively sophisticated understanding of how these business decisions interact with financial reporting rules and guidelines. This is not a bookkeeping course or a journal entry course. The focus is on the end products of the financial reporting process: income statements, balance sheets, statements of stockholders' equity, and cash flow statements. Students completing this course successfully will have developed many of the competencies needed to pursue an accounting career and/or make in-depth, informed management decisions. PREQ: Accounting 261 (Each fall)

ACCT 364 Intermediate Accounting 2

This course is a continuation of Intermediate Accounting I; an in-depth study of accounting transactions, their effect on financial statements, and the impact that management decisions have on financial statements. PREQ: Accounting 363 (Each spring)

ACCT 366 Tax Accounting

Introduction to the federal tax laws, the history of the federal income tax, determination of federal income tax base, application of tax rates, and the economic and social implications of taxation. PREQ: Accounting 261. (Each fall)

ACCT 371 Non Profit Accounting

An overview of accounting and financial reporting for a variety of non-profit entities and governmental units. Topics include Financial Reporting Standards; Budgetary Accounting and Controls; Accounting for Capital Assets, Capital Projects, and Debt Service; Accounting for Fiduciary Activities and Trust Funds; Analysis of Financial Performance; and Auditing of the Entity. PREQ: Accounting 261. Requirement(s) met: Social Sciences Discover. (Every other year)

COURSES IN BUSINESS ADMINISTRATION

BA 120 Business Statistics

This course introduces fundamental principles of probability, descriptive statistics, and inferential statistics. Students will explore key descriptive methods- including frequency distributions, histograms, stem-and-leaf displays, and measures of central tendency (means, median, and mode)- to summarize and present data effectively. Inferential topics cover probability distributions, sampling techniques, confidence intervals, hypothesis testing for population means and proportions, Chi-Square methods, Analysis of Variance (ANOVA), and regression analysis. Requirement(s) met: Quantitative Competency. (Each fall and spring)

BA 250 Topics in Business

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

BA 251 Business Law

A study of legal and ethical issues in business. Topics may include commercial transactions, contracts, agency and employer-employee relationships, negotiable instruments, legal procedures, breaches and remedies, product liability, real property, consumer/debtor protection, bankruptcy, personal property, and agency contracts/torts. Requirement(s) met: Social Sciences Discover and Advanced Writing Competency. (Each year)

BA 252 Business Analytics

The purpose of this course is to introduce students on how to conduct financial analysis with the aid of computer software. In the first part of the course, students will learn how to use Microsoft Excel for designing spreadsheets that organize, manage and provide analysis of business data. Techniques covered in the course will include formatting, formulas, templates and model building. The latter portion of the course will add on SPSS and SAS to the methods in conducting data analysis. The course will be appropriate for any student who wants to develop organizational and decision making skills using computer software. Prerequisites: Economics 101 or 102 or Accounting 261. Cross-listed with Economics 252. (All years)

BA 253 Product Lab

Product Lab introduces, demonstrates, and develops principles of design thinking in the context of product development. Students will identify needs, develop product ideas that solve everyday problems, and turn these ideas into product prototypes. Students will apply user-centric product design and prototyping methodology to build a bridge between their idea and a viable product. Students will experience a collaborative and creative interdisciplinary environment where they will be tasked with accomplishing the “idea to launch” product life-cycle. Prerequisite: Economics 101 or 102. Requirement(s) met: Applied Learning Experience. (Each spring)

BA 260 Intermediate Directed Study

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

BA 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to business administration, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

BA 346 Health Care Administration

The course explores how health care organizations are managed in a rapidly changing environment. Using literature from management, social science, policy analysis, and health services, students will examine the

environments in which health care managers work. Students will also be introduced to the essential analytical tools and managerial skills for managing health care organizations. Topics include health care leadership, organization design, teamwork, communication, power and conflict, change and innovation, quality improvement, strategic thinking, competitive advantage, strategic alliances, health policy, information systems, consumerism, ethics, and globalization. PREQ: Economics 101, Economics 102, or Accounting 261. Cross-listed with Public Health 346. (Each spring)

BA 350 Advanced Topics in Business

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

BA 355 Marketing

A broad overview of marketing from a managerial perspective emphasizing marketing strategies, market segmentation, and the marketing mix; includes a critical examination of the meaning of the marketing concept within the current social and cultural environment. PREQ: Accounting 261. Requirement(s) met: Social Sciences Discover. (Each year)

BA 360/460 Advanced Directed Study

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

BA 361 Finance

Managerial finance using basic accounting and algebraic techniques. Topics cover financial decision making including bond and stock valuation, capital budgeting, and capital structure. PREQ: Accounting 261, Economics 101, Social Science 120 or Mathematics 120, or instructor permission. COREQ or PREQ: Business Administration 252 or Economics 252. Additionally, Accounting 262 encouraged. Requirement(s) met: Social Sciences Discover. (Each fall and spring)

BA 362 Investment Management

A course in understanding and evaluating instruments used in the markets for capital, including stocks, bonds, insurance, and basic options. Includes a lab component responsible for the management of the Todd Williams Student Investment Fund. PREQ: Business Administration 361 or Economics 361. Requirement(s) met: Applied Learning Experience. (Each fall and spring)

BA 368 International Business

Provides students with an analysis of doing business abroad, including various methods of trade ranging from exporting to joint ventures; evaluates how cultural, economic, environmental, legal, political, and sociological differences between countries impact the performance of U.S. multinationals; also integrates management, marketing, accounting, and finance into the practice of international business. PREQ: Accounting 261 and Economics 102. Requirement(s) met: Social Sciences Discover and Advanced Writing Competency. (Each spring)

BA 369 Management

Examination and evaluation of current management theories and practices. Topics include motivation, leadership, organizational structure, decision making, and the evolution of management thought. PREQ: Accounting 261, Economics 101 or Economics 102. Requirement(s) met: Social Sciences Discover and Advanced Writing Competency. (Each year)

BA 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to business administration suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

BA 450 Advanced Topics in Business

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

Requirement(s) met: BA 464 Teaching/Learning Participation

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

BA 471 International Finance

This course considers international monetary environments, theory of international capital movement and banking, foreign exchange markets, foreign exchange exposure, currency swaps, interest rate risk, international monetary policy cooperation, and international banking structure and regulation. Attention will also be given to monetary policy and the relation of money to inflation, interest rates, and business cycles. PREQ: Business Administration 361. (Each spring)

BA 483 Student Investment Fund Management

Students participating in this class will be making investment decisions regarding an actual portfolio residing within the college's endowment. The necessary research concerning each investment will be conducted by the students and investment decisions must be presented and defended to the Fund's Advisory Board. 0.50 course credit units. May be repeated for a total of 1.0 course credit units. Students who desire to participate beyond 2 semesters may do so as a non-credit course. PREQ: Business Administration 362 or Economics 362 or instructor permission. (Each fall and spring)

BA 486 Entrepreneurship and Small Business Management

A course for upper-level business students interested in starting a business. Business fundamentals, such as planning, financing, marketing, and management are explored from a small business perspective using a variety of case studies. Students conduct their own research and develop a comprehensive business plan. PREQ: Business Administration 361, Accounting 261 and Economics 101 or Economics 102. Requirement(s) met: Advanced Writing Competency. (Each year)

BA 490 Independent Study

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

BA 491 Honors Thesis in Business Administration

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

BA 492 Independent Study Off-Campus/NSOC

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

BA 495 Strategic Management

Course uses computer simulation and case studies to explore the interrelationships of organizations with their environments, emphasizes integrating the various business functions into a meaningful whole. This is a capstone course for business administration majors. PREQ: Economics 101 and 102, Business Administration 361. Senior status or instructor permission. Requirement(s) met: Social Sciences Discover and Applied Learning Experience. (Each semester)

COURSES IN ECONOMICS

ECO 101 Principles of Microeconomics

An introductory course in the fundamentals of microeconomics, covering the influence of competitive and non-competitive market structures on efficient resource use. Topics include consumer theory, producer theory, behavior of firms, market equilibrium, monopoly, and the role of the government in the economy. Requirement(s) met: Social Sciences Discover. (Each fall and spring)

ECO 102 Principles of Macroeconomics

An introductory course in macroeconomic issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and budget deficits; monetary and fiscal policies; and effects on economic policy initiatives on the macroeconomic performance of the United States and other countries. Requirement(s) met: Social Sciences Discover. (Each fall and spring)

ECO 234 Development Economics

Explores the theories, process, and impact of economic growth and development in both developed and developing countries. Examines questions such as: Why is economic development important? How is economic development defined? What policies and programs can be used to foster economic development? What are the consequences of economic development for society and the environment? Case studies of economic development plans and outcomes for several countries including the United States of America and countries in Asia, Latin America, and Africa are considered. PREQ: Economics 102. Requirement(s) met: Social Sciences Discover and Systems of Power, Privilege, and Inequality. (Each year)

ECO 242 Natural Resource and Environmental Economics

Applies the methodology and tools of economic analysis to the study of natural resources and the environment. The “economic way of thinking” is used to analyze important issues related to economic development and environmental stewardship. Topics covered include: economically efficient approaches for controlling air and water pollution, methods of valuing environmental attributes, applications of benefit-cost analysis, and issues related to environmental policy-making both domestically and internationally. PREQ: Economics 101 or 102. Requirement(s) met: Social Sciences Discover and Advanced Writing Competency. (Each year)

ECO 250 Topics in Economics and Business

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

ECO 251 Business Law

(See BA 251)

ECO 252 Business Analytics

(See BA 252)

ECO 255 Game Theory

Game theory is the study of strategic decision-making: how rational people, firms, politicians, or even animals choose actions when their best outcome depends on what others do. This course introduces the core tools of game theory - dominant strategies, Nash equilibrium, mixed strategies, sequential games with backward induction, repeated interactions, auction theory and basic bargaining. Class discussions will include real-world examples from business negotiations, auctions, pricing wars, international conflict, environmental dilemmas, and everyday life. Students will develop sharp analytical skills to model and solve complex strategic situations in economics, business, politics, and beyond. PREQ: ECO 101 or ECO 102.

ECO 260 Intermediate Directed Study

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

ECO 265 Energy Economics

This course examines the economics and structure of markets for various energy sources such as oil, natural gas, coal and renewables. The United States and other nations are considered. Current policy issues arising from energy production and consumption and the relationship with economic growth and the environment are examined. Requirement(s) met: Social Sciences Discover. (Fall, alternate years)

ECO 270 Economic History

A comparative and multidisciplinary approach to the study of historical economic changes in Western industrial society, encompassing and integrating perspectives originating from economics, political science, philosophy, sociology and literature. Focus is on the historical development, structure, practices, and performance of economic institutions. Topics include pre-industrial economy, industrialization and development, technological change, evolving theories of the state, trade and demographic transitions, and continued interplay between government, industry, labor and the military. This course also provides students with an introduction to the methodology of economic history and economic reasoning within larger historical debates. Requirement(s) met: Social Sciences Discover. (Offered on an occasional basis)

ECO 280 Health Economics

This course applies economic analysis to markets for health and medical care. Specific topics covered include the demand for the production of health, delivery of health care, financing, regulation, costs, health insurance, competition, the role of government in the provision of health care, and differences between health care systems in practice in the U.S. and around the world. PREQ: Economics 101 or instructor permission. Requirement(s) met: Social Sciences Discover and Advanced Writing Competency. (Each year)

ECO 283 Student Investment Fund Introduction

(See BA 283)

ECO 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to economics, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ECO 301 Intermediate Microeconomics

The theory of consumer behavior and market demand, and producer behavior and market supply; price and output under competitive and imperfectly competitive markets in the short and long run; consequences of market structures for allocative efficiency and distributive equity. PREQ: Economics 101 and Economics 102 and Mathematics 151. Requirement(s) met:(Each fall)

ECO 302 Intermediate Macroeconomics

A study of the determinants of national income, employment, and prices that contrasts the Keynesian model with the quantity theory of money and neo-classical approaches, compares the effectiveness of monetary and fiscal policies at high and low income, and the differential consequences of these policies for economic stability and growth. Attention is given to current policy issues and to the history and development of economic thought. PREQ: Economics 101 and 102 and Mathematics 151. (Each spring)

ECO 341 Urban and Regional Economics

A course that explores the socioeconomic aspects of why and how cities exist, with emphasis on the forces that shape the formation, location, size and function of an urban area. Topics include urban economic history, theories of urban growth patterns, population characteristics, the economic decline of central cities, and policy issues addressed by local governments, including land use and zoning, housing and segregation, labor markets and poverty, homelessness, education, crime and transportation. PREQ: Economics 101 and 102. Requirement(s) met: Social Sciences Discover. (Offered on an occasional basis)

ECO 343 International Political Economy

This course aims to introduce students to major theoretical and empirical issues in the field of international political economy (IPE). It will examine interactions between political and economic realms in the contemporary world, as well as introduce leading international, regional, and supranational organizations like the World Trade Organization scrutinizing their varying roles in shaping the global economy. Under four sections, the course will study several issue areas in IPE scholarship such as trade, international monetary system, international production networks (multinational corporations), and globalization and regionalism. Starting with political economy of international and regional trade and the role of international and regional organizations, the course will also discuss the processes of globalization and regionalization along with the debates as to whether they are complementary or contradictory processes. The second part of the course will focus on monetary policies, global expansion of capital movements and their worldwide impact within the current wave of globalization. It will explore the expansion of foreign direct investment through production networks of multinational corporations. Requirement(s) met: Social Sciences Discover, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. Cross-listed with Political Science 343. (Each year)

ECO 350/450 Advanced Topics in Economics and Business

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

ECO 360/460 Advanced Directed Study

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

ECO 361 Finance

(See Business Administration 361)

ECO 362 Investment Management

(See Business Administration 362)

ECO 368 International Business

(See Business Administration 368)

ECO 371 Econometrics

This course introduces students to the techniques necessary to perform empirical economic research. Topics to be covered include multivariate regression, model diagnostics, and the interpretation of regression results. Students will learn how to use SAS to perform data analysis. PREQ: Mathematics 120 or equivalent.

Requirement(s) met: Social Sciences Discover and Applied Learning Experience. Cross-listed with Data Science and Analytics 371. (Each fall)

ECO 372 Predictive Analytics

This course focuses on the application of regression models to analyze problems in the social and natural sciences. The course begins with a quick review of basic statistical concepts, followed by a study of regression analysis with applications on real-world datasets. Students use regression models to analyze a variety of problems from areas like economics, business, politics, psychology, and public health. Results from the regressions are then used to predict future outcomes. All students participate in a final project with live client data from a data analytics firm. Firm executives observe and comment on each presentation as to how well regression model predictions match actual results. PREQ: Mathematics 120 or equivalent. (Each spring)

ECO 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to economics suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ECO 401 Advanced Microeconomics

The purpose of this class is to provide students planning to attend graduate school a deeper examination of microeconomic theory. Topics covered include theory of consumer choice and production theory in a competitive environment. Presentation of the material relies heavily on mathematics. PREQ: Economics 301. (Every other spring)

ECO 464 Teaching/Learning Participation

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

ECO 471 International Finance

This course considers international monetary environments, theory of international capital movement and banking, foreign exchange markets, foreign exchange exposure, currency swaps, interest rate risk, international monetary policy cooperation, and international banking structure and regulation. Attention will also be given to monetary policy and the relation of money to inflation, interest rates, and business cycles. PREQ: Business Administration 361. (Each spring)

ECO 472 Law and Economics

Examines the interaction of economics, law, and politics in the creation of the modern state. Uses classical and modern economic and political theory to determine the appropriate economic role for government, with particular attention to industrial organization, anti-trust and regulated policies; emphasizes the influence of

economics on legal reasoning and applies economic analysis to tort, contract, property, and criminal law. PREQ: Economics 101. Requirement(s) met: Social Sciences Discover. (Offered on an occasional basis.)

ECO 473 Public Finance

Explores how the taxation and expenditure policies of the government affect the welfare of citizens, with an emphasis on the United States federal government. Examines the motivations behind government participation in the economy (public goods, externalities, efficiency, and equity), explores how the government makes decisions on where it will allocate its available resources, and considers both theoretical and empirical issues related to the design and impact of government taxation policies. The economic impact of the current United States income tax system is examined, and possible alternatives are considered. PREQ: Economics 101 or Economics 102. Requirement(s) met: Social Sciences Discover. (Offered on an occasional basis.)

ECO 474 Labor Economics

A theoretical and empirical study of political economy issues and business & government policies toward how national and global society develops, allocates and rewards human resources. A partial topic list includes, theories of labor demand and supply, wage structure and inequality, education, gender and racial discrimination, immigration and internal migration, government institution impact on labor market outcomes, dual labor markets, poverty & welfare policies and technological displacement. PREQ: Economics 101 and 102. (Offered on an occasional basis.) Requirement(s) met: Advanced Writing, Global Diversity, and Systems of Power, Privilege, and Inequality.

ECO 481 International Trade and Policy

The study of the gains from free trade resulting from differences in comparative costs under barter, flexible exchange rates, and a gold standard payments system; the differential consequences of import and export quotas, tariffs, and subsidies on economic welfare and income distribution; the effects of various monetary and fiscal policy combinations on the structure of the balance of payments and intergenerational equity; and an evaluation of current United States' policies and institutions. PREQ: Economics 301. Requirement(s) met: Social Sciences Discover. (Each spring)

ECO 483 Student Investment Fund Management

(See Business Administration 483)

ECO 485 History of Economic Thought

A systematic survey of the evolution of economic theory and methodology from ancient times through the 20th century. Attention given to the intellectual and historical background of both mainstream (orthodox) economics and the historical reaction against the mainstream (heterodox) economics. Emphasis also placed on how the field of economics is related to other areas in the sciences, social sciences, and the humanities. PREQ: Economics 101 and Economics 102. Requirement(s) met: Social Sciences Discover. (Offered on an occasional basis)

ECO 490 Independent Study

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

ECO 491 Honors Thesis in Economics

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

ECO 492 Independent Study Off-Campus/NSOC

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

ECO 493 Seminar in Economics and Business

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

EDUCATION

Chair: Alex Leavell

Faculty: Sandy Philipose, Morgan Stewart

Visiting Faculty: Theresa Stone

Adjunct Faculty: Max Smith, Robyn Tschantz

Emeritae: Julia Shahid, Barbara Sylvester, Jane White

The Education Department at Austin College prepares culturally responsive educators with the knowledge, skills, and dispositions to continually adapt to learners' needs, engage in critical reflection, and lead with purpose to transform learners, communities, and the teaching profession. This mission is deeply aligned with the Austin College commitment to educating students in the liberal arts and sciences and preparing them for rewarding careers and meaningful lives.

The Austin Teacher Program (ATP) is Austin College's state-accredited Educator Preparation Program (EPP), approved by the Texas Education Agency (TEA). The ATP encompasses all of the Education Department's pathways to teacher certification, including the BS in Elementary Education, the BS in Secondary Education, and the Master of Arts in Teaching (MAT). Rigorous study of learning theory, instructional design, equity, leadership, and culturally responsive pedagogy are supported by reflective practice, faculty mentoring, and a robust, diverse field-based component to ensure that ATP graduates are classroom-ready from day one and prepared for full, engaged, meaningful careers in education.

Students wishing to pursue teacher certification are encouraged to speak with an Education Department advisor early in their undergraduate career. Students will be assigned an ATP faculty advisor and should work carefully with that advisor, as well as their Austin College mentor, in planning their program of study.

Transition Information

The new BS in Elementary Education and BS in Secondary Education degree programs are available to students entering Austin College in Fall 2025 and after. Students who entered Austin College in Fall 2024 or earlier (i.e., juniors and seniors in Fall 2026) will complete their degrees under the previously approved program structure and are not eligible to transition to the new BS degrees, as the new courses cannot be offered in time to meet a four-year graduation timeline.

New graduate-level MAT courses will be implemented beginning Fall 2028. Students currently enrolled in the MAT program will complete their degrees under the previously approved program structure. All new course proposals will be submitted by Spring 2026. Additional courses to be removed from the Bulletin upon full implementation will be communicated as transitions are completed, allowing all currently enrolled students to graduate without disruption.

Students with questions about which program structure applies to them should consult their ATP faculty advisor.

Degree Programs Offered in Education

Major in Elementary Education (B.S.) (*available to students entering in August 2025 or later*)

Major in Secondary Education (B.S.) (*available to students entering in August 2025 or later*)

Minor in Education Studies

A major in Elementary Education (B.S) consists of:

Required Core Courses (10 courses)

- _____ EDUC 115 American Education: A Changing Landscape
- _____ EDUC 215 How Humans Learn
- _____ EDUC 205 Education and Society
- _____ EDUC 220 Teaching Reading and Writing: Grades 4–8
- _____ EDUC 305 Teaching by Design
- _____ EDUC 330 Teaching Reading and Writing: Grades EC–3
- _____ EDUC 332 Mathematics in the Elementary School
- _____ EDUC 333 Science and Social Studies in the Elementary School
- _____ EDUC 493 Teaching for Diversity and Inclusion
- _____ PSY 120, MATH 120, PUBH 120, or approved equivalent

Other Considerations When Planning for the Major:

- All courses in the major must be taken for a grade.
- EDUC 332 and EDUC 333 are waived for students seeking the MAT degree who are approved to enroll in EDUC 532 and EDUC 533.
- The BS in Elementary Education is designed for students interested in teaching learners in Early Childhood (EC) through 6th grade. Graduates are prepared to meet the needs of every learner and to grow as reflective, culturally responsive educators throughout their careers. This major offers an option to pursue the EC-6 Core Subjects with Science of Teaching Reading (STR) teaching certificate with an English as a Second Language (ESL) endorsement.
- Teacher Certification in Texas is governed by the Texas Education Agency (TEA). Students pursuing Teacher Certification must meet additional requirements prescribed by the TEA in addition to the core degree requirements above.

Additional supporting courses required for certification:

- _____ HIST 162 History of US to 1876
- _____ HIST 163 History of US 1876 to Present
- _____ PHYS 136 Explorations in Physics for Teachers
- _____ EDUC 485 Clinical Teaching Experience (2 course credits)
- _____ EDUC 487 Clinical Teaching Seminar

Total Credits Requirement = 10 course credits

A major in Secondary Education (B.S) consists of:

Required Core Courses (9 courses)

- _____ EDUC 115 American Education: A Changing Landscape
- _____ EDUC 215 How Humans Learn
- _____ EDUC 205 Education and Society
- _____ EDUC 305 Teaching by Design

- _____ EDUC 363 Teaching and Learning in the Disciplines
- _____ EDUC 375 Advanced Instructional Design for Secondary Educators
- _____ EDUC 431 Literacy Across the Curriculum
- _____ EDUC 493 Teaching for Diversity and Inclusion
- _____ PSY 120, MATH 120, PUBH 120, or approved equivalent

Other Considerations When Planning for the Major:

- All courses in the major must be taken for a grade.
- EDUC 363 is waived for students seeking the MAT degree who are approved to enroll in EDUC 563.
- Teacher Certification in Texas is governed by the Texas Education Agency (TEA). Students pursuing Teacher Certification must meet additional requirements prescribed by the TEA in addition to the core degree requirements above. **Students pursuing Secondary or EC-12 teacher certification must complete the BS in Secondary Education and a second major in the content discipline they plan to teach (e.g., history, kinesiology/PE, Spanish, mathematics, etc.).**
- Per TEA requirements, students pursuing a secondary teaching certificate must include a minimum of two (2) upper-division (300- or 400-level) courses in the content discipline. For Mathematics and Science certification, a minimum of three (3) upper-division courses in the content discipline is required. These TEA content requirements are satisfied by the Austin College content major.

Additional supporting courses required for certification:

- _____ HIST 162 History of US to 1876 – OR – HIST 163 History of US 1876 to Present
- _____ EDUC 485 Clinical Teaching Experience (2 credits)
- _____ EDUC 487 Clinical Teaching Seminar

Total Credits Requirement = 9 course credits

A **minor in Education Studies** consists of:

Required Core Courses (5 courses)

- _____ PSY 120*, MATH 120, PUBH 120, or approved equivalent
- _____ EDUC 115 American Education: A Changing Landscape
- _____ EDUC 215 How Humans Learn PREQ: EDUC 115
- _____ EDUC 225 Schools and Society PREQ: EDUC 115
- _____ EDUC 351 The Learner-Teacher Interaction** PREQ: EDUC 225

***EDUC 351 is offered only during the fall semester*

Other Considerations When Planning for the Minor:

- *PSY 120 is recommended.
- The Education Studies Minor is intended for any student interested in education as a field of study. It offers a thoughtful, interdisciplinary lens on learning, schooling, and society and is ideal for students in psychology, sociology, public health, or any field where understanding learning, people, and institutions matters. **The minor does not lead to teacher certification.**

Total Credits Requirement = 5 course credits

Admission to Teacher Candidacy

Teacher candidacy is a formal designation required by the Texas Education Agency (TEA) for all students pursuing teacher certification in Texas. Around their junior year, students pursuing certification are reviewed to confirm that they have met TEA's pre-certification requirements, including minimum GPA, completion of required coursework,

and passing specific certification exams. Upon meeting these requirements, students are formally admitted to teacher candidacy, which allows them to progress into the clinical and professional phases of the program, including mentored field placements and clinical teaching.

Admission to teacher candidacy is not the same as applying to the MAT. These are two separate processes. A student may complete the BS in Education and earn teacher certification without pursuing the MAT.

Certification Opportunities

The Austin Teacher Program (ATP) is fully accredited through the Texas State Board for Educator Certification (SBEC), a division of the Texas Education Agency. Upon completion of all certification requirements, a Texas teaching certificate is obtainable in one of the following categories:

1. Core Subjects with Science of Teaching Reading (EC–6)
2. Grades 4 through 8 (Social Studies; English Language Arts and Reading with Science of Teaching Reading; Mathematics; Science; or English Language Arts and Reading/Social Studies with Science of Teaching Reading)
3. Grades 7 through 12 (English Language Arts and Reading; History; Life Science; Mathematics)
4. All-level certificate in Physical Education, Art, Music, Theatre, or Languages Other than English (Spanish)
5. English as a Second Language (ESL) Supplemental: This endorsement can only be granted in conjunction with an initial certification area. EC-6 students must complete the ESL endorsement.

A listing of requirements for each certification area is available through the ATP office and on the [ATP website](#). The Texas Education Agency has the power to change minimum requirements at any time.

TExES Certification Exams

TExES (Texas Examinations of Educator Standards) are state-required certification exams administered by the TEA. The specific exams required depend on the student's certification area. Students are guided by ATP faculty through which exams are required and when to take them. Passing the required TExES exams is a prerequisite for clinical teaching and for receiving a Texas teaching certificate.

Title II pass rate data is reported annually and is available on the ATP website and through the Title II federal reporting system.

Field Experiences

Field experience in real K–12 classrooms begins in a student's very first year and is embedded throughout both the BS and MAT programs. The application of theory, research, and practice in authentic classroom settings (identical to students' future employment settings) is central to the ATP's design and is a significant factor in teacher readiness and long-term retention. Courses with field experiences are designated in the Course Schedule with a corequisite LAB.

Field placements are coordinated by the Education Department in partnership with local school districts. Students should allow for a 2-hour block of time in their daily schedule to include travel to and from their placement. Students are responsible for providing their own transportation to all field placement sites. All placements within a school require a background and criminal history check; school districts have the authority to deny access to their schools based on the results of that check.

Master of Arts in Teaching (MAT)

The MAT is Austin College's signature graduate educator preparation program and is offered in conjunction with the BS in Elementary or Secondary Education. The MAT offers advanced coursework in educational leadership, research, and responsive pedagogy, and prepares students for career pathways requiring advanced degrees. See the Graduate Programs section of this Bulletin for complete MAT degree requirements, course descriptions, and scheduling.

MAT Pathway Overview

Students interested in the MAT apply to the graduate program during their junior year. Admission is based on departmental criteria reviewed by ATP faculty. Once admitted, students begin taking graduate-level Education courses during their senior year. In the summer immediately following senior year, students take additional graduate courses. The final clinical phase is completed in the subsequent fall and/or spring semester.

Students have two options to fulfill the required clinical teaching experience:

- EDUC 585 Clinical Teaching Experience (one semester; 2 credits). Teacher candidates spend 14 weeks, five days a week for the entire school day in local district classrooms under the mentorship of a cooperating teacher. Clinical teachers are observed and supervised by Austin College faculty field supervisors.
- EDUC 586 Internship Teaching Experience (two semesters; 1 credit each). The teacher candidate is hired as a fully paid classroom teacher of record in their teaching field in a school district, mentored by a campus teacher and supervised by an Austin College faculty field supervisor for the entire school year. This option must be approved by ATP faculty.

Upon successful completion of the clinical experience, the undergraduate degree, and all TEA certification requirements (including required TExES exams), the teacher candidate will be eligible for full teacher certification through the State of Texas and will be awarded the MAT degree. See the Graduate section of this Bulletin for details.

COURSES

EDUC 115 American Education: A Changing Landscape

Political, social, and economic issues both reflect and shape American schools. Students explore the often-conflicting purposes and values revealed in issues such as bullying, social media, gender identity, and school athletics. Through research, simulations, guest speakers, collaborative projects, and technology-based presentations, students learn to educate themselves, engage with others, and advocate around current challenges. This course is appropriate for those pursuing a career in education and for anyone wishing to become more knowledgeable about the workings of American public schools. Preference given to first-year students and sophomores. Requirement(s) met: Social Sciences Discover; Systems of Power, Privilege, and Inequality. (Fall and spring)

EDUC 205 Education and Society

Students interrogate the original intent and current state of education as a public good through four guiding questions: What is education? Who is it for? Who is it not for? What purposes does it serve? Tracing public education from its origins to the present, students examine how historical, sociological, philosophical, and legal factors have shaped schooling and teaching. Through readings, observation, and discussion, students explore how identity, culture, power, race, and class intersect with school life. Students reflect critically on their assumptions and articulate their vision as emerging culturally sustaining educators. Includes 10 hours of field experience. PREQ: EDUC 115. (Fall and spring.)

EDUC 215 How Humans Learn

How do humans learn across a lifetime? Drawing on educational psychology, the learning sciences, and learning theory, this course explores the complexity of human learning as both an individual and deeply social process. Through readings, case studies, interactive activities, and reflective assignments, students examine cognitive, emotional, social, and environmental factors that shape learning in traditional and digital environments. Students develop tools to distinguish credible research from myth and design and enact learning experiences from a research-informed perspective. Relevant for anyone who hopes to educate, train, mentor, coach, or inspire others. (Fall and spring)

EDUC 220 Teaching Reading and Writing: Grades 4–8

Introduces prospective teachers to literacy instruction in upper elementary and middle school contexts. Drawing on current research, this course examines reading and writing as meaning-making practices students use to learn, communicate, and understand themselves and their world. Topics include reading comprehension, academic vocabulary, writing to learn, and informal literacy assessment. Students explore multiple genres across print, digital, and multimodal formats and develop evidence-based strategies for supporting diverse readers and writers. Students apply foundational literacy concepts to instructional planning. Second semester sophomores and juniors only. PREQ: EDUC 205 (Spring only)

EDUC 225 Schools and Society

A critical study of schooling, teaching, and learning. Among topics to be analyzed: effective teaching, effective schools, equity issues, learning theory, and diversity. Other activities include school placement responsibilities, research projects, and presentations. Course includes a lab consisting of a school placement of a minimum of 10 hours. Requirement(s) met: Social Sciences Discover. PREQ: EDUC 115. (Fall and spring).

EDUC 250 Topics in Education

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

EDUC 251 Children's Literature

This course studies literature through a wide-ranging study of genre, author's craft, culture, themes, and characterization. Students learn to use literature as models for writing and comprehension strategies. Teaching strategies are created with each book read to clarify for students the learning potential for readers from beginning reading strategies like rhyming to sophisticated understandings about literacy and the world they live in. (Offered occasionally when staff is available.)

EDUC 260 Intermediate Directed Study

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

EDUC 305 Teaching by Design

Focused on developing the informed instructional decision-making of future EC-12 teachers, this course addresses teacher-student relationships, classroom culture, instructional design, high-leverage teaching practices, formative and summative assessment, ISTE-aligned technology, and classroom management. Students analyze curriculum, unpack standards, design instructional experiences, and select resources to enhance learning. Activities include micro-teaching, peer feedback, reflexive journaling, and planning and delivering lessons in local classrooms. Students complete an action research project during field placement. Includes a lab of 30–45 hours of field-based experience aligned with grade level and content area. Requirement(s) met: Advanced Writing Competency. PREQ: EDUC 205 with a minimum grade of B. (Fall only)

EDUC 330 Teaching Reading and Writing: Grades EC–3

Prepares future elementary teachers to understand early literacy foundations and to design, deliver, and assess instruction that nurtures a love of reading and growth for emerging readers and writers. Drawing on developmental models, evidence-based practice, and Texas Early Literacy Standards, students build understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension within a balanced literacy framework. Students observe effective practice, design and teach literacy lessons, and complete a structured case study on a striving reader, practicing informal assessment and designing strategic interventions. Prepares students for the TExES Science of Teaching Reading exam. PREQ: EDUC 220. (Fall only)

EDUC 332 Mathematics in the Elementary School

Prepares prospective elementary and middle school teachers to teach mathematics effectively across the early and middle grades. Students deepen their understanding of mathematical concepts, computational skills, and problem-solving while considering how child and adolescent development shapes learner dispositions and instruction. Drawing on NCTM and NCSM recommendations, the course emphasizes problem-solving as a curricular cornerstone, assessment as a driver of instruction, and meaningful technology integration. Includes a lab of 30–45 hours of field-based experience in local classrooms aligned with the grade level and subject area of interest. Students cannot take both EDUC 332 and EDUC 532. PREQ: EDUC 220 and Junior standing. (Spring only)

EDUC 333 Science and Social Studies in the Elementary School

Prepares future elementary and middle school teachers to plan and deliver effective instruction in science and social studies. Students engage each discipline with attention to its unique content, pedagogical approaches, and ways of knowing, while exploring connections such as inquiry, civic responsibility, and social justice. In science, students explore teaching across earth, physical, and life science, emphasizing scientific inquiry. In social studies, students build instructional foundations across the eight TEKS organizing strands: history, geography, economics, government, citizenship, culture, science/technology/society, and social studies skills. Includes a lab of 30–45 hours of field-based experience. Experience Students cannot take both EDUC 333 and EDUC 533. Requirement(s) met: Applied Learning PREQ: EDUC 220 and Junior standing. (Fall only)

EDUC 350/450 Advanced Topics in Education

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

EDUC 351 The Learner-Teacher Interaction

A study of and experience with effective teaching practices. This course serves to inform students of the theoretical bases of effective teaching and to provide practice in developing specific teaching behaviors and communication skills associated with effective teaching. This field-based and campus-based course focuses on three major areas: effective teacher-pupil interaction, pedagogical knowledge (including digital pedagogy), and learner diversity. Course includes a lab consisting of a school placement of a minimum of 35 hours. PREQ: Sophomore standing or higher; EDUC 225 with a grade of B- or better; or instructor permission. (Fall and spring)

EDUC 360/460 Advanced Directed Study

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

EDUC 363 Teaching and Learning in the Disciplines

Challenges secondary and all-level preservice teachers to move beyond content delivery to develop deep, discipline-specific expertise in their teaching field. Students explore the instructional methods, literacy practices, and national standards frameworks most relevant to their discipline (NCSS, NCTE, NSTA, NCTM,

SHAPE) and contrast these with the Texas Essential Knowledge and Skills (TEKS). Students engage in instructional decision-making by planning and teaching lessons in local classrooms aligned with their grade level and subject area. Prepares students for the TExES Content certification exam. Includes a lab of 30–45 hours of field-based experience. Note: Students cannot take both EDUC 363 and EDUC 563. PREQ: EDUC 375. (Fall only)

EDUC 375 Advanced Instructional Design for Secondary Educators

Building on EDUC 305, this course focuses on strategies for differentiating instruction by adapting curricular content, the learning process, and learning products to meet diverse learner needs. Students demonstrate advanced knowledge of instructional planning, material and resource selection, and effective teaching and assessment practices. Emphasis is placed on developing the flexible, responsive instructional decision-making skills essential for effective secondary teaching. Includes a lab of 30–45 hours of field-based experience in local classrooms aligned with the grade level and subject area of interest. Requirement(s) met: Applied Learning Experience. PREQ: Junior standing and EDUC 305 with a minimum grade of B- (Spring only)

EDUC 431 Literacy Across the Curriculum

Invites future secondary and all-level teachers to understand their role as literacy teachers within their disciplines. Students explore how reading, writing, listening, speaking, and visual representation can be incorporated into content area instruction to powerfully enhance student learning. Students evaluate strategies for building academic vocabulary, supporting reading comprehension, and using informal assessment. Emphasis is placed on thoughtful text selection, analyzing how disciplinary texts shape meaning, adapting materials for diverse learners, designing cross-curricular units, and developing a reflective, professionally informed approach to content area literacy instruction. PREQ: EDUC 375. (Fall only)

EDUC 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. Course includes a lab consisting of a school placement of a minimum of 45 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Junior standing and completion of Education 351 checkpoint requirements including successful teaching experience from Education 351 with a grade of B- or higher. Students wishing to fast track the graduate program should take 475 by the spring semester of their junior year. Requirement(s) met: Advanced Writing Competency and Applied Learning Experience. (475A – generally spring only, 475B – fall and spring) *This course is part of the Education Minor structure available to students who entered Austin College prior to August 2025. It is not part of the new BS degree programs.*

EDUC 490: Independent Study

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

EDUC 492: Independent Study Off-Campus/NSOC

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

EDUC 493: Teaching for Diversity and Inclusion

This course will focus on the theories, issues, and instructional practices to best serve learners from diverse cultural, linguistic, and academic backgrounds. The course will include strategies to support English Language Learners and students with and without disabilities. PREQ: Education 475 or instructor permission.

EDUC 495 Clinical Teaching Experience, All Levels, All Certifications

The capstone field-based experience for students seeking elementary, secondary, or all-level teacher certification. Students are placed in TEA-approved schools aligned with their desired grade level and subject certification and are expected to be present five days per week for the entire school day throughout the semester. Teacher candidates are observed and coached by EDUC faculty and school personnel and engage in ongoing teaching reflection. This course meets TEA clinical teaching hours required for certification. Students must arrange their own transportation. All placements require a background and criminal history check. Two credit units. Note: This course is two course credit units. PREQ: Admitted to ATP Program; completed major coursework; passed required certification-specific TExES exams. Students may only be enrolled in EDUC 485 and EDUC 487 this semester. (Spring only)

EDUC 497 Clinical Teaching Seminar, All Levels, All Certifications

This seminar provides clinical teachers opportunities to reflect in professional learning communities on their field experiences while simultaneously completing their full-time clinical placement in EDUC 485. Meeting in the evenings, this faculty-facilitated space supports sense-making, peer learning, and professional growth. Candidates examine daily classroom challenges through research and best practice, develop their identities as reflective practitioners, and complete remaining TEA certification requirements. PLC structures, coaching protocols, and lesson-based reflection support candidate growth. Teaching performance is formally assessed using the Texas Teacher Evaluation and Support System (T-TESS) four times per semester. PREQ: Admitted to ATP Program; completed major coursework; passed required certification-specific TExES exams. Students will take no additional coursework beyond EDUC 485 and EDUC 487 while enrolled in this course. (Spring only)

Courses marked with an asterisk () include a lab component with a required field-based school placement. A background and criminal history check is required for all school placements. School districts have the authority to deny access based on the results of that check. Students must provide their own transportation to all placement sites.*

ENGLISH

Chair: Thomas Blake

Faculty: Ruba Akkad, Margaret Brandl, Alex Garganigo, Greg Kinzer, Lisha Storey

Adjunct Faculty: Lindy Olsen

Emeriti: Robert Barrie, Carol Daeley, Jim Gray, Jerry Lincecum, William Moore, Roger Platizky

Studying English is about what reading and writing can do in the world, leading to a versatile array of careers from law, project management, and human resources to nonprofits, grant writing, and event planning, as well as traditional English careers like teaching, publishing, and librarianships. The four-year academic experience in English will strengthen and refine students' ability to communicate effectively, think critically and creatively, and collaborate with others—skills that are highly valued in any field. With a degree in English, students will be prepared to:

- effectively express ideas in writing for a variety of contexts and audiences;
- explore issues and ideas from a variety of perspectives with empathy and intellectual curiosity;
- utilize purposeful interpretive strategies to evaluate how the features of a text contribute to its meaning;
- find appropriate and credible sources in an increasingly complex information landscape; and
- identify and address the historical and cultural contexts connected to the texts they are writing about.

Degree Plans Offered in English

Major in English (B.A.)

Minor in English

Major in English with an Emphasis in Creative Writing (B.A.)

Minor in Creative Writing

A major in English (B.A.) consists of:

Introduction to Literature Requirement (1 course; courses offered each semester)

_____ ENG 121 Interpreting Literature

250 to 255 Course Requirement (1 course; courses offered each semester)

_____ ENG 250 Topics in Literature

_____ ENG 251 Ethnic Literature

_____ ENG 253 Literature and Gender

_____ ENG 254 Science Fiction

_____ ENG 255 World Literature

250 to 258 Course Requirement (1 course; courses offered each semester)

_____ ENG 250 Topics in Literature

_____ ENG 251 Ethnic Literature

_____ ENG 253 Literature and Gender

_____ ENG 254 Science Fiction

_____ ENG 255 World Literature

_____ ENG 256 Fiction Writing

_____ ENG 257 Poetry Writing

_____ ENG 258 Creative Nonfiction

Literary Theory and Criticism Requirement (1 course; once a year)

_____ ENG 285 Literary Theory and Criticism

_____ ENG 286 Form and Theory of Writing

Upper-Level Requirement (all 4 courses)

_____ ENG 331 Studies in Medieval Literature

_____ ENG 341 Studies in Early Modern Literature

_____ ENG 363 Studies in American Literature

_____ ENG 364 Studies in World Literature

Capstone Requirement (1 course; once a year)

_____ ENG 491 English Honors Thesis

_____ ENG 494 Advanced Research/Directed Study

_____ ENG 495 English Capstone

Total Credits Requirement = 9 course credits

A minor in English consists of:

Introduction to Literature Requirement (1 course; offered each semester)

_____ ENG 121 Interpreting Literature

Intermediate Topics in Literature Requirement (1 course; offered each semester)

_____ ENG courses numbered 250-255

Advanced Literature Requirement (1 course; offered each semester)

_____ ENG courses numbered in the 300s/400s

English Electives (2 courses; offered each semester)

_____ Any ENG courses numbered 136 and higher

_____ Any ENG courses numbered 136 and higher

Total Credit Requirement = 5 course credits

A major in English with an emphasis in Creative Writing (B.A.) consists of:

Introduction to Literature Requirement (1 course; offered each semester)

_____ ENG 121 Interpreting Literature

Introduction to Creative Writing Requirement (1 course; offered each semester)

_____ ENG 136 Introduction to Creative Writing

Creative Writing Requirement (2 courses in different genres; offered each semester)

_____ ENG 256 Fiction Writing

_____ ENG 257 Poetry Writing

_____ ENG 258 Creative Nonfiction

_____ MEDA 355 Screen Writing (occasional basis only)

_____ MEDA 450 Script Writing (occasional basis only)

_____ Approved course with a substantial creative writing component from another department

Form and Theory of Writing Requirement (1 course; offered every other year)

_____ ENG 286 Form and Theory of Writing

Upper-Level Requirement (3 of the following 4 courses)

_____ ENG 331 Studies in Medieval Literature

_____ ENG 341 Studies in Early Modern Literature

_____ ENG 363 Studies in American Literature

_____ ENG 364 Studies in World Literature

Capstone Requirement (1 course; once a year)

_____ ENG 491 English Honors Thesis

_____ ENG 494 Advanced Research/Directed Study

_____ ENG 495 English Capstone

Total Credits Requirement = 9 course credits

A minor in Creative Writing consists of:

Introduction to Creative Writing Requirement (1 course; offered each semester)

_____ ENG 136 Introduction to Creative Writing

Creative Writing Requirement (2 courses in different genres; offered each semester)

_____ ENG 256 Fiction Writing

- _____ ENG 257 Poetry Writing
- _____ ENG 258 Creative Nonfiction
- _____ MEDA 355 Screen Writing (occasional basis only)
- _____ MEDA 450 Script Writing (occasional basis only)
- _____ Approved course with a substantial creative writing component from another department

Literature Requirement (1 course; offered each semester)

- _____ ENG 250 Topics in Literature
- _____ ENG 251 Ethnic Literature
- _____ ENG 253 Literature and Gender
- _____ ENG 254 Science Fiction
- _____ ENG 255 World Literature
- _____ Any ENG course numbered in the 300s
- _____ ENG 495 English Capstone

Elective in Literature or Creative Writing Requirement (1 course; offered each semester)

- _____ Any ENG course, including ENG 121 (a pre-requisite for 300-level ENG courses), not already counted toward the minor
- _____ Approved course with a substantial literary or creative writing component from another department not already counted toward the minor

Total Credits Requirement = 5 course credits

The English Department awards credit for ENG 114 Expository Writing for a score of 5 on either the English Advanced Placement “Composition and Rhetoric” test or the HL English Examination for the International Baccalaureate.

COURSES

ENG 114 Expository Writing

An Introduction to academic writing at the college level, with attention to critical thinking, thesis construction, purpose, audience, rhetorical occasion, editing, and revision. A series of readings both introduces students to the ways texts are put together and provides material for essay writing. Requirement(s) met: Foundation Writing Competency. (Usually each fall and spring)

ENG 121 Interpreting Literature

An introduction to the discipline of literary study, focusing on how to find meanings in texts and how to argue for those meanings both orally and in writing. Possible emphases include the identification of themes, images, metaphors, myths, various types of motifs, irony, rhetorical patterns, larger structures of organization, and why these matter. Though topics, texts, and genre emphasis might vary from section to section, all sections will include work with prose narrative and poetry and will emphasize close reading, detailed analysis, and effective critical writing. Requirement(s) met: Foundation Writing Competency, and Humanities Discover. (Each fall and spring)

ENG 136 Introduction to Creative Writing

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

ENG 250 Topics in Literature

A study of various selected topics. Title and emphasis announced in term schedule of courses. Probable topics include courses focused on various genres (for example, melodrama, detective fiction), courses focused on

particular themes (for example, World War I literature, Gnostics), and courses focused on particular authors (for example, Shakespeare). May be repeated once when topic varies. (Offered on an occasional basis)

ENG 251 Ethnic Literature

A variety of courses focused on interconnections between ethnicity, literature, and cultural history. Possible topics include Native American literatures; Chicano(a) and Hispanic literatures; Arab-American literatures; Asian American literatures; African American literatures; Jewish literatures; multi-ethnic literatures; and non-American ethnic literatures. May be repeated once when topic varies. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Offered on an occasional basis)

ENG 253 Literature and Gender

A variety of courses focused on issues of sex and gender in literature. Topics include women's literature; literature, gender, and sexuality; and representations of queerness in popular literature and media. May be repeated once when topic varies. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Offered on an occasional basis)

ENG 254 Science Fiction

Hollywood has left a false impression. Science fiction is not just an action tale with spaceships and lasers, but a literature of ideas. Long underappreciated as literary genre, science fiction has now come into its own as both popular fiction and object of study — none of which changes the fact that most people who consume it voraciously just think it's cool. Harnessing that fiercely loyal, even secessionist impulse, we will analyze how science fiction creates a sense of wonder at the workings of heterotopias: alternative worlds, utopian and dystopian, human and alien, physically and temporally distant. Our focus will be English-language SF that takes for its subject matter issues such as humans' relationships to technology, the environment, alien races, and each other; travel through time and space at (or faster than) the speed of light; exploration and colonization of new planets, galaxies, and states of being; and the quintessentially human concerns of race, class, gender, and religion. Requirement(s) met: Humanities Discover. (Each fall)

ENG 255 World Literature

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, Arab literatures, Indian literatures, Asian literatures, Francophone literatures, and 20th-century comparative world literatures. May be repeated once when topic varies. Requirement(s) met: Humanities Discover and Global Diversity. (Offered on an occasional basis)

ENG 256 Fiction Writing

A workshop course involving the writing of fictional narratives. In order to enhance students' awareness of language and of various narrative (storytelling) strategies, the course also involves reading and discussing published fiction narratives. Each student will prepare a portfolio of his or her work for the term. PREQ: English 136 or instructor permission. Requirement(s) met: Humanities Discover. (At least once each year, usually fall)

ENG 257 Poetry Writing

A workshop course in poetry writing. The course also involves reading and discussing published poetry and essays on poetics. Each student will prepare a portfolio of his or her work for the term. PREQ: English 136 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (At least once each year, usually spring)

ENG 258 Creative Nonfiction

A creative writing workshop course in reading and crafting the essay and other nonfiction narratives. Works explored may include lyric, braided, segmented, and graphic (hand-drawn, photo, or video) essays exploring a

wide range of topics. Each student will prepare a portfolio of his or her work for the term. PREQ: English 136 or instructor permission. Requirement(s) met: Humanities Discover. (Alternate years, usually fall)

ENG 285 Literary Theory and Criticism

An introduction to theories and methods of literary criticism, emphasizing different kinds of approaches to literary interpretation, as well as controversies and new currents within the study of literature, with attention to secondary critical texts and the value and methods of literary studies. PREQ: English 121. Requirement(s) met: Humanities Discover.

ENG 286 Form and Theory of Writing

A study of the form and theory of poetry, fiction, and other genres from the standpoint of their creation, examining topics such as poetic theory, narrative theory, aesthetic theory, and theory of literary production. While not a writing workshop, the course is designed for students interested in creative writing. PREQ: English 121 or English 136. Requirement(s) met: Humanities Discover and Applied Learning Experience.

ENG 294 Intermediate Student Research/Directed Study

Intended for less experienced students to develop and execute a research project related to English, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ENG 331 Studies in Medieval Literature

A variety of courses focused on the literature and culture of the Middle Ages. Possible topics include Viking literature, queer medieval literature, women in medieval literature, the global Middle Ages, misappropriation of the Middle Ages, and Chaucer. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Most falls)

ENG 341 Studies in Early Modern Literature

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include Milton; Restoration Drama; Gender, Emotion, and Revolution; and Writing the English Revolution. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirement(s) met: Humanities Discover. (Most springs)

ENG 350 Topics in Literature

A study of various selected topics. Title and emphasis announced in term schedule of courses. Probable topics include courses focused on various genres, courses focused on particular themes, and courses focused on particular authors. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. (Offered on an occasional basis)

ENG 360/460 Advanced Directed Study

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

ENG 363 Studies in American Literature

A variety of courses structured around authors, genres, themes, cultural and historical developments, or some combination of the above. Possible courses include First Wave Modernism; Lyric Politics; and Investigative Poetry. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be

repeated once when topic varies. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Most falls)

ENG 364 Studies in World Literature

A variety of courses focused on literatures outside of America and Britain as well as colonial, decolonial, and anti-colonial writing. Possible topics include literature of the Palestinian Diaspora, Arab literatures, race and resistance, and literatures of displacement. PREQ: English 121 and one course from the English 250-255 range, or instructor permission. May be repeated once when topic varies. Requirement(s) met: Humanities Discover, Global Diversity, and Power, Privilege, and Inequality. (Most springs)

ENG 450 Topics in Literature

An advanced seminar dealing with a topic in literature or language. Recent or projected topics: Material Body/Material Text; Early Modern Women Playwrights; Romanticism & Revolution. PREQ: Two 300-level English courses or instructor permission. May be repeated once when topic varies. (Offered on an occasional basis)

ENG 464 Teaching/Learning Participation

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

ENG 491 Honors Thesis in English

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00. ENG 492 Independent Study Off-Campus/NSOC Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

ENG 492 Independent Study Off-Campus/NSOC

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

ENG 494 Advanced Student Research/Directed Study

Intended for advanced students to develop and execute a research project related to English, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ENG 495 English Capstone

An advanced seminar dealing with a topic in literature, language, developing research, and/or preparation for the job market. PREQ: Two 300-level English courses or instructor permission.

ENVIRONMENTAL STUDIES

Chair of Environmental Studies: Mari Elise Ewing

Director of the Center for Environmental Studies: Mari Elise Ewing

Director of Sneed Prairie Restoration: Keith Kisselle

Director of Thinking Green Campus Awareness: David Baker

Faculty: Mari Elise Ewing, Keith Kisselle, Eric Wuesthoff

Emeriti Faculty: Steven Goldsmith, Peter Schulze

Steering Committee: Mari Elise Ewing (chair), David Baker, Cate Bowman, Ryan Felix, Audrey Flemming, Keith Kisselle, Wolfgang Lueckel, Brad Smucker, Ivette Vargas-O'Bryan, Eric Wuesthoff

The Center for Environmental Studies fosters transition to a just society that meets the needs of current generations, future generations, other species, and the ecosystems upon which all known life depends.

Students who are interested in the environmental studies major or minor are strongly encouraged to consult with Mari Elise Ewing, Keith Kisselle, or Peter Schulze at their earliest convenience. Students also are encouraged to study the webpage of the [Center for Environmental Studies](#).

Degree Plans Offered in Environmental Studies

Major in Environmental Science (B.S.)

Major in Environmental Studies (B.A.)

Minor in Environmental Studies

A major in environmental science (B.S.) consists of:

Foundation courses (4 courses)

_____ ENVS 135 Fundamentals of Environmental Studies (Fall and Spring)

_____ ECO 101 Principles of Microeconomics (Each fall and spring) or ECO 102 Principles of Macroeconomics (Each fall and spring)

_____ MATH 120 Elementary Statistics or another introductory statistics course (Each fall and spring)

_____ PHIL 207 Ethics and the Environment (Every other year)

Upper-level environmental science courses (select at least 4 courses)

_____ ENVS 222 Environmental Science (Spring; PREQ ENVS 135)

_____ BIOL 259 Conservation & Restoration Ecology (Fall; PREQ: BIOL 115) **or** BIOL 346 Ecosystem Ecology (Spring; PREQ: BIOL 115, 116, CHEM 111, 200-level BIOL)

_____ CHEM 232 Environmental Chemistry (Spring of odd numbered years; PREQ CHEM 112 with a C- or higher) **or** CHEM 332 Analytical Chemistry (Each Fall & Spring; PREQ CHEM 221 with a C- or higher)

_____ PHY 340 Atmospheric and Environmental Physics (Spring of odd numbered years; PREQ: PHY 112, MATH 152)

_____ 1 additional approved, environmentally relevant BIOL, CHEM, or PHY 300-level or higher course*

**See list below*

Upper-level policy-related courses (select at least 3 courses)

_____ ECO 242 Natural Resources and Environmental Economics (Each year; PREQ ECO 101 or ECO 102)

_____ ENVS 359 Resilient Systems (Fall; PREQ: Junior or Senior standing and ENVS 135 with C or higher, or instructor permission)

_____ ENVS 379 Environmental Policy (Spring; PREQ: Junior or Senior standing and ENVS 135 with C or higher, or instructor permission)

_____ ENVS 489 Environmental Solutions (Spring; PREQ Senior standings and two ENVS classes with C or higher, or instructor permission)

Supporting courses

- _____ BIOL 115 Evolution, Behavior, and Ecology (Fall)
- _____ CHEM 111 General Chemistry I (Fall) or CHEM 211 (Fall)
- _____ CHEM 112 General Chemistry II (Spring; PREQ CHEM 111 or CHEM 211)

***Approved 300-Level or Higher BIOL, CHEM, or PHY Environmentally Relevant Courses**

BIOL 324 Developmental Biology	BIOL 352 Systemic Physiology
BIOL 326 Animal Behavior	BIOL 358 Ornithology
BIOL 332 Evolutionary Biology	CHEM 332 Analytical Chemistry
BIOL 340 Immunology	CHEM 341 Physical Chemistry I
BIOL 343 Molecular Biology of the Chromosome	CHEM 342 Physical Chemistry II
BIOL 344 Molecular Biology of Gene Expression	CHEM 351 Introduction to Biochemistry
BIOL 346 Ecosystem Ecology	CHEM 352 Biochemical Metabolism
BIOL 347 Cancer Biology	PHY 351 Advanced Instrumentation and Robotics
BIOL 349 Cellular and Molecular Neuroscience	PHY 431 Quantum Mechanics

Total Credits Requirement = 11 course credits

A major in environmental studies (B.A.) consists of:

Introductory Course (1 course)

- _____ ENVS 135 Fundamentals of Environmental Studies (offered fall and spring)

Natural Science Requirement (2 courses)

- _____ ENVS 222 Environmental Science (Spring; PREQ: ENVS 135 with C or higher)
- _____ BIOL 259 Conservation and Restoration Ecology (Fall; PREQ: BIOL 115)
- _____ BIOL 346 Ecosystem Ecology (Spring; PREQ: BIOL 115, 116, CHEM 111, 200-level BIOL)
- _____ BIOL 353 Physiological Ecology (Fall; PREQ: BIOL 115, 116, 200-level BIOL)

Ethical or Conceptual Approaches Requirement (2 courses)

- _____ ENVS 236 Environmental Justice (Spring)
- _____ ECO 242 Natural Resources and Environmental Economics (typically Spring; PREQ: ECO 101 or 102)
- _____ PHIL 207 Ethics and the Environment (usually Spring of even-numbered years)
- _____ PHIL 307 Environmental Philosophy (usually Spring of odd-numbered years; PREQ: any PHIL class and ENVS 135)

Policy Requirement (2 courses)

- _____ ENVS 245 Food Systems (Fall)
- _____ ENVS 359 Resilient Systems (Fall; PREQ: Junior or Senior standing and ENVS 135 with C or higher, or instructor permission)
- _____ ENVS 379 Environmental Policy (Spring; PREQ: Junior or Senior standing and ENVS 135 with C or higher)

Capstone (1 course)

- _____ ENVS 489 Environmental Solutions (Spring; PREQ: Senior standing and two ENVS classes with C or higher, or instructor permission)

Electives (1 course from this list or 1 more from ENVS courses listed above)

- _____ ANTH 263 Whose Amazon?: Environment, Culture, and Modernization in the Amazon River Basin (usually Spring)

- _____ BIOL 220 Vertebrate Biology (some Spring semesters; PREQ: BIOL 115 and 116 or instructor permission)
- _____ BIOL 222 Mammalogy (PREQ: BIOL 115 and 116 or instructor permission)
- _____ BIOL 223 Entomology (Fall; PREQ: BIOL 115 and 116 or instructor permission)
- _____ ECO 265 Energy Economics (usually Fall)
- _____ GER 265/365 German Environmentalism
- _____ PHY 135 Global Climate and Extreme Weather (Spring)
- _____ PSY 222 Environmental Psychology (offered every other year; PREQ: PSY 101)
- _____ SOC 266 Environmental Sociology

Other Considerations When Planning for the Major:

- Any substitutions must be approved by the chair of the Environmental Studies Academic Program. At least 3 courses for the major must be at the 300-level or higher. If Environmental Studies 135 will not fit a prospective major's or minor's schedule, or is not available, students should consider Environmental Studies 245 Food Systems, Philosophy 207 Environmental Ethics, or a prerequisite for higher level courses: Biology 115 Evolution, Behavior, and Ecology; Economics 101 Microeconomics; or Economics 102 Macroeconomics.
- Due to the interdisciplinary nature of environmental studies, the major satisfies the Science and Social Science Discover requirements, partially satisfies the Humanities Discover requirement and, depending on courses chosen for the major, partially or fully satisfies the Advanced Writing, Quantitative Competency, Systems of Power, Privilege, and Inequality, and Applied Learning requirements.
- Students interested in environmental field study abroad should consult with the academic chair regarding course substitutions.
- Students considering environmental careers should choose a minor (or second major) that best complements their environmental interests and consider classes not required for the major but recommended for many environmental studies careers, such as Chemistry 111, Chemistry 112, Mathematics 120 (Statistics), Mathematics 151, and writing-intensive courses. Students interested in environmental careers should also obtain an introduction to geographic information systems (GIS) software by enrolling in Food Systems (ENVS 245) and/or Environmental Justice (ENVS 236).
- Students who plan to pursue further environmental study or an environmental career after graduation are strongly encouraged to consult with an environmental studies faculty member as soon as possible.

Total Credits Requirement = 9 course credits

A minor in environmental studies consists of:

Introductory Course (1 course)

- _____ ENVS 135 Fundamentals of Environmental Studies (Fall and Spring)

Other ENVS classes (select at least 3 courses)

- _____ ENVS 222 Environmental Science (Spring; PREQ: ENVS 135 with C or higher)
- _____ ENVS 236 Environmental Justice (Spring)
- _____ ENVS 245 Food Systems (Fall)
- _____ ENVS 359 Resilient Systems (Fall; PREQ: Junior or Senior standing and ENVS 135 with C or higher, or instructor permission)
- _____ ENVS 379 Environmental Policy (Spring; PREQ: Junior or Senior standing and ENVS 135 with C or higher, or instructor permission)
- _____ ENVS 489 Environmental Solutions (Spring; PREQ: Senior standing and two ENVS classes with C or higher, or instructor permission)

Electives (select 1 more course from above category or 1 course from this list)

- _____ ANTH 263 Whose Amazon?: Environment, Culture, and Modernization in the Amazon River Basin (usually Spring)
- _____ BIOL 220 Vertebrate Biology (some Spring semesters; PREQ: BIOL 115 and 116 or instructor permission)
- _____ BIOL 222 Mammalogy (PREQ: BIOL 115 and 116 or instructor permission)
- _____ BIOL 223 Entomology (Fall; PREQ: BIOL 115 and 116 or instructor permission)
- _____ BIOL 259 Conservation and Restoration Ecology (Fall; PREQ: BIOL 115)
- _____ BIOL 346 Ecosystem Ecology (Spring; PREQ: BIOL 115, 116, CHEM 111, 200-level BIOL)
- _____ EAS 265 Environmental Issues in East Asia (offered occasionally)
- _____ ECO 242 Natural Resources and Environmental Economics (usually Spring; PREQ: ECO 101 OR 102)
- _____ ECO 265 Energy Economics (usually Fall)
- _____ GER 265/365 German Environmentalism
- _____ PHIL 207 Ethics and the Environment (usually Spring of even-numbered years)
- _____ PHIL 307 Environmental Philosophy (usually Spring of odd-numbered years; PREQ: any PHIL class and ENVS 135)
- _____ PHY 135 Global Climate and Extreme Weather (Spring)
- _____ PSY 222 Environmental Psychology (offered every other year; PREQ: PSY 101)
- _____ SOC 266 Environmental Sociology

Other Considerations When Planning for the Minor:

- Pre-approval from the academic chair is required to substitute any course not listed.

Total Credits Requirement = 5 course credits

COURSES**ENVS 135 Fundamentals of Environmental Studies**

An introduction to major environmental issues that includes fundamental concepts of environmental studies, the roots of environmental problems, options for responding to environmental problems, and challenges of achieving sustainability. Requirement(s) met: Science Discover. (Usually each fall and spring)

ENVS 222 Environmental Science

The course has three purposes: to provide students with basic knowledge of key environmental topics by building upon brief introductions from Fundamentals of Environmental Studies (ENVS 135), to expand upon the field work questions and habitat types studied in other environmental studies and related courses, and to provide students instruction and experience in analyzing the science of environmental controversies. Lab required. PREQ: Environmental Studies 135 with C or higher. (Usually spring)

ENVS 236 Environmental Justice

Marginalized members of society disproportionately suffer from environmental hazards including pollution, resource depletion, “natural” disasters, and increasingly climate change. Activists and scholars began documenting these disparities in the 1960s as the environmental justice movement emerged from the civil rights movement. Environmental justice efforts now attempt to promote access to healthy environments and the decision-making processes that could remedy existing inequities. This course will examine the historic and contemporary barriers to environmental justice in the United States and then explore approaches and policies to overcome environmental injustices. We will combine exposure maps with demographic data to make our own ArcGIS StoryMaps of student-selected cases. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. Cross-listed with Social Justice and Community Engagement 204. (Spring)

ENVS 245 Food Systems

This course challenges us to thoughtfully question how we secure one of our most fundamental needs - food. Our growing population and affluence means the global demand for food will most likely increase for at least another forty years. The question then is this: How might we feed these soon-to-be nine billion people sustainably? This course will explore the social and environmental problems linked to the production, storage, processing, distribution, and access of food. We will take an evidence-based, interdisciplinary approach to analyzing why these problems exist and how we might begin to solve them. Using introductory geographic information systems software (GIS), we will explore the concepts of space and place in complex food systems with an emphasis on American agriculture. Each topic in this course is deliciously ripe with controversy and well suited for study using this approach. The careful consideration of several recurring themes will make this course more than a smorgasbord of food system issues. GIS lab included. Requirement(s) met: Social Science or Science Discover. (Fall)

ENVS 250 Topics in Environmental Studies

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

ENVS 260 Intermediate Directed Study

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

ENVS 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to environmental studies, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ENVS 350/450 Advanced Topics in Environmental Studies

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

ENVS 359 Resilient Systems

This course connects people to places. It asks the question: How do we protect or restore places where people are inextricably linked to their environment? This course considers the historical and current conceptualizations of resilience and the role resilience plays in creating sustainable communities. We will first explore the ecological concept of resilience and then, using a case study approach, analyze the social and economic institutions that either build or erode a system's capacity to self-organize, learn, and adapt. For example, we will examine the characteristics that make some systems more resilient to natural disasters, disease outbreaks, or prolonged drought than other systems. We will study illustrative and diverse examples from around the world and here at home, seeking commonalities among cases while respecting context. PREQ: Environmental Studies 135 with C or higher and Junior or Senior standing or instructor permission. Requirement(s) met: Social Science Discover and Advanced Writing Competency. (Fall)

ENVS 360/460 Advanced Directed Study

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

ENVS 379 Environmental Policy

This course builds upon Environmental Studies 135 and incorporates key ideas from ecology, economics, ethics, and other disciplines in a study of options for responding to environmental issues. The course examines both theoretical and actual approaches to solving and preventing environmental problems. Readings cover the history of environmental issues, the system of environmental laws and policies in the United States and their development, leading ideas for more effective environmental policy, and the challenge of international environmental agreements. PREQ: Completion of Environmental Studies 135 with a grade of C or higher and Junior or Senior standing or instructor permission. (Spring)

ENVS 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to environmental studies suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ENVS 464 Teaching/Learning Participation

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

ENVS 489 Environmental Solutions

Students identify opportunities to reduce the college's environmental impact and propose means of doing so. In the process, they identify and answer critical questions about present operations and potential alternatives, identify and critically evaluate concepts and information relevant for devising improvements, and consider proposed solutions from various perspectives. Students critique each other's draft proposals, work collaboratively to refine proposals, and present proposals to college officials, both in writing and in public presentations. Review of other organizations' efforts to achieve environmental progress and study of common obstacles to environmental progress complement proposal development. PREQ: Two ENVS courses with a grade of C or higher and Senior standing, or instructor permission. Requirement(s) met: Advanced Writing Competency and Applied Learning Experience. (Spring)

ENVS 490 Independent Study

An experiential learning activity to be approved by the Environmental Studies Steering Committee. Possible project areas include basic research, off-campus internships, and service projects. PREQ: Junior or Senior standing with preference for students who have completed their junior year. Offered in variable course credit from 0.25-1.00.

ENVS 491 Honors Thesis in Environmental Studies

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

ENVS 492 Independent Study Off-Campus/NSOC

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

FIRST-YEAR SEMINAR

Director: Ryan Felix

FYS 101 First-Year Seminar

First-Year Seminar 101 (formerly C/I 101) serves as the foundation course in the undergraduate curriculum. While topics vary with the interests and specialization of each instructor, all sections emphasize the development of written and oral communication, intellectual inquiry, and critical thinking. The FYS instructor also serves as the student's faculty mentor and academic advisor. (Each fall)

FYS 245 First-Year Seminar Leadership

Selected upper-class students serve as members of faculty-student leadership teams in planning and implementing the various sections of First-Year Seminar 101. Admission by special permission of program director and FYS faculty. Graded on S/D/U basis only. Requirement(s) met: Applied Learning Experience. (Each fall)

FYS 345 First-Year Seminar Advanced Leadership

Students who have served as peer mentors in First-Year Seminar courses have the opportunity to advance their leadership within the First-Year Experience program by serving as Peer Mentor Ambassadors. Peer Mentor Ambassadors will take on the responsibility of training and mentoring FYS peer mentors and will work closely with students serving as peer mentors to provide leadership and guidance. Additionally, they will aid the Director of First-Year Experience. These tasks include designing and executing training programs for the peer mentors, serving on First-Year Experience subcommittees, developing programming for the First-Year Experience, planning events, and more. They will gain skills related to leadership, pedagogy, public relations, and event planning. Admission by special permission of program director and FYS faculty. PREQ: First-Year Seminar 245. 0.5 credit. (Each fall and spring)

GENDER STUDIES

Director: Tom Blake

Faculty: Audrey Flemming, Matt Findley, Erin Copple Smith, Ashley Tharayil, Brian Watkins, Claire Wolnisty

The gender studies program provides students with the tools to examine and interrogate gender both as a social construct and as a lived reality. Using comparative, competing, and cross-disciplinary perspectives, students are invited to analyze gender performance, sexuality, and sex-identification as these are situated in a variety of personal, social, cultural, and historical contexts. Intersections with race, class, age, ethnicity, and national identity are often explored in the process.

Degree Plans Offered in Gender Studies

Major in Gender Studies (B.A.)

Minor in Gender Studies

A **major in gender studies (B.A.)** consists of:

Required Courses (2 courses)

_____ GNDR 120 Introduction to Gender Studies

_____ GNDR 365 Theorizing Gender and Sexuality **OR** SOC 346 Law and Society

Courses with a focus on gender/women/sexuality (at least 3 courses)

Courses in this category may include:

- _____ ANTH 330 Anthropology of Sex and Gender
- _____ CLAS 250 Women in Antiquity
- _____ EAS 225 Gender and East Asia
- _____ EAS 250 Pleasure and Play in Japan
- _____ ENG 250 Fantasy in Pop Culture
- _____ ENG 253 Literature and Gender
- _____ ENG 331/GNDR 350 Women in Medieval Literature
- _____ HIST 230 Women in Europe
- _____ HIST 261 Women in the United States
- _____ MEDA 267 Mediating Gender & Sexuality
- _____ PHIL 211 Feminist Thought and its Critics
- _____ PSY 235 Psychology of Gender
- _____ PSY 265 Human Sexuality
- _____ REL 250/GNDR 450 Gender, Body, and Power in Asian Religions
- _____ SOC 250 Women and Work
- _____ SCI 201/GNDR 201 Women and Science

Courses with a focus on power/inequality/social structures (at least 2 courses)

Courses in this category may include:

- _____ ANTH 123 Introduction to Socio-Cultural Anthropology
- _____ ANTH 210 Native North America
- _____ ANTH 220 Anthropology of Africa
- _____ ANTH 365 Race and Ethnicity
- _____ ECO 234 Development Economics
- _____ ECO 280 Health Economics
- _____ ECO 474 Labor Economics
- _____ EDUC 115 American Education: A Changing Landscape
- _____ ENG 251 Ethnic Literatures
- _____ HIST 250 Immigration and the U.S.
- _____ HIST 282 The Quest for Civil Rights, 1945 to Present
- _____ HIST 366 United States: 1945 to Present
- _____ PSCI 333 International Social Movements
- _____ PSCI 334 Identity Politics
- _____ PSCI 336 Latin American Politics
- _____ PSCI 341 Cuban Politics
- _____ PSY 240 Social Psychology
- _____ SOC 255/355 Sex, Gender and Society

Additional courses from the previous two categories (at least 2 courses)

- _____ Course Prefix and Number _____
- _____ Course Prefix and Number _____

- _____ At least two of the courses above are at the 300-level or higher (excluding GNDR 365 Theorizing Gender and Sexuality).
- _____ Three different disciplines and at least two divisions are represented in the courses above.

Other Considerations When Planning for the Major:

- One credit of applied learning related to the major through a CSOC, community engagement, thesis, or research opportunity is recommended.
- Up to two courses above may be from January term, when approved by the program director.
- Search the online course catalog for the “GN-Gender Studies” course type to find relevant courses or consult with program faculty.

Total Credits Requirement = 9 course credits

A minor in gender studies consists of:

Required Course (1 course)

_____ GNDR 120 Introduction to Gender Studies

Courses with a focus on gender/women/sexuality (at least 2 courses)**Courses in this category may include:**

_____ ANTH 330 Anthropology of Sex and Gender
_____ CLAS 250 Women in Antiquity
_____ EAS 225 Gender and East Asia
_____ EAS 250 Pleasure and Play in Japan
_____ ENG 250 Fantasy in Pop Culture
_____ ENG 253 Literature and Gender
_____ ENG 331/GNDR 350 Women in Medieval Literature
_____ HIST 230 Women in Europe
_____ HIST 261 Women in the United States
_____ MEDA 267 Mediating Gender & Sexuality
_____ PHIL 211 Feminist Thought and its Critics
_____ PSY 235 Psychology of Gender
_____ PSY 265 Human Sexuality
_____ REL 250/GNDR 450 Gender, Body, and Power in Asian Religions
_____ SOC 250 Women and Work
_____ SCI 201/GNDR 201 Women and Science

Courses with a focus on power/inequality/social structures (at least 1 courses)**Courses in this category may include:**

_____ ANTH 123 Introduction to Socio-Cultural Anthropology
_____ ANTH 210 Native North America
_____ ANTH 220 Anthropology of Africa
_____ ANTH 365 Race and Ethnicity
_____ ECO 234 Development Economics
_____ ECO 280 Health Economics
_____ ECO 474 Labor Economics
_____ EDUC 115 American Education: A Changing Landscape
_____ ENG 251 Ethnic Literatures
_____ HIST 250 Immigration and the U.S.
_____ HIST 282 The Quest for Civil Rights, 1945 to Present
_____ HIST 366 United States: 1945 to Present
_____ PSCI 333 International Social Movements
_____ PSCI 334 Identity Politics
_____ PSCI 336 Latin American Politics
_____ PSCI 341 Cuban Politics

_____ PSY 240 Social Psychology
_____ SOC 255/355 Sex, Gender and Society

Additional courses from the previous two categories (at least 2 courses)

_____ Course Prefix and Number _____
_____ Course Prefix and Number _____

_____ At least one of the courses above is at the 300-level or higher (preferably GNDR 365 Theorizing Gender and Sexuality).
_____ Three different disciplines and at least two divisions are represented in the courses above.

Other Considerations When Planning for the Minor:

- Up to two courses above may be from January term, when approved by the program director.
- Search the online course catalog for the “GN-Gender Studies” course type to find relevant courses or consult with program faculty.

Total Credits Requirement = 6 course credits

COURSES

GNDR 120 Introduction to Gender Studies

An exploration of the multi-faceted nature of gender, sex, and sexuality as these intersect with societal, cultural, historical, scientific, and intellectual facets of human life and experience. Drawing on methods from the humanities, sciences, and social sciences, we seek to gain an appreciation for the ways in which humans have constructed the body over time, how different kinds of gender and sex performances are viewed from both dominant cultural perspectives and from those on the periphery, and how these perceptions are deeply integrated into the larger societal fabrics that make up our daily lives. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Each fall)

GNDR 201 Women and Science

How have women contributed to science? Do women (or feminists) do science differently, and if so how? Why are women underrepresented in science? How can women, both personally and institutionally, be more successful in science? This course will explore various answers to these questions from multidisciplinary perspectives including psychology, sociology, history, philosophy, and literature. While this course will examine the past and present status of women in mathematics, physics, chemistry, and biology, technical knowledge of these fields is not necessary for the course. Requirement(s) met: Humanities Discover.

GNDR 250 Topics in Gender Studies

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

GNDR 253 Literature and Gender

A variety of courses focused on issues of sex and gender in literature. Topics include women’s literature, gender/genre, bodies of enlightenment, gay and lesbian writers, and postcolonial women writers. May be repeated once when topic varies. (Offered on an occasional basis.)

GNDR 260 Intermediate Directed Study

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

GNDR 267 Mediating Gender & Sexuality

This course will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American media. We will focus on a variety of commercial media texts, particularly television, film, music and magazines. We will investigate representational issues in relation to their political and social repercussions and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, queer studies, and gender studies. Requirement(s) met: Humanities Discover. Cross-listed with Media Studies 267. (Spring, alternate years)

GNDR 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to gender studies, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

GNDR 330 Anthropology of Sex and Gender

Cross-cultural perspectives on sex, gender, and sexuality have caused anthropologists since at least the 1930's to reassess the universal qualities with which these concepts have long been ascribed. This course will complicate each of these concepts as it explores their manifestations in divergent sociocultural contexts, such as the presence of three or more genders in more than 200 societies, the transnational contest over feminism, Papuan masculinities and sexualities, Sub-Saharan battles over body modification, and the complex meanings of the veil among Bedouins. Simultaneously, students will learn to incorporate anthropological approaches to gender into holistic analysis of personhood, culture, and society. PREQ: One anthropology or gender studies course. Requirement(s) met: Social Sciences Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. Cross-listed with Anthropology 330. (Spring, even years)

GNDR 350/450 Advanced Topics in Gender Studies

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

GNDR 360/460 Advanced Directed Study

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

GNDR 365 Theorizing Gender and Sexuality

An exploration of major approaches to and theoretical concepts in the feminist study of gender and sexuality. In this course, gender and sexuality are understood as simultaneously shaping individual identities, patterns of interpersonal interactions, and structures of social power — and doing so in conjunction with other apparatuses of inequality. Topics include paradigms of feminist theory, patriarchy, intersectionality, gender as performance, queer identity, and the economics of gender. PREQ: GNDR 120 and Junior standing. Requirement(s) met: Humanities Discover. (Fall or spring, alternate years)

GNDR 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to gender studies suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

GNDR 464 Teaching/Learning Participation

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

GNDR 490 Independent Study

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

GNDR 492 Independent Study Off-Campus/NSOC

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

GENERAL STUDIES

This program involves interdisciplinary study that includes material that crosses departmental and divisional lines. Occasionally, the program involves fields not regularly offered at the college. A degree plan is not associated with the program.

GS 102 Advanced Placement Seminar

Students earning a score of 4 or 5 on the Advanced Placement Seminar course will receive credit for this course.

GS 103 Advanced Placement Research

Students earning a score of 4 or 5 on the Advanced Placement Research course will receive credit for this course.

GS 110 Fulbright App Practicum

This .25-credit course will help students in all majors identify their academic and professional goals through learning about the Fulbright US Student program, the flagship fellowship available to undergraduates holding a bachelor's degree. Graded on S/U basis only. .25 credit. (Occasionally in Fall)

GS 155 Veterans Onward: Locating Yourself in a New Landscape

Who am I now? Where do I want to go? How do I get there? A course designed specifically for service members transitioning to civilian life, this program equips learners with key knowledge and skills and supports opportunities for broader self-reflection. Beginning with core questions of identity and vocation, this course guides learners toward a better understanding both of themselves and of the kinds of opportunities that are open to them. From a detailed understanding of the GI Bill® and systems of education and training to honing communication and financial literacy skills, learners are then able to build specific answers to these questions. Combining classroom discussion, applied learning experiences, and community engagement, this course challenges learners to ask themselves where they see their post-military life and how to chart a course into their future.

GS 201 Interdisciplinary Topics

Study abroad experience that is not offered in the language of the country.

GS 202 Study Abroad Intercultural Reflection

This is a 1/4 credit academic course taken the semester a student returns from abroad. Upon return to Austin College, the student will be asked to reflect on the depth upon the study abroad experience. We require this of students to ensure that they can fully appreciate the experience and effectively connect it to their Austin College

education. PREQ: Student must have studied abroad for a full semester prior to taking this course. Required the first term back at Austin College. Instructor permission required. Requirement(s) met: Applied Learning Experience. 0.25 credit.

GS 205 Quantitative and Statistical Reasoning

The goal of this general studies course is to engender some of the critical quantitative skills and methods needed for an understanding of many of the complex issues currently facing individuals, groups, and the modern world. Among the topics and skills are: understanding and working with numbers in context, and over many orders of magnitude; issues with units and unit conversions; ratios with units, per-cents of per-cents, and Simpson's paradox; probability, expectation value, and decision making; key statistical ideas and techniques; the manifold charts, tables, graphs of data presentation; various functions (especially logarithm and exponential) in context. Real world and in-depth examples will constitute a significant part of our focus. Requirement(s) met: Quantitative Competency.

GS 222 Movies: Introduction to Narrative Film

A primary aim of the course is to gain practice in productive ways of viewing movies. Active viewing is designed to capture the power, beauty, and complexity of narrative film. Secondary aims entail developing a notion of the historical depth of the form's tradition, developing a notion of film genre and how it works, and developing an appreciation of movies as a collaborative enterprise. Students will prepare two analytical papers, one oral presentation, and numerous short lab reports. May be repeated for credit. Requirement(s) met: Humanities Discover. (Each fall or spring)

GS 230 Post-Internship Reflection

This course follows upon the pre-internship retreat and the successful completion of the internship. It is intended to provide structured time and resources for vocational reflection upon the internship experience. Through readings, lectures, outside speakers, discussions, and written reflections, different voices are brought to bear on the various ways in which work and a meaningful life intersect. The course will draw upon cultural, historical, philosophical, psychological, and religious perspectives in the process of making significant life choices. (As needed)

GS 240 Trial Advocacy

Trial Advocacy will train students in the art of courtroom presentation. Students will get the opportunity to step into the shoes of an attorney and/or a witness in a mock trial setting. Students will compete in American Mock Trial Association (AMTA) sanctioned mock trial tournaments. Student attorneys will be expected to learn basic rules of evidence, develop opening and closing statements, prepare witnesses for trial, prepare trial notebooks and exhibits, and be able to present their cases in a courtroom setting. Student witnesses will be expected to have a working knowledge of the rules of evidence, to aid attorneys in the preparation of exhibits, to learn basic acting skills, to develop one or more witnesses for presentation in a mock trial setting. Course may be repeated up to one course credit earned. 0.25 course credit.

GS 250 Intermediate Topics in General Studies

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

GS 260 Intermediate Directed Study in General Studies

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

GS 350/450 Advanced Topics in General Studies

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

GS 460 Advanced Directed Study in General Studies

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

GS 490 Independent Study in General Studies

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. 1 course credit.

HISTORY

Chair: Felix Harcourt

Faculty: Jeffrey Baron, Hunt Tooley, Claire Wolnisty

Emeriti: Light Cummins, Victoria Cummins, Max Grober

The mission of the History Department is to provide students with an analytical basis, encompassing multiple areas and time frames, for judgment and perspective on the past.

Degree Plans Offered

Major in History (B.A.)

Minor in History

A major in history (B.A.) consists of:

History Foundation (5 courses)

- _____ HIST elective (any history course)
- _____ HIST elective (any history course)
- _____ HIST elective (any history course)
- _____ HIST elective (any history course)
- _____ HIST 200 level or higher

Advanced History (3 courses)

- _____ HIST 300 level or higher
- _____ HIST 300 level or higher
- _____ HIST 300 level or higher

Geographic Requirements – Courses above must represent at least one course from each geographic region below.

- _____ United States history (HIST 162, 163, 261, 282, 284, 329, 361, 363, 364, 365, 366, as well as 250, 350 or 450 depending on topic)
- _____ European history (HIST 133, 143, 230, 331, 332, 333, 334, 335, 341, 343, as well as 250, 350 or 450 depending on topic)
- _____ History of Latin America, Africa, Asia, or the Middle East (HIST 103, 113, 123, 221, 225, 320, 322, 327 as well as 250, 350 or 450 depending on topic)

Other Considerations When Planning for the Major:

- The 100-level courses are broad introductions, have no prerequisites and are recommended for freshmen. The 200-level courses are more specialized topics, usually without prerequisites but recommended for sophomores, juniors or seniors.

- Most 300-level courses have specific prerequisites at the 100 level and are not recommended for freshman students. The 400-level courses often have more prerequisites, cover more specialized topics, and are usually recommended for juniors and seniors only.

Total Credits Requirement = 8 course credits

A minor in history consists of:

History Foundation (3 courses)

_____ HIST elective (any history course)

_____ HIST elective (any history course)

_____ HIST 200 level or higher

Advanced History (2 courses)

_____ HIST 300 level or higher

_____ HIST 300 level or higher

Geographic Requirements – Courses above must represent at least two different geographic regions below.

_____ United States history (HIST 162, 163, 261, 282, 284, 329, 361, 363, 364, 365, 366, as well as 250, 350 or 450 depending on topic)

_____ European history (HIST 133, 143, 230, 331, 332, 333, 334, 335, 341, 343, as well as 250, 350 or 450 depending on topic)

_____ History of Latin America, Africa, Asia, or the Middle East (HIST 103, 113, 123, 221, 225, 320, 322, 327 as well as 250, 350 or 450 depending on topic)

Other Considerations When Planning for the Major:

- The 100-level courses are broad introductions, have no prerequisites and are recommended for freshmen. The 200-level courses are more specialized topics, usually without prerequisites but recommended for sophomores, juniors or seniors.
- Most 300-level courses have specific prerequisites at the 100 level and are not recommended for freshman students. The 400-level courses often have more prerequisites, cover more specialized topics, and are usually recommended for juniors and seniors only.

Total Credits Requirement = 5 course credits

COURSES

HIST 103 The Middle East Since Muhammad

A survey of Middle Eastern history since the rise of Islam. Examines patterns of Middle Eastern life, Islam and its contributions to Middle Eastern political and social systems, the various political forms that have held sway in the Middle East, expansion of the Ottoman Empire, European incursions into the Middle East more recently, and finally the history of the Middle East since the world wars, a time of independence and change.

Requirement(s) met: Humanities Discover and Global Diversity. (Every other year)

HIST 123 Survey of Latin American History

A chronological and topical examination of colonial, national period, and 20th-century Latin American history with emphasis on concepts and events common to the political, social, and economic development of the region.

Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Most terms)

HIST 133 World History to 1500

An introductory course looking at human history around the world, from the origins of humankind to approximately the year 1500. Over the course of the semester, students will consider a wide variety of peoples, states, civilizations, and empires, and the ways in which those peoples intersected and conflicted.

Requirement(s) met: Humanities Discover. (Each fall)

HIST 143 Europe and the Modern World

A chronological and topical examination of Europe's rise to dominance in the modern world beginning with the political, social, and economic changes of the 15th century and ending with recent decades. Requirement(s)

met: Humanities Discover. (Each fall and spring)

HIST 162 History of the United States to 1876

You will explore histories of the landmass that became the United States in this class. You will study topics such as Indigenous Peoples before the arrival of Europeans on the North American Continent, how European powers sought to expand their empires on the continent, US independence from the British Empire, US expansionism, the US Civil War, and Reconstruction. To study a chronological survey of major issues in the United States until 1876, you will develop critical thinking skills when you read primary sources created by historical people, strengthen your communication skills when you discuss and write about the significance and relevance of these sources, and practice information literacy when you engage with class lectures.

Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Each fall and spring)

HIST 163 History of the United States from 1876 to the Present

An introduction to US history since the end of Reconstruction. This course will serve to build a foundational understanding of key themes in the development of the modern United States and allow students to begin to explore their own interests within this area. Requirement(s) met: Humanities Discover and Foundation Writing Competency. (Each fall and spring)

HIST 221 Red, White, and Black: Race and Culture in Colonial Latin America

A topical approach to social and cultural history, emphasizing the impact of race and culture on colonial life and institutions. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every other year)

HIST 225 Latin America in the 21st Century

The developing and underdeveloped countries of Latin America face many common problems and challenges as they enter the 21st century. This course will utilize lecture, film, and discussion to explore a series of these issues. Topics addressed will include debt and development, race and identity, women and feminism, liberation theology and religion, and security and sovereignty issues. Requirement(s) met: Humanities Discover. (Every other year)

HIST 230 Women in Europe

A topical introduction to the history of women in Europe from the later Middle Ages to the beginnings of the Industrial Revolution. Emphasis on the individual and social experience of women and their representation in artistic, literary, political, and scientific discourse. Requirement(s) met: Humanities Discover, Advanced Writing Competency, and Systems of Power, Privilege, and Inequality. (Every other year)

HIST 250 Intermediate Topics in History

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

HIST 260 Intermediate Directed Study

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

HIST 261 Women in the United States

You will explore a chronological introduction to women's experiences in the United States, from the colonial period to recent decades, in this class. You will learn about how Indigenous, European, and African women shaped colonial empires on the North American Continent. You will discover how women could influence economic and social change in the newly created United States. You will also trace the roles of women in nineteenth-century and twentieth-century war times, economics and labor movements, and politics. To study a chronological survey of major issues in US women's history, you will develop critical thinking skills when you read primary sources created by historical people, strengthen your communication skills when you discuss and write about the significance and relevance of these sources, and practice information literacy when you engage with class lectures. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Every other year)

HIST 280 Research Practicum in State and Local History

Contracted individual research project on a topic dealing with Texas and/or Grayson County history. Involves research in primary documents under the supervision of the instructor. The student will write a paper for presentation to a state or local historical society. PREQ: Instructor permission. 0.50 course credit unit.

HIST 281 Immigration and the US

Is the United States a nation of immigrants? What impact does that have on how we see ourselves and each other? This course explores the immigrant experience from the colonial period to the present, with a focus on the formative impact of the late nineteenth and twentieth century. We will think about how immigrants have been welcomed and how they have been excluded, the impact of immigrants on the development of the US, and the political, economic, legislative, and cultural impacts of immigration. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality (Fall, alternating years)

HIST 282 The Quest for Civil Rights

How do we define "civil rights" and what do they mean? What actually was the Civil Rights Movement? These are the core questions we will explore in this course. While our primary focus will be on the complex history of the African-American struggle for social, political, and legal equality, we will consider how that history has both intersected with and impacted the civil rights struggles of many individuals and identities, from the Chicano Movement to the fight for disability rights. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. Cross-listed with Social Justice and Community Engagement 202. (Every other year)

HIST 284 Texas History

You will explore histories of Texas in this class. You will study topics such as Indigenous histories, European exploration efforts, the Republic of Texas, economic developments, and civil rights. You will also connect Texas history to larger trends in United States history. To study a chronological survey of major issues in Texas history, you will develop critical thinking skills when you read primary sources created by historical people, strengthen your communication skills when you discuss and write about the significance and relevance of these sources, and practice information literacy when you engage with class lectures. Requirement(s) met: Humanities Discover. (Every other year)

HIST 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to history, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a

faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

HIST 320 Mexico and Central America

A critical appraisal of Mesoamerican history, beginning with pre-conquest civilization and emphasizing political and social developments in the 19th and 20th centuries. PREQ: History 123 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 322 Andean Nations

A critical appraisal of Andean history, beginning with pre-conquest civilization and emphasizing political and social developments in the 19th and 20th centuries. PREQ: History 123 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 327 Latin American Social Revolutions

A critical analysis of the major social upheavals of modern Latin America, investigating causes and results with special attention to the relative importance of socio-economic conditions, ideologies, and personalities on revolutionary uprisings. PREQ: History 123 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 329 The Spanish Borderlands

A critical analysis of the Spanish experience in those geographical areas of colonial New Spain that are now part of the United States. Examines the Hispanic colonial history of Florida, the Gulf Coast, Texas, New Mexico, Arizona, California, and northern Mexico from the beginnings of European colonization to the 19th century. Special emphasis on the Hispanic heritage of these areas of the United States. PREQ: History 123 or History 162 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 331 Medieval Europe

A critical appraisal of the revival of medieval western society, from ca. 1000 A.D., in the context of a tripartite world of Latin Christendom, Islam, and Byzantium, to the mid-15th century. The tensions of involving church and state, evidences of early humanism, and technological development will be emphasized. PREQ: One history course or Sophomore standing or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 332 Renaissance and Reformation

A critical analysis of Europe from the late 13th century through the mid-17th century, with special emphasis on the creation of a middle class laity, the rise of capitalism, the emergent modern state, the visual renaissance in art forms, and the reformation in religious spirit. PREQ: One history course or Sophomore standing or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 333 Enlightenment and Revolutions

A critical examination of the political, social, and economic life in Europe from the 17th century to the middle of the 19th century. The French Revolution stands at the center of this examination. Other topics will include absolutism, the Enlightenment, Liberalism, the Industrial Revolution, and the spread of participatory politics in Europe. PREQ: One history course or Sophomore standing or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 334 Europe: Industry, Identity, Empire

A critical examination of Europe from 1860 to 1939. Covers European political, cultural, and social history from the mid-19th century to the outbreak of World War II, Nationalism, imperialism, industrialization, and the two world wars will be central topics. PREQ: History 143 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 335 Europe Since 1939

An in-depth study of political, social, cultural, and military developments in the contemporary phase of European history. The course deals with World War II, the Cold War, Decolonization, European Union, and post-Communist developments, including the reemergence of nationalism. PREQ: History 143 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 341 Germany Since Bismarck

A critical examination of German history, which has been an important part of modern European history culturally, economically, and politically. Examines Germany from the period of its founding in the mid-19th century to the present. Topics include the internal patterns of German life as well as the role of Germany in Europe and the world. PREQ: History 143 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 343 Russia and the Soviet Union

A survey and critical analysis of the history of Russia and the Russian Empire from its founding, through the Soviet era to the present post-Communist state. Almost half the course will deal with the period after 1917. PREQ: History 143 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 350/450 Advanced Topics in History

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

HIST 360/460 Advanced Directed Study

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

HIST 361 American Colonial History and Revolutionary War Era

You will explore histories of the colonial and Revolutionary War eras of United States history in this class. You will study topics such as Indigenous Peoples before the arrival of Europeans on the North American Continent, how European powers sought to expand their empires on the North American, the British Colonies, and US independence from Great Britain. To study a chronological survey of major issues in colonial and Revolutionary War era history, you will develop critical thinking skills when you read primary sources created by historical people, strengthen your communication skills when you discuss and write about the significance and relevance of these sources, and practice information literacy when you engage with class lectures. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 362 United States: Early Nineteenth Century

You will explore histories of the first half of the nineteenth-century United States until the US Civil War in this class. You will study topics such as the rise of alternative communities, social reform movements, Jacksonian Democracy, immigration, women's rights movements, the displacement and resistance of Indigenous Peoples, and the continued spread of slavery. To study a chronological survey of major issues in Early Nineteenth-Century US history, you will develop critical thinking skills when you read primary sources created by historical people, strengthen your communication skills when you discuss and write about the significance and relevance of these sources, and practice information literacy when you engage with class lectures. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 363 United States: Civil War and Reconstruction

You will explore histories of the US Civil War and Reconstruction in this class. You will study topics such as the causes of the war, the main military campaigns of the war, the roles of non-combatants in the war,

international dimensions of the war, and Reconstruction(s). To study a chronological survey of major issues in Early Nineteenth-Century US history, you will develop critical thinking skills when you read primary sources created by historical people, strengthen your communication skills when you discuss and write about the significance and relevance of these sources, and practice information literacy when you engage with class lectures. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 364 Reformers & Revolutionaries

How can a society that produced more millionaires than ever before also have left more people living in poverty than ever before? Are we living the American Dream or suffering through an American Nightmare? What does it mean when a rural nation becomes an industrialized urban nation? Students in this course will explore the defining issues of the Gilded Age and Progressive Era, looking at pioneering business leaders, anarchist assassins, and a broad swath of key players, ideas, and changes in an era that laid the foundation for the modern United States. PREQ: History 163 or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

HIST 365 United States: New Era, New Deal

A critical examination of the 1920s and 1930s focusing on such topics as the origins of the Great Depression and the rise of the welfare state, the transformation of the political party system, and the impact of cultural movements including the Harlem Renaissance and the arrival of the Lost Generation. Includes an examination of the origins of World War II. PREQ: History 163 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 366 United States: 1945 to Present

A critical examination of the modern era in America, beginning with an overview of the impact of World War II. Includes the rise and decline of the liberal consensus, the impact of the Cold War, the rise of protest movements in the 1960s and 1970s, the Vietnam War, the resurgence of political conservatism in the 1980s, and the end of the Cold War. PREQ: History 163 or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

HIST 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to history suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

HIST 464 Teaching/Learning Participation

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

HIST 490 Independent Study

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

HIST 491 Honors Thesis in History

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

HIST 492 Independent Study Off-Campus/NSOC

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

HUMANITIES

This program involves fields of study not regularly offered at the college in the Humanities Division. These courses focus on the study of some aspect of human culture, such as art, music, film, theatre, communication, history, philosophy, religion, literature, or language.

HUM 250: Intermediate Topics in Humanities

A study of selected topics for beginning students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. 1 course credit. Requirement(s) met: Humanities Discover.

HUM 260: Intermediate Directed Study in Humanities

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

HUM 350: Advanced Topics in Humanities

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

HUM 360/460: Advanced Directed Study in Humanities

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

HUM 490: Independent Study in Humanities

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

KINESIOLOGY

Chair: Zachary Sullivan

Adjunct Faculty: Michelle Filander, Kevin Gregory, Rodney Wecker, Syvoney Ybarra

The Kinesiology (KINES) program equips students with the academic knowledge and practical experiences needed to improve human performance and promote physical activity throughout a lifetime. Students will be prepared to excel in athletic, fitness, teaching, or health-related professions. The program also emphasizes the importance of maintaining a healthy lifestyle through proper exercise and nutrition and ensuring such a lifestyle is an integral part of the overall educational experience.

Kinesiology Degree (3 Track Options)

1. Kinesiology (General)
2. Exercise Science Concentration
3. Sports Management Concentration

Students who select the Kinesiology (General) option have a wide variety of career options within the field of human movement and wellness depending on their major and minor course selections. The Exercise Science concentration provides a background in the biological sciences necessary for additional graduate study in Exercise Physiology or entry into an allied health professional school. Students should work with their mentor to ensure specific prerequisites are met.

Degree Plans Offered in Kinesiology

Major in Kinesiology (B.A.)

Major in Kinesiology with a Concentration in Exercise Science (B.S)

Major in Kinesiology with a Concentration in Sports Management (B.A.)

Minor in Kinesiology

Austin College Teaching Program Certification Track

A major in kinesiology (B.A.) consists of:

Required Core Courses (2 courses)

_____ KINES 121 Introduction to Kinesiology

_____ KINES 495 Senior Conference

Required Electives (select 6 courses)*

_____ KINES 246 Nutrition for Health & Physical Activity

_____ KINES 250 Special Topics in Kinesiology

_____ KINES 260 Intermediate Directed Study

_____ KINES 355 Teaching Movement Education

_____ KINES 360/460 Advanced Directed Study

_____ KINES 364 Biomechanics of Human Movement

_____ KINES 462 Physiological Responses to Exercise

_____ KINES 471 Administration of Athletics, Physical Education, and Recreation

_____ KINES 490 Independent Study

_____ KINES 492 Independent Study Off-Campus/NSOC

_____ BIOL 300 level or higher

_____ *Two courses above must be at the 300 level or higher

Total Credits Requirement = 8 course credits

A major in kinesiology with a concentration in exercise science (B.S.) consists of:

Required Core Courses (7 courses)

_____ KINES 121 Introduction to Kinesiology

_____ KINES 246 Nutrition for Health & Physical Activity

_____ KINES 364 Biomechanics of Human Movement

_____ KINES 462 Physiological Responses to Exercise

_____ BIOL 115 Evolution, Behavior, and Ecology OR CHEM 111 General Chemistry I OR PHY 106 Physics for Health Sciences II

_____ BIOL 116 Introductory Cell Biology

_____ BIOL 234 Anatomy and Physiology

Electives (select 1 course)

- _____ BIOL 322 Comparative Vertebrate Anatomy
- _____ BIOL 351 Extreme Physiology
- _____ BIOL 352 Systemic Physiology

Total Credits Requirement = 8 course credits

A major in kinesiology with a concentration in sports management consists of:

Required Core Courses (8 courses)

- _____ KINES 121 Introduction to Kinesiology
- _____ KINES 471 Administration of Athletics, Physical Education, and Recreation
- _____ KINES 495 Senior Conference
- _____ MATH 120 Elementary Statistics or equivalent
- _____ ECO 101 Principles of Microeconomics
- _____ ACCT 261 Financial Accounting
- _____ BA 252 Business Analytics
- _____ BA 361 Finance

Total Credits Requirement = 8 course credits

A minor in kinesiology (B.A.) consists of:

Required Courses (2 courses)

- _____ KINES 121 Introduction to Kinesiology
- _____ KINES 495 Senior Conference

Electives (3 courses)

- _____ KINES any level
- _____ KINES any level
- _____ KINES 300 level or higher

Total Credits Requirement = 5 course credits

Austin Teacher Program Requirements for EC-12 Teaching Certification

- _____ KINES 121 Introduction to Kinesiology
- _____ KINES 246 Nutrition for Health & Physical Activity
- _____ KINES 355 Teaching Movement Education
- _____ KINES 300 level or higher elective
- _____ KINES 495 Senior Conference

Total Credits Requirement = 5 course credits

COURSES**KINES 121 Introduction to Kinesiology**

An introduction and presentation of the basic facts and beliefs concerning the field of exercise and sport science. Explore a range of topics within the field of exercise and sport science, such as psychology, nutrition, origins of exercise, physiology, biomechanics, behavior. Our attention will focus on how these topics fit within the field of exercise and sport science and types of professional opportunities. Requirement(s) met: Social Science Discover. (Fall and spring)

KINES 246 Nutrition for Health & Physical Activity

This course provides the student with the basic concepts of nutrition and gives them the knowledge to construct eating behaviors that improve health, fitness and sport. Topics covered include macronutrients, their sources, needs and functions at rest and during physical activity; vitamins, minerals, and other supplements; and energy balance, weight management and eating disorders. Individual behaviors will be closely examined through self-assessment tools. Requirement(s) met: Social Sciences Discover. (Fall and Spring)

KINES 250 Special Topics in Kinesiology

This course will examine topics of special interests to students related to theoretical and practical applications related to Kinesiology. (Offered on occasion)

KINES 260 Intermediate Directed Study

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

KINES 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to kinesiology, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

KINES 350 Advanced Topics in Kinesiology

Specialized topics for advanced study. Recent topics include the care and prevention of athletic injuries.

KINES 355 Teaching Movement Education.

A study of skills and techniques to design and implement effective instructional programs in physical education at the K-12 level. Prepares students to successfully complete the TExES physical education EC-12 exam. (Each fall) PREQ-KINES 121, EDUC 115, or EDUC 225.

KINES 360/460 Advanced Directed Study

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

KINES 364 Biomechanics of Human Movement

This course introduces students to the basic mechanical principles of physical activity, exercise, and sport. It will provide a foundation for improving human performance through proper biomechanics and for identifying, analyzing, and solving problems related to human movement by combining the study of anatomy, physiology and mechanics. PREQ: Biology 234. Requirement(s) met: Advanced Writing Competency. (Each fall)

KINES 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to kinesiology suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

KINES 462 Physiological Responses to Exercise

This course examines how the structures and functions of the body are altered in response to *acute* and *chronic* bouts of exercise. An understanding of how the body responds to the stress of exercise is critical for the exercise physiologist, fitness expert, coach, physical educator, as well as other allied health care professionals. Major

topics include energy metabolism; cardiorespiratory, neuromuscular, and neuroendocrine responses; environmental factors; body composition and weight control; and nutrition for optimizing performance. Practical applications of topics, as it applies to fitness and sport, will be emphasized. PREQ: Biology 234. Requirement(s) met: Advanced Writing Competency. (Each spring)

KINES 471 Administration of Athletics, Physical Education, and Recreation

Organizing and administering programs in physical education, athletics, and recreation. Special attention is given to personnel and program administration in both the highly competitive and the recreational context. PREQ: Kinesiology major or minors only. (Offered on an occasional basis)

KINES 490 Independent Study

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

KINES 492 Independent Study Off-Campus/NSOC

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

KINES 495 Senior Conference

PREQ: Senior Kinesiology major or minors only. (Each fall and 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.

LS 010 Intercollegiate Varsity Athletics

Successful participation in a varsity athletic team sport. Zero course credit.

LS 115 Lifetime Sports

Basic physical skills development in a variety of selected sports activities. Sample activities: aerobic conditioning, aerobic dance, golf, racquet sports, swimming, and strength training. (Graded on S/D/U basis). May be repeated for a total of one course credit unit when content varies. 0.25 course credit unit. (Each fall and spring)

LEADERSHIP STUDIES

Director: Martinella Dryburgh

The leadership studies program focuses on the study of contemporary and classical models of leadership effectiveness. These seminars are designed to introduce and enhance students' knowledge and personal awareness of the subject and field of leadership and develop the student's ability to act in a principled manner as a person of influence. These courses are open to all students. In addition, interested students are encouraged to enhance their knowledge and understanding of leadership through other Austin College courses that complement the leadership studies curriculum.

A minor in leadership studies consists of:

_____ LEAD 120 (1 credit)

_____ Any 200-level LEAD course (1 credit)

_____ LEAD 495 (1 credit)
_____ Ethics course — PHIL 205, 207, or 209 (1 credit)
_____ Elective (1 credit)

Total Credits Requirements = 5 course credits

COURSES

LEAD 120 Introduction to Leadership

This course is designed to provide an overview and understanding of the concepts of leadership as well as multiple opportunities for the assessment of leadership styles, leadership effectiveness, strengths and areas needing development. Specific subjects include interpersonal awareness, feedback and communication, decision-making, performance development, conflict management and problem-solving and the values and ethics of leadership. (Each fall and spring).

LEAD 240 Studies in Leadership

This course will focus more particularly on leadership effectiveness, self-leadership and organizational leadership. Students will study more models and theories of leadership through the lens of national and international affairs as well as how culture influences leadership and decision-making. Students will articulate their own 'theory of leadership' through oral and written presentations. PREQ: Leadership 120. (Each fall)

LEAD 250 Special Topics in Leadership

The course will examine topics of special interest to students interested in the theoretical and empirical implications of political, military, business or educational leadership. PREQ: Leadership 120 and 240 (Each fall and spring)

LEAD 253 The Ethical Leader

This course will study ethics from a leadership perspective. Students will study various definitions of ethics as well as leadership topics associated with ethical and unethical leadership: pseudotransformational leadership, the Toxic Triangle Model, destructive followership, and more. The class will use articles, podcasts, videos, and documentaries, as well as lots of discussion to study this topic. (Each fall and spring)

LEAD 254 Servant Leadership in the Community

Students in this class will explore servant leadership in Sherman by participating in service learning opportunities in various community organizations. In-class time will be supplemented with guest lectures from local servant leaders. NOTE: Students should plan on being off campus to volunteer in community organizations as a critical part of this class. PREQ: Leadership 120. (Each spring)

LEAD 256 HR Discrimination and Law

The course is designed to submerge students into the realities of discrimination in group settings. Students will be taught the different types of discrimination, specifically the causes and history of such discrimination as well as how to recognize discrimination in various settings. Students will learn how biases, both conscious and unconscious, can affect modern employees in the hiring, promotion, and retention of employment. Students will study discrimination based upon race, national origin, color, sex and sexual harassment (including LGBTQ), religion, and disability. Students will learn the legal consequences of discrimination and how to prevent it from leadership, human resources, and management perspectives. Students will use this information to lead equitably and effectively. Requirement(s) met: Global Diversity, and Systems of Power, Privilege, and Inequality. (Spring or fall)

LEAD 257 Conflict Resolution

This course is designed to educate students on understanding conflict, its utilities, its dangers, and its resolution. Students will review materials and conduct exercises to help them understand their own conflict styles and how

those styles changed based upon their perceptions of the power of their opponent. They will study conflict across cultures, learning that the ways we typically manage and resolve conflict in the United States are often different than in other cultures around the world. Students are trained in deconstructing conflict, will learn negotiation skills, and develop active listening skills. (Each fall)

LEAD 260 Directed Study

A number of contemporary topics will be addressed in the program of study that will directly engage the student interested in specific leadership studies as a development of personal insight and perspectives of leadership. The program of study will enhance the understanding and practice in through individual investigation and interaction with the instructor. PREQ: Leadership 120, 240 (Each spring)

LEAD 350/450 Advanced Topics in Leadership

The topics to be addressed in this program of study will be the role of leadership in the practice of management in modern international organizations and the role of the professional in guiding and supporting principled and ethical practice as leaders. PREQ: Leadership 120 and 240 (Each fall and spring)

LEAD 360/460 Advanced Directed Study

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

LEAD 394 Advanced Student Research

Intended for advanced students to develop and execute a research project related to leadership studies suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

LEAD 464 Teaching and Learning Leadership

The topics to be addressed in this program of study will directly engage the student interested in teaching leadership studies as a middle/high school teacher or a member of student affairs staff. PREQ: Leadership 120, 240 (Each fall and spring)

LEAD 480 Internship

In this course select students may engage in special leadership internships, constituting 20 hours a week or more, which enables the student to observe, analyze, and practice leadership in action under the guidance of a mentor and supervisor. To earn credit for this experience, the student must present a formal written and oral report at the end of their internship experience. Offered in variable course credit from 0.25-1.00. May be repeated for up to 2 course credit units. PREQ: Leadership 120, 240 (Each fall and spring)

LEAD 490 Independent Study

The topics to be addressed in this program of study will directly engage the student interested in specific leadership studies as a development of personal insight and perspectives of leadership on an advanced level. The program of study will enhance the understanding and practice in leadership through individual investigation and periodic interaction with the instructor. PREQ: Leadership 120, 240, 260. Offered in variable course credit from 0.25-1.00. (Each fall and spring)

LEAD 495 Senior Conference: Advanced Studies in Leadership

This course explores a range of more advanced leadership issues and concerns. Advanced students participate in a synthesis and personal investigation of their leadership effectiveness create a Capstone project that demonstrates their knowledge and understanding of leadership concepts. The projects and their reflections on the Capstone experience are presented to other students and faculty. Students will articulate a plan of action and

describe their propensity for engagement as a leader in future endeavors. PREQ: Leadership 120 and any 200-level Leadership course. Requirement(s) met: Applied Learning Experience. 1 course credit as of Fall 2016. (Each fall)

MATHEMATICS AND COMPUTER SCIENCE

Chair: Aaron Block

Faculty: Seema Aarella, J'Lee Bumpus, Michael Higgs, Samuel Kroger, Jack Mealy, Andrea Overbay, Huy Nguyen

Emeriti: Kerry Brock, Wilbur Powell, Don Williams

Degree Plans Offered in Mathematics and Computer Science

Major in Mathematics (B.S.)

Minor in Mathematics

Major in Computer Science (B.S.)

Minor in Computer Science

MATHEMATICS

The mission of the mathematics program is to provide diverse opportunities for the expansion of mathematical knowledge for majors and minors, for students in the physical and social sciences, for general students, and also for recent graduates as they pursue advanced study and jobs in industry.

A major in mathematics (B.S.) consists of:

Core Requirements (2 courses)

_____ MATH 251 Linear Algebra

_____ MATH 252 Calculus III

Upper Level Requirements (5 courses)

_____ MATH 301 Ordinary Differential Equations

_____ MATH 319 Euclidean Geometry, ancient through modern

_____ MATH 321 Numerical Analysis

_____ MATH 373 Knot Theory

_____ MATH 381 Applied Analysis

_____ MATH 385 Probability Theory

_____ MATH 401 Mathematical Biology

_____ MATH 409 Survey of Geometry

_____ MATH 419 Differential Geometry

_____ MATH 450 Advanced Topics in Mathematics

_____ MATH 472 Modern Algebra

_____ MATH 473 Topology

_____ MATH 474 Number Theory

_____ MATH 475 Mathematics of Finance

_____ MATH 482 Real Analysis

_____ MATH 483 Complex Analysis

Electives (1 course)

_____ MATH course – any level

Support Requirements for the Major

_____ CS course excluding CS 201

Other Considerations When Planning for the Major:

- Those who choose to major in mathematics must take all courses required for the major under the “standard letter grade” option.
- Students planning to major in mathematics are expected to enter directly into the calculus sequence beginning with Mathematics 151 or 152.

Total Credits Requirement = 8 course credits

A minor in mathematics consists of:

Core Requirements (2 courses)

_____ MATH 251 Linear Algebra

_____ MATH 252 Calculus III

Upper Level Requirements (2 courses)

_____ MATH 301 Ordinary Differential Equations

_____ MATH 319 Euclidean Geometry, ancient through modern

_____ MATH 321 Numerical Analysis

_____ MATH 373 Knot Theory

_____ MATH 381 Applied Analysis

_____ MATH 385 Probability Theory

_____ MATH 401 Mathematical Biology

_____ MATH 409 Survey of Geometry

_____ MATH 419 Differential Geometry

_____ MATH 450 Advanced Topics in Mathematics

_____ MATH 472 Modern Algebra

_____ MATH 473 Topology

_____ MATH 474 Number Theory

_____ MATH 475 Mathematics of Finance

_____ MATH 482 Real Analysis

_____ MATH 483 Complex Analysis

Electives (1 course)

_____ MATH course – any level

Other Considerations When Planning for the Minor:

- Those who choose to minor in mathematics must take all courses required for the minor under the “standard letter grade” option.
- Students planning to major in mathematics are expected to enter directly into the calculus sequence beginning with Mathematics 151 or 152.

Total Credits Requirement = 5 course credits

COMPUTER SCIENCE

The computer science curriculum introduces students to theoretical and practical aspects of computing. The mission of the computer science program is to provide an environment in which students can prepare themselves for careers and further study in computer science, and to introduce students to concepts and skills in computer science relevant to a liberal arts education. Since computer science and computer technology are

undergoing rapid change, the program must prepare students for immediate success and for continued success in the future. The curriculum addresses applications in a variety of programming languages on current platforms.

A **major in computer science (B.S.)** consists of:

Computer Science Major Core Requirements* (3 courses)

- _____ CS 201 Discrete Mathematics
- _____ CS 211 Fundamental Data Structures, Algorithms, and Applications
- _____ CS 221 Computer Systems and Foundations

* Majors must earn C or better in each of these courses.

Computer Science Major Upper Level Requirements (2 courses)

- _____ CS 321 Computer Networks & Security
- _____ CS 330 Database Systems
- _____ CS 380 Software Engineering
- _____ CS 410 Programming Languages
- _____ CS 412 Data Structures and Algorithms
- _____ CS 420 Operating Systems
- _____ CS 440 Artificial Intelligence
- _____ CS 441 Machine Learning
- _____ CS 350, 450 Advanced Topics in Computer Science
- _____ CS 451 Computer Graphics
- _____ CS 460 Advanced Directed Study
- _____ CS 470 Theoretical Foundations of Computer Science

Computer Science Major Advanced Requirements (1 course)

- _____ CS 410 Programming Languages
- _____ CS 412 Data Structures and Algorithms
- _____ CS 420 Operating Systems
- _____ CS 440 Artificial Intelligence
- _____ CS 441 Machine Learning
- _____ CS 450 Advanced Topics in Computer Science
- _____ CS 451 Computer Graphics
- _____ CS 460 Advanced Directed Study
- _____ CS 470 Theoretical Foundations of Computer Science

Computer Science Major Electives (2 courses)

- _____ CS course - any level
- _____ CS course - any level

Computer Science Major Support Requirements: All majors must also complete all of the following courses.

- _____ MATH 120 Elementary Statistics or equivalent
- _____ MATH 151 Calculus I

Other Considerations When Planning for the Major:

- Courses used to meet the computer science major requirements must be completed using the standard letter grade system.

Total Credits Requirement = 8 course credits

A minor in computer science consists of:

Computer Science Minor Core Requirements* (3 courses)

- _____ CS 201 Discrete Mathematics
- _____ CS 211 Fundamental Data Structures, Algorithms, and Applications
- _____ CS 221 Computer Systems and Foundations

* Majors must earn C or better in each of these courses.

Computer Science Minor Upper Level Requirements (1 course)

- _____ CS 321 Computer Networks & Security
- _____ CS 330 Database Systems
- _____ CS 380 Software Engineering
- _____ CS 410 Programming Languages
- _____ CS 412 Data Structures and Algorithms
- _____ CS 420 Operating Systems
- _____ CS 440 Artificial Intelligence
- _____ CS 441 Machine Learning
- _____ CS 350, 450 Advanced Topics in Computer Science
- _____ CS 451 Computer Graphics
- _____ CS 460 Advanced Directed Study
- _____ CS 470 Theoretical Foundations of Computer Science

Computer Science Minor Electives (1 course)

- _____ CS course - any level

Other Considerations When Planning for the Minor:

- Courses used to meet the computer science minor requirements must be completed using the standard letter grade system.

Total Credits Requirement = 5 course credits

COURSES IN COMPUTER SCIENCE

CS 110 Introduction to Computer Science

A study of algorithm design, implementation, analysis, and application. Introduction to object-oriented programming including design, testing, and documentation. Introduction to computer architecture, data representation, and software engineering. Introduction to the Java programming language. Requirement(s) met:(Each fall and spring)

CS 111 Introduction to Scripting and Data Analytics with Python

A study of the Python programming language and how it is used to acquire, prepare, transform, analyze, and visualize data from a variety of sources including social science, humanities, and science domains. Students will learn the basics of Python scripting as well as common data analytics libraries. Recommended for any student wanting to learn how to manipulate and visualize data in their area of interest. Requirement(s) met:Cross-listed with Data Science and Analytics 111. (Each spring)

CS 120 Intermediate Computer Programming

A continuation of principles of program design and testing presented in CS 110; study of simple data structures (stacks, queues, lists, and trees) and their object-oriented implementations; object-oriented design patterns; graphical user interfaces; software engineering principles; unit testing and mock objects. PREQ: Computer Science 110 with a grade of C or better or instructor permission. Requirement(s) met:(Each fall and spring)

CS 201 Discrete Mathematics

An introduction to sets, relations, functions, graph theory, Boolean algebras, combinatorics, probability, conditional probability, random variables, logic and logic circuits. This course is required for advanced study in computer science. Requirement(s) met: Advanced Writing Competency. (Each spring).

CS 211 Fundamental Data Structures, Algorithms, and Applications

A survey of the fundamental topics relating to the design and development of contemporary software applications. Topics include essential algorithms, modeling and complexity, knowledge representation, data structures, search strategies, automated reasoning, and artificial intelligence and database systems. This course is required for advanced study in computer science. PREQ: Computer Science 120 with a grade of C or better or instructor permission. (Each spring)

CS 221 Computer Systems and Foundations

A survey of fundamental topics regarding the foundations of computer science and the management of computer systems. Topics include introductions to computer design and organization, theory of computation, operating systems, and computer networking. This course is required for advanced study in computer science. PREQ: Computer Science 120 with a grade of C or better or instructor permission. Requirement(s) met:(Each spring)

CS 250 Topics in Computer Science

A study of selected topics for beginning students offered on an occasional basis. May be repeated when topic varies. Recent topics have included mobile app development.

CS 260 Intermediate Directed Study

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

CS 290 Practicum (Variable course credit)

A series of projects intended to provide students practice with a programming language such as C++, C, Swift, Haskell, Python, Matlab, and others. May be repeated when language/topic varies. PREQ: Computer Science 120 with a grade of C or better or instructor permission.

CS 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to computer science, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

CS 321 Computer Networks & Security

An in-depth study of computer networking including the following topics: architecture principles (protocols, topologies, layered organizations, interfaces), networking technologies (Ethernet, Wi-Fi, FDDI, ATM), internetworking issues (addressing, routing, and sub-netting), end-to-end issues (data representation, compression, encryption), inter-process communication, network performance analysis, security issues, and high-speed networking alternatives. Emphasis will be given to internetworking with TCP/IP. PREQ: Computer Science 211 or Computer Science 221 with a grade of C or better. (Every other year – fall 2021)

CS 330 Database Systems

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

CS 350/450 Advanced Topics in Computer Science

Specialized topics for advanced study. Recent topics have included mobile app development and quantitative consulting. PREQ: Instructor permission. May be repeated when topic varies.

CS 360/460 Advanced Directed Study

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

CS 380 Software Engineering

A study of the software development life cycle including the analysis, specification, design, implementation and testing of software systems; management of software development projects. Includes classical and agile approaches. PREQ: Computer Science 120 with a grade of C or better. Requirement(s) met: Advanced Writing Competency and Applied Learning Experience. (Every other year – spring 2020)

CS 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to computer science suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

CS 410 Programming Languages

An in-depth study of the design and implementation of high-level programming languages. Languages from a variety of programming paradigms are presented including imperative, functional, and object-oriented languages. Formal approaches to defining syntax and semantics are used to describe the underlying concepts. Essential features of modern programming languages are discussed including control structures, scope rules, data types and validation, abstraction, exception handling, event handling, interpretation, and compilation. Hands-on experience with several programming languages will serve to solidify the concepts presented in lecture. PREQ: Computer Science 211 or Computer Science 221 with a grade of C or better. (Every other year)

CS 412 Data Structures and Algorithms

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

CS 420 Operating Systems

Modular and layered design of operating systems including control of concurrent processes, synchronization and communication mechanisms, interrupt handling, resource management, scheduling, protection and reliability; memory systems, organization and management (including virtual memory); I/O systems, secondary storage, and file systems; the study of operating system utilities such as assemblers, linkers, loaders, language and command processors. PREQ: Computer Science 221 with a grade of C or better. (Every other year)

CS 440 Artificial Intelligence

Topics may include knowledge representation schemes, propositional and first-order predicate logic, search strategies, planning, neural nets and topics in machine learning, natural language processing, and other applications. PREQ: Computer Science 211 with a grade of C or better. (Every other year)

CS 441 Machine Learning

A study of machine learning algorithms including supervised, unsupervised, reinforcement learning, neural networks, predictive analytics, natural language processing, and other applications. PREQ: Math 120 (or

equivalent), Math 151, and one of the following combinations of classes: (i) Computer Science 211 (grade of C or better) and Computer Science 290 (Python); (ii) Computer Science 211 (grade of C or better) and Computer Science 111/ Data Science and Analytics 111; or (iii) Data Science and Analytics 241. (Every other year)

CS 451 Computer Graphics

A study of 2D and 3D graphics and geometric modeling; transformations; clipping and windowing; scan-conversion techniques; representations of curves, surfaces and solids; wire frames, octrees, meshes; introduction to animation, color, shading, and ray tracing methods. PREQ: Computer Science 211 with a grade of C or better and one semester of C++ programming (CS 290). MATH 251 is recommended. (Every other year)

CS 464 Teacher/Learning Participation

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

CS 470 Theoretical Foundations of Computer Science

Topics include finite state automata, push-down automata, Turing machines, formal grammars, the Chomsky hierarchy, complexity, computability, programming language translation. PREQ: Computer Science 201 with a grade of C or better. (Every other year)

CS 490 Independent Study

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

CS 491 Honors Thesis in Computer Science

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

CS 492 Independent Study Off-Campus/NSOC

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

COURSES IN MATHEMATICS

MATH 111 Pre-Calculus

An introduction to the concepts of college algebra, trigonometry, elementary function, and limits. This course is designed as a preparation for Math 151. Designed for students who plan to take Calculus I but have not had pre-calculus or higher in high school. This course does not meet the Quantitative Competency Requirement. (Each Fall)

MATH 120 Elementary Statistics

An introduction to the principles of probability, descriptive statistics, and inferential statistics: Topics in probability include axioms and theorems of probability, events, the distribution, mean, and variance of a random variable, and Binomial random variables. Topics in descriptive statistics include sampling, variables, frequency distributions and histograms, stem and leaf displays, means, medians, and modes. Topics in inferential statistics include hypothesis tests and confidence intervals for population means and proportions, Chi Square methods, ANOVA, and regression analysis. Requirement(s) met: Quantitative Competency. (Each fall and spring)

MATH 151 Calculus I

The first course in the Calculus sequence. Included is an introduction to the differential and integral calculus of the elementary (algebraic, trigonometric, exponential and logarithmic) functions of a single real variable, the Fundamental Theorem of Calculus, and various applications. The central role of the limit concept is stressed throughout. PREQ: A high school or college course in pre-calculus. A grade of C or better is required to continue into higher numbered mathematics courses, in particular Mathematics 152 and Mathematics 251. Requirement(s) met:(Each fall and spring)

MATH 152 Calculus II

The second course in the Calculus sequence. Expounding on the first semester, the course includes the study of curves defined parametrically and defined via alternate coordinate systems, additional integration techniques, and further applications. The notion of infinite series is studied in detail and culminates in the theory of functions defined by power series. PREQ: Mathematics 151 with a grade of C or better. Requirement(s) met:(Each fall and spring)

MATH 250 Topics in Mathematics

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

MATH 251 Introduction to Linear Algebra

A course with twin goals. The first is to introduce the student to linear systems of equations and their solutions, vector spaces and subspaces, linear transformations, matrices, and eigenvalue/eigenvector theory. The second is to indoctrinate the student in basic proof techniques, as well as to expose the student to abstract thinking, thus providing a transition to upper-level work. PREQ: Mathematics 151 with a grade of C or better. Requirement(s) met: Advanced Writing Competency. (Each spring)

MATH 252 Calculus III (Multivariate)

The third course in the Calculus sequence. This extension of the Newton/Leibniz theory to higher dimensions involves the study of functions of more than one real variable. Both differentiation and integration are defined in this context, and the course culminates with a study of the classical theorems of Vector Calculus, generalizing the Fundamental Theorem of Calculus. PREQ: Mathematics 152 with a grade of C or better. Requirement(s) met:(Each fall)

MATH 260 Intermediate Directed Study

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

MATH 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to mathematics, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

MATH 295 Research Practicum

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

MATH 301 Ordinary Differential Equations

A study of equations involving functions of one real variable and their derivatives. Topics typically include general first order theory, linear equations of higher order, series solutions, the Laplace transform, and numerical methods. PREQ: Mathematics 252. (Each spring)

MATH 319 Euclidean Geometry, ancient through modern

A course primarily intended for prospective teachers of mathematics. Its goal is to provide a broad study of Euclidean geometry from the early beginnings (before Euclid), continuing through many historically important eras, and continuing into modern times. Throughout, proofs and proof techniques will play a prominent role. Also, considerable attention will be given to constructions with the classical tools, constructions with other tools sets, and more generally to the important history of the famous construction problems of antiquity. Various drawing schemes (3-d visualization) will be included, along with the associated impact on the discovery of non-Euclidean systems. Attention to Hilbert's axioms for Euclidean Geometry and subsequent work on the subject is a likely component, as is attention to higher dimensional Euclidean spaces. Recommended for prospective teachers of secondary school mathematics. PREQ: Mathematics 252 and instructor permission. (Every other year)

MATH 321 Numerical Analysis

A study typically including a review of appropriate topics in calculus, the Mean Value Theorem, Taylor series, order of convergence of sequences, solution of nonlinear equations, interpolation and polynomial approximation, numerical differentiation and integration, numerical solution of ordinary differential equations, and error analyses. PREQ: Mathematics 252. (Every other year)

MATH 360/460 Advanced Directed Study

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

MATH 373 Knot Theory

Knot theory is a subdiscipline of mathematics in which we study knots as mathematical objects. A knot is exactly what it sounds like: take a string, tangle it up somehow, and then fuse the ends. Once we have the knots, we are allowed to move them around in space and we can ask many questions about them. Can this knot be untangled? Are these two knots the same? These questions are difficult to answer, so knot theory is a very active area of research in mathematics. In addition to being an active area of research, knot theory has applications to many other areas including chemistry, biology, and physics. This course is an introduction to classical knot theory including properties of knots, numerical invariants of knots, the Alexander and Jones polynomials, and applications of knot theory. PREQ: Mathematics 252. (Every other year)

MATH 381 Applied Analysis

A study typically building on Math 301: Review of first and second order ordinary differential equations; series solutions to ordinary differential equations (including the Frobenius solutions); solution of systems of linear differential equations using eigenvalues and eigenvectors; qualitative methods for systems of non-linear differential equations including predator-prey problems; special functions (Legendre polynomials, Bessel functions); Fourier Series, Sturm-Liouville boundary value problems and expansions in orthogonal functions; the wave equation, the heat equation, and the Laplace equation with constant coefficients. PREQ: Mathematics 252; Mathematics 301 recommended. (Every other year)

MATH 385 Probability Theory

A study of applied probability theory and its use in the formulation of statistical models. Course includes probability measures, random variables, expectation, and fundamental limit theorems. PREQ: Mathematics 252. (Every other year)

MATH 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to mathematics suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their

research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

MATH 401 Mathematical Biology

A study of mathematical models of biological processes. Modeling examples will be drawn from fields such as epidemiology, ecology, and cancer biology. This course will include a computational component, allowing students to use technology to better understand the models and the biological systems they describe. PREQ: Mathematics 252.

MATH 409 Survey of Geometry

A course intended to provide a broad survey of many different geometries as well as of the varied methods of investigation of these systems. In particular, the more general notions of non-Euclidean geometry are stressed. Topics typically include Finite geometries, advanced topics in Euclidean geometry, Spherical geometry, Hyperbolic geometry, Projective geometry; some attention to higher dimensional versions of these systems will also be included. Further, consideration will be given to various non-homogeneous systems. Also, an introduction to the topology of compact surfaces may be included. PREQ: Mathematics 252. (Every other year)

MATH 419 Differential Geometry

A course intended primarily as an introduction to the local and global geometric theory of curves and surfaces. In addition to the development of appropriate mathematical machinery needed for the study of these objects, further likely topics include: curvature and torsion of space curves, the Frenet frame for curves; fundamental existence and congruence theorem for curves; curvature of curves on surfaces; curvature issues for surfaces; first and second fundamental forms; Gaussian curvature; geodesics; the Gauss map; Gauss-Bonnet theorem; Isoperimetric Inequality. Finally, some attention will be given to higher dimensional manifolds. PREQ: Mathematics 252. (Every other year)

MATH 450 Advanced Topics in Mathematics

A course exploring special topics in mathematics. May be repeated with permission of instructor when topic varies. Recent courses have included Algebraic Topology, Game Theory, Graph Theory, Number Theory, and Mathematics of Finance. PREQ: Mathematics 252. (Offered on an occasional basis)

MATH 464 Teaching/Learning Participation

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

MATH 472 Modern Algebra

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

MATH 473 Topology

An introductory study typically covering the topological properties of Euclidean spaces, general topological spaces, generalized continuity, homeomorphisms, connectedness, compactness, separation properties, and metrization. An introduction to the topology of compact surfaces also may be included. PREQ: Mathematics 252. (Every other year)

MATH 474 Number Theory

A study typically including mathematical induction, divisibility and primes, modular arithmetic, Diophantine Equations, arithmetical functions, and quadratic reciprocity. An introduction to cryptography and various other number theoretic applications may also be included. PREQ: Mathematics 252. (Every other year)

MATH 475 Mathematics of Finance

A study of expectation dynamics, portfolio management, interest rate analysis, arbitrage pricing theory, hedging, forwards and futures contracts, and options pricing theory. PREQ: Mathematics 252 (Every other year)

MATH 482 Real Analysis

A rigorous study of the calculus of functions of one and several real variables. Emphasis is placed on the topology of euclidean spaces, the concepts of limit and convergence, and a detailed analysis of the corresponding fundamental theorems. PREQ: Mathematics 252. (Every other year)

MATH 483 Complex Analysis

An introduction to the study of the calculus of functions of a complex variable. Topics typically include basic Cauchy theory, analysis of basic holomorphic functions, zeroes and singularities, Taylor and Laurent series, and residue theory. PREQ: Mathematics 252. (Every other year)

MATH 490 Independent Study

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

MATH 491 Honors Thesis in Mathematics

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

MATH 492 Independent Study Off-Campus/NSOC

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

MATH 495 Senior Conference

See program faculty for more information.

MUSIC

Chair: Daniel Dominick

Faculty: Wayne Crannell, Ash Glenn, John McGinn

Director of Bands: Ash Glenn

Adjunct Faculty: Eric Hessel, Elizabeth Knox, Isaac Swanson, Wing Ka Penny Tong, Andy Wright

Emeritus: Ricky Duhaime

The music program provides experiences with serious music for students majoring or minoring in music as well as for the general student. The major in music is intended to prepare students for graduate study or, with specific coursework and in conjunction with the Master of Arts in Teaching (see *Music Education Concentration* below), for a career in the public schools. The major in music also serves as preparation for various immediate occupations and interests in music and can be successfully combined with other majors and study abroad experiences.

Degree Plans Offered in Music

Major in Music with a Concentration in Performance (B.A.)

Major in Music with a Concentration in Music Education (B.A.)

Major in Music with a Concentration in Music Theory/Composition (B.A.)

Major in Music with a Concentration in Musicology (B.A.)

Minor in Music

A **major in music (B.A.)** consists of:

Core Requirements:

Classroom Courses (6 courses)

- _____ MUS 120 Theory and MUS 120L Ear Training I
- _____ MUS 220 Theory and MUS 220L Ear Training II
- _____ MUS 222 Theory and MUS 222L Ear Training III
- _____ MUS 240 Music History I
- _____ MUS 241 Music History II
- _____ MUS 342 Aspects of Twentieth Century Music

Applied Music (1.25 credits of primary instrument or voice; 1.0 credits for Music Education Concentration)*

- _____ MUS 371 Composition
- _____ MUS 373 Percussion
- _____ MUS 374 Brass
- _____ MUS 375 Organ
- _____ MUS 376 Piano
- _____ MUS 377 Strings
- _____ MUS 378 Voice
- _____ MUS 379 Woodwinds
- _____ MUS 471 Composition
- _____ MUS 473 Percussion
- _____ MUS 474 Brass
- _____ MUS 475 Organ
- _____ MUS 476 Piano
- _____ MUS 477 Strings
- _____ MUS 478 Voice
- _____ MUS 479 Woodwinds

*300 level only available after passing MUS 091 Junior Exam and official major declaration; 400 level is for the semester of the senior recital

Other Requirements (3 courses; zero credit courses)

- _____ MUS 090 Piano Proficiency Exam: normally attempted by the end of the third year
- _____ MUS 091 Junior Level Exam: normally attempted at the end of the second year; students take applied music at the MUS 100+ level in preparation
- _____ MUS 495 Senior Recital (fulfills the Applied Learning requirement)

Upper Level Classroom Courses (3 credits): Students choose **one of four concentrations** described below and should consult with the music faculty for specific recommendations regarding elective coursework and degree plan.

- 1. Concentration in Performance** — All requirements listed above and at least three MUS 300 level or higher credits chosen in consultation with the music faculty and according to the student's interests, plans for graduate study, and vocational direction. Concentrators in performance are recommended to perform a Junior Recital and recommended to take 0.5 credit of applied music in

the semester of the Junior Recital. Concentrators in performance are required to take 0.5 credit of applied music in the semester of the Senior Recital.

Required (3 credits):

- _____ MUS 300 level or higher (1 credit or two 0.5 credit courses)
- _____ MUS 300 level or higher (1 credit or two 0.5 credit courses)
- _____ MUS 300 level or higher (1 credit or two 0.5 credit courses)

2. Concentration in Music Education — For students intending to pursue the Master of Arts in Teaching degree through the Austin Teacher Program with an undergraduate major in music.

All requirements listed above and:

Required (1.5 credits):

- _____ MUS 361 Music in the Elementary Schools
- _____ MUS 365 Conducting (0.5 credit course)

Methods (choose one — 1 credit):

- _____ MUS 310 Instrumental Methods (take all four 0.25 credit courses)
- _____ MUS 359 Vocal Pedagogy

Studies in Music Education (choose one — 0.5 credit):

- _____ MUS 352 Choral Techniques (0.5 credit course)
- _____ MUS 381 Band Techniques (0.5 credit course)
- _____ MUS 382 Orchestra Techniques (0.5 credit course)

3. Concentration in Music Theory/Composition — MUS 091 Junior-Level Exam must be successfully completed on a combination of major instrument and composition following a minimum of 0.5 credit of applied music on a major instrument or voice and 0.5 credit of applied music in composition (MUS 171). MUS 090 Piano Proficiency must be attempted by the end of the second year and passed by the end of the third year.

All requirements listed above and:

Music Theory (choose 2 credits):

- _____ MUS 330 Form and Analysis
- _____ MUS 331 Counterpoint
- _____ MUS 332 Form and Analysis: Art Song (0.5 credit course)
- _____ MUS 333 Form and Analysis: Classical and Romantic Instrumental Genres
- _____ MUS 360 Orchestration and Arranging

Required (1 credit):

- _____ MUS 300 level or higher classroom course (1 credit or two 0.5 credit courses)

4. Concentration in Musicology — For students planning graduate study in musicology or literature. Concentrators in Musicology perform a lecture recital for the Senior Recital.

All core requirements listed above and:

Required (3 credits):

- _____ MUS 330 Form and Analysis
 - _____ MUS 368 Music, Politics, and Research Methods
 - _____ MUS 300 level or higher classroom course 1 credit (or two 0.5 credit courses)
- Required supporting course:
- _____ HIST 200 level or higher (1 credit)

Other Considerations When Planning for the Major:

- Only applied music at the 300 level or higher can be counted toward the major.
- The major requires ensemble participation each semester of applied study

Total Credits Requirement = 10 to 10.25 course credits

Acceptance into the Music Major — Formal application for entry into the music major is contingent upon 1) the successful completion of Music 220 Music Theory and MUS 220L Ear Training II as well as either Music 240 Music History I or Music 241 Music History II, 2) full completion of Music 091 Junior-Level Exam, normally attempted by the end of the second year, and 3) the recommendation of the music faculty.

Transfer students are admitted to the major only after departmental evaluation of student transcripts and audition for the music faculty and full completion of Music 091 Junior-Level Exam. Evaluation and audition normally take place in the first semester of study at Austin College.

A minor in music consists of:

Core Requirements:

Classroom Courses (4 credits)

- _____ MUS 120 Theory and MUS 120L Ear Training I
- _____ MUS 220 Theory and MUS 220L Ear Training II
- _____ MUS 240 Music History I
- _____ MUS 241 Music History II

Applied Music (1 course credit for primary instrument, at least 0.5 of which is at the 200 level):

- _____ MUS 273 Percussion
- _____ MUS 274 Brass
- _____ MUS 275 Organ
- _____ MUS 276 Piano
- _____ MUS 277 Strings
- _____ MUS 278 Voice
- _____ MUS 279 Woodwinds

Advanced Classroom Course (1 credit)

- _____ MUS 300 level or higher classroom course 1 credit

Other Considerations When Planning for the Minor:

- A minor declaration is required to register for a 200-level applied course.
- It is not possible to minor in composition.
- Additional applied study and classroom coursework are recommended.

- The minor requires ensemble participation each semester of applied study
- While the music minor does not require a Senior Recital, it is strongly recommended. The completion of a Senior Recital (MUS 295) may fulfill the Applied Learning requirement.

Total Credits Requirement = 6 course credits

APPLIED MUSIC

Individual instruction in piano, organ, voice, strings, winds, brass, and composition is provided for all music majors and minors and may be available to other qualified students when faculty are available. Instruction for beginners is not available.

One-fourth course credit unit in applied music is earned each long semester for weekly 45-minute lessons or one-half course credit unit for two weekly lessons (300 and 400 level only). The student is required to practice a *minimum* of seven hours per week; additional requirements determined by the instructor.

Applied music students are required to attend a *minimum* of seven approved concerts each semester of study.

A fee is charged for applied music. (See section on *College Costs* for details.)

Performances and Juries — All students taking applied music must present regular solo performances:

Declared Majors: Two public, solo performances including at least one on campus and a jury examination each semester.

Declared Minors: One public, on-campus solo performance and a jury examination each semester.

Non-Majors: One public solo performance or a jury examination each semester. (Waived in the first semester of study.)

The instructor may require more frequent performances and determine additional requirements for applied study.

Ensemble Requirement – Students taking applied music are required to participate in an assigned ensemble. The normal audition requirements for ensembles apply. With guidance by the applied piano instructor, pianists fulfill this requirement by enrollment in Music 010 Accompanying for Pianists or participation in a vocal or instrumental ensemble for which they are qualified. Music majors and minors must participate in ensemble music each semester.

Registration for Applied Music — To register for applied music, the student must first demonstrate an ability to perform at the collegiate level through an audition for the music faculty. Registration for applied music is as follows:

MUS 17x: Non-majors and undeclared majors and minors

MUS 27x: Declared minors

MUS 37x: Declared majors

MUS 47x: Declared majors in the semester of their senior recital

Applied music at the 300 or 400 level may be taken for variable credit, and courses in applied music may be repeated for additional credit.

ENSEMBLES

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

The Sherman Symphony Orchestra, sponsored jointly by the college and Sherman Symphony Orchestra Association, Inc., is a volunteer and professional organization of approximately 75 members, which performs works from the standard orchestral repertoire in five subscription concerts annually and performs two annual Children's Educational Concerts. Additional concerts are performed many seasons. It also joins with the A Cappella Choir and other local and college choral groups for performances of larger choral works and invites guest soloists for concertos and opera.

The Austin College A Cappella Choir, a select, auditioned group of approximately 45 singers, makes frequent concert appearances and tours annually. All types of music are included in its repertoire, but special emphasis is placed on sacred music, unaccompanied singing, and the ability to embrace the widest variety of styles.

Austin College Wind Symphony is a large ensemble for all woodwind, brass, and percussion players. This organization prepares the standard concert repertoire and performs on campus and off campus. Open by audition to all players with previous band experience.

'Roo Band is the Austin College pep band. Consisting of 25 to 40 student members, it plays at all home football games and many home games of other college sports.

Austin College Jazz Ensembles consist of a full 20-piece Big Band as well as small combos that perform both standard and contemporary literature. Regularly scheduled appearances throughout the year include those on campus and at various area colleges and high schools, providing valuable solo and ensemble performance experience to anyone interested in this medium.

The Austin College Chorale is an ensemble of women's voices, which performs several times each semester and takes occasional tours. Founded to provide a substantive choral experience for all students, regardless of past vocal experience, the chorale also provides preparatory ensemble experience while maintaining the highest standards of literature and performance.

The Austin College Consort is a highly select vocal ensemble of 12-14 voices that prepares and performs advanced a cappella vocal jazz literature. Membership is by invitation and competitive blending audition. Concurrent participation in the A Cappella Choir is required.

The Quartette is a small men's ensemble that performs SATB and TTBB arrangements of classical, college a cappella, doo-wop, and jazz. Membership is by invitation only when openings occur, and members also must be established members of the Austin College A Cappella Choir.

Woodwind Ensembles, Brass Ensembles, and Chamber Orchestra consist of performing groups varying in size that specialize in chamber music from the Renaissance through contemporary periods. The standard as well as lesser-known works for each medium are covered, stressing ensemble techniques and performance practices

appropriate for the period under consideration. Several on-campus and off-campus recitals are given each year, including guest appearances at other colleges and universities.

Accompanying for Pianists provides instruction and opportunities for music majors and minors who are studying piano to accompany vocal and instrumental students in performance and to perform with other pianists on duo and two piano works.

Enrollment is for zero credit and will appear on the transcript after successful participation in the ensemble.

MUS 001a — Austin College A Cappella Choir

MUS 001b — Austin College Chorale

MUS 002 — Sherman Symphony Orchestra

MUS 003 — Austin College Wind Symphony

MUS 003b — 'Roo Band

MUS 004a — AC Consort

MUS 004b — Quartette

MUS 005 — Austin College Jazz Ensembles

MUS 006 — Opera Workshop

MUS 007 — Woodwind Ensemble

MUS 008 — Brass Ensemble

MUS 009 — Chamber Orchestra

MUS 010 — Accompanying for Pianists

COURSES

MUS 090 Piano Proficiency Examination

Graduation requirement for music majors. Majors must register for Music 090 at the beginning of the term in which they will attempt the proficiency exam. The exam must be attempted by the end of the third year (second year for Theory/Composition students). Zero course credit.

MUS 091 Junior-Level Examination

Required for entry into the music major, the Junior-Level Examination is an extended jury and oral examination on the major instrument attempted at the end of the second year. Music 091 will be added to the transcript upon successful completion. Zero course credit.

MUS 110 Class Piano for Beginners

This course is an introduction to playing the piano. Once-a-week lessons will take place in a class environment where students learn to read music and learn to play piano together. Each student will have their own keyboard and headphones in class. Students will be expected to practice daily on their own. 0.25 course credit unit.

MUS 113 World Music

This course examines selected experiences drawn from non-Western musical traditions (East Asian, African, Indian, Native American, etc.) with a keen ear and mind to understanding, appreciating and enjoying each on its own terms. By turns technical and non-technical — though hopefully always adventurous and thoughtful — our explorations will combine two distinctive approaches: (1) studying in some depth the music and rich music-cultures of specific geographical areas; and (2) as we go, seeking significant points of distinction and comparison. The ultimate aim is for each student to attain a more holistic, global perspective from which to savor each experience. Assignments will help students to listen more actively and also examine how our own basic assumptions about music — what we take for granted — comprise just one corner of a much larger and

richer “world” of musical possibilities. Requirement(s) met: Humanities Discover and Global Diversity. (Fall, even years)

MUS 114 Rock ‘n’ Roll: History, Culture, and Aesthetics

A course designed for non-majors that explores the development of Rock ‘n’ Roll and similar popular genres from their origins in the 1940s to about 1975. The course examines the cultural phenomenon of Rock ‘n’ Roll as well as the discussion of its aesthetics. Requirement(s) met: Humanities Discover.

MUS 116 Masterpieces of Music

An historic overview of great music for the non-major. Requirement(s) met: Humanities Discover.

MUS 118 American Music Since 1900

A course for non-majors exploring the extensive repertoire of music written by selected American composers since 1900 and examining significant musical traditions, both classical and popular, within the United States in this period. Requirement(s) met: Humanities Discover.

MUS 119 Music Fundamentals

A course designed for, but not limited to, potential majors and minors with limited background in music theory and related subjects, as well as for students interested in pursuing studies in music beyond the appreciation level. Students who take this course will be prepared to continue in Music Theory I. 0.50 course credit. (Each fall)

MUS 120 Music Theory and Ear Training I

This course is a study of Western music with particular focus on harmony and voice leading. Exercises include written assignments in two-part species counterpoint, four-part writing, short compositions, as well as keyboard harmony. Instructor permission required. Experience playing classical music and relative fluency with bass and treble clef assumed. Concurrent enrollment in Music 120L Ear Training Lab for an 80-minute-per-week lab designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. PREQ: Music 119 or instructor permission. (Each spring)

MUS 169 Composition Seminar

An introduction to compositional techniques in a classroom/laboratory setting. PREQ: Instructor permission. 0.25 course credit unit. (Each fall)

MUS 220 Music Theory and Ear Training II

A continuation of Music Theory I, broadening the diatonic harmonic language and introducing the concepts of tonicization and modulation. Topics include the cadential six-four chord, predominant sevenths, and secondary dominants and seventh chords, with a greater emphasis on the analysis of short compositions. Concurrent enrollment in Music 220L Ear Training Lab II for an 80 minute per week lab designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. (Each fall)

MUS 222 Music Theory and Ear Training III

The final course in the music theory sequence emphasizes the chromatic harmony and voice-leading techniques used from the late 18th century through the beginning of the 20th century. Topics include mixture, Neapolitan, and augmented sixth chords, and more complex modulatory techniques, with an emphasis on the analysis of longer compositions. Concurrent enrollment in Music 222L Ear Training Lab for an 80 minute per week lab designed to develop greater aural fluency in tonal music and some non-tonal idioms through rhythmic training, keyboard skills, sight singing, dictation, listening exercises, and aural skills software. PREQ: Music 220. (Each spring)

MUS 240 Music History through 1700

Normally, the first course in the music history sequence, it is a chronological examination of the major musical developments in Europe from classical antiquity through 1700. Major emphasis will be placed upon stylistic characteristics, with other matters being treated as they relate to musical style. A major portion of the student's effort will involve listening and score study. PREQ: MUS 120, MUS 241, or instructor permission.

Requirement(s) met: Humanities Discover. (Each fall)

MUS 241 Music History from 1700 through 1900

Normally the second course in the music history sequence, this course is a chronological examination of major musical developments beginning with Bach and Handel and continuing through Mahler and Richard Strauss. This course examines music from the era that provides most of the serious music heard in concert today.

Emphasis will be placed upon developing and changing musical styles as reflected in the work of representative composers. PREQ: MUS 220, MUS 240, or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Each spring)

MUS 260 Intermediate Directed Study

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

MUS 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to music, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

MUS 295 Senior Recital (Music Minor)

Performance in the final year of study for music minors designed to be a capstone experience that incorporates the knowledge gained from the student's music theory, music history, and applied study. PREQ: Applied music at the 200 level and applied instructor permission. Requirement(s) met: Applied Learning Experience. Zero course credit.

MUS 310 Instrumental Methods

Designed primarily for students interested in music education, this series of courses provides pedagogical and practical information related to the teaching and performance of each standard instrument in each family of instruments. 0.25 course credit each. These courses are open to all students, with instructor permission, and may be repeated with a change of instrument up to 1 credit.

Woodwind Methods

Percussion Methods

String Methods

Brass Methods

MUS 330 Form and Analysis

Musical analysis involves the process of looking closer and asking questions in order to discern special qualities, features and meanings. Well then, what to examine, what questions to ask? Many musical works find guidance and inspiration in particular formal patterns, by turns playing with and against the expectations of those patterns. Others may express a certain reading of a literary text or dramatic scenario. A piece may even be entirely free and spontaneous in spirit, which can have a charm all its own. Within each experience, multiple parameters may be salient (melody, harmony, rhythm, texture, form, extra-musical elements, etc.) and bring forth worthy, beneficial observations. The course will aim for a proper balance between covering a significant

number of analytic concepts and applications, and spending whatever time is needed in each musical “place” to comprehend, savor and celebrate it fully.

MUS 331 Counterpoint

Generally speaking, counterpoint is the art of combining two or more independent melodic lines—a central and continuing fascination of Western music over the past thousand years. Two powerful points of reference underlie most studies of Western counterpoint: (1) the Renaissance vocal counterpoint of Giovanni da Palestrina (1525-1594) and (2) the Baroque counterpoint of Johann Sebastian Bach (1685-1750). The latter was central in adapting contrapuntal practice to a more harmonically progressive (i.e. tonal) as well as instrumental age. This course will touch relatively briefly upon Palestrina and then more extensively on Bach, along the way also exploring how principles have persisted and/or evolved in contrapuntal practice into the present day.

MUS 332 Form and Analysis: Art Song

Designed to be of particular use for solo vocalists, this course examines special issues and opportunities in the performance and analysis of art song, touching upon the traditions of Baroque Italian opera (A. Scarlatti), German Romantic lieder (Schubert, Brahms), French Impressionism (Debussy), contemporary American song (Rorem) and more. The course will favor text-music collaborations that are especially eye- and ear-catching, that offer enlightening points of comparison, and that raise intriguing questions about the nature of words, the nature of music, and how these may interact in complex and satisfying ways in the hands of master composers. 0.50 course credit.

MUS 333 Form and Analysis: Classical and Romantic Instrumental Genres

This course seeks to foster greater awareness and appreciation of Western instrumental music from the latter half of the 18th century through the turn of the 20th. Approaching solo, chamber, and orchestral masterworks by the likes of Mozart, Beethoven, Schubert, Brahms, and Mahler, students will draw upon a rich variety of analytic techniques to highlight singular qualities and stylistic evolutions, as well as illuminate how “classical” formal prescriptions (e.g. rondo form) can provide expectational frameworks for some of the most imaginative—and exquisite—creative journeys of all time. PREQ: Music 222 or instructor permission.

MUS 342 Aspects of 20th-Century Music

The completion of the music theory and music history sequences, this course is an examination of the major historical and theoretical topics of the 20th century and is ideal preparation for students planning graduate study. PREQ: Music 222 and 241. (Every other year)

MUS 346 Symphonic Literature I

A chronological study of the development of the symphony and the standard repertoire of the symphony orchestra. This course begins in the 18th century and continues through the 19th century. Includes score reading and analysis and listening to live performances and recordings. PREQ: Music 222 or instructor permission. 0.50 course credit.

MUS 350/450 Studies in Music

A variety of courses, including those listed, focusing on advanced topics 1) in music theory offered to complement and build upon Music Theory I, II, and III, 2) vocal music with special emphasis on the needs of the voice student and 3) music literature focused on specific genres of music literature. PREQ: Instructor permission. May be repeated with instructor permission when topic varies.

MUS 351 Choral Literature

This course will investigate the many styles of choral music through research on composers and analysis of numerous specific works from the early Renaissance to the present. Emphasized will be the primary choral forms - mass, motet, cantata, oratorio, passion, chanson, and madrigal - as well as selected major works. The course will focus on stylistic constructs and practical evaluation of choral music as a starting point for the

development of methods for choosing appropriate literature for high school, college, church, and community choirs. PREQ: Music 240 or 241 or instructor permission. 0.50 course credit. (Offered fall, odd years in 7-week session)

MUS 352 Choral Techniques

Students will evaluate and develop methods for establishing and maintaining an effective choral program at multiple levels from high school to adults, including aspects of choosing literature, auditions, maintaining the choral library, tours, types of choirs, and logistics. Special emphasis will be placed on developing rehearsal techniques appropriate to various types of choirs. PREQ: Music 365 and Music 240 or 241 or instructor permission. 0.50 course credit. Offered even years in 7-week session)

MUS 353 Operatic Literature

Systematic study of operatic styles and an overview of operatic literature from 1600 to the 20th century. Includes score study and viewing opera on video and in person. This one-half credit course will focus directly on learning a large portion of the repertoire. Prerequisites: Music 241. Offered for 0.50 course credit. (Alternate years)

MUS 356 Symphonic Literature II

A chronological study of the development of the symphony and the standard repertoire of the orchestra. This course picks up where Symphonic Literature I ends, starting with the late 19th century and continuing through the 20th century. Includes score reading and analysis and listening to live performances and recordings. PREQ: Music 222 or instructor permission. 0.50 course credits.

MUS 359 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. PREQ: Instructor permission.

MUS 360 Orchestration and Arranging

A detailed theoretical and practical approach to the techniques of preparing written orchestrations and arrangements for a wide variety of ensembles. Stylistic considerations of historical periods will be addressed, including extensive score examination. PREQ: MUS*220 or instructor permission.

MUS 361 Music in the Elementary Schools

This is an undergraduate course in music intended for music majors preparing for a Master of Arts in Teaching and is recommended for students intending to teach at the elementary school level. It also is relevant as an elective for education students with majors other than music. The course will include attention to techniques for the specialized music classroom at the elementary school-level as well as applications for the general classroom teacher. Emphasis will be placed on a survey of basic print and multimedia resources with the goal of assembling a usable portfolio of resource materials for future classroom use. PREQ: Instructor permission.

MUS 363 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 in foreign languages. PREQ: MUS 120.

MUS 365 Conducting

This course will deal with topics related to student's first experiences in conducting, including physical gestures, baton techniques, rehearsal strategies, score study, and ensemble constituencies and arrangements. PREQ: Music 222 or instructor permission. 0.50 course credit.

MUS 366 Instrumental Conducting

The first half of the course will deal with topics related to students' first experiences in conducting. Fundamentals will include the introduction of physical gestures and beginning baton techniques, ensemble constituencies and spatial relationships, score study and preparation, clefs and transpositions, and rhythmic and metric challenges and solutions related to ensemble music preparation and performance. The second half of the course continues with advancing physical gestures and baton techniques (including cueing skills, various fermati, unusual and asymmetric meters, melding), specific instrumental topics such as tuning techniques, bowing and articulation concepts, instrumental balance and blend, literature choices will be covered. Additional specified topics may include concerted works (for ensembles of voices and instruments), school ensembles, and recording sessions. In addition to daily conducting exercises in front of ensembles, students will also complete a final conducting project involving a significant piece of literature chosen with the instructor. PREQ: Music 222 or instructor permission.

MUS 367 Choral Conducting

The first half of the course will deal with topics related to students' first experiences in conducting. Fundamentals will include the introduction of physical gestures and beginning baton techniques, ensemble constituencies and spatial relationships, score study and preparation, clefs and transpositions, and rhythmic and metric challenges and solutions related to ensemble music preparation and performance. The second half of the course continues and expands these themes into specific applications for conducting choral music from various classical traditions. Having mastered basic beat patterns and gestures, students will apply those to the specific requirements of choral scores and will address such ideas as complex beat patterns, cueing, phrasing, breathing and conducting style as a vehicle for communicating and shaping musical interpretation. The semester will culminate in practical conducting sessions in front of performing choral ensembles. PREQ: Music 222 or instructor permission.

MUS 368 Music, Politics, and Research Methods

This course will examine the intersection of politics and music from the 18th to the 20th centuries. In the patronage system of the 18th century the court exerted a great deal of pressure on composers and performers to create music for the needs of the aristocracy. Even as revolutions changed the political face of Europe and America, the influence of politics on music didn't go away. Many 19th century composers wrote about their political beliefs and produced music that fit those beliefs. And into the 20th century politics greatly affected how music was written and performed. Students will examine these influences and their outcomes through readings and scores of representative works and composers and other writers. PREQ: Music 240 or Music 241

MUS 381 Band Techniques

Band Techniques is a half-credit course designed to prepare students in the music education track to apply the knowledge and skills they have learned in music theory, history, performance, and conducting, along with knowledge and skills particular to band instrumental music education, so that they are able to provide broad and effective instruction in secondary band instrumental music. PREQ: Music 365. 0.50 course credit

MUS 382 Orchestra Techniques

Orchestra Techniques is a half-credit course designed to prepare students in the music education track to apply the knowledge and skills they have learned in music theory, history, performance, and conducting, along with knowledge and skills particular to orchestra instrumental music education, so that they are able to provide broad and effective instruction in secondary orchestra instrumental music. PREQ: Music 365. 0.50 course credit

MUS 390/460 Advanced Directed Study

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

MUS 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to music suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

MUS 464 Teaching/Learning Participation

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

MUS 490 Independent Study in Music

Students may use this course to pursue advanced academic interests that are of particular importance to their own musical development. Suggested topics would include those needed for preparation for graduate study or preliminary research for an honors thesis.

MUS 491 Honors Thesis in Music

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered in variable course credit from 0.25-2.00.

MUS 492 Independent Study Off-Campus/NSOC

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

MUS 495 Senior Recital

Performance in the final year of study designed to be a capstone experience that incorporates the knowledge gained from the student's music theory, music history, and applied study. Theory/Composition students prepare a Senior Recital consisting largely of their own compositions and must perform on the recital as well. Graduation requirement for music majors. PREQ: Applied music at the 300 level and applied instructor permission. Requirement(s) met: Applied Learning Experience. Zero course credit.

NEUROSCIENCE

Director: Renee Countryman

The neuroscience program includes courses from biology, psychology, chemistry, and philosophy to build a foundation for understanding the study of the brain and nervous system from molecules to behavior and thought. Students are involved in laboratory experiences that encourage hypothesis-driven problem solving and exposure to experimental design, data collection, statistical analysis, and communication of science to varied audiences. Students are encouraged to work with the Neuroscience Program Director to select appropriate courses for their career goals.

Degree Plans Offered in Neuroscience

Major in Neuroscience (B.S.)

Minor in Neuroscience

A major in neuroscience (B.S.) consists of:

Required Introductory Courses (4 courses — Students must earn a C- or higher to continue in major)

- _____ BIOL 116 Cell Biology
- _____ PSY 101 General Psychology
- _____ PSY 201 Research Methods in Psychology (or equivalent course)
- _____ PSY 215 Behavioral Neuroscience

Depth in Neuroscience Course (select 1 course)

- _____ BIOL 349 Cellular and Molecular Neuroscience
- _____ PSY 315 Advanced Behavioral Neuroscience

Philosophy Requirement (select 1 course)

- _____ PHIL 205 Ethics
- _____ PHIL 209 Ethics and Medicine
- _____ PHIL 306 Knowledge and Reality
- _____ PHIL 310 Mind and Language

Electives (select 3 courses)

- _____ BIOL 228 Genetics*
- _____ BIOL 234 Anatomy and Physiology*
- _____ BIOL 248 Cellular Physiology*
- _____ BIOL 326 Animal Behavior*
- _____ BIOL 340 Immunology*
- _____ BIOL 344 Molecular Biology of Gene Expression*
- _____ BIOL 351 Extreme Physiology*
- _____ BIOL 352 Systemic Physiology*
- _____ CHEM 351 Introduction to Biochemistry*
- _____ CHEM 352 Biochemical Metabolism*
- _____ PSY 314 Psychopharmacology
- _____ PSY 416 Neuroscience of Learning and Memory
- _____ PSY 451 Clinical Neuroscience
- _____ DSA 111 Introduction to Scripting and Data Analytics with Python
- _____ NSCI 250, 350, or 450 Intermediate or approved Advanced Topics in Neuroscience
- _____ Verify two of the electives must be a 300-level or higher course
- _____ Verify one course must include a lab (* indicates a lab course)
- _____ Verify no more than two courses are in the same discipline

Supporting Requirements for the Major

- _____ BIOL 115 Evolution, Behavior, and Ecology
- _____ CHEM 111 General Chemistry I
- _____ PSY 120 Statistics for Psychologists (or MATH 120, PUBH 120, SSCI 120, or equivalent)

Other Considerations When Planning for the Major:

- One full credit of NSCI research or approved research from another department (294, 394, 491, or 494) may count toward the overall credit requirements for the major.
- All courses applied to major must be taken for a letter grade, except for courses offered S/D/U only or directed and independent studies taken S/D/U at the instructor's discretion.
- Students should be mindful of the necessary prerequisites associated with courses as they develop their course plans.

- Students who either are (a) pairing psychology and neuroscience as majors and minors or (b) unsure of whether they will study psychology or neuroscience should be aware that the psychology major requires a C or above in PSY 201.

Total Credits Requirement = 9 course credits

A **minor in neuroscience** consists of:

Required Introductory Courses (3 courses — Students must earn a C- or higher to continue in minor)

- _____ BIOL 116 Cell Biology**
- _____ PSY 101 General Psychology*
- _____ PSY 215 Behavioral Neuroscience

Philosophy Requirement (1 course)

- _____ PHIL 205 Ethics
- _____ PHIL 209 Ethics and Medicine
- _____ PHIL 306 Knowledge and Reality
- _____ PHIL 310 Mind and Language

Electives (select 2 courses)

- _____ BIOL 228 Genetics*
- _____ BIOL 234 Anatomy and Physiology*
- _____ BIOL 248 Cellular Physiology*
- _____ BIOL 326 Animal Behavior*
- _____ BIOL 340 Immunology*
- _____ BIOL 344 Molecular Biology of Gene Expression*
- _____ BIOL 349 Cellular and Molecular Neuroscience*
- _____ BIOL 351 Extreme Physiology*
- _____ BIOL 352 Systemic Physiology*
- _____ CHEM 351 Introduction to Biochemistry*
- _____ CHEM 352 Biochemical Metabolism*
- _____ PSY 314 Psychopharmacology
- _____ PSY 315 Advanced Behavioral Neuroscience*
- _____ PSY 416 Neuroscience of Learning and Memory
- _____ PSY 451 Clinical Neuroscience
- _____ DSA 111 Introduction to Scripting and Data Analytics with Python
- _____ NSCI 250, 350, or 450 Intermediate or approved Advanced Topics in Neuroscience
- _____ Verify one of the electives must be a 300-level or higher course
- _____ Verify one course must include a lab (* indicates a lab course)
- _____ Verify courses are from two different disciplines

Other Supporting Courses

- _____ BIOL 115 Evolution, Behavior, and Ecology
- _____ CHEM 111 General Chemistry I
- _____ PSY 120 Statistics for Psychologists (or MATH 120, PUBH 120, SSCI 120, or equivalent)

Other Considerations When Planning for the Minor:

- All courses applied to major must be taken for a letter grade, except for courses offered S/D/U only or directed and independent studies taken S/D/U at the instructor's discretion.

- Students should be mindful of the necessary prerequisites associated with courses as they develop their course plans.
- Students majoring in Biology or Psychology with a Neuroscience Minor must have at least 4 courses outside of their major discipline in the minor.
- Students who either are (a) pairing psychology and neuroscience as majors and minors or (b) unsure of whether they will study psychology or neuroscience should be aware that the psychology major requires a C or above in PSY 201.

Total Credits Requirement = 6 course credits

COURSES

NSCI 250 Intermediate Topics in Neuroscience

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

NSCI 260 Intermediate Directed Study

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

NSCI 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

NSCI 350/450 Advanced Topics in Neuroscience

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

NSCI 360/460 Advanced Directed Study

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

NSCI 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

NSCI 490 Independent Study

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

NSCI 491 Honors Thesis in Neuroscience

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See

Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

NSCI 492 Independent Study Off-Campus/NSOC

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

PHILOSOPHY, POLITICS, AND ECONOMICS

Co-Directors: Audrey Flemming, Mark Hébert, and Rüçhan Kaya

Given its interdisciplinary nature, the Philosophy, Politics, and Economics (PPE) program offers students the opportunity to journey beyond the borders of any single discipline by offering an integrated study of philosophy, political science, and economics. Initiated at Oxford University in 1924 and now adopted by colleges and universities across the globe, the PPE's mission is to cultivate a breadth of study not found in any one disciplinary field and hence, augment the student's historical, theoretical, and methodological perspective as they address historical topics and contemporary affairs. Coming out of the PPE program, the student will be well prepared to enter both the public and private sector, taking positions in government, business, and the non-profit arena. The student will also be well positioned to enter university graduate programs in philosophy, economics, political science, business, and policy/public affairs.

To complete the PPE program, the student will engage in an 8-4-4 course format, dispensing with the traditional Austin College requirement to graduate with a minor or additional major.

Select one of the following options to determine the major and minor concentrations:

Major concentration (B.A.): philosophy (8 courses) - Minor concentrations: political science (4 courses) and economics (4 courses)

Major concentration (B.A.): political science (8 courses) - Minor concentrations: philosophy (4 courses) and economics (4 courses)

Major concentration (B.A.): economics (8 courses) - Minor concentrations: philosophy (4 courses) and political science (4 courses)

Major Concentration (select 1 Concentration)

Philosophy concentration	Political Science concentration	Economics concentration
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7. Bridge course	7. Bridge course	7. Bridge course
8. Capstone course	8. Capstone course	8. Capstone course
At least three courses at the 300 level or above	At least three courses at the 300 level or above	At least three courses at the 300 level or above
		Supporting Courses
		MATH 120 or equivalent
		MATH 151

Minor Concentrations (select 2 concentrations)

Consist of the two disciplines not selected as a major concentration. For instance, if students select philosophy as the major concentration then the minor concentrations would be in political science and economics.

Philosophy concentration	Political Science concentration	Economics concentration
1. Bridge Course	1. Bridge Course	1. Bridge Course
2.	2.	2. ECO 101
3.	3.	3. ECO 102
4.	4.	4.
At least one course at the 300 level or above	At least one course at the 300 level or above	At least one course at the 300 level or above

Other Considerations When Planning for the PPE program:

- Students must complete a “capstone” course, Philosophy 490, Political Science 490, or Economics 490 depending of the relative major concentration selected. Students complete an independent research paper that is specifically oriented toward a topic that calls for PPE multidisciplinary treatment. If it meets the PPE mission, an Honors Thesis (491 course) will also fulfill the capstone requirement.
- Students must take at least one “bridge” course in each of the disciplines that covers material/topics that offer notable integration of philosophy, political science, and economics. See the list of eligible bridge courses listed in the section called Eligible Bridge Courses.

Total Credits Requirement = 16 course credits (not including Supporting Courses)

Eligible Bridge Courses

Philosophy

PHIL 205	Ethics
PHIL 207	Ethics and the Environment
PHIL 209	Ethics and Medicine
PHIL 211	Feminist Thought and Its Critics
PHIL 213	Law and Morality
PHIL 302	Ethical Theory
PHIL 314	Social and Political Philosophy
PHIL 250, 350, 450	When topic is appropriate, e.g. Justice and Difference; Public Health Ethics

Political Science

PSCI 120	American Political Thought
PSCI 130	Introduction to International Relations
PSCI 140	Introduction to Global Comparative Politics
PSCI 410	U.S. Constitutional Law
PSCI 420	Political Theory
PSCI 428	Origins of Modern Liberalism
PSCI 250, 350, 450	When topic is appropriate, e.g. Identity Politics; Advanced International Relations; The Politics of Empire; Japanese Imperialism

Economics

ECO 234	Development Economics
ECO 242	Natural Resource and Environmental Economics
ECO 270	Economic History

ECO 341	Urban and Regional Economics
ECO 472	Law and Economics
ECO 474	Labor Economics
ECO 485	History of Economic Thought
ECO 250, 350, 450	When topic is appropriate, e.g. Energy Economics; Behavioral Economics

Refer to the departments listed above for current course descriptions.

PHILOSOPHY

Chair: Mark Hébert

Visiting Faculty: James J.P. Andrew

Emeriti: Karánn Durland, Roderick Stewart

The mission of the program is to help students develop interpretive, analytical and reflective skills in philosophy. The curriculum provides students with a wide range of topics in ethics, metaphysics, logic, and epistemology.

Degree Plans Offered

Major in Philosophy (B.A.)

Minor in Philosophy

Minor in Ethics

For a multidisciplinary program incorporating philosophy, please refer to the Philosophy, Politics, and Economics (PPE) program.

A **major in philosophy (B.A.)** consists of:

Required Core Courses (5 courses)

- _____ PHIL 110 Modern Logic
- _____ PHIL 220 Ancient and Medieval Philosophy
- _____ PHIL 225 Early Modern Philosophy
- _____ PHIL 230 Contemporary Philosophy
- _____ PHIL 495 Senior Seminar

Electives* (4 courses; at least 2 at the 300 level or higher)

- _____ PHIL 105 Introduction to Philosophy*
- _____ PHIL 203 Philosophy and Art
- _____ PHIL 205 Ethics
- _____ PHIL 207 Ethics and the Environment
- _____ PHIL 209 Ethics and Medicine
- _____ PHIL 211 Feminist Thought and Its Critics
- _____ PHIL 213 Law and Morality
- _____ PHIL 250 Topics in Philosophy
- _____ PHIL 302 Ethical Theory
- _____ PHIL 306 Knowledge and Reality
- _____ PHIL 307 Environmental Philosophy
- _____ PHIL 308 Metaphysics
- _____ PHIL 310 Mind and Language
- _____ PHIL 312 Philosophy of Religion

_____ PHIL 314 Social and Political Philosophy

_____ PHIL 350 Topics in Philosophy

*Philosophy 105 (Introduction to Philosophy) may count as one of these additional 4 courses, provided that it is the first philosophy course taken at Austin College.

Other Considerations When Planning for the Major:

- Students wishing to pursue graduate work in philosophy should consider completing 11 credits in philosophy in consultation with philosophy faculty.
- Approved topics courses also may count, but students should consult the instructor to determine whether a course is appropriate before enrolling in it.

Total Credits Requirement = 9 course credits

The **minor in philosophy** consists of:

Course Options (5 courses; at least 3 at the 200 level or higher)

_____ PHIL 105 Introduction to Philosophy*

_____ PHIL 110 Modern Logic

_____ PHIL 203 Philosophy and Art

_____ PHIL 205 Ethics

_____ PHIL 207 Ethics and the Environment

_____ PHIL 209 Ethics and Medicine

_____ PHIL 211 Feminist Thought and Its Critics

_____ PHIL 213 Law and Morality

_____ PHIL 220 Ancient and Medieval Philosophy

_____ PHIL 225 Early Modern Philosophy

_____ PHIL 230 Contemporary Philosophy

_____ PHIL 250 Topics in Philosophy

_____ PHIL 302 Ethical Theory

_____ PHIL 306 Knowledge and Reality

_____ PHIL 307 Environmental Philosophy

_____ PHIL 308 Metaphysics

_____ PHIL 310 Mind and Language

_____ PHIL 312 Philosophy of Religion

_____ PHIL 314 Social and Political Philosophy

_____ PHIL 350 Topics in Philosophy

*Philosophy 105 (Introduction to Philosophy) may count toward the minor, provided that it is the first philosophy course taken at Austin College.

Other Considerations When Planning for the Minor:

- While the history of philosophy sequence (PHIL 220, 225, and 230) is not required for the minor, it is strongly recommended.

Total Credits Requirement = 5 course credits

The **minor in ethics** consists of:

Course Options (5 courses)

_____ PHIL 205 Ethics

_____ PHIL 207 Ethics and the Environment

- _____ PHIL 209 Ethics and Medicine
- _____ PHIL 211 Feminist Thought and Its Critics
- _____ PHIL 213 Law and Morality
- _____ PHIL 302 Ethical Theory
- _____ PHIL 314 Social and Political Philosophy

Total Credits Requirement = 5 course credits

COURSES

PHIL 105 Introduction to Philosophy

An introduction to such basic problems in philosophy as the relationship between mind and body, freedom of the will, skepticism and the nature of knowledge, personal identity, God and the problem of evil, and the demands of morality. Includes an introduction to techniques of critical thinking and arguing. Requirement(s) met: Humanities Discover. (Each fall and spring)

PHIL 110 Modern Logic

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

PHIL 203 Philosophy and Art

An examination of various accounts of art from Plato and Aristotle to the present. Topics covered include: art and truth; the peculiar kind of being of works of art; objectivity in meaning and interpretation of art; feminist, postmodern and multicultural criticisms of traditional aesthetic theory. Requirement(s) met: Humanities Discover. (Every other year)

PHIL 205 Ethics

A critical analysis of ethical theory, including (but not limited to) consequentialism, egoism, relativism, religious ethics, feminist ethics, virtue ethics, and deontological ethics. Requirement(s) met: Humanities Discover. (Usually every fall)

PHIL 207 Ethics and the Environment

An examination of ethical issues involving the environment that emphasizes using traditional moral theories, animal welfare and/or rights approaches, and biocentric proposals to address them. Requirement(s) met: Humanities Discover, Applied Learning Experience, and Advanced Writing Competency. (Every other year)

PHIL 209 Ethics and Medicine

An exploration of ethical issues that arise in the practice of medicine and the health sciences, including such issues as confidentiality, truth-telling, euthanasia, abortion, and reproductive technologies. Requirement(s) met: Humanities Discover. (Every other year)

PHIL 211 Feminist Thought and Its Critics

A survey of different types of feminist theory (conservative and liberal feminists, Marxist feminists, radical feminists, psychoanalytic feminists, postmodern feminists, multicultural feminists, ecofeminists, etc.) and an exploration of both internal and external critiques of these theories. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Every other year)

PHIL 213 Law and Morality

An examination of the complex relationship between law and morality. Questions addressed may include what makes something a law? Is the threat of punishment the only reason to follow a law? Is an immoral law still a law? Can a lawyer lie? Can a lawyer make it appear the witness is lying, even if he knows this is not the case?

How can a lawyer defend a client she knows is guilty? Requirement(s) met: Humanities Discover. (Every other year)

PHIL 220 Ancient and Medieval Philosophy

An examination of Ancient Greek, Hellenistic, and Medieval philosophy, with special emphasis on Plato, Aristotle, Augustine, and Aquinas. Requirement(s) met: Humanities Discover. (Each fall)

PHIL 225 Early Modern Philosophy

An examination of philosophical issues in the early modern period, with an emphasis on the works of Descartes, Leibniz, Locke, Spinoza, Berkeley, Hume, and/or Kant. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Each spring)

PHIL 230 Contemporary Philosophy

An examination of 19th- and 20th-century philosophy to the present, with special attention to analytic, existentialist, pragmatist, and post-modernist positions. Requirement(s) met: Humanities Discover. (Each fall)

PHIL 250 Topics in Philosophy

A study of a topic in philosophy that is of broad interest to undergraduates. May be repeated when topic varies.

PHIL 260 Intermediate Directed Study

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

PHIL 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project in philosophy, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

PHIL 302 Ethical Theory

An extended, in-depth look at one or more specific topics/texts in ethical theory, e.g. the relationship between what is good and what is right; the role of reason and emotion in ethical judgment; the possibility of moral knowledge; the nature of moral judgment, etc. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirement(s) met: Advanced Writing Competency. (Every other year)

PHIL 306 Knowledge and Reality

A study of issues involving knowledge, including scientific knowledge, of reality. Topics may include skepticism and the justification of belief; observation and explanation; the basis, development, and validation of theories; the demarcation problem; the nature of scientific laws; and scientific realism. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirement(s) met: Humanities Discover, Advanced Writing Competency, and Non-Lab Science Discover. (Every other year)

PHIL 307 Environmental Philosophy

An investigation of the assumptions and demands of Aldo Leopold's maxim that we should "think like a mountain." Topics include competing interpretations of Leopold's principle and of the embedded concepts of nature, wilderness, species, and ecosystems. PREQ: Junior standing with at least one previous philosophy course and Environmental Studies 235. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

PHIL 308 Metaphysics

An examination of traditional issues concerning reality's ultimate nature. Topics may include persons and personal identity, freedom and determinism, causation, time, existence, sensible qualities and space-occupying properties, and realism. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirement(s) met: Humanities Discover and Advanced Writing Competency. (Every other year)

PHIL 310 Mind and Language

An examination of the relation between linguistic notions such as meaning, reference and communication and such psychological notions as intentionality, consciousness, personhood and the explanation of behavior. Topics may include: mind-body dualism, functionalism and artificial intelligence; semantic indeterminacy and knowing Other minds; speech acts and conversational implicature; biological evolution of thought and language; dysfunctional minds and language-users; religious language. PREQ: Junior standing with at least one philosophy courses or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

PHIL 312 Philosophy of Religion

An examination of classical problems in philosophy of religion. Topics may include the problem of evil, the existence and nature of God, the status of religious language, the relationship between faith and reason, etc. PREQ: Junior standing with at least two philosophy courses instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

PHIL 314 Social and Political Philosophy

An examination of various theories of justice, equality, liberty, and rights from Plato and Aristotle to modern liberalism and their feminist, postmodern and multicultural critics. Special topics may include debates over church-state separation, affirmative action, reparations, disability rights, homosexual rights, language and other rights of ethnic minorities. PREQ: Junior standing with at least two philosophy courses or instructor permission. Requirement(s) met: Humanities Discover. (Every other year)

PHIL 350/450 Advanced Topics in Philosophy

A critical examination of a major philosopher, philosophical movement, or philosophical issue. May be repeated when topic varies. PREQ: Junior standing with at least two philosophy courses or instructor permission.

PHIL 360 Advanced Directed Study

A study of a topic in philosophy that is of interest to students with a background in philosophy. May be repeated when topic varies. PREQ: Junior standing with at least two philosophy courses or instructor permission.

PHIL 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project in philosophy suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

PHIL 460 Advanced Directed Study

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

PHIL 464 Teaching/Learning Participation

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

PHIL 490 Independent Study

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

PHIL 491 Honors Thesis in Philosophy

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

PHIL 492 Independent Study Off-Campus/NSOC

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

PHIL 495 Senior Seminar

A capstone course for all majors. This seminar provides an opportunity to employ the skills and knowledge gained from previous philosophy courses to engage a particular problem, philosopher, or text in a sustained way. Topics vary. PREQ: Senior major or instructor permission. Requirement(s) met: Humanities Discover. (Usually each spring)

PHYSICS AND ENGINEERING

Chair: Andra Petrean

Faculty: David Baker, Jamir Jyoti, Rahul Renu, David Whelan

Teaching Fellow: Gregory Szytko

Emeritus: Donald Salisbury

The mission of the Physics and Engineering Department at Austin College is to provide a positive, active learning environment for undergraduate students to explore physics and engineering. The department teaches a diverse group of students, including non-science majors, physics and engineering majors, physics minors, other science majors, and pre-professional students. Through course offerings, laboratory activities, and undergraduate research, the physics curriculum presents multiple opportunities for students to develop as scientists and engineers.

PHYSICS

Degrees Offered in Physics

Major in Physics (B.S.)

Major in Engineering Physics (B.S.)

Minor in Physics

Considerations When Planning for the Major or Minor:

- Courses used as prerequisites for physics courses must be passed with grades of at least a C.

- Students planning to pursue the Pre-Engineering Program should enroll in PHY 111 and MATH 151 in the fall term of their first year.
- Credit may not be received for both PHY 105 and PHY 111, or both PHY 106 and PHY 112.

A major in physics (B.S.) consists of:

Required Core Courses (7 course credits)

- _____ PHY 111 Physics for Scientists and Engineers I
- _____ PHY 112 Physics for Scientists and Engineers II
- _____ PHY 211 Vibration, Waves, and Optics
- _____ PHY 212 Introduction to Modern Physics
- _____ PHY 261 Research Experience (0.5 credit course)
- _____ PHY 311 Classical Mechanics
- _____ PHY 312 Electromagnetism
- _____ PHY 361 Advanced Research Experience (0.5 credit course)

Elective courses 200 level or above (2 course credits)

- _____ PHY 230 Electronics
- _____ PHY 250 Intermediate Topics in Physics
- _____ PHY 260 Intermediate Directed Study
- _____ PHY 281 Statics and Engineering Design
- _____ PHY 340 Atmospheric and Environmental Physics
- _____ PHY 350 Advanced Topics in Physics
- _____ PHY 351 Advanced Instrumentation and Robotics
- _____ PHY 431 Quantum Mechanics
- _____ PHY 451 Observational Astronomy
- _____ PHY 460 Advanced Directed Study
- _____ PHY 464 Teaching/Learning Participation
- _____ PHY 490 Independent Study in Physics
- _____ PHY 492 Independent Study Off-Campus

Elective courses 300 level or higher (1 course credit)

- _____ PHY 340 Atmospheric and Environmental Physics
- _____ PHY 350 Advanced Topics in Physics
- _____ PHY 351 Advanced Instrumentation and Robotics
- _____ PHY 431 Quantum Mechanics
- _____ PHY 451 Observational Astronomy
- _____ PHY 460 Advanced Directed Study
- _____ PHY 464 Teaching/Learning Participation
- _____ PHY 490 Independent Study in Physics
- _____ PHY 492 Independent Study Off-Campus

Supporting Courses

- _____ MATH 151 Calculus I
- _____ MATH 152 Calculus II
- _____ MATH 252 Calculus III
- _____ MATH 301 Ordinary Differential Equations

Total Credits Requirement = 10 course credits

A major in engineering physics (B.S.) consists of:

Required Core Courses (7 course credits)

- _____ PHY 111 Physics for Scientists and Engineers I
- _____ PHY 112 Physics for Scientists and Engineers II
- _____ PHY 211 Vibration, Waves, and Optics
- _____ PHY 212 Introduction to Modern Physics
- _____ PHY 261 Research Experience (0.5 credit course)
- _____ PHY 281 Statics and Engineering Design
- _____ PHY 311 Classical Mechanics
- _____ PHY 361 Advanced Research Experience (0.5 credit course)

Engineering Physics Elective courses 200 level or above (1 course credit)

- _____ PHY 230 Electronics
- _____ PHY 250 Intermediate Topics in Physics
- _____ PHY 260 Intermediate Directed Study
- _____ PHY 312 Electromagnetism
- _____ PHY 340 Atmospheric and Environmental Physics
- _____ PHY 350 Advanced Topics in Physics
- _____ PHY 351 Advanced Instrumentation and Robotics
- _____ PHY 431 Quantum Mechanics
- _____ PHY 451 Observational Astronomy
- _____ PHY 460 Advanced Directed Study
- _____ PHY 464 Teaching/Learning Participation
- _____ PHY 490 Independent Study in Physics
- _____ PHY 492 Independent Study Off-Campus
- _____ CHEM 342 Thermodynamics and Kinetics

Elective courses 300 level or higher (2 course credits)

- _____ PHY 312 Electromagnetism
- _____ PHY 340 Atmospheric and Environmental Physics
- _____ PHY 350 Advanced Topics in Physics
- _____ PHY 351 Advanced Instrumentation and Robotics
- _____ PHY 431 Quantum Mechanics
- _____ PHY 451 Observational Astronomy
- _____ PHY 460 Advanced Directed Study
- _____ PHY 464 Teaching/Learning Participation
- _____ PHY 490 Independent Study in Physics
- _____ PHY 492 Independent Study Off-Campus
- _____ CHEM 342 Thermodynamics and Kinetics

Supporting Courses

- _____ MATH 151 Calculus I
- _____ MATH 152 Calculus II
- _____ MATH 252 Calculus III
- _____ MATH 301 Ordinary Differential Equations
- _____ CS 110 Introduction to Computer Science or CS 111 Introduction to Scripting and Data Analytics with Python
- _____ CHEM 111 General Chemistry I

Total Credits Requirement = 10 course credits

A **minor in physics** consists of:

Required Core Courses (5.5 course credits)

- _____ PHY 111 Physics for Scientists and Engineers I
- _____ PHY 112 Physics for Scientists and Engineers II
- _____ PHY 211 Vibration, Waves, and Optics
- _____ PHY 212 Introduction to Modern Physics
- _____ PHY 261 Research Experience (0.5 course credit)
- _____ PHY 311 Classical Mechanics

Supporting Courses

- _____ MATH 151 Calculus I
- _____ MATH 152 Calculus II
- _____ MATH 252 Calculus III
- _____ MATH 301 Ordinary Differential Equations

Total Credits Requirement = 5.5 course credits

ENGINEERING

The Engineering program's mission is to equip students with a broad and thorough education in engineering topics while integrating the principles of a strong liberal arts education. Students may choose to specialize in specific concentration areas within engineering. Through multiple hands-on projects and laboratory activities, students will relate theoretical concepts to practical applications. They will develop a strong ethical compass while honing lifelong learning, leadership, and critical thinking skills.

Degrees Offered in Engineering

Major in Engineering (B.S.)

Major in Engineering with a concentration in Mechanical (B.S.)

Major in Engineering with a concentration in Electrical (B.S.)

Considerations When Planning for the Major:

- Courses used as prerequisites for engineering courses must be passed with grades of at least a C.
- Students planning to pursue an Engineering major should enroll in PHY 111 and MATH 151 in the fall term of their first year.
- A pre-approved January Term elective course can count towards an Engineering Elective.

A **major in engineering (B.S.)** consists of:

Required Core Courses (4.5 course credits)

- _____ ENGR 101 Exploring Engineering
- _____ ENGR 201 Engineering Design and CAD
- _____ ENGR 311 Statics and Dynamics
- _____ ENGR 481 Senior Capstone Design
- _____ ENGR 295 Society, Culture, and Engineering Design

Discipline-Related Elective Courses (5 course credits. No more than four course credits from one discipline. At least one must be a course credit must be with a lab.)

Mechanical Engineering

- _____ ENGR 315 Strength of Materials
- _____ ENGR 313 Thermofluid Systems

- _____ ENGR 303 Materials and Manufacturing
- _____ ENGR 403 System Dynamics and Controls
- _____ ENGR 413 Machines and Mechanisms

Electrical Engineering

- _____ ENGR 212 Electrical Circuit Theory
- _____ ENGR 302 Digital Systems Design
- _____ ENGR 312 Mechatronics and Automation
- _____ ENGR 402 Power Systems
- _____ ENGR 422 Digital Signal Processing

Engineering Management Elective (1 course credit)

- _____ ENGR 214 Engineering Statistics & Economics
- _____ ENGR 234 Engineering Project Management & Statistics

Total Credits Requirement = 10.5 course credits

Supporting Courses

- _____ MATH 151 Calculus I
- _____ MATH 152 Calculus II
- _____ MATH 252 Calculus III
- _____ CS 110 Introduction to Computer Science or CS 111 Introduction to Scripting and Data Analytics with Python
- _____ CHEM 111 General Chemistry I
- _____ PHY 111 Physics for Scientists and Engineers I
- _____ PHY 112 Physics for Scientists and Engineers II
- _____ PHY 211 Vibrations, Waves, and Optics
- _____ DSA 351 Applied Linear Algebra

A major in engineering with concentration in mechanical (B.S.) consists of:

Required Core Courses (4.5 course credits)

- _____ ENGR 101 Exploring Engineering
- _____ ENGR 201 Engineering Design and CAD
- _____ ENGR 311 Statics and Dynamics
- _____ ENGR 481 Senior Capstone Design
- _____ ENGR 295 Society, Culture, and Engineering Design

Mechanical-Related Elective Courses (4 course credits. At least one must be a course credit must be with a lab.)

- _____ ENGR 315 Strength of Materials
- _____ ENGR 313 Thermofluid Systems
- _____ ENGR 303 Materials and Manufacturing
- _____ ENGR 403 System Dynamics and Controls
- _____ ENGR 413 Machines and Mechanisms

Electrical-Related Elective Courses (1 course credit)

- _____ ENGR 212 Electrical Circuit Theory
- _____ ENGR 302 Digital Systems Design
- _____ ENGR 312 Mechatronics and Automation

- _____ ENGR 402 Power Systems
- _____ ENGR 422 Digital Signal Processing

Engineering Management Elective (1 course credit)

- _____ ENGR 214 Engineering Statistics & Economics
- _____ ENGR 234 Engineering Project Management & Statistics

Total Credits Requirement = 10.5 course credits

Supporting Courses

- _____ MATH 151 Calculus I
- _____ MATH 152 Calculus II
- _____ MATH 252 Calculus III
- _____ CS 110 Introduction to Computer Science or CS 111 Introduction to Scripting and Data Analytics with Python
- _____ CHEM 111 General Chemistry I
- _____ PHY 111 Physics for Scientists and Engineers I
- _____ PHY 112 Physics for Scientists and Engineers II
- _____ PHY 211 Vibrations, Waves, and Optics
- _____ DSA 351 Applied Linear Algebra

A major in engineering with concentration in electrical (B.S.) consists of:

Required Core Courses (4.5 course credits)

- _____ ENGR 101 Exploring Engineering
- _____ ENGR 201 Engineering Design and CAD
- _____ ENGR 311 Statics and Dynamics
- _____ ENGR 481 Senior Capstone Design
- _____ ENGR 295 Society, Culture, and Engineering Design

Electrical-Related Elective Courses (4 course credits. At least one must be a course credit must be with a lab.)

- _____ ENGR 212 Electrical Circuit Theory
- _____ ENGR 302 Digital Systems Design
- _____ ENGR 312 Mechatronics and Automation
- _____ ENGR 402 Power Systems
- _____ ENGR 422 Digital Signal Processing

Mechanical-Related Elective Courses (1 course credit)

- _____ ENGR 315 Strength of Materials
- _____ ENGR 313 Thermofluid Systems
- _____ ENGR 303 Materials and Manufacturing
- _____ ENGR 403 System Dynamics and Controls
- _____ ENGR 413 Machines and Mechanisms

Engineering Management Elective (1 course credit)

- _____ ENGR 214 Engineering Statistics & Economics
- _____ ENGR 234 Engineering Project Management & Statistics

Total Credits Requirement = 10.5 course credits

Supporting Courses

- _____ MATH 151 Calculus I
- _____ MATH 152 Calculus II
- _____ MATH 252 Calculus III
- _____ CS 110 Introduction to Computer Science or CS 111 Introduction to Scripting and Data Analytics with Python
- _____ CHEM 111 General Chemistry I
- _____ PHY 111 Physics for Scientists and Engineers I
- _____ PHY 112 Physics for Scientists and Engineers II
- _____ PHY 211 Vibrations, Waves, and Optics
- _____ DSA 351 Applied Linear Algebra

COURSES IN PHYSICS

PHY 101 Explorations in Physics

Introductory courses intended for the general audience; these courses do not count as prerequisite for other courses in physics or satisfy requirements for the major in physics. These courses introduce students to the process and product of scientific inquiry, and to ways that knowledge of physics affects our lives. Title and emphasis announced in term schedule of courses. Past topics have included astronomy, weather, cosmology, and physics for teachers. These courses include a laboratory component. May be repeated when topic varies. Requirement(s) met: Science Discover. (Usually every year either fall or spring)

PHY 105 Physics for Health Sciences I (Algebra-Based)

First semester of an algebra-based two-semester introductory sequence in physics. Topics treated include mechanics, vibratory motion, and sound with emphasis on both conceptual foundations and problem-solving techniques. Includes one three-hour lab per week. PREQ: High school algebra or equivalent. Requirement(s) met: Science Discover and Quantitative Competency. (Each fall)

PHY 106 Physics for Health Sciences II (Algebra-Based)

Continues the study of physics begun in Physics 105. This algebra-based course explores conceptual foundations in electricity and magnetism, optics, and modern physics. Students will learn problem-solving techniques in these areas. Physics 106 is the appropriate second course for students who plan no further study in physics. Includes one three-hour lab per week. PREQ: Physics 105. Requirement(s) met: Science Discover and Quantitative Competency. (Each spring)

PHY 111 Physics for Scientists and Engineers I

First semester of a calculus-based two-semester introductory sequence in physics using the Workshop Physics method. This approach combines inquiry-based cooperative learning with comprehensive use of computer tools. Topics include kinematics, Newton's Laws of motion, energy, and rotational motion. The laboratory component is integrated into the normal class period. COREQ: Mathematics 151. Requirement(s) met: Science Discover and Quantitative Competency. Previous course title Physics I (Calculus-Based). (Each fall)

PHY 112 Physics for Scientists and Engineers II

Continues the study of physics begun in Physics 111 using the Workshop Physics method. This approach combines inquiry-based cooperative learning with comprehensive use of computer tools. Topics include electricity, electronics, magnetism, and thermodynamics. The laboratory component is integrated into the normal class period. Physics 112 is required for further study in physics. PREQ: Physics 111. COREQ: Mathematics 152. Requirement(s) met: Science Discover and Quantitative Competency. Previous course title Physics II (Calculus-Based). (Each spring)

PHY 131 Discovering the Cosmos

Astronomy is one of the oldest and most influential of the observational sciences. From its modern inception over four hundred years ago, we are continually discovering anew how varied, complex, and mysterious is the Universe. This course will introduce a modern understanding of stars and galaxies, will address how observational evidence influences the ways in which humans view the night sky, and will incorporate new discoveries as they are published. Specific topics may include the nature of the stars, what lies between the stars, star birth and death, exoplanets, the Milky Way Galaxy and other galaxies, and modern cosmology. This course may not count toward a major or minor in physics. Requirement(s) met: Non-Lab Science Discover. (Every year either fall or spring)

PHY 132 Modern Astronomy Foundations

The astronomer's number one tool is the telescope, but even before its invention our ancestors made observations of the night sky that helped them with practical pursuits such as farming and navigation. Occasionally, they also drew prescient conclusions about the nature of space that were later confirmed with the help of telescopes. This course will introduce historical and modern thoughts about time and space, will use modern **telescopes** to study objects in the sky, and will place those observations in the context of modern physics. Laboratories will be held at night at Adams Observatory. This course may not count toward a major or minor in physics. Requirement(s) met: Science Discover. (Usually each spring)

PHY 135 Global Climate and Extreme Weather

This course explores the science of global climate change and extreme weather. Through lectures and laboratory experiments, students will gain an understanding of Earth as a system of interacting components (atmosphere, ocean, Earth's interior, and biosphere). Students will use current weather observations and the scientific method to understand our changing weather. Extreme weather events such as tornadoes and hurricanes will be explored. This course may not count toward a major or minor in physics. Requirement(s) met: Science Discover. (Usually each spring)

PHY 136 Explorations in Physics for Teachers

This introductory course is designed for students in the Austin Teacher Program. It explores the process and product of scientific inquiry, and how that knowledge affects our lives. Specific topics may include mechanics, light, sound, electricity, magnetism, and modern physics. Inquiry-based learning approaches are emphasized, and a laboratory component is required. This course does not count as a prerequisite for other courses in physics or satisfy requirements for the major or minor in physics. Requirement(s) met: Science Discover. (Usually each spring)

PHY 211 Vibrations, Waves, and Optics

The course begins with a study of simple harmonic motion, and proceeds through damped, driven oscillations and resonance. The course introduces mechanical waves and wave phenomena such as standing waves, interference, and diffraction of waves. Electromagnetic waves and their properties, including reflection, refraction, and polarization, are studied, as are interference and diffraction of light waves. Includes one three-hour lab per week. PREQ: Physics 112 and Mathematics 152. COREQ: Mathematics 252. (Each fall)

PHY 212 Introduction to Modern Physics

An introduction to modern physics topics, including special relativity, introductory quantum mechanics, atomic physics, solid state physics, nuclear physics, and elementary particles. Includes one three-hour lab per week. PREQ: Physics 211 and Mathematics 252. COREQ: Mathematics 301. (Each spring)

PHY 230 Electronics

This course examines the physics of electronic devices, introduces circuit analysis techniques, and provides practice in the design and use of basic circuits. This course emphasizes analog electronics, and elementary

digital techniques also are explored. Includes one three-hour lab per week. PREQ: Physics 112 and Mathematics 152. (Spring, even-numbered years)

PHY 250 Intermediate Topics in Physics

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

PHY 260 Intermediate Directed Study

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

PHY 261 Research Experience

This course offers students the opportunity to work in small research groups on independent research projects. Students work closely with a faculty member in the Physics Department on topic selection, theoretical and experimental design, data analysis, and presentation of results. Topics vary on student background and faculty expertise. PREQ: Physics 112 and Mathematics 152. Requirement(s) met: Advanced Writing Competency and Applied Learning Experience. 0.50 course credit unit. (Usually each fall and spring)

PHY 281 Statics and Engineering Design

This course investigates the branch of mechanics concerned with bodies at rest and forces in equilibrium, with emphasis on engineering applications. Team projects introduce tools and techniques of engineering design, creative problem-solving, and collaborative learning. Topics include force systems, rigid bodies in equilibrium, structural analysis of trusses and frames, distributed forces, and friction. Integrated lecture and lab. PREQ: Physics 112 and Mathematics 152. (Fall, even-numbered years)

PHY 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project in physics beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0.00 – 1.00. PREQ: Instructor permission.

PHY 311 Classical Mechanics

This course examines an advanced study of Newtonian mechanics, oscillations, gravitation, nonlinear dynamics and chaos, and Lagrangian and Hamiltonian mechanics. PREQ: Physics 212 and Mathematics 301. (Each fall)

PHY 312 Electromagnetism

This course examines static electric and magnetic fields, electric and magnetic properties of matter, boundary value problems in electrostatics. Maxwell's equations, electromagnetic waves. PREQ: Physics 212 and Mathematics 301. (Each spring)

PHY 340 Atmospheric and Environmental Physics

This course offers a project-oriented approach to the study of atmospheric structure, atmospheric dynamics, thermodynamics, radiation, atmospheric instrumentation and observations, energy, climate, and severe weather. It serves as an approved science course for the environmental studies major. Includes one three-hour lab per week. PREQ: Physics 112 and Mathematics 152. (Spring, odd-numbered years)

PHY 350/450 Advanced Topics in Physics

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

PHY 351 Advanced Instrumentation and Robotics

This course introduces students to advanced instrumentation and robotics through the use of sensors and actuators. Any robotics system needs to sense its environment (through the use of sensors) and act on its environment (through the use of actuators). Students will investigate, measure, analyze, and control complex systems in an engineering design environment. Includes one three-hour lab per week. (Fall, odd-numbered years)

PHY 360/460 Advanced Directed Study

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

PHY 361 Advanced Research Experience

This advanced course offers students the opportunity to work in small research groups on independent research projects. Students work closely with a faculty member in the Physics Department on topic selection, theoretical and experimental design, data analysis, and presentation of results. Topics vary on student background and faculty expertise. PREQ: Physics 261, Physics 212, and Mathematics 301. Requirement(s) met: 0.50 course credit unit. (Usually each fall and spring)

PHY 394 Advanced Student Research

Intended for advanced students to develop and execute a research project in physics suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0.00 – 1.00. PREQ: Instructor permission.

PHY 431 Quantum Mechanics

A comprehensive course that includes Schrodinger's equation in three dimensions (free particle, harmonic oscillator, central force), correspondence limit, wave packets, spin, interaction of electromagnetic waves with atoms. PREQ: Physics 311 and Mathematics 301. (Usually each spring)

PHY 451 Observational Astronomy

This course introduces observational techniques in an astrophysical context. Students will engage in geometry, optics, materials, quantum physics, and astronomical software in order to gain a scientific understanding of the night sky, telescope use, and data reduction. Additionally, students will apply physics in the study of astronomical phenomena. Integrated lab and lecture course. PREQ: Physics 212 and Mathematic 301. (Fall, even-numbered years)

PHY 464 Teaching/Learning Participation

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

PHY 490 Independent Study

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

PHY 491 Honors Thesis in Physics

Extensive independent study in the major in a topic of special interest culminating in a bachelor's thesis with oral examination by thesis committee resulting in a bachelor's degree with Honors upon completion. See

Departmental Honors Program for more information. Completed in last three semesters before graduation. Offered for variable course credit from 1.00-2.00.

PHY 492 Independent Study Off-Campus/NSOC

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

COURSES IN ENGINEERING

ENGR 101 Exploring Engineering

This course is a guided exploration of the engineering profession as whole. The course will cover topics from selected engineering concentrations such as mechanical, manufacturing, civil, electrical, and industrial. Emphasis will be placed on engineering approaches to solve real-world problems, communication skills required of engineers, and providing an overview of engineering-related career pathways. Requirement(s) met: Foundation Writing Competency. (Each spring)

ENGR 201 Engineering Design and CAD

This course covers the engineering design process, applying it to solve problems with multiple, realistic constraints, and the use of Computer-Aided Design (CAD) software tools to conceptualize design solutions. Students will learn how to formulate problems, develop and evaluate solutions, and apply relevant codes and standards. Includes one three-hour lab per week. (Each fall)

ENGR 212 Electrical Circuit Theory

This course includes DC and AC circuit analysis, and the behavior of inductors, capacitors, and resistors. Sinusoidal steady-state analysis, power calculations, and the use of phasors will be emphasized. Includes one three-hour lab per week. PREQ: ENGR 101, PHY 112, and MATH 151 (Each fall. First offering anticipated to be in Fall 2026.)

ENGR 214 Engineering Statistics & Economics

This course will provide an understanding of the time value of money, determining the worth of long-term engineering projects, and selection of projects based on various economic criteria. Basic statistics principles and their applications in the engineering context will be covered. PREQ: ENGR 101 (Fall, even-numbered years. First offering anticipated to be in Fall 2026.)

ENGR 234 Engineering Project Management & Statistics

This course will provide students with an understanding of the various phases of an engineering project along with the roles of various stakeholders. Project planning and scheduling techniques such as PERT, CPM, Gantt Charts, and risk management will also be covered. Students will also study various leadership styles, managing diverse and global teams, conflict management, and negotiation. A strong emphasis will be placed on ethical decision making. Basic statistics principles and their applications in the engineering context will be covered. PREQ: ENGR 101 (Fall, odd-numbered years. First offering anticipated to be in Fall 2027.)

ENGR 295 Society, Culture, and Engineering Design

This course explores the relationship between engineering design and its social, cultural, economic, and environmental contexts. Students examine ethical and professional responsibilities while evaluating the broader impacts of engineering solutions. Emphasis is placed on incorporating all stakeholder perspectives into the design process.

ENGR 302 Digital System Design

This course involves the design of digital systems based on concepts such as Boolean algebra, logic gates, and combinational and sequential circuits. The analysis of programmable logic devices, decoders, encoders, and multiplexers is also included. PREQ: ENGR 212 (Spring, odd-numbered years. First offering anticipated to be in Spring 2027.)

ENGR 303 Materials and Manufacturing

This course focusses on the behavior of metals, polymers, and ceramics in relation to the manufacturing processes used to shape them. Processes such as casting, forging, sheet metal forming, and injection molding will be covered. Includes one three-hour lab per week. PREQ: ENGR 101, ENGR 201 Requirement(s) met: Advanced Writing Competency. (Each spring)

ENGR 311 Statics and Dynamics

In this course, students will receive instruction on the effect of forces on rigid bodies. The course will cover topics related to bodies at rest, bodies moving with constant velocity, and accelerating bodies as well. The effects of frictional forces will also be discussed. PREQ: ENGR 101, PHY 111, and MATH 151 (Each fall. First offering anticipated to be in Fall 2026.)

ENGR 312 Mechatronics and Automation

This course involves the design of systems that apply principles of mechanical, electrical, and computer engineering. The use of sensors, actuators, and microcontrollers will be studied. Other topics include signal conditioning, motor control, and programmable logic controllers (PLCs). Includes one three-hour lab per week. PREQ: ENGR 101, and CS 110 or CS 111 (Each fall. First offering anticipated to be in Fall 2026.)

ENGR 313 Thermofluid Systems

This course will cover the laws of thermodynamics, energy and work, thermodynamic cycles, various modes of heat transfer, and basics of fluid mechanics. In addition to conventional applications, these principles will be applied to study environmental sustainability of engineered systems. Relevant codes and standards will be discussed. Includes one three-hour lab per week. PREQ: ENGR 101, PHY 112, CHEM 111 (Fall, odd-numbered years. First offering anticipated to be in Fall 2027.)

ENGR 315 Strength of Materials

This course builds on the knowledge from Statics and Dynamics by relaxing the rigid body assumption. The effect of forces on deformable bodies is studied along with an introduction to finite element analysis. PREQ: ENGR 311, PHY 111, MATH 152 (Each fall. First offering anticipated to be in Fall 2027.)

ENGR 402 Power Systems

This course introduces students to power systems engineering. The course will cover topics such as generators, motors, phasors, three-phase systems, transformers, transmission lines, power system controls, and the economic operation of power systems. PREQ: ENGR 212, MATH152, and CS 110 or CS 111 (Spring, even-numbered years. First offering anticipated to be in Spring 2028.)

ENGR 403 System Dynamics and Controls

This course involves exploration of the behavior of mechanical, electrical, fluid, and thermal systems using mathematical models. Time-domain and frequency-domain analysis techniques are used. PREQ: PHY 211, ENGR 311 (Spring, even-numbered years. First offering anticipated to be in Spring 2028.)

ENGR 413 Machines and Mechanisms

In this course, students will learn how to model the performance of linkages, cams, sliders, and gears. The course will also cover the design of machine components such as bearings, springs, dampers, shafts, and

couplings. PREQ: ENGR 201, ENGR 311 (Fall, odd-numbered years. First offering anticipated to be in Fall 2027.)

ENGR 422 Digital Signal Processing

This course covers discrete-time signals and systems, sampling and quantization, z-transform, and Fourier analysis. An emphasis is placed on digital filter design, frequency-domain analysis, and Fast Fourier Transform (FFT). These principles are applied to audio and image processing, and communication systems. PREQ: ENGR 212, MATH152, and CS 110 or CS 111 (Spring, odd-numbered years. First offering anticipated to be in Spring 2027.)

ENGR 481 Engineering Capstone Design

This course is centered around a design project that includes multiple, realistic constraints. Students will work in teams to solve real-world problems by applying the engineering and liberal arts education they will have received in prior semesters. Engineering design, technical communication, teamwork, ethical decision making, and application of codes and standards will be emphasized in this course. The course is intended for students who are in the final semester at Austin College. PREQ: ENGR 311, ENGR 214 or ENGR 234, MATH252, CHEM 111, CS 110 or CS 111, PHY211, and an approved applied linear algebra course. (Each spring. First offering anticipated to be in Spring 2028.)

POLITICAL SCIENCE

Chair: Audrey Flemming

Faculty: Nathan Bigelow, Rüçhan Kaya, Cody Trojan

Emeriti: Frank Rohmer, Shelton Williams

A major in political science or international relations provides students with an understanding of the great issues of politics in a rapidly changing international environment. Employing historical, comparative, philosophical, legal, and experiential approaches to the study of politics, the department places heavy emphasis on student mastery of theoretical and methodological foundations, critical thinking skills, and effective writing and speaking skills.

Degrees Offered in Political Science

Major in Political Science (B.A.)

Major in International Relations (B.A.)

Minor in Political Science

Minor in International Relations

For a multidisciplinary program incorporating political science, please refer to the Philosophy, Politics, and Economics (PPE) program.

A major in political science (B.A.) consists of:

PSCI Base (3 courses)

_____ PSCI 110 American Government and Politics

_____ PSCI 120 American Political Thought

_____ PSCI 130 Introduction to International Relations *or* PSCI 140 Introduction to Global Comparative Politics

PSCI Methods (1 course)

_____ PSCI 270: Research Methods *or* PSCI 271 Quantitative Methods

PSCI Depth (5 courses)

- _____ any level PSCI course
- _____ 300-level or higher PSCI course
- _____ 300-level or higher PSCI course
- _____ 400-level or higher PSCI course
- _____ 400-level or higher PSCI course

Total Credits Requirement = 9 course credits

A major in international relations (B.A.) consists of:

IR Base (3 courses)

- _____ PSCI 130 Introduction to International Relations
- _____ PSCI 140 Introduction to Global Comparative Politics
- _____ PSCI 110 American Government and Politics *or* PSCI 120 American Political Thought

PSCI Methods (1 course)

- _____ PSCI 270 Research Methods *or* PSCI 271 Quantitative Methods

IR Depth (5 courses)

- _____ any level PSCI course in the sub-field of international relations or comparative politics
- _____ 300-level or higher PSCI course in the sub-field of international relations or comparative politics
- _____ 300-level or higher PSCI course in the sub-field of international relations or comparative politics
- _____ 400-level or higher PSCI course in the sub-field of international relations or comparative politics
- _____ PSCI 430 International Relations Theory *or* PSCI 440 Advanced Comparative Politics

Other Considerations When Planning for the Major:

- Students must also complete a modern language through the 236 level.

Total Credits Requirement = 9 course credits

A minor in political science consists of:

Core Courses (2 courses)

- _____ PSCI 110 American Government and Politics
- _____ PSCI 120 American Political Thought
- _____ PSCI 130 Introduction to International Relations
- _____ PSCI 140 Introduction to Global Comparative Politics.

Electives (3 courses)

- _____ Any level PSCI course
- _____ 200-level or higher PSCI course
- _____ 300-level or higher PSCI course

Total Credits Requirement = 5 course credits

A minor in international relations consists of:

Core Courses (2 courses)

- _____ PSCI 130 Introduction to International Relations
- _____ PSCI 140 Introduction to Global Comparative Politics.

Electives (3 courses)

- _____ Any level PSCI course
- _____ 200-level or higher PSCI course in the sub-field of international relations
- _____ 300-level or higher PSCI course in the sub-field of international relations

Total Credits Requirement = 5 course credits

COURSES**PSCI 110 American Government and Politics**

An introduction to the theoretical foundations, governing institutions, and political processes of American government; including an overview of the cultural and ideological background of the American system of government, an analysis of constitutional foundations, and an examination of the many actors involved in governing. Requirement(s) met: Social Science Discover. (Every Semester)

PSCI 120 American Political Thought

An introduction to the political theory of the American republic and the Texas Constitution through a study of primary texts, including the Declaration of Independence, Articles of Confederation, the Constitution, the Federalist Papers, and Anti-Federalist writings, as well as the writings and speeches of Jefferson, Marshall, Calhoun, Lincoln, Frederick Douglass, and Martin Luther King, Jr. Special attention is given to the connection between politics and government, the origin and purpose of civil government, the forms of government, the spirit of democratic regimes, federalism, the geographical, governmental, and sociological configuration of the American democratic republic, and the American dilemma of racial inequality. Requirement(s) met: Social Science Discover and Foundation Writing Competency. (Every fall)

PSCI 130 Introduction to International Relations

An introduction to the post-Cold War international political system with emphasis on the institutions, issues, and geopolitical forces that affect the interactions of the state and non-state actors in the contemporary global community. Requirement(s) met: Social Science Discover. (Every fall)

PSCI 140 Introduction to Global 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? Requirement(s) met: Social Science Discover. (Every spring)

PSCI 220 The Constitution and Civil Liberties

Through careful examination and discussion of leading U. S. Supreme Court cases, this course will examine freedom of speech, freedom of the press, freedom of assembly, freedom of religion, the rights of privacy, racial and gender equality, voting rights, and due process of law. From the Court's contending majority and minority opinions, the course will seek to extract the fundamental philosophic differences about the rule of law, the extent of human freedom, the dignity of the human person, and the need for a virtuous citizenry in a modern republic devoted to liberty and equality. Requirement(s) met: Social Science Discover. (Every other spring)

PSCI 231 Russian and Post-Soviet Politics

This course is designed to provide an understanding of the political complexities of countries comprising the former Soviet Union, and to see where contemporary post-Soviet studies fits within the context of political science scholarship. Historical parts of the course will focus on characteristics of Communism, the events of 1989, and the transitions thereafter. Covering political cleavages in the post-Soviet context, ethnic conflicts,

economic and political transitions as well as the color revolutions, this course will provide a survey of those states. The regional pattern will be evaluated, including continuous glances before and after communist period, particularly focusing on Russia, the Baltics, Central Asia, and the Caucasus. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every Semester)

PSCI 232 The Middle East and North Africa

This course will cover the history, culture, economy, and contemporary politics of the Middle East and North Africa (MENA). We will analyze how the actors shape the region while also understanding how global politics have affected the region historically. In particular, the course will start with defining the region and covering the introductory theoretical perspectives. Furthermore, we will cover MENA's imperial and colonial history as well as the shape of it in post-colonial years. Finally, the course will address the issues of authoritarianism, coups, revolutions, and Arab Spring through case studies. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every other fall or spring)

PSCI 235 Model United Nations

This course involves an examination of the United Nations and includes participation in a regional or national Model United Nations conference. Through both classroom and experiential learning, students will be introduced to international organization theory and will conduct a detailed investigation of the structure and role of the United Nations, the country they will represent, and the issues relevant to the committee on which they will serve in the conference. The course also will include an examination of international diplomacy and negotiation, decision-making, and conflict resolution theory as they relate to participation in the conference. May not be repeated for course credit. Requirement(s) met: Applied Learning Experience. (Every spring)

PSCI 236 Model United Nations

This course involves an examination of the United Nations and includes participation in a regional, national, or international Model United Nations conference. This course is intended for students that have already taken Political Science 235 and seek to participate in Model UN for a second semester. Offered for 0.00 or 1.00 credit. PREQ: Political Science 235. Requirement(s) met: Applied Learning Experience. (Every spring)

PSCI 250 Intermediate Topics in Political Science

A study of selected topics drawn from any of the subfields of political science and designed primarily for students beginning the study of political science. May be repeated when topic varies.

PSCI 260 Intermediate Directed Study

Supervised research study in political science using one or more research techniques on an issue from any of the subfields of political science. May be repeated for a total of one course credit unit.

PSCI 270 Research Methods in Political Science

Study of the basic research techniques used in the scientific study of politics. The course will focus on the development of sensible, ethical, and systematic scientific research designs. Requirement(s) met: Social Science Discover, Advanced Writing Competency (Every fall)

PSCI 271 Quantitative Methods

An examination of basic social science statistics used in political science to summarize data, describe relationships between variables, make inferences from samples to estimate population parameters, and application of control. While the course focuses on quantitative approaches, it does so within a framework of research design; including theory development, hypothesis specification, sampling technique, and research ethics. Requirement(s) met: Social Science Discover and Quantitative Competency. (Every spring)

PSCI 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to political science, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

PSCI 310 Congress

An examination of the legislative branch of American government. Topics include the evolving institutional structure of Congress, the theory and practice of representation, congressional elections, and a detailed examination of the federal policy-making process. PREQ: Any 100-level political science course or instructor permission. Requirement(s) met: Social Science Discover and Advanced Writing Competency. (Every other spring)

PSCI 311 The Presidency

An examination of the role of executive leadership within the American political system. Topics include the foundations and evolution of presidential power, the dynamics of presidential elections and public opinion, and the interaction of the executive with the legislative and judicial branches. PREQ: Any 100-level political science course or instructor permission. Requirement(s) met: Social Science Discover and Advanced Writing Competency. (Every fall)

PSCI 313 State and Local Government

A comparative examination of the 50 states and nearly 90,000 local governments that make up the sub-national governing structure of United States. Topics include theories of federalism; deviation in political culture; institutional variation in state government; as well as the establishment, evolution and modern practice of local government. PREQ: Any 100-level political science course or instructor permission. Requirement(s) met: Social Science Discover and Advanced Writing Competency. (Every fall)

PSCI 315 Campaigns and Elections

An examination of the electoral process within the American political system. Topics include suffrage; voting behavior; the role of candidates, political parties, interest groups and the media; and the history of campaign finance and various reform efforts. PREQ: Any 100-level political science course or instructor permission. Requirement(s) met: Social Science Discover. (Offered on an occasional basis)

PSCI 318 Public Administration

An historical study of public administration within the context of American constitutionalism and the dynamics of popular government in America. Special attention is given to the problem of reconciling the growth of the administrative state under pressures from modern industrial society and the concurrent democratic demand for government by the people. PREQ: Any 100-level political science course or instructor permission. Requirement(s) met: Social Science Discover. (Every other fall)

PSCI 333 International Social Movements

Whether examining the indigenous rights movements in Latin America, the Civil Rights Movement in the United States, or the 15-M Movement in Spain, one will find that social movements around the world are deeply connected to the political realities in which they originate. But what are the political, social, and economic circumstances and contexts and variables that generally lead to the development of social movements? What motivates people to join them? What methods do members of social movements employ to reach their objectives? Are there internal and external features that are necessary for their success? And what role do social movements play in democratizing and democratic states. These are the questions we will seek to answer in this course. Requirement(s) met: Social Science Discover, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Every other fall or spring)

PSCI 334 Identity Politics

The construction and institutionalization of identity is inherently political. In this course, we will explore how various levels and types of identities are formed and what political influence and implications they have. Because of the nature of the theme, we will be exploring both theoretical and empirical studies of identity. This will give us a better understanding of how theorists conceptualize identity and how identities actually “work” in the political realm. By the end of this course we will be more aware not only of the multiple political identities that exist, but also have a better understanding of ourselves and the identities we embrace. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Every fall or spring)

PSCI 336 Latin American Politics

This course is designed to introduce students to the institutions, issues, and actors in contemporary Latin American politics. Special attention will be paid to the historic development of politics in Latin America. Issues to be addressed include: the impact of colonialism, economic development (focusing on the tension between Liberalism and Socialism), democratization, the role of the US in Latin America, the impact of the military on political rule, identity politics in Latin America (including studies focused on indigenous and women's movements along with pan-Latin American identity formation and organizations in Latin America) and current challenges in Latin American politics. Requirement(s) met: Social Science Discover and Global Diversity. (Every fall or spring)

PSCI 341 Cuban Politics

Few states have as rich and as unique political histories and institutions as does Cuba. This course will be primarily focused on the institutions, policies, society, economy, and culture the Cuban Revolutionary regime has sought to create since coming to power. In studying this present regime, we will be attempting to determine primarily 3 things: 1) whether or not this present system is to be preferred over what preceded it (in short, was the Cuban Revolution good for Cuba and Cubans?), 2) whether or not this political system is democratic, and 3) how the Cuban political system has evolved over the past few decades. Requirement(s) met: Social Science Discover and Global Diversity. (Every other fall or spring)

PSCI 343 International Political Economy

This course aims to introduce students to major theoretical and empirical issues in the field of international political economy (IPE). It will examine interactions between political and economic realms in the contemporary world, as well as introduce leading international, regional, and supranational organizations like the World Trade Organization scrutinizing their varying roles in shaping the global economy. Under four sections, the course will study several issue areas in IPE scholarship such as trade, international monetary system, international production networks (multinational corporations), and globalization and regionalism. Starting with political economy of international and regional trade and the role of international and regional organizations, the course will also discuss the processes of globalization and regionalization along with the debates as to whether they are complementary or contradictory processes. The second part of the course will focus on monetary policies, global expansion of capital movements and their worldwide impact within the current wave of globalization. It will explore the expansion of foreign direct investment through production networks of multinational corporations. Requirement(s) met: Social Science Discover, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. Cross-listed with Economics 343. (Each year)

PSCI 344 The Politics of Development

This course will cover theories and empirical examples of development. It will differentiate the concept into social, economic, and human developmental parts, while engaging with relevant scholarship. Moving on to developmental models, it will attempt to answer why some countries develop and others are left behind. Approaching the question through varying ideological lenses, students will identify the strengths and weaknesses of each view. Through such larger developmental issues and local cultures, the course will then turn to complex questions like what is a proper way for the developing world to develop and prosper or if it is ever possible to catch up with the developed countries. This section will cover financial crises, the role of

international institutions, remittances, sanctions, and inequality at local and global levels. Requirement(s) met: Social Science Discover, Global Diversity, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Each year)

PSCI 350/450 Advanced Topics in Political Science

A study of selected topics in political science drawn from any of the subfields of political science and offered on an occasional basis. Prerequisites vary. May be repeated when subject varies.

PSCI 360/460 Advanced Directed Study

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

PSCI 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to political science suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

PSCI 410 U.S. Constitutional Law

This course will principally address the place of the national judiciary, especially the Supreme Court, in the U. S. constitutional system through a careful analysis of the great cases that have shaped the development of constitutional law. The course gives special consideration to the literal text of the constitution, to the political and legal theories behind the constitution, and to the historical context in which the great cases have arisen. PREQ: Any 100-level political science course or History 162 or instructor permission. Requirement(s) met: Social Science Discover. (Every fall)

PSCI 415 The Common Law

This course explores the history of the Common Law in England and in America from approaches historical, philosophical, and linguistic. Careful attention is given to the foundations of the Common Law in Franco-Norman feudalism and to the development of a system of law that contributed greatly to the sense of English national identity and to English greatness even though the origins of this law and the language in which it was written were not English at all. A critical part of this historical and philosophical investigation is the reading of the greatest writers on the Common Law: Sir John Fortescue, Sir Edward Coke, Sir Matthew Hale, William Blackstone, James Chancellor Kent, and Oliver Wendell Holmes Jr. The reading of these great English and American writers brings into focus the political theory at the core of the Common Law that became a critical foundation for political and personal liberty in England and the United States and for the development of a dynamic commercial economy supported by private property rights and the obligation of contract. PREQ: Political Science 120 or History 133 or History 134 or History 162 or History 331 or History 332 or any philosophy course or instructor permission. (Every other spring)

PSCI 417 Public Policy

This course involves a broad examination of public policy in the United States. Topics include an analysis of theoretical understandings of power in the policy-making process; an exploration of the prerequisites and processes of policy change, within the context of the policy process; and an examination of a specific policy area (past topics include welfare, affirmative action, and health policy). PREQ: Any 100-level political science or social justice and community engagement course. Requirement(s) met: Social Science Discover, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Every other spring)

PSCI 420 Political Theory

A detailed analysis of Plato's *Republic*, Thomas Aquinas' *Treatise on Law*, Machiavelli's *Prince*, and a selected work of Nietzsche, with emphasis on the place of statesmanship, law, religion, education, economics, and the family in political life. Special attention is given to the tension between philosophy and political life. PREQ: Any 100-level political science course or any philosophy course or any religious studies course or instructor permission. (Every other fall)

PSCI 425 Political Philosophy and Religion

A study of the relationship between religion and politics and religion and political philosophy as seen by great Islamic, Jewish, and Christian writer from late antiquity through the Middle Ages, including St. Augustine, Al-Farabi, Averroes, Maimonides, Thomas Aquinas, Dante, and Marsilius of Padua. PREQ: Any 100-level political science course or any philosophy course or any religious studies course or instructor permission. Requirement(s) met: Social Science Discover. (Offered on an occasional basis)

PSCI 428 The Origins of Modern Liberalism

Through the study of Thomas Hobbes' *Leviathan*, Benedict Spinoza's *Theologico-Political Treatise*, John Locke's *Second Treatise*, and Rousseau's *Second Discourse* and *Social Contract*, this course will examine the philosophic sources of modern views of human nature, natural rights, social contract, and secular rule inspiring the American and French revolutions and underpinning the modern western liberal democracies, in particular the United States. As part of this concentration on the origins of modern liberalism, the course will give careful attention to the conscious project of these early modern writers to replace classical and religious views of human nature and political life with notions the modern writers considered more conducive to human life, liberty, and the pursuit of happiness. PREQ: Any 100-level political science course or any philosophy course or any religious studies course. (Offered on an occasional basis)

PSCI 430 International Relations Empire Politics

In this course we will utilize the principle theories and literature in the field of international relations to define what empire is and explain why and how empires are created. We will examine the main theories in IR not only as lenses for explaining why empire occurs, but will also be looking at the ways in which the theories themselves have been justifications for empire. This course will utilize literature that deals with both traditional understanding of empire and colonialism, as well as more recent literature studying the nature of globalization and neocolonialism. By the end of this course you will be well acquainted with different theoretical approaches to explaining and understanding empire in the world today. PREQ: Any 100-level political science course and Junior or Senior standing or instructor permission. Requirement(s) met: Social Science Discover, Systems of Power, Privilege, and Inequality, and Advanced Writing Competency. (Every fall)

PSCI 440 Authoritarianism and Democracy

This course provides an advanced investigation into the main theories of political regimes. We will address key scholarly writings on topics such as political institutions, democratization, and authoritarianism. PREQ: Any 100 level political science course and Junior or Senior standing, or instructor permission. Requirement(s) met: Social Science Discover and Advanced Writing Competency. (Every other year)

PSCI 464 Teaching/Learning Participation

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

PSCI 480 Internship

See program faculty for more details.

PSCI 490 Independent Study

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

PSCI 491 Honors Thesis in Political Science

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

PSCI 492 Independent Study Off-Campus/NSOC

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

PRE-HEALTH

Director: Kelly Reed

The Pre-Health Program is primarily an advising program that helps undergraduate students prepare for a career in a healthcare profession. The program offers several courses to help students prepare for careers in clinical health professions. There is no degree plan offered by the program.

COURSES

PREH 151 Strategies for College Success

This 0.25 unit course is designed to promote the individual development of each student with regard to the achievement of academic success combined with a clarification of personal and career goals. This course is intended to build on content and skills learned in the summer academy course.

PREH 210 Exploring Health Professions

This quarter-credit course is intended for sophomore students interested in healthcare careers. Students will engage in a variety of self-assessment and reflection activities, including self-evaluation in terms of professional competencies. Students will be introduced to the broad scope of healthcare careers and have the opportunity to look for professions that align with their strengths, values, and goals. The course will also challenge students to engage with difficult social, ethical, economic, scientific, and political issues facing contemporary healthcare through readings and discussion. Students enrolled in this course will be given special consideration in the CSOC placement process.

PREH 220 Professionalism in Healthcare

Successful healthcare professionals have to do more than master the biological and chemical foundations of their field; they also have to develop strong interpersonal skills, cultural competence, ethical decision-making skills, self-awareness, integrity, resilience, and a capacity for growth and improvement. In short, they have to be professional. This quarter credit course will explore what "professionalism" means in a healthcare context, and the various ways it can be enacted and embodied. Students will practice critical self-reflection throughout the course to improve self-awareness. The course will also challenge students to engage with difficult social, ethical, economic, scientific, and political issues facing contemporary health care, at the local, national, and global levels.

PREH 250 Intermediate Topics in Pre-Health

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

PREH 260 Intermediate Directed Study in Pre-Health

Intended for novice students to develop and execute a project under close supervision of a faculty member. Project goals and approach must be approved by the department before the end of the sixth week of the term. Course credit varies from .25-1.00. PREQ: Instructor permission.

PREH 261 Medical Terminology

This is a 0.75 credit directed study course intended only for those students for whom a medical terminology course is required for admission to allied health programs. PREQ: Instructor permission required.

PREH 320 Becoming a Health Professional

This quarter credit course is intended for junior and senior level students planning to apply to a health professions program during late spring/summer of the year the course is offered. In the beginning of the course, the students will explore professionalism as it relates to healthcare. Then students will identify specific health professions programs to which they want to apply and develop their application materials with guided feedback from the instructors. Towards the end of the course, students will learn about different interview formats and participate in mock interviews.

PREH 350/450 Advanced Topics in Pre-Health

A specialized course on a topic in pre-health. May be repeated when topic varies. 1 course credit.

PREH 360/4560 Advanced Directed Study

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. Instructor permission required. Offered for variable course credit from .25 - 1.00.

PSYCHOLOGY

Chair: Matt Findley

Faculty: Lisa M. Brown, Renee A. Countryman, Peter Marks, Elizabeth Preas, Sarah Irons

Adjunct Faculty: Michele Helfrich

Emeriti: Hank Gorman, Gerald Middents, Karen Nelson

The Psychology Department offers students exposure to the subject matter, methodologies, and professional practice of psychology. As a subject matter, psychology is the study of the brain, behavior, and human experience. Students explore the methodologies of psychology in the required courses for the minor and the major, with specialized courses, internships, and practicum encouraging students to use experimental, correlational, and observational approaches in research and practice.

Both research and practice raise ethical questions embedded in most of the courses offered and in individualized study through internships, honors theses, and directed studies. Psychology graduates pursue studies in psychology, medicine, related health sciences, law, administration, education, divinity, business, and social work. The multidisciplinary inquiry necessary for investigating many topics in psychology attracts students with interests the sciences, humanities, and other social sciences.

Degree Plans Offered in Psychology

Major in Psychology (B.S.)

Minor in Psychology

A major in psychology (B.S.) consists of:

Required Psychology Core Courses (3 courses)

- _____ PSY 101 General Psychology
- _____ PSY 120 Statistics for Psychologists (or equivalent 120-numbered statistics course)
- _____ PSY 201 Research Methods in Psychology

Core Disciplinary Courses (2 courses)

- _____ PSY 215 Behavioral Neuroscience
- _____ PSY 240 Social Psychology
- _____ PSY 281 Psychopathology
- _____ PSY 296 Life Span Psychology

Disciplinary Elective (1 course)

- _____ PSY 200 level

Advanced Courses (2 courses)

- _____ PSY 300 level or higher
- _____ PSY 300 level or higher

Advanced Seminar (1 course)

- _____ PSY 400 level

Other Considerations When Planning for the Major or Minor:

- Courses for the major or minor may not be taken S/D/U.
- Psychology 101 is a prerequisite for all other courses in psychology unless the course description states otherwise.
- Mathematics 120, Social Sciences 120, or 120-numbered statistics courses from other departments may be substituted for Psychology 120 if already taken.
- If possible, students should take Psychology 120 and Psychology 201 in consecutive semesters.
- In most cases, successful completion of Psychology 201 is required for enrollment in courses at the 300 and 400 level. As such, students should aim to complete Psychology 201 prior to the end of their sophomore year; each additional semester reduces flexibility in terms of upper-level course options and scheduling. Psychology majors who have not completed Psychology 201 prior to the spring of their junior year should consult the Psychology Department chair and their mentor to determine a plan for on-time graduation.
- 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. Students aiming at graduate programs in a particular area of psychology are encouraged to investigate relevant graduate program requirements when choosing courses at the 200 level and above.
- Psychology 491 or 495 is strongly recommended as preparation for graduate study in psychology.
- Students must earn a C or above in Psychology 120 (or equivalent) and Psychology 201 in order to graduate with a major or minor in psychology. Please note, too, that a C in Psychology 120 (or equivalent) is required for enrollment in Psychology 201.

Total Credits Requirement = 9 course credits

A minor in psychology consists of:

Required (2 courses)

- _____ PSY 101 General Psychology
- _____ PSY 201 Research Methods in Psychology

Electives (3 courses)

- _____ PSY 200 level or higher
- _____ PSY 200 level or higher
- _____ PSY 300 level or higher

Supporting Course

- _____ PSY 120 Statistics for Psychologists (or equivalent 120-numbered statistics course)

*See additional specifications above in **Other Considerations When Planning for the Major or Minor.***

Total Credits Requirement = 5 course credits

COURSES

PSY 101 General Psychology

An introduction to a variety of topics regarding behavior and mental processes such as learning, the brain, memory, consciousness, psychological disorders and treatments, and personality. Requirement(s) met: Social Science Discover. (Each fall and spring)

PSY 120 Statistics for Psychologists

An introduction to the standard statistical tools used in psychology to summarize data, describe relationships among variables, and make inferences from samples to populations with discussion of theory of probability and probability distributions, hypothesis testing, and exploration of computer packages. Examples and problems are derived from psychology research. May not be taken by students who have completed Social Sciences 120, Mathematics 120, or equivalent. Requirement(s) met: Quantitative Competency. (Each fall and spring)

PSY 125 Research Practicum

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit unit. May be repeated for a total of one course credit unit.

PSY 201 Research Methods in Psychology

Study of 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 weaknesses of various research designs (e.g., experimental and quasi-experimental) with attention to ethical and methodological issues. Involves completing a review of previous research on a particular psychology topic, getting approval from the research ethics committee, collecting data, and writing a research paper in APA Style. Teaches students standards outlined in The Publication Manual of the American Psychological Association. PREQ: Psychology 101 and Psychology 120 or Social Science 120 or Mathematics 120 or equivalent. Requirement(s) met: Social Science Discover, Advanced Writing Competency, and Quantitative Competency. (Each fall and spring)

PSY 215 Behavioral Neuroscience

An introduction to the study of the physiological, evolutionary, and developmental mechanisms of behavior and experience with an emphasis on the relationship between the brain and behavior. Topics covered include the

structure and function of the neuron, chemistry of behavior, development of the nervous system, wakefulness and sleep, and reproductive behavior in humans and animals. PREQ: Psychology 101. Requirement(s) met: Social Science Discover or Non-Lab Science Discover. (Each fall or spring)

PSY 220 Introduction to Cognitive Psychology

An examination of some of the problems studied by psychologists in the fields of information-processing, perception, and cognition together with representative theories and methods proposed for their solution. PREQ: Psychology 101. Requirement(s) met: Social Science Discover. (Offered Occasionally)

PSY 222 Environmental Psychology

An examination of the relationship between humans and built, natural, and virtual environments. The course explores topics such as environmental health and justice, planning and design, personal space, noise, crowding, and pro-environmental behavior. Students will have an opportunity to make evidence-based recommendations based upon environmental psychology principles to a campus office or community group, organization, or business. PREQ: Psychology 101. Requirement(s) met: Social Science, Discover and Systems of Power, Privilege, and Inequality. Cross-listed with Social Justice and Community Engagement 203. (Typically each spring)

PSY 225 Research Practicum

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit unit. May be repeated for a total of one course credit unit.

PSY 235 Psychology of Gender

Surveys the field of gender psychology, considering the views of experts in the field. Course explores gender differences and possible etiology of these differences; gender identity development and sexual orientation; communication styles; gender and violence; and gender issues in physical and mental health. PREQ: Psychology 101. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Offered occasionally)

PSY 240 Social Psychology

An examination of scientific theory and research concerning how the thoughts, feelings, and behaviors of individuals are affected by other individuals or by the group. The course investigates such topics as conformity, attraction, persuasion, and aggression. PREQ: Psychology 101. Requirement(s) met: Social Science Discover. (Each fall or spring)

PSY 250 Topics in Psychology

A study of selected topics offered on an occasional basis. PREQ: Psychology 101. May be repeated when topic varies.

PSY 255 Health Psychology

An exploration of the relationship between psychological factors and physical health. Specific topics include stress and coping, seeking medical treatment, patient-practitioner interaction, following medical advice, and health disparities. Students will have an opportunity to apply health psychology in community settings through needs assessment, research, and intervention. PREQ: Psychology 101. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Typically each fall)

PSY 260 Intermediate Directed Study

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

PSY 265 Human Sexuality

An examination of biological, psychological, and social aspects of sexuality. Includes: methodologies to study human sexuality; sex-related anatomy and physiology; sex, gender and transgender; attraction, arousal and response; sexual behavior; sexual orientation; sexuality across the lifespan; sexual relationships; fertility, pregnancy and childbirth; contraception and abortion; sexually transmitted infections; atypical sexuality; sexual disorders; sexual assault, harassment and intimate partner violence; pornography, prostitution, exotic dancing and sex trafficking. PREQ: Psychology 101. Requirement(s) met: Systems of Power, Privilege, and Inequality and either Social Science Discover or Non-Lab Science Discover.

PSY 270 Introduction to Forensic Psychology

This course is a broad-based examination of how psychology contributes to an understanding of offender behavior in particular and the legal system in general. Topics include investigative practice, corrections, juvenile delinquency, forensic assessment, and criminality. Research-based forensic practice is emphasized and critically evaluated. Class projects foster the translation of applied research and psychology theory into specific program design. PREQ: Psychology 101.

PSY 281 Psychopathology

This class focuses on learning diagnostic criteria for use in psychology and related helping fields, although anyone with an interest in abnormal psychology is encouraged to enroll. The course will consider the possible definitions of forensic assessment, ahistorical ways of thinking about mental illness, up to and including our present standards as defined in the DSM-5-TR. The course will cover diagnostic criteria, prevalence, cultural and special population considerations, and how disorders are portrayed in the media. PREQ: Psychology 101. Formerly PSY 320. Requirement(s) met: Social Science Discover. (Each fall or spring)

PSY 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to psychology, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

PSY 296 Life Span Psychology

This course will examine human development from the prenatal period through old age. Topics covered will include development of thought, perception, language, parent-child relationships, peer relationships, aggression, morality, identity, and the developmental contexts of family, school, and culture. The course will be primarily conducted as lecture and discussion, with some videos and activities. PREQ: Psychology 101. Requirement(s) met: Social Science Discover. (Each fall or spring)

PSY 314 Psychopharmacology

A study of how drugs enter and travel through the body, the various actions of psychoactive drugs on the brain, and the many types of behavioral and physiological effects brought about by the actions of drugs in the brain and body. We will study the major classes of drugs including psychotropic medications and drugs of addiction. PREQ: Psychology 215. Formerly PSY 214. Requirement(s) met: Social Science Discover or Non-Lab Science Discover. (Offered occasionally)

PSY 315 Advanced Behavioral Neuroscience

An in-depth study of selected fields within behavioral neuroscience including experience dependent synaptic plasticity, learning and memory, emotions, and aging. Neuroanatomy and the neural mechanism of behavior in animals are investigated through laboratory demonstrations and student-conducted experiments PREQ: Psychology 201 and 215 or instructor permission. Requirement(s) met: Science Discover. (Typically each fall)

PSY 325 Research Practicum

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit unit. May be repeated for a total of one course credit unit.

PSY 340 Cultural Psychology

An exploration of the ways in which different cultures lead people to vary in basic psychological processes. The course will particularly focus on collectivism and individualism. Topics include language development, moral reasoning, mental health, self-concept, and parenting styles. PREQ: Psychology 101 and Psychology 201. Requirement(s) met: Social Science Discover and Global Diversity. (Typically each spring)

PSY 341 Interpersonal Relationships

This course will consist of an overview of relevant research pertaining to interpersonal relationships with a particular emphasis on intimate relationships. Topics include initial attraction, love, interdependence, commitment, communication, and relationship deterioration/maintenance. The course is structured to familiarize students with the major concepts, theoretical perspectives, and empirical findings within the study of interpersonal relationships. In addition, the course gives students the opportunity to think critically about relationships in their own lives. PREQ: Psychology 101 and Psychology 201. (Typically each spring)

PSY 350/450 Advanced Topics in Psychology

A proseminar on contemporary issues relevant to psychology offered on an occasional basis. Open to juniors and seniors by instructor permission. PREQ: Psychology 101 and Psychology 201 and Junior or Senior Standing. May be repeated when topic varies.

PSY 352 Learning & Motivation

This course will familiarize students with how learning occurs in humans at the individual and socio-cultural levels. This course will introduce the historical foundations and contexts for learning processes, the basic principles of learning, and how to recognize and apply those basic principles to individual and socio-cultural systems. Throughout the course, students will evaluate how learning and behavior change is influenced by experience, environmental factors, and motivation to shape human behavior. Students will develop an understanding of social justice issues, the historical relevance and evolution of those issues, and the intersection of individual and community behaviors that can promote a more nurturing society. PREQ: Psychology 201. Requirement(s) met: Systems of Power, Privilege, and Inequality. (Fall or spring)

PSY 355 Learning, Memory, and Cognition

Investigation of fundamental principles of learning and conditioning including animal cognition, the application of conditioning to clinical and classroom settings, and the human cognitive processes of knowledge acquisition, categorization, memory, problem solving, and reasoning. Extensive laboratory exercises involve hands-on exploration of classic experiments in cognitive psychology, the application of cognition, and the observation of cognition and learning. PREQ: Psychology 101 and either Psychology 201 or Education 225, and at least Junior standing. Formerly called Conditioning and Cognitive Processes. Requirement(s) met: Social Science Discover. (Each fall or spring)

PSY 360/460 Advanced Directed Study

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

PSY 375 Psychology and Law

The course examines how psychology can inform the application of justice. The trial process is thoroughly explored, comparing the law's informal theories of human behavior to what psychologists know based on theory and research. The application of psychological research and theory to various controversial courtroom issues is discussed. These issues include eyewitness identification and testimony, witness interrogations and confessions, use of the polygraph as a lie-detector test, child witnesses in sexual abuse cases, the death penalty, and the role of psychologists in jury selection and the trial process. PREQ: Psychology 101 and Psychology 201 or instructor permission. Formerly Psychology 275. (Offered occasionally)

PSY 381 Psychotherapy and Assessment

This course guides students through the clinical responsibilities of mental health practitioners. Students interested in counseling/clinical psychology, social work, marriage and family therapy, school counseling, educational psychology, or medicine will especially benefit from this class. The major focus of this course is the varied models and modalities of psychotherapy. The secondary focus is the clinical assessment methods clinicians use to diagnose, treat, and track outcomes in their clients. PREQ: Psychology 201 and 281. (Each fall or spring)

PSY 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to psychology suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

PSY 396/496 Socialization and Development

This course will consist of a broad overview of topics in social development through the lifespan, with a particular emphasis on how children and adolescents are socialized within our society and across cultures. The course will begin by focusing on parenting and parent/child relationships, and will then cover topics such as peer relationships, media effects, and adult romantic relationships. PREQ: Psychology 201 with a grade of C or better. (Fall of even years)

PSY 397/497 Psychology of Aging

The research literature on the psychology of aging continues to expand rapidly, reflecting both the rising interest of the scientific community and the needs of the rapidly expanding older population. This seminar is an intense examination of aging from a psychological perspective. Topics will include neurological changes associated with aging, psychosocial factors affecting the rate of aging and optimal aging, learning and memory changes due to aging, personality and aging, and psychological diseases of aging. Beyond the effects of aging themselves, social, cultural, and mental health issues relevant to elderly populations will also be examined. PREQ: Grade of C or higher in Psychology 201. Requirement(s) met: Systems of Power, Privilege, and Inequality. (Typically spring, alternate years)

PSY 410 Stigma and Prejudice

A critical examination of a social psychological perspective of stigma (stigma being ways in which people experience others' prejudice toward themselves). We investigate stigma based upon ethnicity, gender, religion, age, color, sexual orientation, socioeconomic status, and other characteristics. We also investigate historical changes in the conceptualizations of stigma and prejudice. PREQ: Psychology 101, Psychology 201, and Psychology 240 (or instructor permission to bypass Psychology 240). Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Typically each fall)

PSY 414 Understanding and Treating Addiction

The course examines the physiological, neurological and psychological underpinnings of drug addiction (including alcohol) and compulsive gambling. PREQ: Psychology 201 and Psychology 214 or Psychology 215 or instructor permission. (Fall terms only).

PSY 416 Neuroscience of Learning and Memory

Students interested in the neurosciences with a special interest in behavior are the intended audience for this course. We will cover up-to-date information of the neuroscience behind learning and memory using multiple levels of analysis from cellular to behavioral neuroscience. We will focus on the many types of memory, the multiple brain regions related to learning & memory, and applications of the scientific study of learning and memory to aging, drug addiction, neurodegenerative diseases, and models for memory enhancement. PREQ: Psychology 201 and 215 or instructor permission. (Offered occasionally)

PSY 425 Research Practicum

Supervised research study in psychology using analytical and behavioral science research techniques. PREQ: Psychology 101 and Psychology 201. 0.25 course credit units. May be repeated for a total of one course credit unit.

PSY 451 Clinical Neuroscience

Students with a special interest in cognitive neuroscience, neuropsychology, neurology, or general medicine are the intended audience for this course. The main goal is to correlate neuroanatomic structures with clinically relevant information. Case presentations provide the framework for all communications about patient care. Actual clinical cases are used as both a teaching instrument and the motivating force to encourage each student to delve into further study of normal neuroanatomy and function. Special attention will be devoted to new treatments thanks to recent advances in neuroscience in a wide variety of clinical populations. Behavioral and brain alterations due to stroke, traumatic brain injury, spinal cord injury or degenerative diseases will be at the core of many of the clinical cases that we will examine during the semester. This course will require substantial time outside of class to review appropriate materials concerning each case covered. PREQ: Psychology 201 and 215, or instructor permission. (Offered occasionally)

PSY 452 Assessment & Treatment of ASD

This course will familiarize students with the diagnosis, assessment, and treatment of autism spectrum disorders (ASD). Throughout the course students will (a) define and identify characteristics related to the diagnosis of ASD, (b) understand etiological theories related to ASD, (c) review pseudoscientific treatments for ASD, (d) critically analyze the available evidence for fad treatments to ASD, (e) and evaluate research related to various assessments and evidence-based treatments for ASD. PREQ: Psychology 201 and Psychology 281 (Fall or spring).

PSY 455 Counseling Helping Skills

This course will explore essential helping skills (i.e., interviewing and support skills) utilized by those in the helping professions. Students will learn about theories and research regarding effective helping skills. Students will then practice these skills both in the classroom with their classmates and with volunteer "mock clients." As such, students should be willing to engage in experiential activities as part of the learning process for the course. PREQ: Psychology 201 and Psychology 281. (Fall or spring)

PSY 464 Teaching/Learning Participation

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

PSY 490 Independent Study

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

PSY 491 Honors Thesis in Psychology

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

PSY 492 Independent Study Off-Campus/NSOC

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

PSY 495 Senior Research Seminar

This course is designed to facilitate capstone-level student research within the psychology department and to provide opportunities for cooperation among student researchers. Students should sign up for this course only if they are completing an Honors Thesis or senior research project (i.e., students who are already planning to work one-on-one with a member of the department faculty on a capstone research project). PREQ: Instructor permission required.

PUBLIC HEALTH

Chair: Saritha Bangara

Faculty: Mathias Akuoko, Lisa M. Brown, Gregory Cohen, Michael Fairley, David Griffith, Huy Nguyen, Joyce Mauk, Kelly Reed, Ashley Tharayil, Ivette Vargas-O'Bryan, Brian Watkins

Emeriti: Steven Goldsmith, Peter Schulze

Public Health at Austin College promotes a multidisciplinary approach to studying the varied and interconnected ways of preventing disease, promoting health, and prolonging life through organized efforts, both public and private. The curriculum includes courses from the social sciences, natural sciences, mathematics, and humanities, and is designed to give students insight into the breadth of the field. The department emphasizes involvement at the local level in conjunction with a global perspective.

A student who elects to major or minor in public health will obtain an understanding of the nature of the scientific approach, the importance of statistical analysis, and the effects of social, economic, behavioral, political, and cultural factors on health.

A background in public health can prepare a student to enter a diverse range of careers, varying widely both in focus (local, regional, national, global) and in sector. For example, careers are available in local, state, and federal government, hospitals and health departments, nonprofit organizations, corporations, and universities. A number of these careers require graduate study (for example, a Master of Public Health degree). A broad-based liberal arts education that includes training in public health is also a strong background for many other graduate and professional programs ranging from medicine and other health careers to hospital administration, public policy, health economics, human rights, and diverse programs in the natural sciences and social sciences.

Students are encouraged to consider in which aspect of public health their primary interests lie (e.g., policy/management, economics, environmental, scientific/biological, communications, etc.) and to choose additional coursework that will position them strongly for graduate work or the job market.

Students who are interested in the public health major or minor are strongly encouraged to consult with Saritha Bangara at their earliest convenience.

Degree Plans Offered in Public Health and Health Care Administration

Major in Public Health (B.S.)

Minor in Public Health

Major in Health Care Administration (B.A.)

A **major in public health (B.S.)** consists of:

Core requirements (4 courses)

- ☐ PUBH 235 Fundamentals of Public Health
- ☐ PUBH 332 Epidemiology
- ☐ PUBH 345 Global Health
- ☐ PUBH 354 Introduction to Social and Behavioral Health

Policy Component (select 1 course)

- ☐ PSCI 317 Public Policy
- ☐ ENVS 379 Environmental Policy
- ☐ PUBH 379 Health Management and Policy

Science of Health and/or Disease Component (select 1 course)

- ☐ BIOL 115 Evolution, Behavior, and Ecology
- ☐ BIOL 228 Genetics
- ☐ BIOL 230 Microbiology
- ☐ BIOL 340 Immunology
- ☐ BIOL 347 Cancer Biology
- ☐ PUBH 250 Environmental and Evolutionary Health
- ☐ PUBH 342 Cancer Risk and Prevention
- ☐ PUBH 432 Advanced Epidemiology
- ☐ SCI 201 Emerging Viral Diseases (or equivalent course)
- ☐ SCI 202 Microbes and Human Health (or equivalent course)

Behavioral, Social and Cultural Aspects of Health Component (select 1 course)

- ☐ ANTH 123 Cultural Anthropology
- ☐ COMM 222 Interpersonal Communication
- ☐ COMM 453 Health Communication
- ☐ COMM 455 Intercultural Communication
- ☐ ECO 280 Health Economics
- ☐ ECO 371 Econometrics
- ☐ ENVS 135 Fundamentals of Environmental Studies
- ☐ ENVS 236 Environmental Justice
- ☐ ENVS 245 Food Systems
- ☐ PHIL 209 Ethics and Medicine
- ☐ PSY 222 Environmental Psychology
- ☐ PSY 255 Health Psychology
- ☐ PSY 265 Psychology of Human Sexuality
- ☐ PSY 281 Psychopathology
- ☐ PUBH 250 Social Constructions of “Wellness”
- ☐ PUBH 336 Health Care Law and Regulation
- ☐ PUBH 346 Health Care Administration

- _____ PUBH 347 Introduction to Maternal & Child Health
- _____ PUBH 350 Advocacy and Policy in Public Health
- _____ PUBH 350 Culture and Mental Health
- _____ PUBH 350 Social Determinants of Health
- _____ PUBH 350 Health Insurance & Managed Care
- _____ PUBH 350 Public Health Service-Learning Experience
- _____ PUBH 350 Research Methods in Public Health
- _____ PUBH 350 Essentials of Health Behavior and Promotion
- _____ PUBH 357 Health Care Law
- _____ PUBH 370 Legislative & Policy Leadership Experience
- _____ REL 220 Medicine and Public Health in Asian Traditions

Additional course from the three components above (select 1 course)

- _____ Policy, Science of Health and/or Disease, or Behavioral, Social and Cultural Aspects of Health course

Required supporting course

- _____ PUBH 120 Introduction to Biostatistics (or other approved statistics courses including MATH 120, PSY 120, PSCI 271, or equivalent)

Other Considerations When Planning for the Major:

- At least six courses must be at the 200 level or above.
- At least three courses must be at the 300 level or above (e.g., PUBH 332, PUBH 345, PUBH 354, PUBH 379).
- An internship or other similar experience or individual research project is highly encouraged.

Total Credits Requirement = 8 course credits

A **minor in public health** consists of:

Core requirements (3 courses)

- _____ PUBH 235 Fundamentals of Public Health
- _____ PUBH 332 Epidemiology
- _____ PUBH 354 Introduction to Social and Behavioral Health OR PUBH 379 Health Management and Policy

Policy Component (select 1 course)

- _____ PSCI 317 Public Policy
- _____ ENVS 379 Environmental Policy
- _____ PUBH 379 Health Management and Policy

Science of Health and/or Disease Component (select 1 course)

- _____ BIOL 115 Evolution, Behavior, and Ecology
- _____ BIOL 228 Genetics
- _____ BIOL 230 Microbiology
- _____ BIOL 340 Immunology
- _____ BIOL 347 Cancer Biology
- _____ PUBH 250 Environmental and Evolutionary Health
- _____ PUBH 342 Cancer Risk and Prevention
- _____ PUBH 432 Advanced Epidemiology
- _____ SCI 201 Emerging Viral Diseases (or equivalent course)
- _____ SCI 202 Microbes and Human Health (or equivalent course)

Behavioral, Social, and Cultural Aspects of Health Component (select 1 course)

- _____ ANTH 123 Cultural Anthropology
- _____ COMM 222 Interpersonal Communication
- _____ COMM 453 Health Communication
- _____ COMM 455 Intercultural Communication
- _____ ECO 280 Health Economics
- _____ ECO 371 Econometrics
- _____ ENVS 135 Fundamentals of Environmental Studies
- _____ ENVS 236 Environmental Justice
- _____ ENVS 245 Food Systems
- _____ PHIL 209 Ethics and Medicine
- _____ PSY 222 Environmental Psychology
- _____ PSY 255 Health Psychology
- _____ PSY 265 Psychology of Human Sexuality
- _____ PSY 281 Psychopathology
- _____ PUBH 250 Social Constructions of “Wellness”
- _____ PUBH 336 Health Care Law and Regulation
- _____ PUBH 346 Health Care Administration
- _____ PUBH 347 Introduction to Maternal & Child Health
- _____ PUBH 350 Advocacy and Policy in Public Health
- _____ PUBH 350 Culture and Mental Health
- _____ PUBH 350 Social Determinants of Health
- _____ PUBH 350 Health Insurance & Managed Care
- _____ PUBH 350 Public Health Service-Learning Experience
- _____ PUBH 350 Research Methods in Public Health
- _____ PUBH 350 Essentials of Health Behavior and Promotion
- _____ PUBH 354 Introduction to Social and Behavioral Health
- _____ PUBH 357 Health Care Law
- _____ PUBH 370 Leadership & Policy Legislative Experience
- _____ REL 220 Medicine and Public Health in Asian Traditions

Required supporting course

- _____ PUBH 120 Introduction to Biostatistics (or other approved statistics course including MATH 120, PSY 120, PSCI 271, or equivalent)

Other Considerations When Planning for the Minor:

- At least four courses must be at the 200 level or above.
- At least one course must be at the 300 level or above (e.g., PUBH 332, PUBH 354, PUBH 379).

Total Credits Requirement = 6 course credits

All elective courses for the major and minor should be selected in consultation with the department chair based on student interests and career objectives.

HEALTH CARE ADMINISTRATION

The Health Care Administration major provides an interdisciplinary approach to prepare students in leadership, management, and administration as applied to health and health care organizations. Through close cooperation between the Department of Economics and Business Administration and the Department of Public Health, the curriculum consists of courses that provide students with background in the business and management side of health care but also the policies and the complexities of human needs in the modern health context. It also

promotes the critical thinking skills necessary in the ever-changing and rapidly growing health care industry. Further, it encourages students to gain real-world experiences, such as internships, volunteer work, or other experiential activities through the many private and public health care institutions within the North Texas area.

Students are encouraged to choose additional coursework in addition to their major that will position them strongly for graduate school or the job market. Of special importance are courses that will broaden their perspective (e.g., a health-related ethics course, literature, medicine and culture, health communication, health psychology, etc.). Likewise, choosing a minor (or second major) that would complement their interest in Health Care Administration could potentially be valuable to their career path.

Students who are interested in the health care administration major are strongly encouraged to consult with Mathias Akuoko at their earliest convenience.

A major in **health care administration (B.A.)** consists of:

Core requirements* (8 courses)

- _____ ACCT 261 Financial Accounting
- _____ BA 361 Finance
- _____ ECO 280 Health Economics
- _____ PUBH 235 Fundamentals of Public Health
- _____ PUBH 357 Health Care Law
- _____ PUBH 379 Health Management & Policy
- _____ PUBH/BA 346 Health Care Administration
- _____ PHIL 209 Ethics and Medicine (Or other approved ethically relevant course)

*NOTE: For almost all of these courses students need PUBH 235 Fundamentals of Public Health and/or ECO 101 Principles of Microeconomics as prerequisites.

Required supporting courses (3 courses)

- _____ BA 252 Business Analytics
- _____ ECO 101 Principles of Microeconomics
- _____ PUBH 120 Biostatistics or MATH 120 Elementary Statistics or PSY 120 Psychological Statistics or PSCI 271 Quantitative Methods (an introductory Political Science statistics course) or SSCI 120 Social Science Statistics or equivalent.

Other Useful Courses:

- BA 455 Management (Prerequisites: ECO 101 or 102 & ACCT 261)
- BA 495 Strategic Management (Prerequisites: ECO 101 & 102 & BA 361)
- ECO 371 Econometrics (Prerequisites: MATH 120 or equivalent)
- ECO 372 Predictive Analytics (Prerequisite: MATH 120 or equivalent)
- LEAD 250 Conflict Resolution
- PUBH 350 Advocacy and Policy in Public Health
- PUBH 350 Health Insurance & Managed Care

Total Credits Requirement = 8 course credits

COURSES IN PUBLIC HEALTH

PUBH 120 Introduction to Biostatistics

An introduction to selected topics in biostatistical analysis and reasoning with a focus on analyzing health related data. Topics will include descriptive statistics and graphical displays, sampling methods and types of studies, tools for describing central tendency and variability of data, the basics of probability theory, random

variables, discrete distributions, the normal distribution, the chi-squared distribution, hypothesis testing for means and comparison of means (including t tests), confidence intervals, correlation, and regression analysis. A section will be included on how statistics can be misused or can lead to wrong conclusions. Health related examples will be used throughout. Students can receive credit for only one statistics class: Public Health 120, Psychology 120, Mathematics 120, Social Science 120, etc. Requirement(s) met: Quantitative Competency. (Each year).

PUBH 235 Fundamentals of Public Health

An overview of the fundamentals of public health. Topics covered will include the definition of public health, the history and accomplishments of the field, an examination of relevant cultural, social, and behavioral issues, and an examination of core public health sub-disciplines. These include an introduction to epidemiology of infectious and chronic diseases, environmental health, global health, health promotion, and health policy and management. Requirement(s) met: Non-Lab Science Discover. (Each semester)

PUBH 250 Topics in Public Health

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

PUBH 260 Intermediate Directed Study

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

PUBH 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to public health, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

PUBH 332 Epidemiology

An introduction to and examination of the field of epidemiology. The course will cover the principles and methods of epidemiology including an analysis of the distribution, causes, and prevention of illness and premature death in populations. It will include quantitative analysis of the biological, social, economic, and environmental conditions that affect health, as well as an examination of the potential sources of bias in health studies. A laboratory component is included. PREQ: Public Health 235 and Mathematics 120, Psychology 120, or Social Sciences 120. Requirement(s) met: Quantitative Competency. (Each year)

PUBH 336 Health Care Law & Regulation

This course will examine how law can both promote and impede the public's health. It will introduce students to the legal concepts that underlie the public health system and that inform public health policymaking in the United States. Topics to be covered include the role of law in public health care and policy (e.g., governmental powers vs. civil liberties, regulation of public health, tobacco regulation), managed care and public health, the role of public health officials in shaping law and policy, and public health law reform. Meet the Policy Component of the Public Health major. PREQ: Public Health 235 or instructor permission. (Each year)

PUBH 342 Cancer Risk & Prevention

This course is designed to help students develop the interdisciplinary skills required for evaluating various existing and hypothetical public health interventions aimed at reducing the burden of cancer in the US and worldwide. The course will familiarize students with various exposures associated with the risk of developing cancer with emphasis on a population perspective. This course will be taught in a combined lecture and discussion format. Each student, with guidance, will choose a current problem in cancer

epidemiology/prevention and, following an initial presentation of the problem, and develop an approach to the problem that is discussed in class. After incorporating relevant feedback, the student will present a formal presentation on a prevention approach and submit a term paper that represents a short proposal for a research project. In addition to conventional lectures on fundamental topics of cancer epidemiology relevant scientific papers describing recent advances in the field will be discussed. PREQ: Public Health 235. Requirement(s) met: Non-Lab Science Discover. (Usually each fall)

PUBH 345 Global Health

An introduction to Global Health, including major global health challenges, programs, and policies. It will examine the global distribution and social and cultural costs of disease and mortality, the determinants of global health disparities, the making of global health policies, and the results of global health interventions. PREQ: Public Health 235. (Each spring)

PUBH 346 Health Care Administration

The course explores how health care organizations are managed in a rapidly changing environment. Using literature from management, social science, policy analysis, and health services, students will examine the environments in which health care managers work. Students will also be introduced to the essential analytical tools and managerial skills for managing health care organizations. Topics include health care leadership, organization design, teamwork, communication, power and conflict, change and innovation, quality improvement, strategic thinking, competitive advantage, strategic alliances, health policy, information systems, consumerism, ethics, and globalization. Crosslists with Business Administration 346: Health Care Administration. PREQ: Public Health 235 or instructor permission (As schedules allow)

PUBH 347 Introduction to Maternal & Child Health

This course introduces students to the field of maternal and child health. Emphasis is given to the determinants - including poverty, lack of education, place of residence, and various forms of discrimination-, programs, and systems issues such as family conditions, community factors, and public policies that affect the health of families, women, children, and adolescents in the United States and around the world. Focusing on the “Life Course Model” as a framework for understanding maternal and child health problems and issues, this course will analyze some programs and current intervention strategies that promote and maintain the health, safety, and well-being of women and children. The health of every nation depends on the health of its women and children. Therefore, students will learn to advocate for programs and policies aimed at reducing morbidity, mortality, and health disparities among women and children. PREQ: Public Health 235. Requirement(s) met: Social Science Discover and Advanced Writing Competency.

PUBH 350 Advanced Topics in Public Health

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. Prerequisites vary. Offered in variable course credit from 0.25-1.00. 1 course credit.

PUBH 354 Introduction to Social and Behavioral Health

This course will provide an overview of social and behavioral determinants of health and social and behavioral approaches to improving health outcomes at the population level. Topics covered will include the definition of social and behavioral health, the history and accomplishments of the field, an examination of current social and behavioral health-related issues. This course will also introduce students to several social and behavioral theories that are commonly used in the field to improve our understanding of health-related behaviors and how they can be changed to improve health outcomes. We will also review how these theories have been applied in real-world settings to promote health. Classes will typically be composed of brief lectures and class discussions to encourage students to process the ideas and concepts presented in the readings. There will also be several opportunities to work individually and in groups on class exercises to gain practice applying these concepts and ideas. Students will work in groups to develop a proposal for a mini online health communication campaign

aimed to promote a health behavior change and reduce the impact of an identified public health problem among an adversely affected target population. PREQ: Public Health 235. Requirement(s) met: Social Science Discover. (Fall terms)

PUBH 357 Health Care Law

This course is designed to introduce students to the legal foundations of health care in the United States. Health care is bought in the market as a commodity. Yet, Americans believe health care should be a fundamental right of every American. The conflict or in this case the balance between these opposing view is the result of the complex health care system we have. Promoting and protecting the health and welfare of Americans is a key responsibility of our governments. Such actions sometimes come with regulations and restrictions. Understanding how, we as a nation, balances the promotion and protection of health and welfare, while respecting and upholding individual rights and welfare is the cornerstone of this class. PREQ: Public Health 235 or instructor permission. (Fall terms)

PUBH 360/460 Advanced Directed Study

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

PUBH 370 Leadership & Policy Legislative Experience

This course provides experiential learning regarding health policy in the United States. It is intended to familiarize the student with the public institutions and processes which govern health policy. In addition to regular class session, students will be exposed to a Texas Legislative session, learn on-site in Austin, observe and participate in legislative activities, and interact/hold meetings with legislators, staff, advocates, and other key actors in the legislative process. As part of the class, each student will select, track, and analyze a proposed bill and present this analysis in writing and to their peers and instructor through oral presentations. In addition to other assignments, students will also be required to prepare a reflection paper, and an Op Ed to be submitted to their bill sponsor based on their analyses. PREQ: Public Health 235 OR one political science course. Requirement(s) met: Social Science Discover. (Every other spring beginning 2022-2023)

PUBH 379 Health Management and Policy

This course builds upon Fundamentals of Public Health and incorporates key ideas from a number of other disciplines in a study of policy options for responding to health challenges. The course examines both theoretical and practical approaches to solving, mitigating, or preventing a variety of health problems. PREQ: Public Health 235. Requirement(s) met: Advanced Writing Competency. (Each year)

PUBH 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to public health suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

PUBH 432 Advanced Epidemiology

This course is designed to introduce undergraduate public health students to graduate level concepts in epidemiology. We will build on fundamental applied theories and methodologies with which students became acquainted in the introductory course PUBH 332. Students will learn how to interpret data, critique research, and develop appropriate study designs. This course will also provide insight into how epidemiology can be used to resolve a wide variety of issues affecting us at a community as well as at a global level. PREQ: Public Health 332. (Each fall)

PUBH 450 Advanced Topics in Public Health

This course builds upon Fundamentals of Public Health and incorporates key ideas from a number of other disciplines in a study of policy options for responding to health challenges. The course examines both theoretical and practical approaches to solving, mitigating, or preventing a variety of health problems. PREQ: Public Health 235.

COURSES IN HEALTH CARE ADMINISTRATION

ECO 280 Health Economics (see Economics 280)

ACCT 261 Financial Accounting (see Accounting 261)

BA 361 Finance (see Business Administration 361)

RELIGIOUS STUDIES

Chair: Ivette Vargas-O'Bryan

Faculty: David Schones

The study of religion is one of the oldest disciplines at Austin College, offering students of all backgrounds and traditions the opportunity to explore and understand the histories, texts, and practices of many global religious communities including Buddhism, Christianity, Hinduism, Judaism, and Islam. The department approaches the study of these religious traditions from multiple disciplines and methodologies, represented by concentrations in the areas of Asian cultures, biblical traditions, comparative religions, and social justice. By exploring and implementing these approaches, students will better understand what concepts like religion, spirituality, mysticism, and ritual mean in different cultural, historical and social contexts. This department has been a strong foundation for future careers in public health, environmental science, law, international business, museum curation, medicine, and ministry. Students specializing in one of the concentrations offered by the department will be exposed to future career opportunities.

The minor in mindfulness and health studies is an interdisciplinary program that provides students with academic study and experiential engagement in the emerging field of mindfulness and contemplative studies. This program provides students critical life skills and a foundation for flourishing in a diversity of fields, many of which already incorporate mindfulness training for personal enhancement, creativity, and productivity.

Degree Plans Offered in Religious Studies

Major in Religious Studies (B.A.)

Major in Religious Studies with a Concentration in Asian Cultures (B.A.)

Major in Religious Studies with a Concentration in Biblical Traditions (B.A.)

Major in Religious Studies with a Concentration in Social Justice and Comparative Religions (B.A.)

Minor in Religious Studies

Minor in Mindfulness and Health Studies

A major in religious studies (B.A.) consists of:

Core Introductory Courses (choose 2 courses):

_____ REL 110 Introducing Buddhism: History, Culture, and Politics

_____ REL 115 Hindu Gods and Rituals

_____ REL 120 Seeking God, Spirituality and the Supernatural

_____ REL 145 Introducing the Study of Religion

_____ REL 165 What is Christianity?

_____ REL 175 Introduction to Biblical Studies

Electives (6 courses, 3 must be at 300 level or higher)

- _____ REL any level
- _____ REL any level
- _____ REL any level
- _____ REL 300 level or higher
- _____ REL 300 level or higher
- _____ REL 300 level or higher

Other considerations when planning for the major:

- Students considering the major should consult with department faculty about projected offerings in the categories above in order to plan adequately.

Total Credits Requirement = 8 course credits

Students majoring in in Religious Studies may also receive a Concentration in one of three areas: Asian Cultures, Biblical Traditions, and Social Justice and Comparative Religions. To receive a concentration, a student must take 2 core courses in the Religious Studies major degree program, 3 courses in the concentration subject area list, and 3 electives.

A major in religious studies with a concentration in Asian cultures (B.A.) consists of:

Core Courses (choose 2 courses):

- _____ REL 110 Introducing Buddhism: History, Culture, and Politics
- _____ REL 115 Hindu Gods and Rituals
- _____ REL 120 Seeking God, Spirituality and the Supernatural
- _____ REL 145 Introducing the Study of Religion
- _____ REL 165 What is Christianity?
- _____ REL 175 Introduction to Biblical Studies

List of Courses for Asian Cultures Concentration (choose 3 courses, 1 must be on the 300 level or above):

- _____ REL 110 Introducing Buddhism: History, Culture, and Politics*
- _____ REL 115 Hindu Gods and Rituals*
- _____ REL 211/ REL 311 Gender, Sexuality and Power
- _____ REL 220/ REL 320 Asian Medicine and Public Health
- _____ REL 221 Religions of China
- _____ REL 226 Religions of Japan
- _____ REL 230 Buddhist Meditation and Mindfulness
- _____ REL 241/341 Revolution, Communism, China
- _____ REL 270 Tibetan Buddhism and Politics

*This course will not count in this category if taken for the Core.

Any relevant 250/350 course can be accepted dependent on department faculty approval and submission of a course substitution form to the Registrar's Office.

Electives (3 courses in any area, 2 must be on the 300 level or above):

- _____ REL any level
- _____ REL 300 level or higher
- _____ REL 300 level or higher

A major in religious studies with a concentration in biblical traditions consists of:

Core Courses (choose 2 courses):

- ☐ REL 110 Introducing Buddhism: History, Culture, and Politics
- ☐ REL 115 Hindu Gods and Rituals
- ☐ REL 120 Seeking God, Spirituality and the Supernatural
- ☐ REL 145 Introducing the Study of Religion
- ☐ REL 165 What is Christianity?
- ☐ REL 175 Introduction to Biblical Studies

List of Courses for Biblical Traditions Concentration (choose 3 courses, 1 must be on the 300 level or above):

- ☐ REL 165 What is Christianity?*
- ☐ REL 175 Introduction to Biblical Studies*
- ☐ REL 204/304 Gender and the Bible
- ☐ REL 205/305 The Other Bible
- ☐ REL 209/309 Disabilities and the Bible
- ☐ REL 266/ REL 366 Jesus, Christ and Culture
- ☐ REL 335 The Bible and Social Justice

*This course will not count in this category if taken for the Core.

Any relevant 250/350 course can be accepted dependent on department faculty approval and submission of a course substitution form to the Registrar's Office.

Electives (3 courses in any area, 2 must be on the 300 level or above):

- ☐ REL any level
- ☐ REL 300 level or higher
- ☐ REL 300 level or higher

A major in religious studies with a concentration in social justice and comparative religions consists of:

Core Courses (choose 2 courses):

- ☐ REL 110 Introducing Buddhism: History, Culture, and Politics
- ☐ REL 115 Hindu Gods and Rituals
- ☐ REL 120 Seeking God, Spirituality and the Supernatural
- ☐ REL 145 Introducing the Study of Religion
- ☐ REL 165 What is Christianity?
- ☐ REL 175 Introduction to Biblical Studies

List of Courses for Social Justice and Comparative Religions concentration (choose 3 courses, 1 must be on the 300 level or above):

- ☐ REL 120 Seeking God*
- ☐ REL 204/304 Gender and the Bible
- ☐ REL 209/ 309 Disabilities and the Bible
- ☐ REL 211/ REL 311 Gender, Sexuality and Power
- ☐ REL 220/ 320 Asian Medicine and Public Health
- ☐ REL 240 Sacred Violence
- ☐ REL 241/ REL 341 Revolution, Communism, China
- ☐ REL 245 Mysticism and Mystics
- ☐ REL 266/ 366 Jesus, Christ and Culture

_____ REL 270 Tibetan Buddhism and Politics
_____ REL 335 The Bible and Social Justice

*This course will not count in this category if taken for the Core.

Any relevant 250/350 course can be accepted dependent on department faculty approval and submission of a course substitution form to the Registrar's Office.

Electives (3 courses in any area, 2 must be on the 300 level or above):

_____ REL any level
_____ REL 300 level or higher
_____ REL 300 level or higher

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

Core Introductory Courses (choose 2 courses):

_____ REL 110 Introducing Buddhism: History, Culture, and Politics
_____ REL 115 Hindu Gods and Rituals
_____ REL 120 Seeking God, Spirituality and the Supernatural
_____ REL 145 Introducing the Study of Religion
_____ REL 165 What is Christianity?
_____ REL 175 Introduction to Biblical Studies

Electives (3 courses)

_____ REL any level
_____ REL any level
_____ REL any level

Other considerations when planning for the minor:

- Students considering the minor should consult with department faculty about projected offerings in the categories above in order to plan adequately.

Total Credits Requirement = 5 course credits

A **minor in mindfulness and health studies** consists of:

Fundamentals Course Requirements (2 courses):

_____ REL 210 Mindfulness, Meditation and Health
_____ REL 230 Buddhist Meditation and Mindfulness

Core Area Electives (3 courses — choose 1 course in each core area)

Mental and Public Health (at least 1 course):

_____ PSY 101 General Psychology
_____ PUBH 235 Fundamentals of Public Health
_____ PUBH 350 Culture, Society, and Mental Health
_____ PUBH 354 Introduction to Social and Behavioral Health
_____ REL 220 Medicine and Public Health in Asian Traditions
_____ REL 250 Disability and Medicine in the Bible

Perspectives (at least 1 course):

_____ ANTH 210 Native North America
_____ ANTH 220 Anthropology of Africa
_____ KINES 121 Introduction to Kinesiology

- _____ KINES 246 Nutrition for Health & Physical Activity
- _____ LEAD 120 Introduction to Leadership
- _____ LEAD 254 Servant Leadership in the Community
- _____ PHIL 105 Introduction to Philosophy
- _____ PHIL 209 Ethics and Medicine

Experience (at least 1 course):

- _____ ART 114 Drawing
- _____ ART 250 Asian Ceramics
- _____ ENG 257 Poetry Writing
- _____ MUS 113 World Music
- _____ CLAS 330 Archaeological Fieldwork (Israel or Greece)
- _____ REL 395 Peer Mindfulness Leaders Project

Other Requirements (1 course):

- _____ REL 495 Senior Mindfulness Capstone (0.25 course credit)

Other considerations when planning for the minor:

- Students can minor in Mindfulness and Health Studies and major in Religious Studies.

Total Credits Requirement = 5.25 course credits

COURSES

REL 110 Introducing Buddhism: History, Culture, and Politics

This course focuses on the life and teachings of the historical Buddha in the Indian subcontinent to the development of Buddhism in China, Japan and Tibet as a cultural, artistic, political, and social institution in Asia. Students explore teachings like the Buddha, karma, rebirth, nirvana, and reincarnated teachers. They also examine the connections between local, native traditions and Buddhism, the role of Buddhism in forming national-political identity, Buddhism and healing or ecological balance, and Buddhism and social justice. Requirement(s) met: Humanities Discover, Global Diversity, Systems of Power, Privilege and Inequality, and Foundation Writing Competency. (Alternate years)

REL 115 Hindu Gods and Rituals: Myth, Devotion and Sacred Practice

Offers a broad introduction to the diverse traditions of Hinduism in South Asia, with a particular focus on how the god is imagined, represented, and worshipped. Students will examine foundational myths of major Hindu deities to explore central teachings, iconography, and devotional practices, including temple rituals and pilgrimage traditions. Key concepts such as dharma, karma, bhakti (devotion), moksha (liberation), sacred space, and yoga will be discussed through textual study, visual analysis, and ethnographic accounts. When possible, the class will visit to a local Hindu temple to experience these practices in a contemporary context. Requirement(s) met: Humanities Discover, Global Diversity, Systems of Power, Privilege, and Inequality, and Foundation Writing Competency. (Every two years)

REL 120 Seeking “God”: Spirituality and the Supernatural

What does it mean to seek a higher power or deeper meaning in life? How do different cultures imagine and engage with divinity, the supernatural, and spiritual transformation? This comparative and interdisciplinary course explores how global religious—from Christianity, Judaism, Islam, Hinduism, Buddhism, Daoism to Afro-Caribbean syncretic practices like Santería and Vodou—to nontraditional contemporary expressions conceive of ultimate reality and spiritual experience. Through scripture, poetry, biographies, philosophical treatises, and ecstatic expressions, students examine questions of God, spirituality, ritual, and sacred imagery. Topics include the distinction between religion and spirituality, concepts of karma, devotion, liberation, divine embodiment (e.g., multiarmed deities or hybrid gods), and how individuals connect with the supernatural in

formal and non-traditional settings. The course also considers secular expressions of spirituality as vehicles of personal growth and resilience during sociopolitical upheaval. Each semester may highlight different traditions and offer opportunities for experiential learning or site visits, where possible. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every year)

REL 145 Introducing the Study of Religion

What is a "religion"? How did various religions shape the cultures of the world, and how do they continue to influence us today? This course explores these questions and more. We will discuss the concept of religion and analyze texts and traditions from Buddhism and Judaism to Voodoo and Sports. No prior knowledge of any religious tradition is expected or necessary. Overall, this course helps students better understand the diversity of religious experiences and prepares them to participate in an increasingly global and connected society. Requirement(s) met: Humanities Discover and Global Diversity. (Alternate years)

REL 165 What is Christianity?

A survey of practices, power-structures, and perspectives that make Christianity what it is. We assume that there is not just one "true" or "correct" form of Christianity; instead we seek to understand how it is true in different ways for different people. The emphasis is on how Christianity functions in the lives of the participants as well as in broader society. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Alternate years)

REL 175 Introduction to Biblical Studies

An introduction to scholarly approaches to studying the Bible, emphasizing its literary qualities in their social and political contexts. The course does not address whether or how the Bible is "true," but instead how it was constructed through human activities and how it, in turn, constructs meanings. Possible topics include sources and genres of biblical texts, competing worldviews within the Bible, diverse ways of interpreting the Bible, or various ways the Bible has been used. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Every year)

REL 204/304 Gender and the Bible

This course examines how the portrayal of gender in Hebrew Bible, Apocrypha, and New Testament texts shape our understanding of biblical characters, sexuality, and gender norms. The contributions of feminist, womanist, queer, and gender scholars, and their influence on the field of biblical studies will be considered at length. Contemporary issues surrounding the significance of these texts will be discussed, including women's leadership roles in ancient communities, masculinity, marriage practices, slavery, rape, murder, and infertility. Students taking the course at the 300 level will have additional readings by prominent feminist and womanist archaeologists, literary theorists, and cultural critics. They will also produce a book review as well as give an in-class presentation on a 300 level course reading from the units on Patriarchs and Matriarchs, Exilic Period, or Gospels. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Alternate years)

REL 205/305 The Other Bible: Rejected Texts

This course examines the texts that have been excluded from the Jewish and Christian canons. These books, absent from most modern English Bibles, are important for understanding the development of Second Temple Judaism and early Christianity. The course will cover a wide variety of texts including Bel and the Dragon, the apocalyptic book of Enoch, the narratives preserved by the Dead Sea community at Qumran, and those written by and about female and disabled figures in the ancient Near East and Second Temple periods. Students taking the course at the 300 level will have additional readings on non-canonical texts from the Old Testament Pseudepigrapha. They will also produce a book review as well as give an in-class presentation on a 300 level course reading from the units on the Dead Sea Scrolls, Gnostic Gospels, expansions to the book of Daniel or Enoch. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Every two years)

REL 209/309 Disabilities in the Bible

What does the Bible say about disease and healthcare? What do we truly know about the lives of disabled people in the ancient Near East and Greco-Roman worlds? This course addresses these two questions, by exploring the theories and texts that give insight into the understanding of illness, disabilities, and healthcare in the Hebrew Bible and New Testament. We will consider how the description of diseases provide insight into proto-medical treatments and procedures. We will also discuss how disabilities and illnesses in biblical texts shape our understanding of these concepts today. Specific topics include sensory and mobility disabilities, skin diseases, mental illness, and sexual diseases. Students taking the course at the 300 level will have additional readings by disability scholars and theologians, including prominent biblical archaeologists and cultural critics. They will also produce a book review as well as give an in-class presentation on a 300 level course reading from units on plagues and pandemics, sensory and mobility disabilities, exorcism and epilepsy, disabilities and gender, or proto-medicine. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. (Alternate years)

REL 210 Mindfulness, Meditation and Health

This course focuses on meditation and mindfulness practices from their religious origins in Buddhism to scientific studies and clinical applications in the West. This experimental course analyzes the cultural uses of meditation alongside theory and research in the field of mindfulness and the emerging sciences and practices in behavioral medicine, psychology and neuroscience. Special focus will be on the principles of mainstream religiously derived practices, applied creative reflective activities involving art, and Western therapeutic practices like MBSR, MBCT, and others. We will learn strategies to skillfully work with thoughts, emotions and sensations, while developing the capacity to enhance mind-body awareness. Requirement(s) met: Humanities Discover, Global Diversity, and Applied Learning Experience. (Every year)

REL 211/311 Gender, Sexuality and Power

Explores the power dynamics of how gender, sexuality, and embodiment are represented and regulated in Asian religious texts, institutions, rituals, and visual art. Focusing on traditions such as Buddhism, Hinduism, and other Asian systems of belief, students explore how images of the feminine and constructions of gender have both upheld and challenged religious authority, status, and cultural values surrounding women and marginalized identities. Through close readings of sacred narratives, art, and biographies of exemplary religious figures, the course investigates how gendered and sexual norms shape religious identity, power, and holiness. Often using feminist, queer, postcolonial, and intersectional frameworks, and disability studies, students analyze how sanctified sexuality and bodily ideals intersect with cultural politics—highlighting figures who are celebrated or excluded across time and geography. PREQ: Two religious studies courses, including at least one in Asian religion or instructor permission. REL 311 requires a final research paper. Requirement(s) met: Humanities Discover, Advanced Writing Competency (REL 311 only), Global Diversity, and Systems of Power, Privilege, and Inequality. (Every two years)

REL 220/320 Asian Medicine and Public Health: Healing and Culture

Offers an interdisciplinary exploration of Asian medical systems and public health, examining their scientific foundations alongside religious, philosophical, and cultural contexts. Students engage with traditions such as Traditional Chinese Medicine, Ayurveda, Tibetan medicine, Islamic healing practices, and the interface of Asian medicine and Western biomedical systems, investigating how these systems conceptualize the body, illness, and wellness. The course also provides opportunities for contacts with professionals in related fields and research for career exploration. Through historical and contemporary case studies, the course analyzes the ritual dimensions of healing, the interface between Western and Asian medical practices, and the role of medicine in diverse sociocultural settings. Topics include responses to infectious diseases, the evolution of health institutions, and the impact of cultural and religious beliefs on prevention and care. Each semester may emphasize different regional systems, with opportunities for experiential learning. REL 320 level will require a longer research paper and interviews with professionals for career exposure. PREQ for 300 level: One course in Asian religions or instructor permission. Requirement(s) met: Humanities Discover, Global Diversity, Systems

of Power, Privilege, and Inequality, Applied Learning Experience, Public Health, Foundational and Advanced Writing (REL 320 only). (Every two years)

REL 221 Religions of China

Offers a comprehensive introduction to the religious landscape of China, tracing the historical evolution and contemporary expressions of Confucianism, Daoism, and Buddhism. Students will explore how these traditions have shaped Chinese notions of ethics, governance, medicine, martial arts, ritual life, and modern design. Key themes include divine embodiment, cosmology, ancestor veneration, divination, filial piety, and the Mandate of Heaven, along with concepts such as yin and yang, immortality, enlightenment, harmony, feng shui, and the roles of Buddhas and Bodhisattvas. The course also considers the aesthetic dimensions of Chinese religion—image worship, sacred architecture, and landscape design—as reflections of metaphysical and political worldviews. Through primary texts, visual media, and interdisciplinary perspectives, students will examine how religion and culture intersect to produce enduring spiritual practices and philosophical systems in Chinese society. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every three years)

REL 226 Religions of Japan

Offers an introductory survey of Japan's diverse religious landscape, focusing on the development and influence of traditions such as Shinto, Buddhism, Christianity, and newer religious movements. Students explore how religion shapes cultural practices, social values, visual arts, and political discourse in Japanese society. Topics include ancestor worship, rituals and festivals, religious aesthetics (e.g. tea ceremonies, Zen gardens), the martial arts, and the role of sacred images. The course also examines how religious communities respond to social crises, including natural disasters and public health emergencies. Through primary sources and contemporary analysis, students gain insight into how religion continues to inform Japanese identity and public life. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every three years)

REL 230 Buddhist Meditation and Mindfulness

This survey and interactive course explores the theories and practices of meditation developed by major Buddhist traditions in relation to Buddhist psychology, philosophy and mystical traditions. In addition to learning about the classical models of contemplative practice developed in South Asia, their transformation in the East Asian contexts like Japanese Zen and Tibetan Buddhism, and the contemporary practices of meditation and mindfulness in America, students will engage in meditation practice (known as critical first-person engagement) in the classroom. Practice consists of sitting and walking meditations as well as creative writing and artistic creations. No experience necessary and no affiliation with or belief in the tradition is required. Requirement(s) met: Humanities Discover, Global Diversity, and Applied Learning Experience. (Every year)

REL 240 Sacred Violence

How have religious traditions been a motivating factor or justification behind violent conflicts, aggression, and war? How do different communities' understanding of the "sacred" lead to persecution? In this course, students will address these questions about the relationship between the "sacred" and violence. Contemporary topics will be discussed at length, including martyrdom, warfare, caste violence, iconoclasm, gender violence, and murder. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every two years)

REL 241/341 Revolution, Communism, China

This survey course examines the cultural and religious transformations that unfolded under Communist rule in China and Tibet from 1949 to the present. Through historical, political, and ethnographic lenses, students explore how Communist ideology reshaped religious practices, sacred spaces, and cultural identities—particularly among local Chinese and minority populations like the Tibetans and the Uyghurs. Key topics include the regulation and suppression of religion, the institutional restructuring of religious life, forced resettlement and territorial control, the commodification of spirituality and cultural heritage, and debates around

human rights. Special attention is given to the Tibetan experience, including the reincarnation (tulku) institution, the role of the Dalai Lama, and religion-state dynamics under Chinese governance. Students will engage with political documents, religious narratives, visual and performing arts, and accounts of resistance to understand the contested terrain of belief, identity, and power in modern China and Tibet. REL 341 will require a final research paper. Requirement(s) met: Humanities Discover, Global Diversity, Foundation Writing Competency, Advanced Writing Competency (REL 341 only), Systems of Power, Privilege, and Inequality, Global Diversity, and Social Justice. (Every other year)

REL 245 Mysticism and Mystics: Encounters with the Sacred and Radical Transformation

Engages students to the rich world of mysticism, transformative encounters with a divine being, through the lives, writings, and practices of mystics across global religious traditions. From medieval Christian visionaries and Sufi poets to Hindu sages, Buddhist monks, and modern spiritual seekers, we explore how individuals have claimed intimate encounters with the divine, ultimate reality, or altered states of consciousness. Topics include spiritual transformation, ecstatic experience, pilgrimage, meditation, mystical theology, and the social reception of mystics—whether revered, marginalized, or martyred. Special attention is given to the psychological, ethical, gendered, and political dimensions of mystical life. Students will read primary texts including poetry, autobiographies, manuals for spiritual practice, and ethnographic accounts, alongside critical scholarly perspectives. By tracing mysticism's many forms, we ask how mystical expression reshapes religion, challenges institutions, and inspires radical inner and social change. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every two years)

REL 250 Topics in Religious Studies

Study of particular issues in religious thought and practice. These topics are more specific than the broad introductory courses, but generally require no prerequisites. They are taught at different times, depending on student and faculty interests. May be repeated when topic varies. (Typically at least one each year)

REL 260 Intermediate Directed Study

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

REL 266/366 Jesus, Christ, and Culture

An examination of differences between the Jesus of history, the Jesus of the Bible, the Christ of faith, and the Christ of popular culture. We study three kinds of sources: ancient/medieval theological explanations of Jesus/Christ as well as contemporary re-interpretations of Jesus/Christ in theology and popular culture. Students taking the course at the 300 level will have additional readings by patristic, medieval, disability, feminist, black church, and liberationist scholars and theologians. They will also produce a book review as well as give an in-class presentation on a 300 level course reading from units on the Gospels, patristic period, medieval period, early modern period, or contextual theologies. PREQ: Religious Studies 165 or Religious Studies 175 and one other religious studies course or instructor permission. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. Requirement(s) met with 366 only: Advanced Writing Competency. (Alternate years)

REL 270 Tibetan Buddhism and Politics: Sacred Power, Identity and the State

Explores the relationship between the religious practices and beliefs of Tibetan Buddhism and political structures, including the historical and contemporary contexts. It will cover the development of Tibetan Buddhist monasticism and schools, the impact of the reincarnation (tulku) institution, and the influence of Tibetan political history, particularly in relation to the expansion of the Tibetan empire, Tibetan identity and territorialization, the Dalai Lama and the Chinese imperial governments and Communist China. Requirement(s) met: Humanities Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Every two years)

REL 292 Intermediate Independent Study Off-Campus

See program director for more information about this course. Offered for variable course credit.

REL 294 Intermediate Student Research

Intended for less experienced students to develop and execute a research project related to religious studies, beyond the constraints of the normal classroom, suitable for public dissemination on or off campus under mentorship of a faculty member. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

REL 335 Bible and Social Justice

This course explores the intersection of biblical literature and contemporary social justice issues. Students will examine how the Hebrew Bible and New Testament have been interpreted, challenged, and reimagined in relation to pressing social and cultural concerns. Drawing on historical-critical, literary, and cultural approaches, the course investigates how biblical texts have informed—and been informed by—movements for justice, resistance, and liberation. Each course offering will address a different thematic area, such as prophetic literature and the ethics of economic justice, children and childhood studies, borderland hermeneutics and liberation theology, and postcolonial studies and colonial legacies. Requirement(s) met: Humanities Discover, Advanced Writing Competency, Power, Privilege, and Inequality. (Every three years)

REL 350/450 Advanced Topics in Religious Studies

A variety of courses focusing on theories and practices of textual interpretation. They are taught at different times, depending on student and faculty interests. Prerequisites vary. May be repeated when topic varies. (Typically at least one each year)

REL 360 Directed Study

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

REL 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to religious studies suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically this work results in a formal presentation, written work, or creative works. Offered for variable course credit from 0-1.00. PREQ: Instructor permission required.

REL 395 Peer Mindfulness Leaders Project

Students develop a mindfulness-based project supported by research data suitable for public dissemination under the direction of the faculty director. This project may include staff support. The project could take the form of creating student meditation groups on campus in conjunction with the Student Wellness Program, Student Life or Residence Life. Other projects may include participation in a sports team, a community-based project, environmental conservation, or a career-related activity. Students are expected to implement their projects during the particular semester.

REL 460 Advanced Directed Study (Variable course credit)

An opportunity for students to investigate subjects in religion that are not covered by regularly offered courses, or to cover aspects of lower-level courses in greater depth. PREQ: At least two previous courses in religious studies (as specified by the instructor) or instructor permission.

REL 464 Teaching/Learning Participation

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

REL 490 Independent Study

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

REL 491 Honors Thesis in Religious Studies

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

REL 492 Individual Study Off-Campus/NSOC

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

REL 495 Senior Mindfulness Capstone

In consultation with a Department faculty member, students in the Mindfulness and Health Studies minor are required to submit an essay that reflects upon and integrates the contributions to the minor of their required courses and the three elective courses. In doing so, they will employ research data to reflect upon the integration of mindfulness into cultural, secular, or career/workplace settings. PREQ: Instructor permission required. 0.25 course credit unit.

SCIENCE

This program involves interdisciplinary study that includes material that crosses departmental and divisional lines. Occasionally, the program involves fields not regularly offered at the college.

SCI 201 Integrated Science

These courses integrate knowledge from multiple scientific disciplines with knowledge from the humanities and social sciences. The courses typically provide a global or historical perspective, they address the methods, goals, and purview of science, they explore how science is used to understand natural phenomena, and they discuss the interrelationships between science and society. Specific topics differ between particular courses, but in general the courses use scientific topics as a springboard to address more general societal and cultural issues. Courses that are currently offered include *Cases and Concepts in Science and Culture*, *Earth, Body, and Mind*, *Women and Science*, and *Evolution and Human Behavior*. Requirement(s) met: Non-Lab Science Discover.

SCI 250 Intermediate Topics in Science

Introductory courses on materials that cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies.

SCI 260 Intermediate Directed Study in Science

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

SCI 350 Advanced Topics in Science

Advanced courses on materials which cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies.

SCI 360/460 Advanced Directed Study in Science

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

SCI 455 Scientific Leadership Senior Seminar

This course will build on curricular components of the STEM Teaching and Research (STAR) Leadership program by reinforcing and expanding leadership behaviors and theories in the context of science. Over the course of the semester, students will create a Leadership Development Plan (LDP). The LDP will serve as both a reflective piece and a vision piece for students to build leadership behaviors over the next 3 to 5 years. PREQ: Must be a biology, biochemistry, or chemistry major in senior year. Offered for variable course credits from 0.25 – 1.00.

SCI 490 Independent Study in Science

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

SOCIAL JUSTICE AND COMMUNITY ENGAGEMENT

Director: Nathan Bigelow

Assistant Director: Felix Harcourt

Faculty: Catherine Bowman, Lisa Brown, Mari Elise Ewing, Brian Watkins

The Social Justice and Community Engagement Program allows students to solidify their commitment to creating a more equitable world through both academic analysis and community-engaged learning. As defined by the program (see below), social justice pertains to how humans relate to one another as well as how the human species relates to the rest of Earth. The **Social Justice minor** equips students to engage social justice matters in their major and whatever career path they pursue. The **Non-Profit Organizations and Public Affairs** minor gives students a foundation for careers in the non-profit sector by exploring the roles of non-profit organizations, philanthropy, and volunteerism in generating policy responses to significant social problems. Both minors require a community-engaged learning experience.

How We Define Social Justice:

Social justice encompasses structures for and patterns of distributing material resources, ascribing cultural value and social esteem, and exercising interpersonal and collective power that enable human individuals and groups to pursue their well-being and participate in society on the basis of equality with one another and enable humans as a species to live in a way that preserves and enhances the planet's overall capacities to support diverse more-than-human life. It includes critique and dismantling of systemic barriers to such equity among humans and between humans and more-than-human life.

How We Define Community-Engaged Learning:

Community-engaged learning combines the creative capacities of students, faculty, and community partners, co-equally, in pursuit of the public good. Community engagement experiences for students can range from specific class assignments to volunteering with local organizations to immersive internship experiences and more. (Community-engaged scholarship, a closely related concept, provides a framework for creating new

scholarly knowledge through co-authorship involving faculty, student, and community partners.) The greatest hope for this type of learning is the cultivation of a healthier and more just democracy. For all those involved, it promotes active learning and helps in the development of civic skills rooted in humility, integration, reflection, and impact orientation.

Degree Plans Offered in Social Justice and Community Engagement

Minor in Social Justice

Minor in Non-Profit Organizations and Public Affairs

A **minor in social justice** consists of:

Foundation Course (select 1 course)

- _____ SJCE 201/ANTH 248 Human Rights and Social Justice
- _____ SJCE 202/HIST 282 The Quest for Civil Rights, 1945 to Present
- _____ SJCE 203/PSY 222 Environmental Psychology
- _____ SJCE 204/ENVS 236 Environmental Justice

Elective Courses (4 courses, no more than 2 from a given discipline; must include at least 1 at 300 level or higher)

- _____ Disciplinary Course (see list below)
- _____ Disciplinary Course (in a different discipline)
- _____ Issue Course (see list below)
- _____ Issue Course

Applied Learning Experience

- _____ An approved APPL experience (for example, a CSOC) relevant to the program's aims, which may be included in the requirements for one of the courses above

Other Considerations When Planning for the Minor:

- If a 100-level course is taken for the Foundation course, one of the four Elective courses must be at the 200 level or higher and another must be at the 300 level or higher.

Total Credits Requirement = 5 course credits (plus APPL experience, which may be credit-bearing or non-credit-bearing)

A **minor in non-profit organizations and public affairs** consists of:

Foundation Course (select 1 course)

- _____ SJCE 201/ANTH 248 Human Rights and Social Justice
- _____ SJCE 202/HIST 282 The Quest for Civil Rights, 1945 to Present
- _____ SJCE 203/PSY 222 Environmental Psychology
- _____ SJCE 204/ENVS 236 Environmental Justice

Elective Courses (3 courses, no more than 2 from a given discipline)

- _____ Disciplinary Course (see list below)
- _____ Skills Course (see list below)
- _____ Disciplinary, Issue, or Skills Course (see list below)

Capstone Course (1 course)

- _____ PSCI 417 or approved substitute

Applied Learning Experience

- _____ An approved APPL experience (for example, a CSOC) relevant to the program's aims, which may be included in the requirements for one of the courses above

Other Considerations When Planning for the Minor:

- If a 100-level course is taken for the Foundation course, one of the four Elective courses must be at the 200 level or higher and another must be at the 300 level or higher.

Total Credits Requirement = 5 course credits (plus APPL experience, which may be credit-bearing or non-credit-bearing)

List of Courses by Category

*Courses marked with an * meet the Advanced Writing Competency requirement.*

Disciplinary Intros

ANTH 123 Introduction to Socio-Cultural Anthropology	MEDA 121 Elements of Media Analysis
ENVS 135 Fundamentals of Environmental Studies	PSCI 110 American Government and Politics
GNDR 120 Introduction to Gender Studies	PUBH 235 Fundamentals of Public Health
	SOC 101 Introduction to Sociology

Skills

ACCT 371 Non Profit Accounting	COMM 222 Interpersonal Communication
BA 252 Business Analytics	COMM 352 Organizational Communication
BA 253 Product Lab	COMM 455 Intercultural Communication*
BA 355 Marketing	DSA 241 Foundations of Data Science
BA 486 Entrepreneurship and Small Business Management	ECO 371 Econometrics
COMM 112 Public Speaking	

Issues

Any course that meets the Systems of Power, Privilege, and Inequality Requirement or any of the following:	ENVS 379 Environmental Policy
ANTH 263 Whose Amazon?: Environment, Culture, and Modernization in the Amazon River Basin	ENVS 389 Environmental Solutions
ANTH 362 Immigration Policy and the Immigrant Experience	MEDA 205 New Media and Cultural Change
BIOL 259 Conservation and Restoration Ecology*	PHIL 205 Ethics
BIOL 346 Ecosystem Ecology	PHIL 207 Ethics & the Environment
EAS 335 The Two Koreas	PHIL 209 Ethics and Medicine
EAS 430 Issues in Contemporary East Asia	PHIL 213 Law and Morality
ECO 280 Health Economics	PHIL 302 Ethical Theory*
EDUC 115 American Education: A Changing Landscape	PSCI 220 The Constitution and Civil Liberties
ENG 331 Women in Medieval Lit*	PSCI 336 Latin American Politics
ENVS 245 Food Systems	PSY 340 Cultural Psychology
ENVS 359 Resilient Systems*	PUBH 345 Global Health
	PUBH 347 Introduction to Maternal & Child Health
	PUBH 357 Health Care Law
	PUBH 379 Health Management and Policy*
	SOC 255 Sex, Gender and Society
	SPAN 481 Post-Totalitarian Peninsular Lit*
	Plus approved topics courses

COURSES

SJCE 201 Human Rights and Social Justice

Human rights and social justice scholars and activists respond to systemic, often institutionalized violence and inequality within and among nation-states. This course situates these frames within critical analyses of law, society, and culture. Students will trace the roots of human rights and social justice before observing the contexts and debates that continue to shape the practice of each, such as universalism vs relativism, the relationship between religion and states, the politics of citizenship, individuality vs society, and state sovereignty vs cosmopolitanism. This course situates these issues in specific places, exploring ways that nation-states may become more just through topics like displacement, genocide, health disparity, famine, water rights, torture, and human trafficking. Students can earn credit for Anthropology 248 or Sociology 248 but not both. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. Cross-listed with Anthropology 248. (Alternate years)

SJCE 202 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. Requirement(s) met: Humanities Discover and Systems of Power, Privilege, and Inequality. Cross-listed with History 282. (Every other year)

SJCE 203 Environmental Psychology

An examination of the relationship between humans and built, natural and virtual environments. The course explores topics such as environmental health and justice, planning and design, personal space, noise, crowding, and pro-environmental behavior. Students will have an opportunity to apply environmental psychology in community settings through needs assessment, research, and intervention. PREQ: Psychology 101. Requirement(s) met: Social Science Discover. Cross-listed with Psychology 222. (Every other year)

SJCE 204 Environmental Justice

Marginalized members of society disproportionately suffer from environmental hazards including pollution, resource depletion, “natural” disasters, and increasingly climate change. Activists and scholars began documenting these disparities in the 1960s as the environmental justice movement emerged from the civil rights movement. Environmental justice efforts now attempt to promote access to healthy environments and the decision-making processes that could remedy existing inequities. This course will examine the historic and contemporary barriers to environmental justice in the United States and then explore approaches and policies to overcome environmental injustices. We will combine exposure maps with demographic data to make our own ArcGIS StoryMaps of student-selected cases. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. Cross-listed with Environmental Studies 236. (Fall of even-numbered years)

SJCE 260 Intermediate Directed Study in Social Justice and Community Engagement

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

SJCE 290 SEPA Grant-Writing Internship

The Social Entrepreneurship for Poverty Alleviation (SEPA) grant writing program forms a partnership between Austin College and the surrounding region. Each participating student is paired with a local nonprofit agency and spends the summer writing grants for these agencies. In the process, agencies gain valuable resources and students gain important experiences and skills. PREQ: Instructor permission required. Requirement(s) met: Applied Learning Experience. Zero course credit.

SJCE 360/460 Advanced Directed Study in Social Justice and Community Engagement

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

SJCE 490 Independent Study in Social Justice and Community Engagement

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

SOCIAL SCIENCE

This program may involve interdisciplinary study that includes material that crosses departmental lines. Occasionally, the program involves fields not regularly offered at the college.

SSCI 102 Advanced Placement Human Geography

Students earning a score of 4 or 5 on the Advanced Placement Human Geography exam will receive credit for this course. This course is counted as a transfer credit toward satisfaction of the social science breadth/discover. Requirement(s) met: Social Science Discover.

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. Requirement(s) met: Quantitative Competency.(Offered as needed).

SSCI 250 Intermediate Topics in Social Science

Introductory courses on materials that cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies. Requirement(s) met: Social Science Discover.

SSCI 260 Intermediate Directed Study in Social Science

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

SSCI 350 Advanced Topics in Social Science

Advanced courses on materials which cross departmental and divisional lines or involve fields not regularly offered at the college. May be repeated when topic varies.

SSCI 360/460 Advanced Directed Study in Social Science

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

SSCI 490 Independent Study in Social Science

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

SOCIOLOGY AND ANTHROPOLOGY

Chair: Brian Watkins

Faculty: Catherine Bowman, Meghan R. Donnelly

Emeritus: Terry Hoops

The mission of the Department of Sociology and Anthropology is to convey a variety of sociocultural perspectives and to introduce research methods employed in understanding human societies. Students can major or minor in sociology as well as anthropology.

Degrees Offered in Sociology and Anthropology

Major in Anthropology (B.A.)

Minor in Anthropology

Major in Sociology (B.A.)

Minor in Sociology

ANTHROPOLOGY

Anthropology, the study of human cultural diversity, incorporates four distinct sub-fields: sociocultural anthropology, archaeology, physical/biological anthropology, and linguistic anthropology. All four sub-fields explore how culture gives shape to the human experience, the forces and processes that have shaped both human biology and society over time, and the ways in which human societies are similar to and different from each other. Socio-cultural anthropology investigates human experience within different cultural settings by actually entering into those cultures and studying those groups from their own perspectives; it is the subdiscipline that we emphasize at Austin College, but we also offer courses in archaeology and linguistic anthropology.

The courses offered in anthropology explore a wide range of societies and communities, from gatherers and hunters to tribal groups, native peoples in different geo-political and environmental settings, slum dwellers in the developing world, ethnic groups, and migrants, refugees and other stateless peoples in the United States and around the world. Courses deal comparatively with contemporary topics such as the culturally based notions of sex and gender, race and ethnicity, the debates about the biological and cultural origins of war, human rights, globalization, colonialism and the shaping of the world system, politics and the exercise of power, the relationships of society to the environment, and others. As an integrative science, anthropology has links to other disciplines and programs including sociology, history, biology, religion, environmental studies, gender studies, area studies programs, and the other social sciences. Students who have majored and minored in anthropology at Austin College have gone on to study and teach anthropology at the college level, have studied law, medicine and dentistry, public health, counseling and social psychology, theology and religious studies, public administration and policy advocacy, Native American and Latin American studies, international relations, social work, environmental science and policy, and other related fields. Our former majors and minors today work in public administration, the Peace Corps, education, law, public health, medical services, ministry, immigration services, and other related fields.

A major in anthropology (B.A.) consists of:

Core Requirements (3 courses)

_____ ANTH 123 Intro to Socio-Cultural Anthropology

- _____ SOC/ANTH 270 Social Research Methods
- _____ ANTH 385 History of Anthropological Thought

Electives (select 5 courses total)

Lower-Level Electives

- _____ ANTH course any level
- _____ ANTH course any level
- _____ ANTH course any level or CLAS 120 Introduction to Greek and Roman Archaeology*

Advanced Electives (must select 2 courses)

- _____ ANTH 300 level or higher
- _____ ANTH 300 level or higher or CLAS 320 Advanced Studies in Greek and Roman Archaeology*

Total Credits Requirement = 8 course credits

A minor in anthropology consists of:

Required Courses (2 courses)

- _____ ANTH 123 Intro to Socio-Cultural Anthropology
- _____ SOC/ANTH 270 Social Research Methods or ANTH 385 History of Anthropological Thought

Electives (3 courses)

- _____ ANTH course any level
- _____ ANTH course any level
- _____ ANTH course 300 level or higher

Total Credits Requirement = 5 course credits

SOCIOLOGY

Sociology investigates the foundations of social thought, research, and subject matter. Every day we make sense of our world by formulating simple theories about why people do the things they do, about the forces that hold our society together, and about its major problems. Thinking like a sociologist allows us to make clearer judgments, predictions, decisions, and, ultimately, to build better societies. To do this, we will examine the human condition from the standpoint of sociological research. Students will learn to engage issues facing the world today by asking classic sociological questions. Ultimately, the field of sociology constructs “the individual” as a product and constituent of large-scale structural forces and historical developments—modernity, capitalism, the state, rationality, classes, families, races, genders, etc. It will orient students to the grounding ideas in the field, but also pique their interest by recent analysis of real social problems. How do race, class and gender relate to each other? What is capitalism? Why is there so much inequality in the United States? What can be done to respond to social crises? The sociological imagination offers an emancipatory vision of how one might reconceptualize their place in society—and change history.

A major in sociology (B.A.) consists of:

Core Requirements (3 courses)

- _____ SOC 101 Introduction to Sociology
- _____ SOC/ANTH 270 Social Research Methods
- _____ SOC 340 Social Theory

Electives (select at least 5 courses)**Lower-Level Electives (select up to 3 courses)**

- _____ SOC course any level
- _____ SOC course any level
- _____ SOC course any level or approved course

Advanced Electives (select at least 2 courses)

- _____ SOC 300 level or higher
- _____ SOC 300 level or higher or approved course

Total Credits Requirement = 8 course credits

A **minor in sociology** consists of:

Required Courses (2 courses)

- _____ SOC 101 Introduction to Sociology
- _____ SOC/ANTH 270 Social Research Methods or SOC 340 Social Theory

Electives (select at least 3 courses)

- _____ SOC course any level
- _____ SOC course any level
- _____ SOC course 300 level or higher

Total Credits Requirement = 5 course credits

COURSES IN ANTHROPOLOGY**ANTH 123 Introduction to Socio-Cultural Anthropology**

Introduces and explores a unifying theme of cultural anthropology: by exploring the variety of ways people live in the world, we may know much about what it means to be human. Explores concepts, theories, methods of research, and the historical development of the discipline. A comparative exploration of various societies around the world offers insights on family and kinship, inequality and power, religious beliefs and values, economics, environment and technology, gender relations, and contemporary issues facing societies and communities today. Examines cultural change and the impact of industrialized societies and global forces on traditional societies. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Each fall and spring)

ANTH 210 Native North America

This course surveys the great diversity of Native North American peoples as the primary sources for the development of the Americanist tradition of anthropology. Students will gain insight into the ways of life and systems of meaning of specific Native American cultural groups such as the Pawnee, Hopi, and Tlingit, while making broader connections to elements of sociocultural difference such as gender, group identity, and religion. Topics include prehistory, the complexities of contact with Europeans, folklore, warfare, Native American-United States (and Canadians) treaties, as well as aspects of contemporary experiences: casino politics, toxic waste dumping on reservations, the American Indian Movement, peyote ceremonialism, and the rise of urban Native populations. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Fall, alternate years)

ANTH 220 Anthropology of Africa

This course surveys the rich tradition of anthropology concerning the continent of Africa. British and French anthropologists since the earliest days shaped the field in the image of Africa's unparalleled linguistic and

cultural diversity, modeling core theories on Africa's political systems, gender dynamics, age cohorts, kinship systems and transnational trade networks. The course contrasts these accounts to Africa's long history as a place for conquest, control, and colony, drawing on James Ferguson's paradigmatic work on development, *The Anti-Politics Machine*. Topics will include classics of Africanist anthropology as well as African perspectives on a diversity of issues that continue to define the continent's people in the global imaginary. Requirement(s) met: Social Science Discover and Global Diversity. (Fall, alternate years)

ANTH 236 Anthropology of the City

Focuses on the emergence of cities in human society, the cross-cultural study of contemporary urbanization and urban life, social and cultural problems common to cities in Third World societies and the United States, the role of the city as a cultural symbol, and the city's role in shaping contemporary national societies. PREQ: Anthropology 123 or Sociology 101. See Sociology 236; students can earn credit for either Sociology 236 or Anthropology 236, but not both. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Spring, alternate years)

ANTH 248 Human Rights and Social Justice

Human rights and social justice scholars and activists respond to systemic, often institutionalized violence and inequality within and among nation-states. This course situates these frames within critical analyses of law, society, and culture. Students will trace the roots of human rights and social justice before observing the contexts and debates that continue to shape the practice of each, such as universalism vs relativism, the relationship between religion and states, the politics of citizenship, individuality vs society, and state sovereignty vs cosmopolitanism. This course situates these issues in specific places, exploring ways that nation-states may become more just through topics like displacement, genocide, health disparity, famine, water rights, torture, and human trafficking. Students can earn credit for Anthropology 248 or Sociology 248 but not both. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. Cross-listed with Social Justice and Community Engagement 201. (Alternate years)

ANTH 250 Topics in Anthropology

An introductory course on special subjects. Recent courses include Human Rights and Social Justice, Screening Difference: Film and Ethnography, Asians in America, Language and Culture, and Native North America. May be repeated when topic varies.

ANTH 251 Screening Difference: Ethnographic Film

Ethnographic film making, beginning with Edward Curtis' 1914 *In the Land of the War Canoes*, is almost as old as anthropology itself. This course examines ethnographic representation of "otherness" in films, particularly ethnographic documentaries. Film will be looked at both as a research tool in ethnographic research and as a form of ethnographic representation. The course will explore the evolution of ethnographic filmmaking, the debates surrounding the representation of "otherness" in ethnographic films, and the place ethnographic descriptions have played in mainstream films. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality.

ANTH 260 Intermediate Directed Study

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

ANTH 265 Latin America through an Anthropological Lens

An exploration of the forces that have shaped Latin American culture, of indigenous cultures before and after the conquest, the cultural and economic effects of colonialism on contemporary culture, the struggle for cultural and political emancipation by indigenous peoples, peasants and workers, the forging of national and ethnic identities, and the impact of modernization on communities and nations. We examine the human experience in

Latin America from an anthropological perspective, probing such issues as how ethnicity and class have intersected in forging national cultures, the changing relationships between gender and power, the dynamics of grass-roots social and resistance movements, the impacts of liberation theology and Protestantism on religious and political practices, the debates over economic development and neo-liberal policies, the responses to a heritage of violence, and the struggle of Latin Americans to define their place in a global setting. No prerequisites. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Fall, alternate years)

ANTH 270 Social Research Methods

An introduction to the production of scientifically and ethically creditable knowledge concerning human behavior. Research design and research project proposals included. See Sociology 270. PREQ: Any Anthropology or Sociology course, preferably Anthropology 123 or Sociology 101, or instructor permission. Requirement(s) met: Social Science Discover. (Fall — every third semester)

ANTH 330 Anthropology of Sex and Gender

Cross-cultural perspectives on sex, gender, and sexuality have caused anthropologists since at least the 1930's to reassess the universal qualities with which these concepts have long been ascribed. This course will complicate each of these concepts as it explores their manifestations in divergent sociocultural contexts, such as the presence of three or more genders in more than 200 societies, the transnational contest over feminism, Papuan masculinities and sexualities, Sub-Saharan battles over body modification, and the complex meanings of the veil among Bedouins. Simultaneously, students will learn to incorporate anthropological approaches to gender into holistic analysis of personhood, culture, and society. PREQ: One Anthropology or Gender Studies course. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. Cross-listed with Gender Studies 330. (Spring, even years)

ANTH 340 Language and Culture

This course explores the relationship between language and culture across humanity. Specifically it is designed to give students a firm grasp on central questions in linguistic anthropology as well as a more general critical approach to language across human cultures and social contexts. At the end of this course, students will have earned a sophisticated approach to questions of interpersonal and cross-cultural communication, discourse, narrative, language ideologies, intertextuality, and a host of other topics related to the sociocultural study of language. In turn, they will have learned to apply a cross-cultural socio-linguistic analysis to myriad everyday setting in which speech and text are primary modes of social interaction. PREQ: Anthropology 123. Requirement(s) met: Social Science Discover, Advanced Writing Competency, and Global Diversity. (Fall, alternate years)

ANTH 350/450 Advanced Topics in Anthropology

An investigation of selected topics for more advanced students based on faculty and student interests. Offered on an occasional basis. Course may be repeated when topic varies. PREQ: Anthropology 123. 1 course credit.

ANTH 360/460 Advanced Directed Study

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

ANTH 365 Race and Ethnicity

A comprehensive examination of race and ethnicity as central categories of social experience. Topics include people's identities and the inequalities they experience, especially as these are perpetuated within the family, education, religion, and other social institutions in society. See Sociology 365; students can earn credit for either Anthropology 365 or Sociology 365, but not both. PREQ: One Anthropology or Sociology course or

instructor permission. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Spring of odd-numbered years)

ANTH 375: News, Media, and Power

This course examines media production, circulation, and consumption as social and cultural practices. Students will learn to analyze newsmaking, digital technologies, and social media from an anthropological perspective, paying close attention to the sociocultural contexts they are embedded in. Throughout the semester, we will think critically about the ways digital stories, images, and information shape people's worldviews and achieve truth effects in their depiction of reality. We will also carefully reflect on our own everyday engagements with digital technologies and social media. Topics include: publics and imagined communities; fake news, truthiness, and objectivity; social media; algorithms; artificial intelligence; and technological determinism. PREQ: ANTH 123 or SOC 101. Requirement(s) met: Systems of Power, Privilege, and Inequality. (Fall of even years).

ANTH 385 History of Anthropological Thought

For centuries, people have returned from cross-cultural encounters with insights into other societies as well as humanity as a whole. This course explores the history of such thought, contextualizing the beginning of the discipline in the 19th century battle over who exactly is human and ending with contemporary post-structuralist and post-colonial critiques. Along the way, this course will challenge students to understand competing theoretical views that outline the debates and controversies that have shaped the field, establishing a strong foundation in the reasoning, focus, and conclusions of anthropological writers. PREQ: Anthropology 123. Requirement(s) met: Social Science Discover. (Fall of odd years)

ANTH 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to anthropology suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

ANTH 464 Teaching/Learning Participation

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

ANTH 490 Independent Study

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

ANTH 491 Honors Thesis in Anthropology

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

ANTH 492 Independent Study Off-Campus/NSOC

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

COURSES IN SOCIOLOGY

SOC 101 Introduction to Sociology

This course introduces students to the foundations of sociological thought, research, and subject matter. Every day we make sense of our world by formulating simple theories about why people do the things they do, about the forces that hold our society together, and about its major problems. This course examines the human condition from the standpoint of sociological research. Students will learn to engage issues facing the world today by asking classic sociological questions. Ultimately, the course material constructs the “individual” as a product and constituent of large-scale structural forces and historical developments—modernity, capitalism, the state, rationality, classes, families, races, genders, etc. It will orient students to the grounding ideas in the field, but also pique their interest by recent analysis of real social problems. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Each fall and spring)

SOC 236 Sociology of the City (see Anthropology 236)

Students can earn credit for either Sociology 236 or Anthropology 236, but not both.

SOC 245 Law and Society

This course is an introduction to the study of the relationship between law and society from a sociological perspective. It explores what law, or the law is; where it comes from; who the actors and institutions that create it are; and what roles, if any, it plays in shaping social change. Similarly, the course examines how the law and its relationship with society is shaped by social, economic, and political opportunities and constraints.

Part I of the course introduces different theories of what law is and varying perspectives on how to study it. Part II investigates how the structure and meaning of law are created in the very social process of administering or doing law. Part III of the course identifies the different players involved and considers the roles that courts, juries, lawyers as a profession, and legal education play in shaping law’s relationship to society. Finally, the course addresses the role of the law in fomenting social change by examining legal case studies, including abortion and reproductive rights; school desegregation; and voting rights. In each of these examples of legal contest, we will see that the larger context of society—social, economic, and political—have been crucial for social change. (Alternate years).

SOC 248 Human Rights and Social Justice

Human rights and social justice scholars and activists respond to systemic, often institutionalized violence and inequality within and among nation-states. This course situates these frames within critical analyses of law, society, and culture. Students will trace the roots of human rights and social justice before observing the contexts and debates that continue to shape the practice of each, such as universalism vs relativism, the relationship between religion and states, the politics of citizenship, individuality vs society, and state sovereignty vs cosmopolitanism. This course situates these issues in specific places, exploring ways that nation-states may become more just through topics like displacement, genocide, health disparity, famine, water rights, torture, and human trafficking. Students can earn credit for Anthropology 248 or Sociology 248 but not both. Requirement(s) met: Social Science Discover, Global Diversity, and Systems of Power, Privilege, and Inequality. (Alternate years)

SOC 250 Topics in Sociology

An introductory course on special subjects. Recent topics have included social psychology, childhood and adolescence and medical sociology. May be repeated when topic varies.

SOC 255/355 Sex, Gender and Society

What is gender, and what is the relationship between sex and gender? How do ideas about what it means to be a man or a woman shape our lives and our society? Where do those ideas come from anyway—are they a reflection of “real” differences between men and women? Come to think of it, what does real mean? Does it mean that we think those differences are important, or that they are rooted in biology? This survey course is built around these

questions. It takes a sociological approach to the study of sex and gender as students learn how and why these categories matter for individuals and societies. The goal for the course is that by the end of the semester, everyone will understand what a sociological approach to gender entails; in other words, what it means to think about gender and sexuality as “social facts.” This course is divided into three main units devoted to the following topics: contending approaches to explaining the causes and consequences of sex/gender difference and inequality; gender and work; and gender, sex and the body. The SOC 255 course assessments require active class participation, in-class quizzes, (3) reflection papers, successful completion of a midterm and final exam. The SOC 355-level require active class participation, in-class quizzes, successful completion of a midterm and a final research paper. PREQ: Sociology 101, Anthropology 123, or Gender Studies 120. Requirement(s) met: Social Science Discover. (Alternate years)

SOC 260 Intermediate Directed Study

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

SOC 266 Environmental Sociology

Environmental sociologists study the interaction between the environment and society. As a platform for the field of environmental sociology, this course provides a sociological introduction to environmental problems in historical perspective. The course is organized around three central issues: 1) the nature and character of environmental problems; 2) social drivers of environmental problems; and 3) societal responses to environmental problems. Among the course objectives are to gain a basic knowledge and understanding of the social drivers of environmental problems; situate environmental problems and a society's ability to confront environmental challenges in historical, societal, and theoretical contexts; explain linkages between environmental problems and the political, economic, and cultural configuration(s) of modern social life; identify, discuss, evaluate alternative theoretical perspectives on the social drivers of environmental problems; and to cultivate a critical, dynamic, and (self-)reflective understanding of one's involvement in the environment-society problematic. PREQ: Sociology 101 or Anthropology 123. Requirement(s) met: Social Science Discover. (Alternate years)

SOC 270 Social Research Methods

An introduction to the production of scientifically and ethically creditable knowledge concerning human behavior. Research design and research project proposals included. See Anthropology 270; students can earn credit for Sociology 270 or Anthropology 270, but not both. PREQ: Any Sociology or Anthropology course, preferably Sociology 101 or Anthropology 123, or instructor permission. Requirement(s) met: Social Science Discover. (Fall — every third semester)

SOC 275 Women and Work in the Global Economy

This course is an introduction to contemporary issues of political economy, emphasizing the lives of women workers in fields such as domestic service, factory labor and sex work. Through readings, films, and guest speakers, we evaluate the relationship between political and economic power, or between the market and the state. We will situate histories of colonialism and imperialism, and the legacies of the Cold War as the longer histories of present-day social policies and migratory flows. This course examines the social, political, and economic implications of global economic restructuring, global capitalism, immigration policies, and the impact of welfare policy in the United States and abroad. We explore these larger social forces at the scale of women workers to better understand how globalization and the ongoing effects of empire have had the effect of feminized and racialized forms of labor in different cultural and national contexts. PREQ: Sociology 101, Anthropology 123, or Gender Studies 120. (Alternate years).

SOC 340 Social Theory

Social theory allows for seeing patterns, forces, and power relations, encouraging us to make sense of all kinds of social phenomena ranging from everyday interactions between friends to decades of violent colonization. Theory must be relevant to real life social facts for it to survive, and we will work toward bridging the abstract concepts in our readings with the world around us. The class will include a review of the “classic” social theorists credited with founding the field and then will explore several important theorists who bridge the gap between the “classical” and the “contemporary.” We will challenge the theory “canon” by including theorists who write about gender and race. Then, we will move into “contemporary theory,” exploring some of the key themes and debates that have characterized the profession from the 1960s until the present. Requirement(s) met: Social Science Discover. (Fall, odd years)

SOC 348 Social Determinants of Health

This advanced sociology course focuses on social inequalities in health in both U.S. and international contexts. It reviews the link between health status and various types of social statuses, including but not limited to socioeconomic status, gender, race and ethnicity. Explanations for the relationships between these factors and various health outcomes are discussed. Focuses on multiple levels of analysis, from the physician-patient interactions to health care systems and social policies. Students have the opportunity to develop their own specific research interests in this field. PREQ: Sociology 101 or Anthropology 123. Requirement(s) met: Social Science Discover. (Alternate years)

SOC 350 Advanced Topics in Sociology

A study of selected topics offered on an occasional basis. Recent topics include Child Labor in the United States; the Social Gospel Movement; and the Social History of American Education. May be repeated for credit when topic varies.

SOC 360/460 Advanced Directed Study

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

SOC 365 Race and Ethnicity

A comprehensive examination of race and ethnicity as central categories of social experience. Topics include people’s identities and the inequalities they experience, especially as these are perpetuated within the family, education, religion, and other social institutions in society. See Anthropology 365; students can earn credit for Sociology 365 or Anthropology 365, but not both. PREQ: One Sociology or Anthropology course or instructor permission. Requirement(s) met: Social Science Discover and Systems of Power, Privilege, and Inequality. (Spring, odd years)

SOC 369 Criminology

Modern criminology will be addressed from an interdisciplinary perspective. Theories of crime, criminality and investigative limitations will be examined. Students will also consider the nature, function and substance of criminal law and criminal procedure in the United States. PREQ: Sociology 101 or instructor permission. Requirement(s) met: Social Science Discover. (Even years)

SOC 370 International Labor Migration

In this course, students learn dominant theories and trace the history of global labor migration, including the emigration push and the immigration pull factors that animate the contemporary flow of labor migrants. The course also examines how different countries and international institutions attempt to regulate these flows. The course will pay particular attention to the effects of such policies on workers' civil and labor rights. The course will also consider how one's social or political status impacts their migrant experiences, including the

circumstances that can lead to forced labor and human trafficking. Finally, we will explore innovative approaches that have been proposed and/or implemented to improve working conditions and better manage labor migration. Students will apply what they have learned to carry out a final research project proposing either a governmental or union policy reform to address migrant labor in the country of their choosing. PREQ: Sociology 101 or Anthropology 123. Requirement(s) met: Social Science Discover. (Alternate years)

SOC 385 Social Movements

A historical and comparative examination of the theoretical and practical potential for social and political change. The course considers traditional theories of collective behavior as well as recent contributions to the understanding of social and political movements. The focus of the course ranges from the civil rights movement, the environmental movement, the “Tea Party” movement, and the American labor movement—itsself the paradigmatic example of movement dynamics. PREQ: Sociology 101 or Instructor permission. Requirement(s) met: Social Science Discover, Advanced Writing Competency, and Systems of Power, Privilege, and Inequality. (Offered on occasional basis)

SOC 394/494 Advanced Student Research

Intended for advanced students to develop and execute a research project related to sociology suitable for public dissemination under mentorship of a faculty member. Students are expected to present the results of their research in a public forum. Typically, this work results in a formal presentation, written work, or creative works. Course credit varies from 0-1.00. PREQ: Instructor permission required.

SOC 464 Teaching/Learning Participation

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

SOC 490 Independent Study

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

SOC 491 Honors Thesis in Sociology

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

SOC 492 Independent Study Off-Campus/NSOC

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

WRITING

Director: Lisha Daniels Storey

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

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

COURSES

WRT 285 Tutoring Writing: Theory and Practice

This course introduces prospective writing tutors to tutoring pedagogy and related theoretical frameworks with the goal of constructing informed, reflective tutoring philosophies. In addition to studying theories of writing and literacy, we will study writing center histories, tutoring pedagogy, the nature of academic writing, writing in multiple disciplines, and diverse cultural literacies. Requirement(s) met: Advanced Writing Competency. (Each spring)

Graduate Programs

Austin College offers two graduate degrees: a Master of Arts in Teaching through the Austin Teacher Program (ATP) in the Education Department and a Master of Medical Science through the Physician Assistant Program.

Academic Departments and Courses of Study

Course Numbering: The course number generally reflects the academic level at which the course is offered. Course numbers 001-499 are used at the undergraduate level while numbers 500 and above are reserved for graduate-level work (see the **Level of Credit** section for a full explanation of course level and numbering).

Graduate Course Credit and Student Load: Generally, each course listing constitutes one course credit unit, which is equivalent to four semester credit hours. As a general guideline, the college expects from its students a minimum commitment of 180 academic hours* (150 clock hours) of engagement per credit unit each semester, regardless of the length of the term or the mode of delivery of the course (e.g., in-person, online, directed study, etc.). Engagement hours include time spent preparing for and attending class as well as time spent working in laboratories or studios or on internships, practica, clinical experiences, and other academic activity. Any course that carries more or less than one course credit unit (applied in fractional increments) is so indicated. Only those courses listed as repeatable may be taken again for additional credit. 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.

**One academic hour = 50 minutes.*

Program Information

For information about admission, requirements, and courses in the Austin Teacher and Physician Assistant Programs, see the following sections.

GRADUATE AUSTIN TEACHER PROGRAM

Chair: Alexandra G. Leavell

Faculty: Sandy Philipose, Morgan Stewart

Visiting Faculty: Theresa Stone

Adjunct Faculty: Robyn Tschantz

Emeritae: Julia Shahid, Barbara Sylvester, Jane White



Mission: The Education Department at Austin College prepares culturally responsive educators with the knowledge, skills, and dispositions to continually adapt to learners' needs, engage in critical reflection, and lead with purpose to transform learners, communities, and the teaching profession.

Master of Arts in Teaching with Teacher Certification

The MAT is Austin College's signature graduate educator preparation. The MAT offers advanced coursework in educational leadership, research, and responsive pedagogy, and prepares students for career pathways requiring advanced degrees and doctoral study. Students can earn a Master of Arts in Teaching with teacher certification in the teaching field of their choice. Additionally, students who qualify may opt for the Graduate Internship option which allows them to seek employment as paid classroom teachers in their certification area and complete the MAT during their final year of graduate study.

Austin Teacher Program (ATP)

The Austin Teacher Program (ATP) is Austin College's Texas state-accredited Educator Preparation Program (EPP), approved by the Texas Education Agency (TEA). The ATP encompasses all of the Education Department's pathways to teacher certification, including the BS in Elementary Education, the BS in Secondary Education, and the Master of Arts in Teaching (MAT).

Students wishing to pursue teacher certification are encouraged to speak with an Education Department advisor early in their undergraduate career. Students will be assigned an ATP faculty advisor and should work carefully with that advisor, as well as their Austin College mentor, in planning their program of study.

Admission Information

Admission to the graduate phase of the Austin Teacher Program acknowledges the student's potential for graduate professional study and initial teacher certification. Undergraduate students may submit their application during their junior year. Admission is determined by the ATP Admissions Committee comprised of faculty members from various departments of the college as well as ATP faculty.

Requirements for Admission to the Graduate Austin Teacher Program

1. Satisfactory completion of all undergraduate field-based courses with a grade of B- or better;
2. Successful faculty teaching evaluation in al. 300 and 400 level field-based courses;
3. No faculty rating below Acceptable on the Austin Teacher Program Competencies;
4. Completion of all undergraduate certification requirements for both general education and teaching field(s);
5. Successful completion of a bachelor's degree from Austin College. Transfer students must submit official transcripts of all undergraduate credits earned at any institution of higher education to the Department;
6. A minimum cumulative grade point average of 2.75 in all courses at the undergraduate level and 2.75 or higher in the content major or teaching field(s); If the GPA is lower than 2.75, candidates can provide

documentation of expertise through providing two additional letters of support from faculty in their certification field or a field that closely supports their teaching field. These appeal documents should be submitted along with the application;

7. Three recommendations, generally including at least one Austin College faculty member in the student's major or certification field and a recommendation from an ATP faculty member with whom they have worked;
8. Proof of oral and written proficiency required for graduate study assessed by meeting ATP requirements and as attested to in recommendation letters; Completion of the Austin College writing, quantitative, and foreign language competencies;
9. Approval by the Austin Teacher Program Advisory and Admission Committee.

Note: Appeals will not be considered for a GPA below 2.5. All decisions of the ATP Admissions Committee are final.

Note: Students may take up to a maximum of three graduate courses prior to formal admission to the graduate program. Students must be in good academic and social standing and be approved by their ATP advisor and the department chair. A maximum of 3 graduate credits can apply to both the undergraduate and graduate degrees.

Contingency Admission

Students accepted into the MAT/ATP are granted contingency admission pending completion of their bachelor's degree. Once the bachelor's is conferred, students who have maintained admissions requirements (including required GPAs,) will be fully admitted as graduate students and Teacher Candidates as designated by the Texas Education Agency.. credit.

ATP Graduate Tuition and Fees

Refer to the College Costs section of the Bulletin for graduate tuition and fees as well as other campus costs for housing and meal plans.

Graduate Clinical Experience Fees: Students must complete a capstone clinical experience to be recommended for their teaching certificate. Students approved for an internship clinical experience may opt to complete their experience within 90 miles of four approved clinical experience geographic hubs: Sherman, TX, Austin, TX, Houston, TX, or San Antonio, TX. Clinical experience location more than 25 miles from a hub are assessed additional fees to accommodate remote supervision. Consult the College Costs section of this Bulletin for more information.

General ATP Graduate Degree Requirements

Students must fulfill the following requirements:

- **Degree and Residency Course Requirements:** Complete a minimum of nine course credit units of which at least seven must be earned at Austin College.
- **Minimum Grade Point Average:** Earn a 3.00 or better cumulative grade point average

The ATP is accredited to recommend candidates for initial teacher certification only and cannot grant an MAT to those holding current teaching certificates.

Graduate-Level ATP Academic Regulations

Undergraduate Enrollment in Graduate Courses: Up to three graduate-level courses can be petitioned to be taken at the undergraduate level and count for both the bachelor's and master's degrees at Austin College.

Enrollment in and satisfactory completion of these graduate courses do not guarantee admission to the graduate program.

Course Load: The maximum course load for a graduate student is three course credit units during the fall, spring, and summer terms. To be considered a full-time graduate student, one must enroll for a minimum of two course credit units during the fall and spring terms and one course credit unit during the summer term.

Time Limit for Completion of Graduate Program: All work that may be counted as credit toward the MAT degree must be completed within a period of two years from the time the student has completed the first graduate course.

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 585 or 586, 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, Termination and/or Exit Policy 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 semester. 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 EDUC 585 Graduate Clinical Teaching Experience or EDUC 586 Graduate Internship Experience. Admitted teacher candidates are expected to successfully complete Austin College and ATP coursework demonstrating proficiency in the ATP competencies of collaboration, honesty/integrity, respect, reverence for learning, emotional maturity, reflection, flexibility, responsibility, professionalism, and communication. Students (contingently or formally admitted) who wish to withdraw, must submit in writing the request to the certification officer/department chair with the effective date of removal from the program.

TEXES Certification Exams: ATP graduate students must pass TEXES content certification examination aligned with their desired certification field as required by the Texas Education Agency in order to qualify for enrollment in the graduate clinical experiences (EDUC 585 or EDUC 586). The TEXES Pedagogy and Professional Responsibilities (PPR) Exam is generally taken during the graduate clinical teaching semester or in the first semester of an internship. Students wishing to pursue the paid, one-year internship option must pass their TEXES content exam/s to be hired by a school district. EC-6 candidates must also pass the TEXES English as a Second Language (ESL) Exam prior to consideration for hire.

Degree Conferral: Austin College grants a Master of Arts in Teaching for graduate students completing all appropriate degree requirements in May, August, or December. Austin College holds a single graduation celebration each year in May. Candidates completing the requirements for a degree during the spring term are expected to participate in baccalaureate and [commencement ceremonies](#). Students who complete their degree requirements at other times of the year are invited to participate in the May commencement. The actual diploma is mailed after all requirements are satisfied. Students who are within three course credit units of completing all degree requirements during the summer may participate in graduation exercises. Candidates for summer graduation should consult the Registrar's Office concerning requirements for participation in graduation exercises. The college reserves the right to withhold the degree from any student whose conduct or academic standing it regards as unacceptable.

Certification Fields Offered

The Austin Teacher Program (ATP) is fully accredited through the Texas State Board for Educator Certification, a division of the Texas Education Agency. Upon completion of all certification requirements, teacher candidates can be recommended for their standard Texas teaching certificate in one of these categories:

1. Early Childhood-Grade 6 Core Subjects with Science of Teaching Reading
2. Grades 4-8 certification in: Social Studies, English Language Arts and Reading with the Science of Teaching Reading, Mathematics, Science, or English Language Arts and Reading/Social Studies with the Science of Teaching Reading
3. Physical Science: Grades 6-12 Physical Science
4. Grades 7-12 certification in English Language Arts and Reading, History, Life Science, Mathematics, and Math/Physics
5. Early Childhood-Grade 12 certification in: Physical Education, Art, Music, Theatre, or Languages Other than English (Spanish)
6. English as a Second Language (ESL) Supplemental: This certification can only be granted in conjunction with an initial certification area

A listing of requirements for each certification area is available in the ATP office and on the [ATP website](#). **The Texas Education Agency has the power to change minimum requirements at any time.** Students are apprised of changes immediately.

Title II Report Data for Cohort Years 2025 & 2026 Pass Rates

As mandated by the Title II Act and made available on the [Title II website](#), the following table provides information about the pass rates on the TExES exams required for certification:

Category	Percentage Pass in 2025 Cohort	Percentage Pass in 2026 Cohort
TExES Pedagogy & Professional Responsibility	100%	100%
TExES Academic Content Exams by Certification Area	100%	100%
Number in Cohort	19	7

Recommendation for Certification

Students who successfully complete all requirements for the MAT degree and certification requirements as mandated by the TEA are eligible to submit their application for their teaching certificate, along with a clear criminal background check to the Texas Education Agency. Upon ATP endorsement to the State Board of Educator Certification, candidates receive the standard TX teaching certificate.

Courses Required for Certification

The courses listed below are required and cannot be substituted without departmental approval:

- Secondary and Early Childhood-Grade 12: HIST 162 OR HIST 163 (U.S. History)
- Early Childhood-Grade 6: HIST 162 AND HIST 163
- EDUC 215 How Humans Learn or an approved psychology course. Foreign language competency as required by Austin College or three-semester college-level equivalent
- Writing competency as required by Austin College, and First Year Seminar (FYS) or an English course equivalent
- Quantitative literacy as required by Austin College or equivalent

Course Requirements by Certification Area for the Master of Arts in Teaching (MAT) Degree

The MAT requires nine credits for all students. All students must take:

- EDUC 520 Educational Foundations
- EDUC 598 Research and Assessment for Teachers
- EDUC 531 Development of Literacy Processes and Competencies
- Either EDUC 570/EDUC 580/EDUC 590 Graduate Internship Experience Elementary/Secondary/All-Level (Taken Fall and Spring for 1 credit each) OR
- Either EDUC 571/EDUC 581/EDUC 591 Graduate Clinical Teaching Experience: Elementary/Secondary/All-Level (taken Fall only for 2 credits)
- Either EDUC 572/EDUC 582/EDUC 592 Instructional Strategies and Literacy in the Content Areas Elementary/Secondary/All-Level (taken Fall only and concurrently with the Graduate teaching experience course)

Additional courses specified by certification field listed below:

EC-6 Core Subjects with Science of Teaching Reading* Certification

**The English as a Second Language Supplemental Certification is required for this certification area*

- EDUC 530 Foundations of Literacy (1 course credit)
- EDUC credit
- EDUC 532 Mathematics in the Elementary School (1 course credit)
- EDUC 533 Science and Social Studies in the Elementary School (1 course credit)

Grades 4 - 8 Certification:

Grades 4 -8 English Language Arts and Reading with the Science of Teaching Reading:

- EDUC 530 Foundations of Literacy (1 course credit)
- EDUC 541 Secondary Instruction: English (1 course credit)
- EDUC 549 Secondary Education (1 course credit)

Grades 4 -8 Social Studies:

- EDUC 533 Science and Social Studies in the Elementary School (1 course credit)
- EDUC 542 Secondary Instruction: Social Science (1 course credit)
- EDUC 549 Secondary Education (1 course credit)

Grades 4 -8 English Language Arts and Reading/Social Studies with the Science of Teaching Reading:

- EDUC 541 Secondary Instruction: English (1 course credit)
- EDUC 542 Secondary Instruction: Social Science (1 course credit)
- EDUC 549 Secondary Education (1 course credit)

Grades 4- 8 Mathematics:

- EDUC 532 Mathematics in the Elementary School (1 course credit)
- EDUC 543 Secondary Instruction: Mathematics (1 course credit)
- EDUC 549 Secondary EDUC (1 course credit)

Grades 4-8 Science:

- EDUC 533 Science and Social Studies in the Elementary School (1 course credit)

- EDUC 544 Secondary Instruction: Science (1 course credit)
- EDUC 549 Secondary Education (1 course credit)

Grades 6-12 Grades 7-12 Certifications in English Language Arts and Reading, History, Physical Science, Life Science, Mathematics, or Math/Physics

- EDUC 541-546 Secondary Instruction (selected by academic area, 1 course credit unit)
- EDUC 549 Secondary Education (1 course credit)
- EDUC 555 Leadership for Educators (1 course credit)

NOTE: EDUC 532 is also required for Grades 7-12 Mathematics teaching field (1 course credit)

Early Childhood-Grade 12 Certification in Art, Languages Other Than English, Music, Physical Education, or Theatre

Art: Early Childhood-Grade 12:

- Elementary content course (1 course credit; consult education advisor)
- EDUC 549 Secondary Education (1 course credit)
- EDUC 546 Teaching Art in the School (1 course credit)
- EDUC 555 Leadership for Educators (1 course credit)

Languages Other Than English: Early Childhood-Grade 12:

- EDUC 520 Educational Foundations (1 course credit)
- EDUC 598 Research and Assessment for Teachers (1 course credit)
- EDUC 530 (1 course credit)
- EDUC 549 Secondary Education (1 course credit)
- EDUC 548 Teaching Modern Languages (1 course credit)
- EDUC 555 Leadership for Educators (1 course credit)

Music: Early Childhood-Grade 12:

- EDUC 549 Secondary Education (1 course credit)
- EDUC 546 Teaching Music in the School (1 course credit)
- EDUC 555 Leadership for Educators (1 course credit)

Physical Education: Early Childhood-Grade 12:

- EDUC 549 Secondary Education (1 course credit)
- EDUC 547 Secondary Instruction: Physical Education (1 course credit)
- EDUC 555 Leadership for Educators (1 course credit)

Theatre: Early Childhood-Grade 12:

- EDUC 549 Secondary Education (1 course credit)
- EDUC 546 Teaching Theatre in the School (1 course credit)
- EDUC 555 Leadership for Educators (1 course credit)

COURSES

EDUC 520 Educational Foundations

Introduction to the historical, philosophical, and social foundations of education. It focuses on the following areas: (1) development of K-12 education in the United States and the schools of thought that have influenced

American education, (2) the relationship between schools and society, with special emphasis on the impact on school laws and policies, and (3) meeting the needs of an increasingly diverse student population including special education students and English Language Learners. PREQ: Education 475. (Each summer)

EDUC 530 Foundations of Literacy

Introduction to beginning literacy strategies. Students closely investigate the factors which promote successful literacy learning. Knowledge of the theoretical and developmental foundations of beginning literacy provides the perspective for classroom practices. Observing and documenting emergent reading behaviors, determining prerequisites for literacy acquisition, and structuring a developmentally appropriate, print-rich learning environment for beginning readers are skills to be developed. Exploration of modifications in instruction that are crucial for early literacy learners as some struggle with dyslexia, vision or hearing issues or simply a lack of pre-requisite literacy experiences before school are included in planning. Course includes a lab consisting of a school placement of a minimum of 30 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. (Fall only)

EDUC 531 Development of Literacy Processes and Competencies

This course focuses on personal definitions of reading and writing as a starting point. The graduate students' definitions coupled with their students' needs, including dyslexia modifications, and their expanding knowledge of more sophisticated literacy instruction is the goal of this class. College and Career Readiness Standards (secondary standards) and STAAR objectives (elementary standards) are important in this planning as well, leading all teachers (regardless of certification level) to teach students how to comprehend challenging texts and how to write in an analytical way in all content areas. Course includes a lab consisting of a school placement of a minimum of 30 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. (Each summer)

EDUC 532 Mathematics in the Elementary School

Preparation of prospective elementary and middle school teachers of mathematics. Students learn to create positive learning experiences for their students as they acquire both mathematical concepts and computational skills and then apply them in problem-solving situations. Emphasis is placed on understanding the developing child and the impact that development has on instruction. Recommendations made by the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics are stressed, including use of problem solving as an integral part of the curriculum, the importance continual assessment plays in instruction, and the integration of technology throughout the program. Course includes a lab consisting of a school placement of a minimum of 35 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. The course includes a seven-week field experience. (Generally spring only)

EDUC 533 Science and Social Studies in the Elementary School

Combination of the curriculum of science and social studies as taught in elementary/middle school based on how children learn best. Learning experiences are discussed, demonstrated, and practiced by students in this course as they prepare to become elementary/middle school teachers. Earth science, physical science, and life science topics are all included in the science strand. Both concepts and processes specific to science education are included. The social studies strand is built on a foundation of history, geography, economics, government, citizenship, culture, science, technology and society, and social studies skills. The course includes a field experience with graduate students teaching a summer camp for the local school district. Course includes a lab consisting of a school placement of a minimum of 40 hours. All placements within a school require a background and criminal history check. PREQ: Education 475. (Each summer)

EDUC 540 Topics in Education

A study of selected topics. Variable course credit. May be repeated when topic varies. (Offered on an occasional basis)

EDUC 541-547 Secondary Instruction

In these courses students will focus on the content and pedagogy of their teaching field for middle and high school levels. Course includes a lab consisting of a school placement of a minimum of 45 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Education 475. (Generally once a year, as needed)

EDUC 541 Secondary Instruction: English

EDUC 542 Secondary Instruction: Social Science

EDUC 543 Secondary Instruction: Mathematics

EDUC 544 Secondary Instruction: Science

EDUC 546 Secondary Instruction: Fine Arts

EDUC 547 Secondary Instruction: Physical Education

EDUC 548 Teaching Modern Languages

A study of methods and materials of language teaching. (As needed)

EDUC 549 Secondary Education

Study of current practices and policies in American secondary schools. Students explore issues and challenges facing today's middle and high schools. Other topics studied include secondary school reform efforts, ways of assessing school effectiveness, alternative models for organizing secondary schools, adolescent development, and instructional models with an emphasis on differentiation and teaching for understanding. PREQ: Education 475. (Each summer)

EDUC 550 Alternative Graduate Study

Alternative graduate offering. Occasionally a student may request an alternative graduate course for a graduate requirement for the MAT. Topics may vary depending on the needs of the student.

EDUC 555 Leadership for Educators

The purpose of this graduate level course is to orient the students to various aspects of leadership in the field of education. Leadership will be explored by type and students will identify their leadership style. Organizational theory will be explored in terms of culture, change, and relationships. These key constructs will be linked to specific leadership tools and strategies. Strategic thinking will include formation of mission, vision, organization objectives and assessment tools. Finally, equity and inclusive frameworks will be central to all content in the class. The class will prepare students for any level of leadership from the teacher as leader to future movement in various leadership paths. PREQ: Education 475.

EDUC 560 Graduate Independent Study

See program faculty for more information.

EDUC 562 Current Trends in Elementary and Secondary Exercise and Sport Studies

Students will investigate a variety of concerns in physical education which will include trends in methodology, curriculum design, student evaluations, teacher evaluation, extra-curricular opportunities, and identification of concerns that could affect physical education and athletics in the future. (As needed)

EDUC 570 Graduate Internship, Elementary

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the

practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. (Both fall and spring required) COREQ: Education 572. May be repeated for a total of two course credit units.

EDUC 571 Graduate Clinical Teaching Experience, Elementary

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Variable course credit not to exceed two course credit units. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least five graduate courses including all methods courses. COREQ: Education 572. (Each fall and spring)

EDUC 572 Instructional Strategies and Literacy in the Content Areas, Elementary School

A seminar course taken concurrently with Education 570 or 571. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon the state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 570 or 571. (Each fall and spring)

EDUC 580 Graduate Internship, Secondary

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. (Both fall and spring required) COREQ: Education 582. Variable course credit not to exceed two course credit units.

EDUC 581 Graduate Clinical Teaching Experience, Secondary

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. COREQ: Education 582. (Each fall and spring)

EDUC 582 Instructional Strategies and Literacy in the Content Areas, Secondary School

A seminar course taken concurrently with Education 580 or 581. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 580 or 581. (Each fall and spring)

EDUC 590 Graduate Internship—All Level

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel.

Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. COREQ: Education 592. Variable course credit not to exceed two course credit units. (Both fall and spring required)

EDUC 591 Graduate Clinical Teaching Experience, All-Level

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. COREQ: Education 592. (Each fall and spring)

EDUC 592 Instructional Strategies and Literacy in the Content Areas, All-Level

A seminar course taken concurrently with Education 590 or 591. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 590 or 591. (Each fall and spring)

EDUC 598 Research and Assessment for Teachers

Classroom assessment issues and topics related to educational research. Methods of classroom evaluation, test construction, and test interpretation as well as purposes of testing and social, legal, and ethical issues connected with testing will be examined. The educational research segment of the course has two strands: the acquisition of necessary information to foster the research process, and an opportunity to develop a hands-on knowledge of both qualitative and quantitative research methodology. (Each fall and spring)

PHYSICIAN ASSISTANT PROGRAM

Founding Director: Diana T. Noller

Medical Director: Kevin Guan

Director of Didactic Education: Shannon Cain

Director of Experiential Education: Athena Todd

Director of Student Success: Amy Thimesch

Faculty: Christen Reamy-Jones, Christina Lascano, Fred Noller



The mission of the Physician Assistant (PA) program is to engage exemplary learners in a student-centered, transformational curriculum that fosters personal and professional growth, builds community, and prepares PAs to provide high-quality, patient-centered care by cultivating each student's capacity to realize their fullest potential in the service of others, grounded in the principles of medical humanities.

The program curriculum spans 24 months and requires completion of 28.5 course credit units, which is equivalent to 114 semester credit hours. The pre-clinical phase consists of 13 months of didactic instruction, with a 7-course load during the 12-week summer session, a 6-course load during the 14-week fall session, and a 7-course load during the 18-week spring session. The clinical phase of the program is 11 months and consists of 40 weeks of supervised clinical practice experiences and the Clinical Seminar course, which runs the length of the clinical phase.

Didactic Courses

Each course credit in the Physician Assistant program is equivalent to four semester credit hours. In keeping with policy and following the rule provided by the U.S. Department of Education, one academic credit hour is composed of 15 hours of direct instruction (50–60-minute hours) and 30 hours of out-of-class student work (60-minute hours). This means that a student spends 45 total hours of time on one credit and 135 total hours (45 hours of direct instruction and 90 hours of out-of-class student work) over the course of a semester in a typical 4-credit class.

Clinical Courses

Clinical courses are defined as courses requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment. When determining credit units for the clinical courses, there must be, on average, a minimum of 36 hours per week during which time the clinical instructional faculty member is engaged in direct student instruction. Students are expected to spend at least 15 hours of outside engagement time per week; activities may include studying for end of rotation examinations, self-assessment questions, and graduate-level readings applicable to their course of study.

Admission Information

Application for admission to the Austin College Physician Assistant program is accessible through the Central Application Service for Physician Assistants (CASPA) starting in April and closing December 1 each year (applications must be verified by CASPA by 11:59PM ET December 1st). The program will invite select applicants to interview with the program and admit students on a rolling basis.

The application review process begins in early to mid-May of each year. Interviews are offered on a first-come-first-served basis until all available interview spots are filled. When all interview spots are full, we no longer review applications. Given this, we encourage applicants to apply early in the admissions cycle.

The following are **not** required: GRE scores, CASPER, Pre-admission Content Test (PACT), supplemental application.

All admissions-related questions can be sent to PAprogram@austincollege.edu.

General Admission Requirements

Minimum Admission Requirements

- A baccalaureate degree from an institution of higher education in the U.S. accredited by an institutional accrediting agency recognized by the U.S. Department of Education is required to matriculate into the program. Provisional acceptance may be granted pending completion of the degree.
- U.S. citizenship or U.S. legal permanent residence
- All prerequisite course requirements must be met*
- A science grade point average (GPA) of a 3.0 (4.0 scale) as calculated by CASPA
- A cumulative grade point average (GPA) of 3.0 (4.0 scale) as calculated by CASPA
 - If the cumulative GPA is less than 3.00 (4.00 scale), an applicant may still be eligible for admission if
 - the level of academic achievement demonstrates significant improvement with increasing rigor over time (at least a 3.5 GPA in 300 and 400 level courses at the minimum over the last two years of academic training) **AND**
 - the applicant has at least two years of full-time experience working as a registered nurse, physical therapist, occupational therapist, respiratory therapist or related health care profession that has a bachelor's degree as the minimum degree for entry into the health profession
 - Applicants must indicate all courses that are either in progress or planned in the appropriate section of the CASPA application. Applications that do not list all prerequisite coursework (either as completed, in progress, or planned) will not be reviewed.
- Three letters of recommendation*
- To matriculate into the program, students must meet the Austin College PA Program Technical Standards for Admission, Continuation, and Graduation requirements as listed on the program's website.
 - Reasonable accommodation will be granted as per Title I of the Americans with Disabilities Act
- The official Test of English as a Foreign Language (TOEFL IBT) scores are required if applicant graduated from a high school outside of the United States.
 - A minimum overall score of 100, including a minimum speaking section score of 26, is required to be considered for admission
 - Scores must be sent directly from the Educational Testing Service (ETS) to CASPA in electronic format
 - Scores may be no more than two years old

*See the sections below for additional information regarding these requirements.

Meeting minimal program requirements guarantees neither an interview nor acceptance to the program. The PA program website is the definitive source of information concerning admission criteria.

Prerequisite Course Requirements

The following are the prerequisite courses required for admission:

- Anatomy with lab: 4 semester credit hours (Human anatomy strongly recommended)
 - Or Anatomy and Physiology I and II with lab (or equivalent): 8 semester credit hours
- Physiology with lab: 4 semester credit hours
 - Or Anatomy and Physiology I and II with lab (or equivalent): 8 semester credit hours
- Microbiology with lab: 4 semester credit hours
- Genetics: 3 semester credit hours
- Organic Chemistry with lab: 4 semester credit hours
- Psychology or Sociology: 3 semester credit hours

- Statistics: 3 semester credit hours
- Medical Terminology: 1 semester credit hour

Requirements for prerequisite courses:

- All required course credits are listed as semester credit hours. Courses taken using an alternative credit hour designation must be equivalent in credits to meet the semester credit hours listed.
- All prerequisite coursework must be completed for a grade (except for courses taken during the spring 2020 term, which can be pass/fail).
- Applicants are strongly encouraged to have taken prerequisite courses within ten (10) years of application.
- Without exception, all science prerequisite courses must be taken at an institution in the United States accredited by an institutional accrediting agency recognized by the U.S. Department of Education.
- All prerequisite coursework must be completed by the end of the fall semester prior to matriculation; if this requirement is not met, the applicant's acceptance may be rescinded. The only exception is for applicants who will earn their bachelor's degree the May preceding the PA program start date; in this case, prerequisite coursework must be completed by the end of the spring semester before matriculation.
- AP credit for science prerequisite coursework will NOT be accepted.
- Grades below "C" in prerequisite courses will not be accepted.

Transcripts

Official transcripts from all colleges and universities attended must be sent directly to CASPA.

Letters of Recommendation

- At least one recommendation should come from a professor able to speak of the applicant's academic capabilities.
- At least one recommendation from a healthcare professional knowledgeable of the applicant's performance in the clinical setting is strongly recommended.
- It is strongly recommended that letters of recommendation do NOT come from family members.

Direct Healthcare Experience Requirements

Competitive applicants will have a minimum of 500 total hours of direct healthcare experience. Although not required, direct patient care experience (paid or volunteer) is strongly recommended for all applicants prior to application. Please note that administrative work performed in a health care setting will not qualify as direct healthcare experience but should be recorded under the "Related Health Care Experience" section of the CASPA application. This would include positions such as medical receptionist, unit clerk, etc.

Applicant Selection Process

Application Review

The PA program reviews all applications holistically and evaluates multiple factors in assessing the qualities an applicant may bring to the program. These factors include:

- Academic background
- Overall GPA as calculated by CASPA
- Science GPA as calculated by CASPA
- Patient care experience
- Service mindset (leadership experiences, volunteerism)
- Personal statement
- Letters of recommendation

The application review process involves tiered scoring of the above listed items.

- Candidates earn the highest scores in the application review process for the following:
 - Earned master's degree in science-related or public health field AND/OR undergrad degree/major in basic sciences
 - Credit load at least 15 semester credit hours per semester for most semesters
 - Overall GPA of 3.5 or greater
 - Science GPA of 3.5 or greater
 - 500 or more hours of patient care experience
 - Recent (within past year) leadership AND volunteer experience over several years
 - Personal statements that are clearly written and well organized without grammatical errors AND reveal experiences or characteristics that will serve applicant well in the PA profession
 - Letters of recommendation all strongly support the candidate's application, and NONE are written by family members
- Candidates earn mid-range scores in the application review process for the following:
 - Earned bachelor's degree in discipline outside of basic sciences (i.e. Exercise physiology, kinesiology, health science, public health)
 - Credit less than 15 semester credit hours for most semesters
 - Overall GPA 3.0 to 3.4 OR less than 3.0 but meets criteria for consideration as per requirements
 - Science GPA 3.0 to 3.4
 - 200-499 hours of patient care experience
 - Recent (within past year) volunteer OR leadership experiences over several years
 - Personal statements that are clearly written and mostly organized without grammatical errors AND reveal experiences or characteristics that may somewhat serve applicant well in PA profession
 - Regarding letters of recommendation: One recommends, but not highly recommends, applicant OR one reference comes from a family member
- Least competitive applications, while still meeting minimal requirements, will depict any of the following:
 - Relating to academic history (regardless of major)
 - Unexplained gaps in education
 - Academic dishonesty
 - Dismissal from an institution of higher education
 - Previous withdrawal/dismissal from a health professions program
 - Less than 200 hours of patient care experience
 - Distant or no volunteer or leadership experiences
 - Personal statements depicting ideas that are not clearly communicated, poorly organized, contain grammatical errors OR communicate characteristics that are contradictory to expectations of PAs
 - More than one recommends (not highly) OR at least one does NOT recommend OR multiple references come from family members

Special consideration is given to the following applicants*:

- All Austin College (AC) graduates or current AC students in good academic standing are awarded an addition point on the application scoring rubric
 - Students entering Austin College as freshman may gain admission through the *Guaranteed Interview Pathway* as described below and on the program's website
- Applicants with a legal residence in Texas, or in a U.S. state adjacent to Texas, are given priority review without being awarded an additional point on the application scoring rubric

*This does not guarantee acceptance, rather this special consideration is part of the holistic review.

Interview Review

An interview is required for acceptance into the program and is by invitation only. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials.

Candidates interviewing for admission into the PA Program will be evaluated on attributes that support educational success including communication skills, readiness to enter PA school, attributes of persistence, problem-solving abilities, and alignment with the program's established values of excellence, accountability, engagement, and introspection. Interviewees' attributes in these categories are evaluated using a tiered scoring rubric.

Offer of Admission

An interview is required for acceptance into the program and is by invitation only. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials.

Candidates interviewing for admission into the PA Program will be evaluated on attributes that support educational success including communication skills, readiness to enter PA school, attributes of persistence, problem-solving abilities, and alignment with the program's established values of excellence, accountability, engagement, and introspection. Interviewees' attributes in these categories are evaluated using a tiered scoring rubric.

Technical Standards

Minimal Technical Standards for Admissions, Continuation, and Graduation

Technical standards are defined as the attributes considered necessary for students to complete their education and training and subsequently enter clinical practice. These standards are prerequisites for entrance to, continuation within, and graduation from the Austin College Physician Assistant (PA) Program. They may also be prerequisites to licensure by state professional boards. Reasonable accommodation will be offered for persons with disabilities in conjunction with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Competency in technical standards will be assessed regularly throughout the Program. The Program has the ethical responsibility for the safety of patients with whom students and graduates will come in contact, and to the public to assure that its graduates can become fully competent PAs. Thus, it is critical that persons admitted to the PA Program possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice medicine. Students must verify that they meet these Technical Standards prior to or at the time of matriculation to the PA Program and maintain them during their PA training. Students are obligated to alert the PA Program in a timely fashion of any change in their ability to meet the Technical Standards. Students are subject to dismissal if they do not possess the minimum physical or cognitive abilities, or sufficient mental or emotional stability to complete the entire course of study; if they do not participate fully in all aspects of PA training; if they are not deployable as competent PAs (with or without reasonable accommodation); or if they otherwise do not meet the Technical Standards.

Students must possess aptitude, ability, and skills in the following five (6) areas:

1. Observation
2. Communication
3. Motor and Sensory Function
4. Intellectual-Conceptual, Integrative and Quantitative Abilities
5. Behavioral and Social Attributes
6. Ethical and Legal Standards

Observation

Students must be able to observe demonstrations, participate in physical examination sessions and clinical skills workshops, and observe the difference of normal versus pathological states. They must be able to obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan.

Students must be able to accurately observe a patient near and at a distance, noting nonverbal, as well as verbal signs. Specific vision-related criteria include, but are not limited to, detecting and identifying changes in color of fluids, skin, culture media, visualizing and discriminating findings on x-rays and other imaging tests, and reading written and illustrated materials. Students must be able to observe and differentiate changes in body movement, observe anatomic structures, discriminate among numbers and patterns assist with diagnostic tests such as electrocardiograms and competently use diagnostic instruments such as an otoscope, ophthalmoscope and microscope.

Communication

Students must be able to relate effectively to patients while conveying compassion and empathy. They must be able to clearly communicate with patients in order to elicit information, accurately describe changes in mood, activity and posture of patients, and understand verbal as well as nonverbal communication.

Communication includes not only speech, but also reading and writing. Physician Assistant education presents exceptional challenges in the volume and breadth of reading required to master subject areas and impart the information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English in the classroom and later with all members of the health care team. Specific requirements include but are not limited to the following: rapidly and clearly communicating with the medical staff on rounds or elsewhere, eliciting an accurate history from patients, and communicating complex findings in appropriate terms to patients and to various members of the health care team. Students must learn to recognize and promptly respond to emotional cues, such as sadness and agitation.

Students must be able to accurately and legibly record observations and plans in legal documents, such as the patient record. Students must be able to prepare and communicate concise, complete summaries of both limited patient encounters and complex, prolonged encounters, including hospitalizations. Students must be able to complete forms in a timely fashion, and according to directions.

Motor and Sensory Function

Students must possess sufficient sensory and motor function to perform physical examinations using palpation, auscultation, percussion and other diagnostic maneuvers. This requires sufficient exteroceptive sense (visual, auditory, touch and temperature), coordination to examine patients and adequate motor skills to use diagnostic instruments.

Students must be able to evaluate various components of the voice, such as pitch, intensity, and timbre. They must also be able to accurately differentiate percussive notes and auscultatory findings, including but not limited to, heart, lung, and abdominal sounds. Students must be able to accurately discern normal and abnormal findings, using instruments including, but not limited to, tuning forks, stethoscopes, and sphygmomanometers.

Students should be able to execute physical movements needed to provide general care and emergency treatments to patients. The student, therefore, must be able to respond promptly to emergencies within the hospital or practice setting, and must not hinder the ability of his/her co-workers to provide prompt care. Examples of emergency treatment reasonably required of a physician assistant include arriving quickly when called and assisting in cardiopulmonary resuscitation (CPR), administering intravenous medications, applying pressure to arrest bleeding, maintaining an airway, and suturing wounds. As further illustration, CPR may require moving an adult patient and applying considerable chest pressure over a prolonged period of time.

Students should be able to learn to perform basic laboratory tests such as urinalysis, etc., and diagnostic/therapeutic procedures such as venipuncture or placement of catheters. The administration of intravenous medications requires a certain level of dexterity, sensation, and visual acuity. Students must be able to measure angles and diameters of various body structures using a tape measure or other devices to measure blood pressure, respiration, and pulse. Clinical rotations require the ability to transport oneself to a variety of settings in a timely manner.

Intellectual-Conceptual, Integrative and Quantitative Abilities

Students must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; and use of electronic technology. Students must have the mental capacity to assimilate and learn a large amount of complex, technical and detailed information in order to formulate diagnostic and therapeutic plans.

Problem solving, a critical skill demanded of physician assistants, often requires rapid intellectual function, especially in emergency situations. These intellectual functions include numerical recognition, measurement, calculations, reasoning analysis, judgment, and synthesis. Students must be able to identify significant findings in the patient's history, physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications and therapy.

It is essential the student is able to incorporate new information, from many sources, toward the formulation of a diagnosis and plan. Good judgment in patient assessment and diagnostic/therapeutic planning is also essential. When appropriate, students must be able to identify and communicate the extent of their knowledge to others.

Behavioral and Social Attributes

Students must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways. They must be accountable for learning, exercising good judgment, and promptly completing all responsibilities during their educational training. Students must be able to work effectively, respectfully and professionally as part of the educational and healthcare team, and to interact with instructors, peers, patients, caregivers, and health care personnel in a courteous, professional, and respectful manner. Students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

Ethical and Legal Standards

Students must understand the basis and content of both general and medical ethics. Students must possess attributes such as compassion, empathy, altruism, integrity, responsibility, and inclusivity. Students must recognize limitations in their knowledge, skills and abilities and seek appropriate assistance with their identified limitations. Students whose performance is impaired by a substance use disorder are not suitable candidates for admission, promotion, or graduation. In addition, should a student be charged or convicted of any misdemeanor or felony offense while in the Program, s/he must immediately notify the Program as to the nature of the legal difficulty. Failure to disclose prior or new offenses can lead to disciplinary action that may include dismissal. Students must meet the legal standards to be licensed as a physician assistant in the State of Texas.

Guaranteed Interview Pathway for Qualified, Current Austin College Students

Guaranteed Interview Pathway Acceptance for Austin College Students Entering as Freshman

Students entering Austin College (AC) as freshman that meet the criteria below will be guaranteed an interview to the Austin College Physician Assistant (PA) Program. Applications via this pathway will be accepted via the Central Application Service for Physician Assistants (CASPA) starting in April. Applicants who meet the criteria below and have verified CASPA applications by 11:59PM ET on July 1st will be invited to interview

with the PA program in late July, prior to the general applicant pool. All other applicants who meet the established criteria will interview with the general applicant pool beginning in August each year.

Below are the application criteria for this pathway:

- Must be a U.S. citizen or U.S. legal permanent resident to qualify for admission to the program.
- Must enter Austin College as a freshman (students classified as transfer students are not eligible for this program).
- All prerequisite coursework must be taken at Austin College.
- Must work with the Pre-Health Program to develop a plan to obtain prerequisite coursework in the allotted time frame.
 - Applicants applying at the end of the junior year may have no more than TWO outstanding prerequisites and those prerequisites must be completed by the end of the fall semester of the senior year.
 - Applicants applying at the end of the senior year must complete all prerequisite courses by the end of fall semester of the senior year.
- Required Courses – All required courses must be taken for a letter grade and must be completed at a grade of “C” or higher, including those taken after notice of acceptance (C- grades will not be accepted).
 - Biology
 - BIOL 115: Evolution, Behavior, and Ecology
 - BIOL 116: Cell Biology
 - BIOL 228: Genetics
 - BIOL 234: Anatomy and Physiology
 - BIOL 230: Microbiology
 - BIOL352: Systemic Physiology
 - BIOL 261: Medical Terminology
 - Chemistry
 - CHEM 111 (or 211): General Chemistry I (Inorganic Chemistry)
 - CHEM 112: General Chemistry II
 - CHEM 221: Organic Chemistry I
 - Social Science – complete prior to undergraduate graduation
 - PSY 101: General Psychology or SOC 101: Introduction to Sociology
 - Statistics
 - Specific course approval must be obtained from a Pre-Health advisor prior to enrollment, as there are several courses offered at AC that can satisfy this requirement and these may vary over time.
- Must have an overall GPA of 3.5 and a science 3.5 GPA at the time of application as calculated by CASPA. Cumulative and science prerequisite GPAs should be maintained at a minimum of 3.5 at the time of graduation.
- Recommendations:
 - Three letters of recommendation are required.
 - A letter from a healthcare professional knowledgeable of the applicant’s performance in the clinical setting is highly recommended.
 - At least one recommendation must come from an Austin College professor able to speak of the applicant’s academic capabilities.
- The official Test of English as a Foreign Language (TOEFL IBT) scores are required if applicant graduated from a high school outside of the United States.
 - A minimum overall score of 100, including a minimum speaking section score of 26, is required to be considered for admission
 - Scores must be sent directly from the Educational Testing Service (ETS) to CASPA in electronic format

- Scores may be no more than two years old

It is strongly recommended that applicants have exposure to the healthcare field prior to application to the Guaranteed Interview Pathway. Specifically, it is recommended that students have at least 200 hours of documented direct healthcare experience (paid or volunteer) prior to matriculation into the PA program. These hours, however, are not a requirement for being granted an interview or admission into the program.

Physician Assistant Program Tuition and Fees

Refer to the College Costs section of the Bulletin for graduate tuition and fees.

General Degree Requirements & Academic Regulations

Physician Assistant Program Curriculum

The Austin College PA Program curriculum is designed to lead students through a 24-month plan of study that prepares them to meet the competencies for entry into the PA profession in the areas of medical knowledge, interpersonal and communication skills, clinical reasoning and problem solving, clinical and technical skills, and professional behaviors. The total number of credit units in the program is 28.5, which is equivalent to 114 semester credit hours.

Students who successfully meet all requirements for graduation from the PA Program earn a Master of Medical Science Degree.

Pre-clinical Phase

The pre-clinical phase consists of 13 months of didactic instruction. Each semester's courses build upon the content delivered in previous terms and emphasize active engagement to facilitate the application of newly acquired knowledge and skills.

Pre-clinical Courses

Summer (12 Weeks)	Credits
PAED 520 Foundations of Medicine	1.5
PAED 521 Pharmacotherapeutics I	0.5
PAED 522 Patient Assessment & Skills I	0.25
PAED 523 PA Professional Practice I	0.25
PAED 524 Laboratory & Diagnostic Testing	0.75
PAED 525 Clinical Anatomy & Physiology	1
PAED 526 Health Across the Lifespan	0.5
Total	4.75

Fall (14 Weeks)	Credits
PAED 530 Medicine I	2.25
PAED 531 Pharmacotherapeutics II	1
PAED 532 Patient Assessment & Skills II	1

PAED 533PA Professional Practice II	0.5
PAED 534 Evidence Based Medicine	0.25
PAED 535 Introduction to Lifestyle Medicine	0.25
Total	5.25

Spring (18 weeks)	Credits
PAED 540 Medicine II	2.25
PAED 541 Pharmacotherapeutics III	1
PAED 542 Patient Assessment & Skills III	1.5
PAED 543 PA Professional Practice III	0.25
PAED 544 Principles of Emergency Medicine	0.75
PAED 545 Care of the Surgical Patient	0.5
PAED 546 Clinical Decision Making	0.5
Total	6.75

Transitional Phase (4 weeks: June)	Credits
PAED 550 Pre-clinical Seminar	0.5

Total Pre-Clinical Phase	17.25
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Clinical Phase

The clinical phase of the program is 11 months in duration and consists of 40 weeks of supervised clinical practice experiences in outpatient, inpatient, emergency department and operation room settings and the Clinical Seminar course, which runs the length of the clinical phase. Students learn to care for patients across the lifespan (infants, children, adolescents, adults, and the elderly) in various medical specialties. There are seven core rotations and three elective rotations, all of which are required.

The Clinical Seminar course challenges students to integrate and apply cumulative knowledge gained from all previously completed didactic courses and supervised clinical practice experiences. Synchronous and asynchronous study of selected topics including contemporary issues regarding physician assistant practice will be included. Students will engage in on-campus immersions designed to refine critical thinking and problem-solving skills and promote competency in clinical procedures. This course culminates with students completing summative practical and written examinations, and a Capstone project.

Clinical Courses

Course	Credits
PAED 560 Internal Medicine	1

PAED 561 Family Medicine	1
PAED 562 Behavioral Medicine	1
PAED 563 Pediatric Medicine	1
PAED 564 Surgery	1
PAED 565 Emergency Medicine	1
PAED 566 Women's Health	1
PAED 567 Elective I	1
PAED 568 Elective II	1
PAED 569 Elective III	1
PAED 570 Clinical Seminar	1.25
Total	11.25

Required Academic Standards

Students must meet the required PA Program Academic Standards to remain in good standing. Suspected violations of this code can be expressed by any student, faculty member, or staff to the PA Program Director. The PA Program Student Progression Committee (SPC) determines the consequences for any violation after thorough review of the incident(s) and holistic review of the student's academic record. Students are invited to submit a written statement for the SPC's review as part of this process. Disciplinary measures may include, but are not limited to warnings, academic probation or dismissal. The SPC is comprised of four PA program principal faculty members and the Program Director.

The PA Program requires that all students maintain a semester and cumulative GPA of 2.75 throughout the program, complete required coursework in the appropriate sequence as defined by the program curriculum and meet the time-to-completion requirement. In addition to maintaining the required GPA throughout the program, students must abide by the PA Program Academic Code of Student Conduct, which is part of the required academic standards of the PA program.

The grading scale for didactic courses in the program is:

Percentage	Letter grade
94% or above	A
90–93%	A-
87–89%	B+
83–86%	B
80–82%	B-
77–79%	C+
73–76%	C
70–72%	C-
69% or below	F

Clinical rotation courses (supervised clinical practice experiences) in the Clinical Phase will be graded on a Satisfactory (S)/Unsatisfactory (U) basis.

Academic Code of Student Conduct

Health professions students are expected to one day serve the needs of the public and demonstrate the knowledge and skills necessary to do so safely and effectively. In addition to adequate academic knowledge, graduates of health professions programs need to possess behavioral characteristics consistent with professional standards.

It is the responsibility of the PA program to ensure its students demonstrate professional behaviors throughout the course of training and meet professional behavior competencies upon graduation. The following PA program academic standards relating to student conduct and professional behaviors have been established to communicate clear expectations.

Components of the PA Program Academic Code of Student Conduct are:

- Professional Behavior Standards
- Academic Integrity Policy
- Attendance and Participation Policies
- Social Media Standards
- Appearance and Attire Policy
- Student Identification Policy
- Supervision Policy
- Confidentiality Policy

Please see the [PA Program Student Handbook](#) for details regarding PA Program policies.

Program Competencies

Within four months of graduation, PA students will be assessed to determine their attainment of the following program learning outcomes (competencies).

Medical Knowledge

- Demonstrate the acquisition of broad-based medical knowledge in all major human organ systems (MK) MK1
- Exhibit knowledge of health systems science that fosters the delivery of effective health care (MK) MK2

Interpersonal and Communication Skills

- Elicit a medical history accurately and effectively (MK, ICS, CTS) ICS1
- Provide evidence-based basic counseling and patient education that is patient-centered (MK, ICS) ICS2
- Provide concise and effective oral case presentations (MK, ICS, PB) ICS3
- Demonstrate accurate medical record documentation (MK, ICS) ICS4

Clinical Reasoning and Problem-Solving

- Recognize emergent and urgent conditions and initiate care accordingly (MK, CRPS) CRPS1
- Develop and prioritize differential diagnoses (CRPS) CRPS2
- Formulate patient-centered care plans by integrating findings from a medical history, physical examination and diagnostic studies (MK, CRPS) CRPS3

Clinical and Technical Skills

- Perform physical examinations appropriate for the patient presentation and setting (CTS, PB) CTS1
- Interpret diagnostic findings necessary for the evaluation of common medical conditions (MK, CTS) CTS2

- Safely perform clinical procedures common to general medical practice (CTS) CTS3

Professional Behaviors

- Display professional and ethical behaviors consistent with the PA profession PB1

COURSES

PAED 520 Foundations of Medicine

Provides instruction in clinical immunology, microbiology and genetics, building the foundational knowledge necessary to understand health and disease. The concept of homeostasis is integrated with general concepts of disease such as cellular injury, inflammation, fibrosis, neoplasia, shock, and acid-base disturbances to demonstrate ways in which disruption in physiological regulatory mechanisms result in disease and illness. Building on this foundation, system-based instruction then commences and continues in Medicine I and Medicine II. 1.5 credit units.

PAED 521 Pharmacotherapeutics I

The first in a series of three courses, this introductory course provides concepts fundamental to understanding how pharmacotherapeutic agents exert their effects; to include physiologic and pharmacologic receptors, dose-response relationships, and pharmacodynamics and pharmacokinetics including drug absorption, distribution, metabolism and excretion. Building upon this foundation, a rational and evidence based approach to the selection of prescription medications used in the treatment of acute and chronic illnesses across the lifespan commences, aligning with the curriculum of the concurrent Foundations of Medicine course. Clinical cases are used to apply course content to patient scenarios and foster clinical reasoning and problem solving skills required to safely prescribe and monitor medication therapy. Legal and ethical issues in prescribing are also addressed. 0.5 credit unit.

PAED 522 Patient Assessment & Skills I

The first in a series of three courses designed to prepare students with the hands-on and clinical reasoning skills necessary for patient care. Prepares the student to obtain and document comprehensive medical histories for patients across the lifespan while maintaining respect and sensitivity to culture, ethnic background, gender, age, religion, and/or disability. Performing and documenting focused medical histories and physical examinations are introduced. Systems-based physical examination and procedural skills are learned and practiced, aligning with the curriculum of concurrent courses. Learning activities pertaining to the medical and legal considerations of documenting in medical records and applying previous and developing knowledge and skills to case based patient scenarios are included. 0.25 credit unit.

PAED 523 PA Professional Practice I

The first in a series of three courses that provide key concepts to support the development of practice-ready clinicians. Topics in the three course sequence include historical and contemporary PA practice, professional behavior standards; policies that impact PA practice; the exploration of medical humanities in healthcare, including the social and cultural contexts of health and illness; the public health system; principles of team-based and patient-centered care; health systems; health care delivery; insurance and billing; social determinants of health; patient safety, including minimizing and responding to medical errors; processes of systems analysis and improvement; patient advocacy; and the role of technology and informatics in health care; legal rules and ethical principles; and contemporary healthcare issues such as access to health care, patient autonomy, end-of-life issues. 0.25 credit unit.

PAED 524 Laboratory & Diagnostic Testing

Provides students with clinical knowledge in laboratory medicine, radiologic imaging, and other diagnostic modalities commonly used for patient assessment including their indications, limitations, and potential risks. Normal and abnormal findings are discussed along with their correlation to different diseases and injuries. Prioritizing diagnostic testing that promotes optimal outcomes while considering costs and accessibility is

introduced. This course provides a foundation for more advanced systems-based topics in laboratory and diagnostic testing presented later in the curriculum. 0.75 credit unit.

PAED 525 Clinical Anatomy & Physiology

Delivers instruction in normal gross human anatomy and physiology for all major body regions with examination of anatomic structures, physiology, and functions most relevant to clinical practice. This course uses a variety of instructional methods including lectures, videos, virtual dissection, and cross-sectional study. Diagnostic imaging such as radiographs, MRI, CT scans, and ultrasonography are used to emphasize anatomical relationships and begin to introduce anatomical pathology and pathophysiology as it relates to disease processes.

PAED 526 Health Across the Lifespan

Examines the processes of growth, development, aging, and health promotion in special populations across the lifespan, from the infancy stage through senescence. Instruction includes normal development from infancy through adulthood; the aging and dying process; the principles and practice of palliative and hospice medicine; the psychosocial effects of disability; human sexuality and gender identity; human response to illness, injury and stress; and family violence, factors that aid in violence identification, reporting mandates and measures of violence prevention. The effects of environmental, genetic, physical and psychosocial factors on growth, development, and aging are integrated into the course. 0.5 credit unit.

PAED 530 Medicine I

The first of two courses that use a systems approach to provide foundational content in clinical medicine. Systems-based instruction includes the study of basic science and its application to the epidemiology, etiology, clinical presentation, evaluation, diagnosis, medical management, and follow up of acute and chronic illnesses across the lifespan. Counseling techniques for patient education and treatment adherence are included. Course content incorporates the principles of evidence-based medicine, team-based medicine and patient-centered care. 2.25 credit units.

PAED 531 Pharmacotherapeutics II

The second in a series of three courses that cover the use of medications to treat disease. This course introduces students to principles of medication selection and use, including indications, mechanism of action, side effects, adverse reactions, potential toxicities, adherence, monitoring parameters, drug interactions, and costs. This course presents a rational and evidence based approach to the selection of prescription medications used in the treatment of acute and chronic illnesses across the lifespan, aligning with the curriculum of the concurrent Clinical Medicine course. Clinical cases are used to apply course content to patient scenarios and foster clinical reasoning and problem solving skills required to safely prescribe and monitor medication therapy. Legal and ethical issues in prescribing are also addressed.

PAED 532 Patient Assessment & Skills II

The second in a series of three courses designed to prepare students with the hands-on and clinical reasoning skills necessary for patient care. Prepares the student to obtain and document comprehensive medical histories for patients across the lifespan while maintaining respect and sensitivity to culture, ethnic background, gender, age, religion, and/or disability. Performing and documenting focused medical histories and physical examinations are introduced. Systems-based physical examination and procedural skills are learned and practiced, aligning with the curriculum of concurrent courses. Learning activities pertaining to the medical and legal considerations of documenting in medical records and applying previous and developing knowledge and skills to case-based patient scenarios are included.

PAED 533 PA Professional Practice II

The second in a series of three courses that provide key concepts to support the development of practice-ready clinicians. Topics in the three course sequence include historical and contemporary PA practice, professional

behavior standards; policies that impact PA practice; the exploration of medical humanities in healthcare, including the social and cultural contexts of health and illness; the public health system; principles of team-based and patient-centered care; health systems; health care delivery; insurance and billing; social determinants of health; patient safety, including minimizing and responding to medical errors; processes of systems analysis and improvement; patient advocacy; and the role of technology and informatics in health care; legal rules and ethical principles; and contemporary healthcare issues such as access to health care, patient autonomy, end-of-life issues. 0.5 credit unit.

PAED 534 Evidence Based Medicine

Introduces the principles of clinical research methods and biostatistics. This course is designed to build the skills required to be critical readers of medical literature including appraisal of the methods and interpretation of studies. Research methodologies and outcome measures used in healthcare are explored. Strengths and limitations of study design and sampling methods are covered. An introduction to the interpretation of biostatistical methods commonly used in medical research and disease surveillance are provided. The practice of accessing current medical literature to aid in making evidence-based patient care decisions is reinforced throughout the course. 0.25 credit unit.

PAED 535 Introduction to Lifestyle Medicine

Provides knowledge regarding lifestyle changes and their positive effect on patients' health outcomes. The effect of lifestyle, including nutrition and exercise, on health and disease prevention is explored. Social, psychological, cultural and biological predispositions of patients' behaviors and how these behaviors impact resulting health outcomes is addressed. Instruction is provided in the use of practice guidelines to facilitate the counseling of patients in self-managing health behaviors and lifestyles. Patient referral patterns to other health care professionals are reviewed, as are methods of community resource surveillance to support the implementation of healthy lifestyles. The importance of maintaining one's own health and wellness is also emphasized. 0.25 credit unit.

PAED 540 Medicine II

The second of two courses that use a systems approach to provide foundational content in clinical medicine. Systems-based instruction includes the study of basic science and its application to the epidemiology, etiology, clinical presentation, evaluation, diagnosis, medical management, and follow up of acute and chronic illnesses across the lifespan. Counseling techniques for patient education and treatment adherence are included. Course content incorporates the principles of evidence-based medicine, team-based medicine, and patient-centered care. 2.25 credit units.

PAED 541 Pharmacotherapeutics III

The third in a series of three courses that cover the use of medications to treat disease. This course instructs students in the principles of medication selection and use, including indications, mechanism of action, side effects, adverse reactions, potential toxicities, adherence, monitoring parameters, drug interactions, and costs for common conditions. This course presents a rational and evidence-based approach to the selection of prescription medications used in the treatment of acute and chronic illnesses across the lifespan, aligning with the curriculum of the concurrent Clinical Medicine course. Clinical cases are used to apply course content to patient scenarios and foster clinical reasoning skills and problem-solving skills required to safely prescribe and monitor medication therapy.

PAED 542 Patient Assessment & Skills III

The third in a series of three courses designed to prepare students with the hands-on and clinical reasoning skills necessary for patient care. Prepares the student to perform and document focused medical histories and physical examinations for patients across the lifespan, while maintaining respect and sensitivity to culture, ethnic background, gender, age, religion, and/or disability. Systems-based physical examination and procedural skills are learned and practiced aligning with the curriculum in concurrent courses. Learning activities pertaining to

the medical and legal considerations of documenting in medical records and applying previous and developing knowledge and skills to case-based patient scenarios are included.

PAED 543 PA Professional Practice III

The third in a series of three courses that provide key concepts to support the development of practice-ready clinicians. Topics in the three course sequence include historical and contemporary PA practice, professional behavior standards; policies that impact PA practice; the exploration of medical humanities in healthcare, including the social and cultural contexts of health and illness; the public health system; principles of team-based and patient-centered care; health systems; health care delivery; insurance and billing; social determinants of health; patient safety, including minimizing and responding to medical errors; processes of systems analysis and improvement; patient advocacy; and the role of technology and informatics in health care; legal rules and ethical principles; and contemporary healthcare issues such as access to health care, patient autonomy, end-of-life issues. 0.25 credit unit.

PAED 544 Principles of Emergency Medicine

Delivers instruction in the evaluation, management, and treatment (including pharmacotherapeutic management) of patients with emergent injury and illness. General concepts needed to deliver healthcare in emergency medicine, urgent care, as well as primary care settings are presented. The course emphasizes assessing patient acuity, stabilization, medical management, and emergency procedures. Evidence-based medicine is integrated throughout the course as are the effects of environmental, genetic, physical and psychosocial factors on the medical conditions discussed. This course integrates previously acquired knowledge and applies it to high-acuity patient care scenarios. 0.75 credit unit.

PAED 545 Care of the Surgical Patient

Delivers foundational instruction regarding the care of the surgical patient. The course emphasizes the role of the PA in the surgical setting; general surgical concepts; pre-operative, intra-operative and post-operative care of the surgical patient; and general principles of anesthesia. Risk assessment and wound healing are also discussed. 0.5 credit unit.

PAED 546 Clinical Decision Making

Focusing on presenting symptoms, this course refines the clinical reasoning skills that are the essence of patient care including: gathering information, developing differential diagnoses, prioritizing potential diagnoses using clinical reasoning and formulating diagnostic and treatment plans. The process of determining most likely diagnoses while avoiding cognitive bias and understanding causes of diagnostic error is also cultivated. 0.5 credit unit.

PAEE 550 Pre-Clinical Seminar

Prepares the student for transition into the clinical phase of training. Instruction includes medical coding and billing, communication in the clinical setting, and other topics that ready the student to participate in supervised clinical practice experiences. This course includes summative assessments to evaluate students' preparedness to enter the clinical phase of the program. 0.5 credit unit.

PAED 560 Internal Medicine

Provides students with four weeks of experiential learning in the field of Internal Medicine. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values

necessary to attain the Internal Medicine learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 561 Family Medicine

Provides students with four weeks of experiential learning in the field of Family Medicine. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans in the Family Medicine setting. This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain Family Medicine learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 562 Behavioral Medicine

Provides students with four weeks of experiential learning in the field of Behavioral Medicine. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain Behavioral Medicine learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 563 Pediatric Medicine

Provides students with four weeks of experiential learning in the field of Pediatric Medicine. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the Pediatric Medicine learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 564 Surgery

Provides students with four weeks of experiential learning in the field of Surgery. The student gains experience evaluating and managing a variety of patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, clinical reasoning, and interpersonal skills gained during the didactic phase of training to pre-operative, operative, and post-operative patient encounters. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the Surgery learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 565 Emergency Medicine

Provides students with four weeks of experiential learning in the field of Emergency Medicine. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and

interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans in the emergency department setting. This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the Emergency Medicine learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 566 Women's Health

Provides students with four weeks of experiential learning in the field of Women's Health. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the Women's Health Medicine learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 567 Elective Rotation I

Provides students with four weeks of experiential learning in the relevant Elective Discipline. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the relevant Elective Discipline learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 568 Elective Rotation II

Provides students with four weeks of experiential learning in the relevant Elective Discipline. The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the relevant Elective Discipline learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 569 Elective Rotation III

Provides students with four weeks of experiential learning in the relevant Elective Discipline. . The student gains experience evaluating and managing a variety of medical patient presentations including gathering and interpreting subjective and objective data, generating differential and most likely diagnoses, and developing treatment plans. This experiential learning may occur in various clinical settings (i.e., inpatient, outpatient settings). This core supervised clinical practice experience (SCPE) allows students to actively engage in applying and expanding the medical knowledge, clinical and technical skills, and professionalism gained during

the didactic phase of training, along with continuing to develop clinical reasoning, problem solving, and interpersonal skills. Students are required to demonstrate the integration of knowledge, skills, and values necessary to attain the relevant Elective Discipline learning outcomes and develop the program competencies required of practice-ready PAs.

PAED 570 Clinical Seminar

Spanning the clinical phase of the program, this course challenges students to integrate and apply cumulative knowledge gained from all previously completed didactic courses and supervised clinical practice experiences. Synchronous and asynchronous study of selected topics including contemporary issues regarding PAs practice are included. Students engage in on-campus immersions designed to refine critical thinking and problem-solving skills and promote competency in clinical procedures. This course culminates with students completing summative practical and written examinations and presenting a Capstone project.

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Michael A. Higgs

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Andrew Smith

Executive Director of the Center for Career and Professional Development

Dallas Key

Director of the Center for Environmental Studies

Peter Schulze

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Amon Seagull

Director of International Programs
Rochelle Compaoré

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Beverly Wheeler

Director of Financial Aid

Hayley Jordan



Vice President for Marketing & Communications

Heidi Rushing



Faculty Directories

In the following listing, the first date, in parentheses, 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

Robert Barrie Jr. (1970)

Professor Emeritus of English, 2007. B.A., Southwestern at Memphis. M.A., Ph.D., University of North Carolina.

Kerry Gail Brock (1990)

Professor Emerita of Mathematics, 2017. The Ray C. Fish Professor in Mathematics, Emerita, 2015. B.S., The University of Texas at Dallas. M.Sc., University of London. Ph.D., The University of Texas at Dallas.

Kathleen Campbell (1994)

Professor Emerita of Theatre, 2013. B.S., Northwestern University. M.A., Trinity University. M.A., Ph.D., University of Dallas.

Ruth Cape (2010)

Associate Professor Emerita of German, 2024. M.A., C. Phil., Ph.D., University of California, Los Angeles.

George Truett Cates Jr. (1979)

Professor Emeritus of German, 2022. A.B., Princeton University. Ph.D., The University of Texas at Austin.

Light Townsend Cummins (1978)

Professor Emeritus of History, 2018. B.S.Ed., M.A., Southwest Texas State University. Ph.D., Tulane University.

Victoria Hennessey Cummins (1978)

Professor Emerita of History, 2020. The A.M. Pate Jr. Chair of History, Emerita, 2015-. B.A., University of Maryland. M.A., Ph.D., Tulane University.

Carol Ann Daeley (1973)

Professor Emerita of English, 2015. B.A., Rutgers University. M.A., Ph.D., University of California, Riverside.

George Minor Diggs Jr. (1981)

Emeritus Research Professor of Biology, 2016-. The Donald MacGregor Chair Emeritus in Natural Science, 2012. B.S., M.A., College of William and Mary. Ph.D., University of Wisconsin-Madison.

Ricky Edward Duhaime (1978)

Professor Emeritus of Music, 2023. The Mildred S. Mosher Professor Emeritus of Music, 2023. B.S., B.A., University of New Hampshire. M.M., University of Illinois. D.M.A., North Texas State University.

Karánn Beth Durland (1996)

Emerita Research Professor of Philosophy, 2025-. The George R. and Julia Blucher Jordan Chair Emeritus of Humanities, 2025. B.A., Texas Tech University. M.A., Ph.D., University of North Carolina at Chapel Hill.

Harry Harold Gibson Jr. (1967)

Professor Emeritus of Chemistry, 2007. B.A., Emory University. Ph.D., Florida State University.

Steven Kurt Goldsmith (1993)

Emeritus Research Professor of Biology, 2026-. The Monroe D. “Bud” Bryant and Howard McCarley Emeritus Professor in Biology, 2026. B.S., M.S., University of Oklahoma. Ph.D., Arizona State University.

Henry Gorman Jr. (1973)

Professor Emeritus of Psychology, 2022. The Herman Brown Chair Emeritus of Psychology, 2022. B.A., M.A., Duke University. Ph.D., University of Colorado.

James David Gray (1978)

Professor Emeritus of English, 2008. B.A., Ph.D., Indiana University.

Max Grober (1997)

Emeritus Research Professor of History, 2026-. A.B., M.A., Ph.D., University of California, Berkeley.

Julie Lynn Hempel (2002)

Professor Emerita of Spanish, 2024. B.A., Eastern Michigan University. M.A., University of Arizona. Ph.D., University of Michigan.

Terry Hoops (1997)

Professor Emeritus of Anthropology, 2024. B.A., Wheaton College. M.A., Ph.D., Michigan State University.

Jerry B. Johnson (1983)

Professor Emeritus of Business Administration and Economics, 2016. B.A., M.B.A., The University of Texas at Arlington. Ph.D., Stanford University.

Jerry Bryan Lincecum (1967)

Professor Emeritus of English, 2006. B.A., Texas A&M University. M.A., Ph.D., Duke 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.

William Dewey Narramore Jr. (1975)

Professor Emeritus of Communication Arts, 2005. B.A., Austin College. M.F.A., The University of Texas at Austin. Ph.D., Florida State University.

Karen Hancock Nelson (1977)

Professor Emerita of Psychology, 2012. B.A., Clark University. M.A., Ed.D., Harvard University.

Daniel Lee Nuckols (1987)

Emeritus Research Professor of Economics, 2026-. The John T. Jones Chair Emeritus of Economics, 2026. B.S., Texas A&M University. M.A., M.H., Ph.D., The University of Texas at Dallas.

Roger S. Platizky (1988)

Professor Emeritus of English, 2019. The Henry L. and Laura H. Shoap Professor Emeritus in English Literature, 2019. B.A., Rutgers College of Arts and Sciences. M.A., Ph.D., Rutgers University.

Wilbur Lamar Powell (1976)

Associate Professor Emeritus of Mathematics and Computer Science, 2010. B.A., Austin College. M.S., Southern Methodist University.

Stephen L. Ramsey (2007)

Associate Professor Emeritus of Business Administration, 2024. The Clyde Hall Professor Emeritus in Business and Economics, 2015. B.S., B.B.A., Southeastern Oklahoma State University. M.B.A., Texas A&M University-Commerce.

Frank J. Rohmer (1988)

Emeritus Research Associate Professor of Political Science, 2026-. The John D. Moseley Chair Emeritus in Government and Public Policy, 2026. B.S., Spring Hill College. M.A., Ph.D., University of Chicago.

Donald C. Salisbury (1987)

Professor Emeritus of Physics, 2016. B.A., Oberlin College. Ph.D., Syracuse University.

Peter Compton Schulze (1994)

Emeritus Research Professor of Biology and Environmental Science, 2026-. B.A., Lawrence University. M.S., University of Wisconsin-Milwaukee. Ph.D., Dartmouth College.

Julia Shahid (1999)

Associate Professor Emerita of Education, 2024. B.S. Ed. University of North Texas. M.S.Ed., Ed.D., Texas A&M University-Commerce.

Kevin M. Simmons (2003)

Professor Emeritus of Economics, 2022. The Clara R. and Leo F. Corrigan Sr. Chair in Business Administration and Economics, Emeritus, 2022. B.B.A., The University of Texas at Arlington. M.B.A., Dallas Baptist University. Ph.D., Texas Tech University.

Mark Stephen Smith (1986)

Professor Emeritus of Art, 2022. The Craig Professor Emeritus in the Arts, 2022. B.F.A., Kansas City Art Institute. M.F.A., Queens College of the City University of New York.

Roderick M. Stewart (1987)

Professor Emeritus of Philosophy, 2018. B.A., Austin College. M.A., Ph.D., Syracuse University.

Barbara Nelson Sylvester (1989)

Associate Professor Emeritus of Education, 2016. B.S., University of Nebraska. M.Ed., North Texas State University. Ph.D., University of North Texas.

Anthony Charles Tanner (1984)

Associate Professor Emeritus of Chemistry, 2014. B.A., Washington University. M.A., Ph.D., Brandeis University.

Timothy Charles Tracz (1986)

Professor Emeritus of Art, 2016. B.S., Pennsylvania State University. M.F.A., Tyler School of Art.

John Richard West (1984)

Librarian Emeritus, 2016. B.A., LaGrange College. M.L.S., University of Pittsburgh.

Jane H. White (1994)

Associate Professor Emerita of Education, 2015. B.S., M.S., Ph.D., Southern Illinois University.

Everett Don Williams (1970)

Professor Emeritus of Mathematics, 2013. B.S., Southwestern University. Ph.D., Texas Tech University.

Shelton Lee Williams (1970)

Professor Emeritus of Political Science, 2008. B.A., The University of Texas at Austin. M.A., Ph.D., Johns Hopkins School of Advanced International Studies.

Tenure Track/Tenured



Seema Aarella (2025)

Assistant Professor of Computer Science, 2025-. B.E., Bangalore University. M.T., Jain University. M.S., Ph.D., University of North Texas.

David Patrick Aiello (2010)

Professor of Biology, 2026-. B.A., Western Oregon University. Ph.D., University of Alabama at Birmingham.

Ruba Akkad (2024)

Assistant Professor of English, 2024-. B.A., The University of Texas at Arlington. Ph.D., Texas Christian University.

Mathias Kwadwo Akuoko (2016)

Associate Professor of Public Health, 2024-. B.A., Kwame Nkrumah University of Science and Technology. M.A., Southern Illinois University. M.A., Ph.D., University of North Texas Health Science Center.

Ronald David Baker II (2000)

Professor of Physics, 2012-. The Donald MacGregor Chair of Natural Science, 2020-. B.S., The University of Texas at Austin. M.S., Ph.D., University of California, Los Angeles.

Saritha Bangara (2016)

Associate Professor of Public Health, 2022-. B.Sc., Sri Ramachandra Medical College and Research Institute. P.H.Cert.CC., University of Minnesota. M.P.H., Ph.D., University of North Texas Health Science Center.

Elizabeth Banks (2010)

Associate Professor of Theatre, 2016-. B.A., McMurry University. M.A., Bowling Green State University. M.F.A., University of Kansas.

Jeffrey W. Baron (2026)

Assistant Professor of History, 2026-. B.A., University of California, Santa Cruz. M.A., University of Colorado, Boulder. M.A., Ph.D., University of Rochester.

Smriti Bhargava (2024)

Assistant Professor of Economics, 2025-. B.A., Delhi University. M.A., Gokhale Institute of Politics and Economics. Ph.D., Clemson University.

Nathan Simons Bigelow (2006)

Professor of Political Science, 2020-. B.A., M.A., The John D. Moseley Chair in Government and Public Policy, 2026-. University of Akron. M.A., Ph.D., University of Maryland.

Thomas Blake (2015)

Associate Professor of English, 2021-. B.A., M.A., University of Tennessee-Knoxville. Ph.D., University of Iowa.

Aaron David Block (2010)

Associate Professor of Computer Science, 2016-. B.S., Haverford College. M.S., Ph.D., University of North Carolina at Chapel Hill.

Brett Kirkpatrick Boessen (2004)

Associate Professor of Media Studies, 2010-. B.A., University of Notre Dame. M.A., Ph. D., Indiana University.

Brooke Bonar (2026)

Assistant Professor of Chemistry, 2026-. B.S., Suffolk University. Ph.D. (exp May 26), Washington State University.

Catherine Bowman (2020)

Associate Professor of Sociology, 2025-. B.A., Saint Mary's College. M.A., University of Pittsburgh. Ph.D., University of Colorado.

Margaret E. Brandl (2019)

Associate Professor of English, 2026-. M.F.A., University of Notre Dame. Ph.D., Texas Tech University.

Lisa M. Brown (2004)

Professor of Psychology, 2014-. The Herman Brown Chair of Psychology, 2022-. A.B., Harvard and Radcliffe Colleges. M.A., Ph.D., University of Michigan.

Rogers M. Brown II (2024)

Assistant Professor of Biology, 2024-. B.A., Texas Lutheran University. Ph.D., Baylor College of Medicine.

J'Lee Bumpus (2006)

Professor of Mathematics, 2021-. The Ray C. Fish Professor in Mathematics, 2020-. B.A., Austin College. M.S., Ph.D., Texas Tech University.

Brianna M. Burnett (2020)

Assistant Professor of Art, 2024-. B.A., Austin College. M.F.A., Texas Tech University.

Shannon D. Cain (2023)

Assistant Professor of Medical Science, 2023-. B.S., Texas A&M University. B.S., The University of Texas, Southwestern Medical Center. M.P.A., The University of Texas Rio Grande Valley-Edinburg.

Rebecca Cantor (2026)

President of Austin College, 2026-. Professor of English, 2026-. B.A., Fairfield University. M.A., Loyola Marymount University. Ph.D., Claremont Graduate University.

Robert Wayne Cape Jr. (1994)

Professor of Classics, 2006-. Dean of Humanities, 2025-. The Chase Professor in Classical Languages, 2015-. B.A., M.A., University of Arizona. M.A., Ph.D., University of California, Los Angeles.

Andrew J. Carr (2000)

Professor of Chemistry, 2017-. The Michael A. Imhoff Professor in Chemistry, 2015-. B.A., Illinois Wesleyan University. Ph.D., University of Pittsburgh.

Erin Copple Smith (2012)

Professor of Media Studies, 2025-. B.A., Denison University. M.A., Ph.D., University of Wisconsin-Madison.

Renee A. Countryman (2008)

Professor of Psychology, 2022-. Dean of Social Science, 2025-. B.S., M.S., Western Illinois University. Ph.D., Tulane University.

Wayne Tolly Crannell (1995)

Associate Professor of Music, 2000-. The Mildred S. Mosher Professor of Music, 2023-. B.F.A., M.M., University of Wisconsin-Milwaukee. D.M.A., University of Missouri-Kansas City Conservatory of Music.

Daniel L. Dominick (1992)

Professor of Music, 2019-. B.M., Florida Southern College. M.M., Historical Musicology, M.M., Orchestral Conducting, Florida State University.

Meghan R. Donnelly (2024)

Assistant Professor of Sociology, 2024-. B.A., Boston College. M.A., University of Chicago. Ph.D., University of California, Davis.

John Patrick Duffey (1994)

Professor of Spanish, 2007-. The Margaret Root Brown Chair in Foreign Languages and Literatures, 2015-. A.B., Washington University. B.A., The University of Texas at Arlington. M.A., Ph.D., The University of Texas at Austin.

Shayne Easterwood (2024)

Assistant Professor of Biology, 2025-. B.S., Texas A&M University – Commerce. Ph.D., The University of Texas at Dallas.

Kirk Andrew Everist (2005)

Associate Professor of Theatre, 2010-. B.A., Grinnell College. M.A., Indiana University. Ph.D., University of California, Santa Barbara.

Mari Elise Ewing (2013)

Professor of Environmental Studies, 2026-. B.A., Austin College. M.S., Ph.D., University of Colorado, Boulder.

Michael Shawn Fairley (2000)

Associate Professor of Communication, 2005-. The Cecil H. Green Professor in Communication Arts, 2011-. B.A., M.A., University of Arkansas. Ph.D., University of Oklahoma.

Ryan J. Felix (2015)

Associate Professor of Chemistry, 2020-. B.A., Oberlin College. Ph.D., University of North Carolina at Chapel Hill.

Matthew B. Findley (2014)

Professor of Psychology, 2026-. B.A., Utah State University. M.S., Western Illinois University. Ph.D., The University of Oklahoma.

Audrey Sue Flemming (2016)

Associate Professor of Political Science, 2022-. The Shelton L. Williams Professor of Comparative and International Politics, 2015-. B.A., Coe College. M.A., Ph.D., University of Florida, Gainesville.

Jeffrey M. Fontana (2002)

Associate Professor of Art History, 2007-. The Harry E. Smith Distinguished Teaching Professor, 2008-. B.A., Oberlin College. M.A., Ph.D., Boston University.

Colin Foss (2016)

Associate Professor of French, 2023-. B.A., Middlebury College. M.A., M.Phil., Ph.D., Yale University.

Alessandro C. Garganigo (2003)

Professor of English, 2023-. B.A., Yale University. M.A., Ph.D., Washington University.

Elizabeth Ann Gill (2018)

Provost and Vice President for Academic Affairs, 2018-. B.A., Trinity University. M.A., Yale University. Ph.D., The University of Texas at Austin.

Ashley “Ash” Glenn (2023)

Assistant Professor of Music, 2023-. Director of Bands. B.M., University of Tennessee, Knoxville. M.M., Southern Oregon University. Ph.D., The University of Southern Mississippi.

Stephanie L. Gould (2008)

Professor of Chemistry, 2019-. B.S., Rose-Hulman Institute of Technology. M.S., Ph.D., Arizona State University

Nicholas Graff (2023)

Assistant Professor of Economics, 2023-. B.A., M.S., Ph.D., University of Kentucky.

David Edwin Griffith (2006)

Professor of Business Administration, 2012-. The Jack B. Morris Chair in Entrepreneurial Studies, 2010-. B.S., Southeastern Oklahoma State University. M.B.A., University of Oklahoma. Ph.D., The University of Texas at Austin.

Khalid Hafiz (2022)

Assistant Professor of Economics and Business Administration, 2024-. B.A., Utkal University. M.A., Aligarh Muslim University. M.S., London School of Economics. Ph.D., Fordham University.

Eliza K. Hanson (2026)

Assistant Professor of Chemistry, 2026-. B.S., John Brown University. M.S., University of Notre Dame Ph.D., University of Kansas.

Felix Harcourt (2017)

Associate Professor of History, 2023-. The Guy M. Bryan Jr. Chair of American History, 2024-. B.A., University of Warwick. M.A., Ph.D., The George Washington University.

James Hebda (2014)

Associate Professor of Biochemistry, 2020-. B.S., Bridgewater State College. Ph.D., Yale University.

Mark Ronald Hébert (1990)

Associate Professor of Philosophy, 1996-. The Bill Richardson Chair for the Philosophy, Politics, and Economics Program, 2020-. B.A., Santa Clara University. M.A., Ph.D., University of North Carolina at Chapel Hill.

Michael A. Higgs (1987)

Professor of Mathematics and Computer Science, 2013-. Dean of Sciences, 2021-. The J.N. Chadwick Chair in Mathematics, 2015-. B.S.E.E., M.S.E.E., Stanford University.

Sarah T. Irons (2026)

Assistant Professor of Psychology, 2026-. B.A., B.S., Centenary College. M.S., Ph.D., Rice University.

Jamir Shariar Jyoti (2026)

Assistant Professor of Engineering, 2026-. B.S., Khulna University of Engineering and Technology, Bangladesh. M.S., Ph.D., Marquette University.

Rüçhan Kaya (2019)

Associate Professor of Political Science, 2024-. The Richardson Chair for Comparative Politics and International Relations, 2024-. B.A., Sabanci University. M.A., Ph.D., University of Florida.

Md Mohsan Khudri (2024)

Assistant Professor of Economics, 2024-. B.S., M.S., University of Dhaka, Bangladesh. M.A., Ph.D. University of Memphis.

Gregory S. Kinzer (2006)

Associate Vice President for Academic Affairs, 2025-. Professor of English, 2019-. The Henry L. and Laura H. Shoap Professor of English Literature, 2020-. B.A., Oberlin College. M.F.A., University of Utah. Ph.D., University of Buffalo.

Keith William Kisselle (2003)

Associate Professor of Biology and Environmental Science, 2009-. B.A., DePauw University. M.S., The Ohio State University. Ph.D., University of Georgia.

Samuel Kroger (2024)

Assistant Professor of Data Science Analytics, 2024-. B.A., Bates College. M.A., Ph.D., Rice University.

Melinda S. Landeck (2016)

Associate Professor of East Asian Studies, 2022-. B.A., Colorado State University. M.A., Yale University. Ph.D., University of Kansas.

Scott Charles Langton (2002)

Associate Professor of East Asian Studies, 2007-. The Bill Richardson Chair for the Center for Research, Experience & Artistic and Transformative Education, 2025-. B.A., University of California, Los Angeles. M.A., Ph.D., The Ohio State University.

Andrea V. Lopez (2024)

Assistant Professor of Spanish, 2024-. B.A., Pontifical Catholic University of Peru. M.A., Ph.D., Vanderbilt University.

Wolfgang Lueckel (2012)

Associate Professor of German, 2017-. B.A. (equivalent) Universität Mainz. M.A., Ph.D., University of Cincinnati.

Peter E. L. Marks (2011)

Professor of Psychology, 2024-. B.A., Pomona College. M.A., Ph.D., University of Minnesota, Minneapolis.

John Richard McGinn (2008)

Associate Professor of Music, 2013-. B.A., Harvard University. M.A., D.M.A., Stanford University.

Lauren N. Miterko (2025)

Assistant Professor of Biology, 2025-. B.S., Quinnipiac University. Ph.D., Baylor College of Medicine.

Mark Monroe (1991)

Professor of Art, 2024-. The Craig Professor in the Arts, 2022-. B.A., Austin College. M.F.A., The University of Texas at Austin.

Huy V. Nguyen (2019)

Associate Professor of Mathematics, 2025-. B.S., M.S., Ph.D., Baylor University.

Diana T. Noller (2021)

Founding Director and Associate Professor of Medical Science, 2021-. B.S., The College of New Jersey. M.S.P.T., Thomas Jefferson University. M.M.S., Arcadia University. D.H.Sc., Still University.

Elena M. Olivé (2001)

Associate Professor of Spanish, 2008-. B.A., Texas A&M University. M.A., New York University. Ph.D., University of Kansas.

Andrea N. Overbay (2013)

Professor of Mathematics, 2025-. B.S., Emory and Henry College. Ph.D., University of North Carolina.

Andra Petrean (2004)

Professor of Physics, 2017-. B.S., University of Bucharest. M.A., Ph.D., Western Michigan University.

Sandy M. Philipose (2010)

Professor of Education, 2023-. B.A., M.A.T., Austin College. Ph.D., Stanford University.

Elizabeth June Preas (2022)

Assistant Professor of Psychology, 2022-. B.A., Austin College. M.S. The University of Texas at Tyler. Ph.D., University of Nebraska Medical Center.

Christen L. Reamy (2023)

Assistant Professor of Medical Science, 2023-. B.A., Austin College. M.P.A.S., Oklahoma City University.

Kelynne Elizabeth Reed (1995)

Professor of Biology, 2015-. The Mary W. and Foster G. McGaw Chair of Health Sciences, 2018-. B.S., Case Western Reserve University. Ph.D., University of Illinois at Urbana-Champaign.

Rahul S. Renu (2024)

Founding Director and Associate Professor of Engineering, 2024-. B.S., Visvesvaraya Technological University. M.S., Ph.D., Clemson University

John M. Richardson III (2008)

Professor of Biochemistry, 2020-. The Nancy Bryant '67 and Jerry Taylor Chair in STEM Education, 2025-. B.S., Texas Tech University. Ph.D., Penn State College of Medicine.

David Allen Schones (2017)

Assistant Professor of Religious Studies, 2024-. B.A., University of Oklahoma. M.T.S., Brite Divinity School at Texas Christian University. Ph.D., Southern Methodist University.

Bradley W. Smucker (2004)

Professor of Chemistry, 2017-. The Rupert B. Lowe Chair in Chemistry, 2022-. B.S., Wheaton College. Ph.D., Texas A&M University.

Morgan Stewart (2026)

Assistant Professor of Education, 2026-. B.A., Southwestern University. M.Ed., Ph.D., Texas Christian University

Thomas A. Stidham (2024)

Associate Professor of Biology, 2024-. B.S., The University of Texas at Austin. Ph.D., University of California, Berkeley

Lisha Daniels Storey (2017)

Associate Professor of Writing, 2025-. Scarbrough Writing Center Director, 2017. B.A., Agnes Scott College. M.A., Ph.D., University of Massachusetts Amherst.

Ashley Ann Tharayil (2015)

Associate Professor of Economics, 2021-. The Clara R. and Leo F. Corrigan Sr. Chair in Economics and Business Administration, 2022-. B.A., Austin College. M.A., Ph.D., University of Nebraska-Lincoln.

Amy Thimesch (2023)

Assistant Professor of Medical Science, 2023-. B.S., Oklahoma State University. M.P.A., University of Oklahoma College of Community Medicine.

Athena Todd (2022)

Assistant Professor of Medical Science, 2022. B.A., Austin College. M.H.S., University of Oklahoma.

T. Hunt Tooley (1991)

Professor of History, 2002-. The A. M. Pate Jr. Chair of History, 2020-. B.A., M.A., Texas A&M University. Ph.D., University of Virginia.

Cody Trojan (2026)

Assistant Professor of Political Science, 2026-. B.A., Sarah Lawrence College. M.A., University of Toronto. Ph.D., University of California, Los Angeles.

Ivette Maria Vargas-O'Bryan (2003)

Professor of Religious Studies, 2019-. B.A., Barnard College. M.A., Ph.D., Harvard University.

Brian Andrew Watkins (2015)

Associate Professor of Anthropology, 2020-. B.A., Austin College. M.A., Ph.D., Michigan State University.

Martin G. Wells (2015)

Associate Professor of Classics, 2020-. B.A., University of California, Berkeley. Ph.D., University of Minnesota.

David Graham Whelan (2014)

Associate Professor of Physics, 2020-. B.A., Ithaca College. M.S., Ph.D., University of Virginia.

Claire M. Wolnisty (2019)

Associate Professor of History, 2023-. The Richardson Chair for the Professionalism and the Humanities Leadership Program, 2024-. B.A., Creighton University. M.A., Ph.D., University of Kansas.

Eric F. Wuesthoff (2026)

Assistant Professor of Environmental Studies, 2026-. B.S., University of Massachusetts Amherst. Ph.D., Rice University.

Other Faculty and Staff (non-tenure track)

Joyce Spivey Aldridge (2023)

Adjunct Assistant Professor of Communications. B.A., Southeastern State University. M.A., Oklahoma State University. Ph.D., University of Colorado/Boulder.

Adriana Karina Alvarez (2021)

Visiting Instructor in Spanish. B.A., Universidad del Valle de Atemajac. M.Ed., Southeastern Oklahoma State University

James Preston "J.P." Andrew (2025)

Visiting Assistant Professor of Philosophy. B.A., Texas Christian University. M.A., Ph.D., The University of Texas at Austin.

L. Scott Austin (2024)

Adjunct Instructor in Business Administration. B.A., Austin College. J.D., Baylor University Law School.

Farren Benvenuti (2023)

Coordinator of Instruction and Research Services – Librarian I with rank of Assistant Professor. B.S., Texas Christian University. M.L.I.S., Louisiana State University.

Dannielle Branam (2027)

Adjunct Instructor in Sociology. B.S., University of Oklahoma. M.S., University of North Texas.

Robert Briones (2024)

Adjunct Instructor in Kinesiology. B.A., Wheaton College.

Gregory Ross Cohen (2025)

Visiting Assistant Professor of Public Health. B.A., Binghamton University. M.P.H., D.P.H., Loma Linda University.

Seth Abdoul Compaoré (2022)

Visiting Assistant Professor of French. B.A., University of Ouagadougou. M.A., University of Louisville. Ph.D., University of Missouri

Gregory Shawn Counts (2024)

Adjunct Instructor in Kinesiology, 2024-. B.S., Southeastern Oklahoma State University. M.Ed., East Central University.

Martinella Dryburgh (2014)

Associate Professor of Business Administration, 2019-. Executive Director of the Posey Leadership Institute, 2015-. The Leslie B. Crane Chair of Leadership Studies, 2017-. B.B.A., The University of Texas at Austin. M.L.A., Southern Methodist University. Ph.D., The University of Texas at Dallas.

Emily G. Eldridge (2020)

Head of Special Collections & Archives (College Archivist) with rank of Assistant Professor, 2026-. B.A., Austin College. A.L.M., Harvard University. C.A., Academy of Certified Archivists.

Michelle B. Filander (2010)

Adjunct Instructor in Kinesiology. B.A., Ohio Wesleyan University. M.S., West Virginia University.

Christopher Goldsmith (2016)

Adjunct Assistant Professor, Associate Director of Pre-Health. B.A., Austin College. M.A., Ph.D., Southern Methodist University.

Elanor Goldsmith (2026)

Lab Instructor, Manager, and EMS Coordinator. B.S., Austin College. M.S. University of Texas at Dallas.

Kevin Gregory (2024)

Adjunct Instructor in Kinesiology. B.A., Hendrix College. M.A., Texas State University.

Eugenia Harris (2018)

Executive Director of Institutional Research and Registrar with rank of Assistant Professor. A.B., Princeton University. M.L.A.S., Ed.D., Vanderbilt University.

Michele Cox Helfrich (1997)

Assistant Professor of Psychology. B.A., University of Oklahoma. M.S., Ph.D., Purdue University.

Eric Hessel (2020)

Adjunct Assistant Professor of Applied Music. B.M., Arizona State University. M.M., University of Kansas. D.M.A., University of North Texas.

LadyJane Hickey (2006)

Coordinator of Bibliographic Services with rank of Associate Professor. B.S.Ed., Tulsa University. M.L.I.S., Drexel University. M.B.A., St. Mary's University.

Yuzhu Kang (2026)

Assistant Professor of Practice in Accounting, 2026-. B.A., Jiangxi University of Finance and Economics. M.S., University of North Texas. M.A., Ph.D., Hohai University.

Elizabeth Hale Knox (2023)

Adjunct Instructor in Applied Music. B.M., M.M., Indiana University.

Christina Lascano (2024)

Principal Faculty, Clinical Assistant Professor of Medical Science. B.S., Texas A&M University, College Station. M.P.A.S., University of North Texas Health Science Center.

Alexandra Glaskowsky Leavell (2024)

Visiting Associate Professor of Education. B.S.Ed., M.S.Ed., Ph.D., University of Miami.

Mary Yetta McKelva (2017)

Instructor in Spanish. B.A., North Texas State University. M.A., Texas Woman's University.

Fred Noller (2025)

Principal Faculty, Clinical Assistant Professor of Medical Science. A.S., Ocean County College., A.S., Fairleigh Dickinson University. A.A.S., Excelsior College. B.S., Thomas Edison State College. M.M.S., Arcadia University.

Lindy Olsen (2024)

Adjunct Instructor in Classics and English. B.A., Austin College. M.S., University of North Texas

Dan Pucul (2013)

Adjunct Instructor in Theatre and Technical Coordinator. B.A., Austin College. M.A., Texas Women's University.

Jesse Reinhard (2023)

Adjunct Assistant Professor of Art. B.A., University of North Texas. M.F.A., New Mexico State University.

Edward Richardson (2015)

Director of Advocacy Programs and Coach, Adjunct Instructor. B.A., Austin College. J.D., Texas Tech University.

Nancy Schable (2021)

Adjunct Instructor in Biology and Biology Support Associate. B.S., Illinois College. M.S., Eastern Illinois University.

Amon Seagull (2020)

Director of Institutional Research and Assessment with rank of Assistant Professor. B.A., B.A.S., University of Pennsylvania. M.S., Ph.D., University of Rochester

Andrew A. Smith (2015)

Library Director with rank of Associate Professor, 2023-. B.S., Southwest Missouri State University. M.L.I.S., Kent State University.

Max Smith (2025)

Adjunct Assistant Professor of Education. B.S., Southwest Baptist University. M.B.A., University of Phoenix. Ed.D., Liberty University.

Michael Smith (2024)

Assistant Professor of Practice in Accounting, 2024-. B.B.A., The University of Texas at Arlington. M.S., M.B.A., The University of Texas at Dallas.

Theresa L. Stone (2018)

Visiting Instructor in Education. A.A.S., Northlake College. B.A., M.Ed., The University of Texas at Arlington.

Zachary Sullivan (2022)

Instructor in Kinesiology, 2024-. B.A., American Military University. M.S., Dallas Baptist University.

Isaac Swanson (2024)

Adjunct Instructor of Applied Music. A.A., Aimes Community College. B.A., University of Northern Colorado. M.M., University of Wyoming. Doctoral Candidate, Texas Tech University.

Gregory M. Szytko (2026)

Physics Teaching Fellow, 2026-. B.A., Dartmouth College. M.S., Ph.D., Rice University.

Krista Thomas (2023)

Biology Support Associate/Instructor of Biology. B.A., B.S., Oklahoma State University. M.S., Texas A&M University-Commerce.

Wing Ka Penny Tong (2024)

Adjunct Instructor in Applied Music. B.A., The Chinese University of Hong Kong. M.M., Cleveland Institute of Music. D.M.A., University of North Texas.

Robyn Tschantz (2023)

Adjunct Instructor in Education. B.S., Texas A&M University. M.A., University of North Texas.

Patricia Vigil (2026)

Adjunct Assistant Professor of Applied Music. B.M., University of New Mexico. M.M., Louisiana State University. D.M.A., Temple University.

Rodney Wecker (2007)

Adjunct Instructor in Kinesiology. B.A., Metropolitan State College. M.A.T., Whitworth College.

Andrew Wright (2023)

Adjunct Assistant Professor of Applied Music. B.A., University of Central Arkansas. M.M., D.M.A., University of North Texas.

Syvoney Ybarra (2025)

Adjunct Instructor in Kinesiology. B.S., M.A., East Texas Baptist University.

Honorary Degrees and Awards

Honorary Degrees

May 23, 2026

Doctor of Divinity

Mary Lydia Baum

Doctor of Humane Letters

Cecelia E. O'Day

Homer P. Rainey Award

April 23, 2026

Steven Goldsmith

Professor of Biology

Peter Schulze

Professor of Biology and Environmental Sciences

Degrees Conferred

Master of Arts in Teaching

May 23, 2026

Michael V. Hare
Gr. 4 Thru 8 Math
Waco, Texas

Jackson Blake Rennie
Gr. 7 Thru 12 History
Sherman, Texas

Courtney Siobhan Wise
Gr. 7 Thru 12 History
Sherman, Texas

Maggie Lee Reed
Early Childhood Thru 6th
Grade Generalist
Lubbock, Texas

Hailie Rae Swiatkowski
Gr. 7 Thru 12 Mathematics
Mundelein, Illinois

Master of Medical Science (Physician Assistant)

May 23, 2026 or Summer 2026

Sisnios Abebe
Physician Assistant Studies
Plano, Texas

Antonio Forty
Physician Assistant Studies
Tuscola, Texas

Ann Constance Kauffman
Physician Assistant Studies
Wayne, Illinois

Zaineb Akbar
Physician Assistant Studies
Frisco, Texas

Samantha Alexis Fulton
Physician Assistant Studies
Mustang, Oklahoma

Sarah Elizabeth LaFrance
Physician Assistant Studies
Crandall, Texas

Allison Barnes
Physician Assistant Studies
Colleyville, Texas

Nicholas Powell Griffin
Physician Assistant Studies
Sherman, Texas

Bianca Becho Montemayor
Physician Assistant Studies
Pearland, Texas

Carmen Briles
Physician Assistant Studies
New Braunfels, Texas

Quinn Elise Helm
Physician Assistant Studies
Decatur, Texas

Sofia M. Munoz
Physician Assistant Studies
Royse City, Texas

Evelyn Dao
Physician Assistant Studies
Sugar Land, Texas

Jeri Donna Holman
Physician Assistant Studies
Dallas, Texas

Betty Ngoc Nguyen
Physician Assistant Studies
Garland, Texas

Shania Ford
Physician Assistant Studies
Killeen, Texas

Jennifer Juarez
Physician Assistant Studies
Irving, Texas

Tyler O'Brien
Physician Assistant Studies
Littleton, Colorado

Paige Patrick
Physician Assistant Studies
Lewisville, Texas

Addisyn Rose Pennings
Physician Assistant Studies
De Pere, Wisconsin

Danielle Maxine Prince
Physician Assistant Studies
Sealy, Texas

Jennifer Jia Qian
Physician Assistant Studies
Plano, Texas

Briana Liz Sanders
Physician Assistant Studies
Austin, Texas

Savannah La'ren Silvestry
Physician Assistant Studies
Hutto, Texas

Haleigh Annette Smith
Physician Assistant Studies
Leawood, Kansas

Alexis Sutter
Physician Assistant Studies
San Antonio, Texas

Alissa Nicole Tolbert
Physician Assistant Studies
San Antonio, Texas

Torie Alyssa Torrence
Physician Assistant Studies
Fort Worth, Texas

Russell Vittrup III
Physician Assistant Studies
Haslet, Texas

Caroline Faith Wolov
Physician Assistant Studies
Rockwall, Texas

Kathryn Elizabeth Woodruff
Physician Assistant Studies
Denison, Texas

Emma Grace Zentner
Physician Assistant Studies
Allen, Texas

Maryam Ziaei
Physician Assistant Studies
Allen, Texas

Bachelor of Arts

August 14, 2025

Jack Edward Borst
Economics
San Antonio, Texas

Josue A. Bravo
Kinesiology
Melissa, Texas

Christopher M. Grover
Theatre
Winston Salem, North Carolina

Kurt Christopher Jacobson
Anthropology
Summa Cum Laude
Moraga, California

Hannah A. King
Business Finance
Midlothian, Texas

Ayda Melisa Koral
Neuroscience
Magna Cum Laude
Dallas, Texas

Yazmin Loreda Guerrero
East Asian Studies
Houston, Texas

Paul R. Montemayor
Fundamentals of Education
McKinney, Texas

Delaney Bradford Murchison
Communication
Dallas, Texas

Tyler Ramage
Business Administration
Odessa, Texas

Noah Thomas Samuel
Philosophy, Politics, and
Economics
McKinney, Texas

Bailey O. Standokes
Policy, People and Environment
Haslet, Texas

Marjan S. Tukdi
Computer Science
Cum Laude
Frisco, Texas

Kaiden S. West
Business Studies
Trenton, Texas

Calvin Anderson Wu
East Asian Studies
Southlake, Texas

January 27, 2026

Justin Patrick Ajdukovich
Business Administration
Plano, Texas

Karina Alvarez
Business Studies
Denison, Texas

Luis Estevan Balderas Jr.
Kinesiology - Exercise Sci
Magna Cum Laude
Mission, Texas

Camila Bocanegra
International Business
Summa Cum Laude
Mesquite, Texas

Elliott Jane Logan
Psychology
Garland, Texas

Nicholas R. Denbo
Kinesiology - Exercise Sci
Commerce, Texas

Bonnie Dong
Public Health
Summa Cum Laude
Reno, Texas

Daisy Donjuan
Political Science
Cum Laude
Plano, Texas

Alicia Alejandra Flores
History
Magna Cum Laude
New Caney, Texas

Emma Jo Gibson
Biology
Magna Cum Laude
Leonard, Texas

Alexander L. Girolet
Kinesiology - Exercise Sci
Magna Cum Laude
Burleson, Texas

Tanya Gonzalez
Political Science
Magna Cum Laude
Sherman, Texas

Samantha Grace Graham
Kinesiology
Summa Cum Laude
Denison, Texas

Jasmine Halle Houston
Communication
Missouri City, Texas

Jacob Robert Johnson
Business Administration
Cum Laude
Eastvale, California

Cameron Ellis Kongamnach
Biology
Rowlett, Texas

Cassidee Nicole Levine
Psychology
Summa Cum Laude
Richmond, Texas

Ethan Todd Lowery
Healthcare Administration
Forney, Texas

Ethan Maurer
Public Health
Cum Laude
Frisco, Texas

Madison Rae McPherson
Political Science
Anna, Texas

Isaac Daesung Myung
Public Health
Summa Cum Laude
Mckinney, Texas

Mekhi Anthony Nicholson
Business Administration
Fort Worth, Texas

Brooke Celeste Poarch
Healthcare Administration
Garland, Texas

Thomas Nesbit Razim
History
Austin, Texas

Warren Anthony Reine IV
Environment & Society
Richmond, Texas

Leobardo Renteria-Leyva
Business Finance
Princeton, Texas

Aven Walker Roberts
Psychology
Magna Cum Laude
Dallas, Texas

Monserrat Salinas Morales
Business Finance
Cum Laude
Elgin, Texas

Akshayashri Saravanan
Business Finance
Keller, Texas

Chloe Marie Taylor
Art
Magna Cum Laude
Lake Dallas, Texas

Travis W. Teague
Kinesiology - Exercise Sci
Cum Laude
Pottsboro, Texas

May 23, 2026

Jason Joel Amaya
Business Finance
Denton, Texas

Shambhavvi Sai Anand
Biology - Molecular/Cellular
Honors in Biology
Summa Cum Laude
Irving, Texas

Austin Joseph Anguiano
Communication
Austin, Texas

Luken Arritola
Neuroscience
Garland, Texas

Caleb A. Balderas
Business Administration
Azle, Texas

Lola Grace Barcus-Schafer
Communication
Magna Cum Laude
Tulsa, Oklahoma

Kaitlyn Barrett
Biology
Cum Laude
Franktown, Colorado

Nicholas Andrew Bates
Kinesiology - Exercise Sci
Cum Laude
Alvin, Texas

Caitlyn Riley Benson
Neuroscience
Sherman, Texas

Alejandro Beracochea
Business Administration
Mckinney, Texas

Anushka Bhogal
Public Health
Little Elm, Texas

JonAustin M. Blaine
Engineering Physics
The Colony, Texas

Jackson Gabriel Bowman
Biology
Plano, Texas

Gavin Austin Brady
Kinesiology
Aledo, Texas

Jimmie Hunter Brannen
History
Spring, Texas

David Jefferson Brewer III
Business Finance
Farmersville, Texas

Jacqueline Nicole Bridgeford
Neuroscience
League City, Texas

Selina Alicia Brooks
Biology
Glenn Heights, Texas

Yakari Sadaya Brown
Art
Houston, Texas

Elijah Matthew Budd
Business Administration
San Antonio, Texas

Angelia Carol Butler
English - Creative Writing
Summa Cum Laude
Southlake, Texas

Sam Clairmont
Psychology
Houston, Texas

Faith Adelaide Butler
Kinesiology - Exercise Sci
Cum Laude
Krum, Texas

Char'Jee Caldwell
International Economics/Finance
Conroe, Texas

Barrett Riley Calhoun
Kinesiology
Denison, Texas

Joshua A. Campbell
Neuroscience
Pittsburg, Texas

Pablo Izaiah Cantu
History
Kingwood, Texas

Devon Mae Carrillo
Biochemistry
Honors in Chemistry
Magna Cum Laude
Katy, Texas

Jonas Riley Ceballos
Kinesiology
Mckinney, Texas

Chandler Jill Chambers
English
Fort Worth, Texas

Ridge Austin Chaney
Business Finance
Cum Laude
Melissa, Texas

Mohana Dyuti Chintalapaty
Psychology
Frisco, Texas

Allison Katherine Clark
Computer Science
Fort Worth, Texas

Coral Cohen
Psychology
Summa Cum Laude
Plano, Texas

Selah Coleman
Kinesiology - Exercise Sci
Magna Cum Laude
Houston, Texas

Tessa Lee Contreras
Kinesiology - Exercise Sci
Cum Laude
Carrollton, Texas

Benjamin Nicholas Cordell
Healthcare Administration
San Antonio, Texas

Lucia Costantino
Storytelling
Magna Cum Laude
Richardson, Texas

Andrew Jake Cowin
English
Summa Cum Laude
Sherman, Texas

Tanley Danielle Coykendall
Kinesiology - Exercise Sci
Cum Laude
Rockwall, Texas

Taryn Gail Coykendall
Healthcare Administration
Rockwall, Texas

Lily Wren Dashner
Psychology
Austin, Texas

Christopher A. Davis
Philosophy
Summa Cum Laude
Pottsboro, Texas

Noelani Dawson
Public Health
Dallas, Texas

Evan M. Dennis
Psychology
Cum Laude
Mckinney, Texas

Bianca Stephanie Dickinson
Music
Anna, Texas

Mary Clare DuBose
Computer Science
Cum Laude
Fort Worth, Texas

Tanner Slade Dudley
Computer Science
Magna Cum Laude
Pottsboro, Texas

Deron Achaw Dwomo-Bediako
Biology - Molecular/Cellular
Cum Laude
Murphy, Texas

Corbin Aaron Dymek
Computer Science
Summa Cum Laude
Celina, Texas

Pedro Antonio Echeverria
International Economics/Finance
Irving, Texas

Adan David Escalante
English
Mckinney, Texas

Kien Essey
History
Mt Pleasant, Utah

Emma Elizabeth Fendley
Psychology
Cum Laude
Paris, Texas

Nancy Esmeralda Flores
Art
Magna Cum Laude
Marietta, Texas

Felix Florez III
Business Administration
Cypress, Texas

Scott Matthew Frisbie
Mathematics
Lavon, Texas

Jasmine Marie Galdamez
Political Science
Summa Cum Laude
Lubbock, Texas

Bianca R. Gallegos
English
Honors in English
Sandia Park, New Mexico

Dulcie Isis Garcia
Psychology
Summa Cum Laude
Frisco, Texas

Greyson Andrew Gaworecki
Political Science
Cum Laude
Taylor Lk Vlg, Texas

Kidus Getenet
Business Administration
Allen, Texas

Nicholas J. Giambalvo
Computer Science
Cum Laude
Allen, Texas

Ms. Maggie M. Giokas
Spanish
Pearland, Texas

Ruth Gonzalez Saldana
Psychology
Houston, Texas

Eliza Gorrosquieta
Theatre
Cum Laude
Houston, Texas

Prana Govindacharyula
Media Studies
Plano, Texas

Timothy Hill Gracey
Business Finance
Waxahachie, Texas

Jack Matthew Graman
International Economics/Finance
Summa Cum Laude
Mckinney, Texas

Eliazar Grayson Greer
Theatre
Summa Cum Laude
Denison, Texas

Sophia Marie Gustafson
Political Science
Summa Cum Laude
Sherman, Texas

Gabrial Haggerty
Business Administration
Humble, Texas

Nabiha Uzra Hasan
Neuroscience
Coppell, Texas

Michaela G. Hautzinger
Business Administration
Aubrey, Texas

Demi Alma Audrey Held
Engineering Physics
Keller, Texas

Kelly Annette Hernandez
Biology - Molecular/Cellular
Dallas, Texas

Roy Herrera
Business Finance
Summa Cum Laude
Spring, Texas

Devin Daniel Holcomb
Business Finance
Mckinney, Texas

John Michael Hubenak
German
Sugar Land, Texas

Jordan Landry Hudgins
Psychology
Magna Cum Laude
Wylie, Texas

Tristen Elijah Huff
Media Studies
Farmersville, Texas

Jacob Nathaniel Jackson
Business Administration
Crowley, Texas

Maggie Morrison Jackson
Spanish
Uvalde, Texas

Elizabeth Leigh Jacobs
Psychology
Cum Laude
Mckinney, Texas

Ismael Jasso
Computer Science
Summa Cum Laude
Irving, Texas

Macey Alisle Johnson
English
Summa Cum Laude
Houston, Texas

Caleb Martin Jones
Kinesiology - Exercise Sci

Kyra Naryse Kasper
Psychology
Bee Cave, Texas

Nayan Kondapalli
Biochemistry
Cum Laude
Pflugerville, Texas

Kate Kovandzic
English - Creative Writing
Dallas, Texas

Amaan Chan Lackan
Business Administration
Fort Worth, Texas

Aaron Lam
Biology - Molecular/Cellular
McKinney, Texas

Ryan Scott Laventure
History
Cum Laude
Chandler, Texas

Christian Van Le
Biochemistry
Summa Cum Laude
Allen, Texas

Alyssa Briana Lemus
Business Administration
Missouri City, Texas

Kaylee Grace Lewis
Psychology
Grapevine, Texas

Brenna Nicole Light
Political Science
Sherman, Texas

Ashley Eileen Lopez
Business Administration
Van Alstyne, Texas

Sebastian James Loredó Awmiller
Philosophy, Politics, and
Economics
Leander, Texas

Renata Loyo Perez
Media Studies
McKinney, Texas

McKenna Jo Malone
Business Finance
Denton, Texas

Madison Nicole Manning
Engineering Physics
Magna Cum Laude
Plano, Texas

Ryan Gage Mark
Computer Science
Cum Laude
Albany, Texas

Coby Martin
Business Administration
Allen, Texas

Matthias Martinez
Kinesiology
Houston, Texas

John-Michael Manuel Mata
History
Sanguin, Texas

Brooklyn Rose Matthews
Business Finance
Magna Cum Laude
Conroe, Texas

Avian Anthony McCain
Psychology
Ravenna, Texas

Taylor Nicole McClain
Psychology
McKinney, Texas

Colin W. McFarland
Biology
Double Oak, Texas

Kaden Thomas McFarland
Mathematics
The Colony, Texas

Cody McIntyre
Business Finance
Azle, Texas

Kaitlyn Alexis McKee
Art
Cum Laude
Harlingen, Texas

Larry Mejia
Engineering Physics
Houston, Texas

Joshua Alan Melvin Jr
Biology
Smyrna, Tennessee

Keylan Grey Minnis
Business Administration
Denison, Texas

Grace Miriam Mei Moothart
Psychology
Summa Cum Laude
Melissa, Texas

Maxwell Thomas Mundorff
Engineering Physics
Huntsville, Texas

Natalie Polina Nechamkin
History
Sherman, Texas

Jack H. Nelson
History
Aubrey, Texas

Samuel Tilden Nesmith
Business Administration
Fort Worth, Texas

Taylor Sage Newton
Biochemistry
Cum Laude
Coppell, Texas

Vernon Cho Hsuan Ng
Biology - Molecular/Cellular
Cum Laude
Plano, Texas

Chasity Kieu Trinh Nguyen
Biology
Cum Laude
Arlington, Texas

Joseph Nguyen
Public Health
Summa Cum Laude
Richardson, Texas

Peyton Matthew Nielsen
History
Magna Cum Laude
Forney, Texas

Margaret Lynne Oelfke
Kinesiology
McKinney, Texas

Kayn Onggosanusi
Psychology
Cum Laude
Coppell, Texas

Chizuruoke Samuel Onyedim
Computer Science
Magna Cum Laude
Abuja,

Henry Fieldon Ormond
Business Administration
Cum Laude
Roanoke, Texas

Yair Adonis Palacios
Computer Science
Houston, Texas

Alexandria Palmer
Psychology
Canyon Lake, Texas

Jeannine Yanel Paredes
Anthropology
Dallas, Texas

Miles A. Parish
Kinesiology - Exercise Sci
San Antonio, Texas

Ethan Rohit Paspula
Healthcare Administration
Murphy, Texas

Isha Mehulkumar Patel
Public Health
Irving, Texas

Krish R. Patel
Economics
Eules, Texas

Grace Cindy Peng
Business Finance
Magna Cum Laude
Celina, Texas

Tony Earl Penson Jr.
Engineering Physics
Jacksonville, Texas

Jennifer Nicole Perez Garcia
History
Fort Worth, Texas

Mikayla Nichole Perkins
Art
Rch Cucamonga, California

Toan Thanh Duong Pham
Media Studies
Pearland, Texas

Brayden Gage Phillips
Business Administration
Sachse, Texas

Jacob Brian Pickens
Psychology
Cum Laude
Denison, Texas

Megan Alexandra Pickens
Anthropology
Cum Laude
Denison, Texas

Madeline Kate Pieper
Mathematics
Summa Cum Laude
Celina, Texas

Jorge Antonio Pineda
Computer Science
Cum Laude
Brownsville, Texas

Jamond Lauerence Pinkney
Anthropology
Albemarle, North Carolina

Kevin Lionel Polio
Biochemistry
Tomball, Texas

Jacqueline Delane Ponder
Neuroscience
Cum Laude
Austin, Texas

Zaria Elaine Porter
English
Magna Cum Laude
Mckinney, Texas

Josef Byron Potter
Economics
Summa Cum Laude
Dallas, Texas

Nia Azure Pouncy
Biology
Dallas, Texas

Avery Rague
Communication
Jonestown, Texas

Erika Yanet Ramirez
Economics
Magna Cum Laude
Sherman, Texas

Lupita Maria Valdez Reel
Political Science
Lake Jackson, Texas

Abbey Rae Rennaker
Biology
Summa Cum Laude
Sachse, Texas

Matteo Riccelli
International Relations
Denison, Texas

Carolyn Reese Richmond
Public Health
Austin, Texas

Aisha Rico
Economics
Dallas, Texas

Nahomy Josseline Rivero Vega
Business Administration
Mabank, Texas

Liam Roberts
Computer Science
Rescue, California

Seth Rader Rodriguez
Mathematics
Seguin, Texas

Erica Grace Romm
English - Creative Writing
Honors in English
Summa Cum Laude
Denison, Texas

Katherine Grant Rossley
Neuroscience
Honors in Neuroscience
Magna Cum Laude
Dallas, Texas

Gregory Luke Daniel Rostyne
Music - Performance
Denison, Texas

Nicholas John Ruggiero
Chemistry
Cum Laude
San Juan Capo, California

Marleni Ruiz-Gorostieta
Economics
Cum Laude
Austin, Texas

Rachel F. Sadler
Mathematics
Summa Cum Laude
Marquez, Texas

Eliel Sandoval
International Economics/Finance
Magnolia, Texas

Rashad Daric Satchell Jr
Business Finance
Hewitt, Texas

Blazyn Sky Saxon
Business Finance
Athens, Texas

Aiden Richard Schnurr
Business Administration
Richardson, Texas

Rania Zoya Shaik
Political Science
Honors in Anthropology
Cum Laude
Georgetown, Texas

Alyssa Rose Sharp
Music - Music Education
Howe, Texas

Benjamin Watson Shegon
Biology
Summa Cum Laude
Trophy Club, Texas

Shea Simmons
History
Magna Cum Laude
Coppell, Texas

Simran K. Singh
Public Health
Honors in Public Health
Allen, Texas

Blake Edward Skipworth
Business Finance
Van Alstyne, Texas

Timothy James Smith
Environmental Studies
Grand Prairie, Texas

Wesley Isabel Smith
Biology
Lorena, Texas

Cayden Scott Snelgrove
History
Kemp, Texas

Sam Ryan Spencer
Neuroscience
Honors in Neuroscience
Cum Laude
Rockwall, Texas

Jack Wells Stack
Kinesiology
Concord, California

David John Stanford
History
Dallas, Texas

Lauren Marie Stark
History
Honors in History
Summa Cum Laude
Fort Worth, Texas

Austin Glenn Stephenson
Kinesiology
Mckinney, Texas

Carson Thomas Sutherland
Computer Science
Celina, Texas

Arturo Rogelio Tarin
Psychology
El Paso, Texas

Tracee Raemon Tarleton
English - Creative Writing
Fort Worth, Texas

Christopher Blake Teichmann
Biology - Molecular/Cellular
Honors in Biology
Magna Cum Laude
Amarillo, Texas

Daniel R. Terry
Kinesiology - Exercise Sci
Burleson, Texas

Stephen Tripp Thoms
Kinesiology - Exercise Sci
Powderly, Texas

Nicholas Brian Tignor
Business Administration
Lucas, Texas

Lauren Michelle Trott
Psychology
Magna Cum Laude
Krugerville, Texas

Autumn Ryann Vance
English
Summa Cum Laude
Collinsville, Texas

Diocelina Vences
Public Health
Missouri City, Texas

Kellen Vickery
Environmental Studies
Dripping Spgs, Texas

Matthew Kenneth Vorderbruggen
Kinesiology - Exercise Sci
Allen, Texas

Aidan Key Wade
Kinesiology
Flower Mound, Texas

Christopher P. Walstad
Mathematics
Magna Cum Laude
Highland Vlg, Texas

Katy Jay Warren
Kinesiology - Exercise Sci
Houston, Texas

Emeri Daun Watson
Business Finance
Summa Cum Laude
Paris, Texas

Pierce Riley Wear
Environmental Studies
N Richlnd Hls, Texas

Brice Arthur Weinstein
Business Finance
Richardson, Texas

Hannah Wilemon
Art
Summa Cum Laude
Dallas, Texas

Marques Williams
Communication
Louisburg, North Carolina

Trinity Williams
Psychology
Cum Laude
Howe, Texas

Samuel Bruce Wilson
Business Administration
Plano, Texas

Adeline Edythe Hebel Woodward
Art
Summa Cum Laude
Frisco, Texas

William Joseph Woulfe
Biochemistry
Magna Cum Laude
Richardson, Texas

Lillith Grace Young
Psychology
Cedar Park, Texas

Academic Calendar 2026-2027

FALL TERM	2026
Opening Convocation	Aug 24
Classes begin at 8 a.m.	Aug 25
Last day to add a course	Sept 1
Census (12 th Class Day)	Sept 9
January Term registration reopens (returning students)	Sept 14 – 15
January Term registration (new students)	Sept 21 – 25
Fall break begins at 8:00 a.m.	Oct 9
Classes resume at 8:00 a.m.	Oct 12
Last day to change a grading system	Oct 15
Last day to drop a course with no grade	Oct 15
Advising Weeks	Oct 26 – Nov 6
Last day to drop a course with a W	Nov 6
Spring Term Registration	Nov 9 – 12
Thanksgiving break begins at 8:00 a.m.	Nov 23
Classes resume at 8:00 a.m.	Nov 30
Classes end	Dec 4
Final Examinations begin	Dec 7
Reading Day	Dec 9
Final Examinations and Fall Term ends at 5:00 p.m.	Dec 11
Fall Term grades and previous term Incomplete grades due 12:00 p.m. (Faculty)	Dec 17
JANUARY TERM	2027
Classes begin at 8:00 a.m.	Jan 4
Last day to add a course	Jan 5
Last day to change a grading system	Jan 14
Last day to drop a course without a grade	Jan 14
Last day for a student to drop a course with a W	Jan 20
January Term ends at 5:00 p.m.	Jan 26
January Term grades due 12:00 p.m. (Faculty)	Feb 8
SPRING TERM	2027
Classes begin at 8:00 a.m.	Feb 2
Last day to add a course	Feb 9
Census (12 th Class Day)	Feb 17
Spring recess begins at 8:00 a.m.	Mar 15
Classes resume at 8:00 a.m.	Mar 22
Austin College Student Scholarship Conference <i>Classes canceled after 1:30 p.m. and resume the following weekday at 8:00 a.m.</i>	Mar 26
Last day to change a grading system	Mar 30
Last day to drop a course without a grade	Mar 30
Advising Weeks	April 5 – April 16
Last day to drop a course with a W	April 19

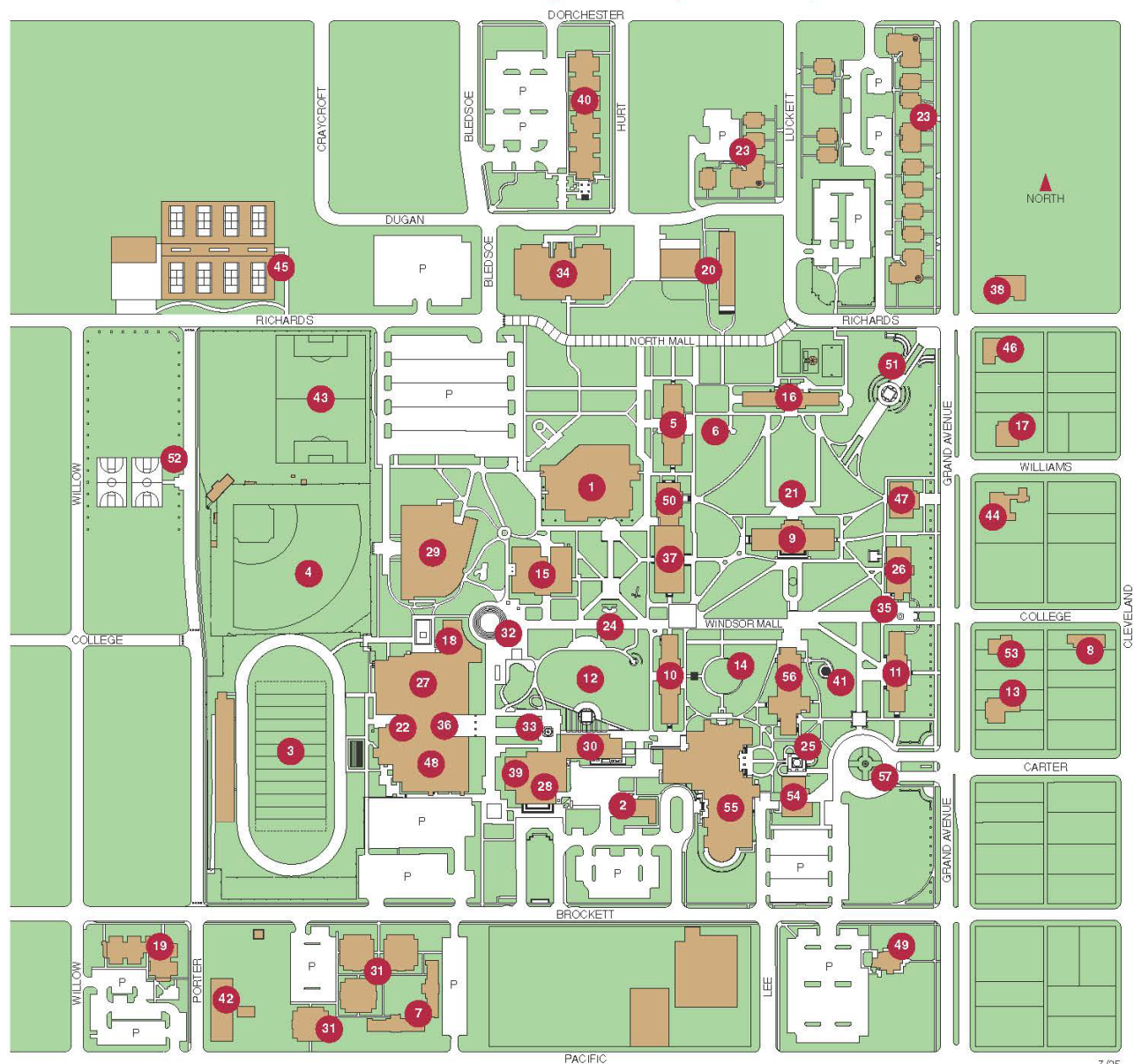
Fall and Summer Term Registration
Declaration Day
January Term Registration
Classes end
Reading Day
Final Examinations begin
Final Examinations and Spring Term ends at 5:00 p.m.
Senior grades due by 12:00 p.m. (Faculty)
Commencement
Spring Term grades and previous term Incomplete grades due 12:00 p.m. (Faculty).
MAY TERM
Term begins
Term ends
May Term grades due 12:00 p.m. (Faculty)
SUMMER TERM
<i>(Graduate and off-campus courses may follow a different schedule)</i>
Session I
Session I classes begin
Last day to add a course (Session I)
Census (Session I)
Last day to drop a course with no grade (Session I)
Last day to change a grading system (Session I)
Last day to drop a course with a W (Session I)
Session I classes end
Session I grades due at 12:00 p.m. (Faculty)
Session II
Session II classes begin
Last day to add a course (Session II)
Census (Session II)
Last day to drop a course with no grade (Session II)
Last day to change a grading system (Session II)
Last day to drop a course with a W (Session II)
Session II classes end
Session II grades due at 12:00 p.m. (Faculty)
Full Session
Full Session classes begin
Last day to add a course (Full Session)
Census (Full Session)
Independence Day holiday (classes do not meet)
Last day to drop a course with no grade (Full Session)
Last day to change the grading system (Full Session)
Last day to drop a course with a W (Full Session)
Full Session classes end
Full Session grades due at 12:00 p.m. (Faculty)
General Summer Term
Summer Term begins

Apr 19 – 21
Apr 20
Apr 27 – 29
May 12
May 13
May 14
May 19
May 21
May 22
May 25
2027
May 24
June 16
June 23
2027
Jun 7
Jun 10
Jun 15
Jun 17
Jun 17
Jun 29
Jul 2
Jul 8
Jul 6
Jul 9
Jul 13
Jul 16
Jul 16
Jul 28
Aug 2
Aug 9
Jun 7
Jun 10
Jun 15
Jul 5
Jul 7
Jul 7
Jul 22
Aug 2
Aug 9
Jun 7

Last day to register for a directed/independent study or CSOC
Last day to drop a directed/independent study or CSOC
Summer term ends
All remaining undergraduate Summer term grades due at 12:00 p.m. (Faculty)

Jul 26
Aug 18
Aug 18
Aug 20

Campus Map



3/25

MAP KEY

- | | | |
|-------------------------------------|---------------------------------------|---|
| 1. Abell Library Center | 21. Clyde L. Hall Graduation Court | 41. Oscar and Anna Laura Page Meditation Garden |
| 2. Adams Center (Health Services) | 22. Hannah Natatorium | 42. Physical Plant Building |
| 3. Apple Stadium | 23. Hass Village on Grand | 43. Pierce Soccer Complex |
| 4. Baker Athletic Field | 24. Hersh Memorial Garden | 44. President's Home at Wood House |
| 5. Baker Residence Hall for Men | 25. Honors Court and Collins Fountain | 45. Russell Tennis Center (Jordan Courts) |
| 6. Ella Barker Memorial Garden | 26. Hopkins Social Science Center | 46. Settles House |
| 7. Bryan Apartments | 27. Hughey Gymnasium | 47. Sherman Hall (Humanities) and Hoxie Thompson Auditorium |
| 8. Carruth Guest House | 28. Ida Green Communication Center | 48. Sid Richardson Recreation Center |
| 9. Caruth Administration Building | 29. IDEA Center | 49. Temple Center (Austin Teacher Program) |
| 10. Caruth Residence Hall for Women | 30. Jackson Technology Center | 50. Thompson Hall |
| 11. Clyde Residence Hall | 31. Johnson 'Roo Suites | 51. Williams Founders Plaza |
| 12. College Green | 32. Jonsson Fountain | 52. Williams Intramural Complex |
| 13. Collins Alumni Center | 33. Jonsson Plaza | 53. Windsor House |
| 14. Austin College Commons | 34. Jordan Family Language House | 54. Wortham Center |
| 15. Craig Hall for Music | 35. Kappa Fountain | 55. Wright Campus Center |
| 16. Dean Residence Hall | 36. Mason Athletic-Recreation Complex | 56. Wynne Chapel |
| 17. Detweiler House | 37. Moody Center | 57. Zauk Circle Drive and Garden |
| 18. Dickey Fitness Pavilion | 38. Moseley House | |
| 19. The Flats at Brockett Court | 39. Sally and Jim Nation Theatre | |
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